



**LIFELONG LEARNING PROGRAMME
LEONARDO DA VINCI TRANSFER OF INNOVATION
PROJECT**

***The transfer of competences for tutors to achieve business
(vocational) and social competences of female prisoners and
ex-offenders (COMPETENT TO DO)***

PROJECT NUMBER: LDV-TOI-2013-1-SI1-LEO05-05355

**Preparation, adjustment and upgrade of the
transfer of good practice examples**

Work Package 2

1st November, 2013 – 28th Februar, 2015

MiT – Institution for a wider social acceptability and acceptance



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1. Introduction

European Parliament resolution on the particular situation of female prisoners (Preposition 2007/2116(INI))

<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=//EP//TEXT+TA+P6-TA-2008-0102+0+DOC+XML+V0//EN>: Encourages Member States to exchange information and best practice in relation to prison conditions, in particular for women, and in relation to the effectiveness of vocational training and social reintegration measures. However, the content of the resolution is not entirely taken into account and is not inconsistently implemented in many EU countries.

Key problems are:

- a) a generally low level of education and lack of professional skills;
- b) increasing number of female prisoners;
- c) women in prison do not have an equal opportunities for education, training and are not as competent on the labour market as men;
- d) special needs of women are not considered in prison, which makes it more difficult for social and occupational reintegration (prisons have been built for men);
- e) an obvious difference between vocational training and labour market demand (most prisons offer training in feminized occupations, which is limited to the acquisition of knowledge and skills that are traditionally attributed to women and culture and social role of women - tailoring, hairdressing, cleaning, weaving, embroidery, etc.; on the labour market these low-wage occupations are not highly valued, therefore a social inequality can continue, but also undermines a social integration and professional life);
- f) tutors who educate and train imprisoned persons for further occupation are not fully trained (come from different backgrounds and are employed as tutors in schools or perform work in institutions for adult education as external partners; apart from the expertise and experiences in adult education those tutors do not have acquired skills to work with prisoners, especially with the female population); those skills are crucial in reducing the discriminatory aspects of career education and training of female prisoners and their professional reintegration in a society, while reducing the rate of recidivism (re-offending).

Aims of the project are transfer, adjustment and upgrade of a training system for female prisoners and ex-offenders.



Objectives are:

a) General objectives are to:

- reduce the rate of recidivism – re-offending,
- increase equal opportunities for women and men - reduce gender discrimination,
- increase a number of participants in training and further training in obtaining and using knowledge, skills and qualifications for: a) target groups of tutors and professional staff, b) target group of prisoners and ex-offenders,
- contribute in development of key competences in vocational education and training of a targeted group of prisoners, and ex-offenders, especially females,
- increase the employability and participation in the EU labor market of ex-offenders, especially females,
- increase the cooperation between institutions or organizations that provides educational opportunities, enterprises, social partners and other relevant bodies,
- contribute in development of innovative practices in vocational education and training as well as transfer of good practices for prisoners and ex-offenders,
- increase the recognition of qualifications and competences including those acquired through informal education and trainings.

Specified objectives are to:

- inform about the analysis of the situation in the partner countries concerning the education of women in prison,
- prepare the selection criteria a) for tutors which will be trained, b) for the selection of prisoners which will be educated,
- select motivation approaches for integration of prisoners in training/education programs,
- carry out 1 training for tutors in Germany,
- train 15 tutors in Germany,
- prepare and transfer the open curriculum – introduction of 2 modules for a training a female prisoners: from Croatia to Slovenia and Lithuania,
- adjust training program for female in Slovenian and Lithuanian prison,
- evaluate the adjustment of the training program,
- implement 2 pilot trainings (Slovenia, Lithuania),
- obtain entrepreneurial and social competences of women in Slovenian and Lithuanian prison for further vocational education and social reintegration,
- define a range of competences that tutors need in order to work with female prisoners,
- disseminate the project results,
- carry out internal and external evaluation,



- enable two prisoners in Slovenia and Lithuania a free education to gain occupational skills and find employment, after they serve their prison sentence.

Activities of the WP2 are based on the existing analysis done by MiT (See the attached report on the recorded situation: ANALYSIS OF...). The analysis identifies situation in Slovenian prisons in terms of (un)equal opportunities for vocational education and consequently also of (un)equal opportunities for occupational reintegration into society. It consists of existing documents, which shows the demand for innovation transfer as well as other documented materials. The socio-psychological analysis of needs, desire and expectations of female prisoners in relation with their occupational orientation as well as the analysis of the current tutor's skills to work with prisoners (emphasis on female prisoners) has also been done. Professional staffs from MiT have been cooperating with GU URSIKS and with individual prisons in Slovenia for many years. The possibilities of working with prisoners, including female prisoners have been the basis for the analysis, which was based on conversations, interviews, questionnaires with professional staffs, mentors, tutors and prisoners. All of this has assisted to determine the content of module in the pilot implementation and on the long run to determine the educational programs for prisoners and ex-offenders.

Gained knowledge, abilities, skills and other acquired competences by the labour market will result in the employability of female ex-offenders by MiT and other companies in cooperation with the ESS.

MiT is the holder of WP2, where the purpose is particular to wider a network between institutions / organizations that would like to be informed about the importance of this project in other words to raise awareness of key players in society about the importance of the transferred examples of a good practice both for Slovenia and Lithuania as well as indirectly for Croatia. For the transfer it was necessary to prepare the criteria to place the selected examples of a good practice from Germany to the female prison Ig in Slovenia as well as to Lithuania, to prepare and establish the criteria on which we have selected the candidates for training of tutors in Berlin, to choose motivational approaches to include female prisoners in education, to establish criteria for adjustment of e-learning in the pilot implementation in Slovenia and Lithuania, to establish criteria for the selection of the prisoner to include them into pilot implementation in Slovenia and Lithuania and to identify the elements that have been upgraded.

Work package 2 includes the following tasks:

- T 2.1 Informing the decision makers about importance of project "Competent to do";
- T 2.2 Preparation of criteria to incorporate selected innovations and to adapt them;



- T 2.3 Preparation and selection of criteria to determining a tutor's profile training;
- T 2.4 Preparation and selection of motivation approaches in vocational education and training of prisoners, with an emphasis on women focus group;
- T 2.5 Preparation of criteria to adjust the use of e-learning in the pilot implementation in Slovenia and Lithuania;
- T 2.6 Preparation of criteria for selection of female prisoners involved in the pilot implementation (determining which groups of female prisoners have the lowest possibility of recidivism);
- T 2.7 Identification of elements for the transfer of good practice examples to upgrade and monitoring.



2. Results on the basis of task 2.1

Informing the decision makers about importance of project “Competent To Do”

**Center Republike Slovenije za mobilnost
in evropske programe izobraževanja in usposabljanja (CMEPIUS)**

**Centre of the Republic of Slovenia for Mobility
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Ministry of Labour, Family, Social Affairs and Equal Opportunities

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Aleksandra Klinar Blaznik, vodja službe – Head of Service

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Center za socialno delo Ljubljana-Šiška

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Zavod Republike Slovenije za zaposlovanje

National Employment Service

Centralna služba

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Rožna dolina, cesta IX / 6

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The text for the Slovenian media:

Spoštovani,

želimo vas obvestiti (in s tem vaše bralce, poslušalce), da smo konec leta 2013 pričeli z mednarodnim projektom na področju izobraževanja in usposabljanja tutorjev za delo z ženskami na prestajanju kazni zapora in po prestani kazni »COMPETENT TO DO«. V izvirniku projekt nosi naslov »The transfer of competences for tutors to achieve business (vocational) and social competences of female prisoners and ex-offenders«. V projekt so vključene štiri države, in sicer poleg Slovenije še Nemčija, Hrvaška in Litva.

Namen projekta je prenos dobrih praks izobraževanja iz Nemčije v Slovenijo in Litvo (kasneje posredno tudi na Hrvaško), konkretno iz organizacije FCZB (Frauen Computer Centrum Berlin), v kateri imajo več desetletne izkušnje z delom z ženskami na prestajanju kazni zapora s kvalificiranimi trenerji in tutorji za izvajanje izobraževanj.

Poleg usposobitve tutorjev za delo z ženskami na prestajanju kazni zapora je eden glavnih namenov projekta motivacija žensk na prestajanju kazni zapora in po prestani kazni za pridobitev poklicnih in socialnih veščin za uspešnejše nadaljnje izobraževanje, lažji vstop na trg dela in izboljšanje možnosti samozaposlitve.

Osnovni razlog izobraževanja in usposabljanja tutorjev je v tem, da učitelji v Sloveniji (in v Litvi) prihajajo v zavode za prestajanje kazni zapora iz različnih okolij (osnovna šola, srednja šola, izobraževanje odraslih, ...) in nimajo ustreznih znanj za delo s tovrstnimi ciljnim skupinami, še posebej pa ne za prepoznavanje specifičnih potreb žensk na prestajanju kazni zapora glede na specifično okolje, v katerem se le-te nahajajo.

Glede na to se bodo učitelji - bodoči tutorji izobraževali in usposabljali v Berlinu v okviru FCZB in kasneje v dveh pilotnih izvedbah, in sicer v ženskem zaporu v Sloveniji (ZPKZ Ig) in v Litvi. V okviru pilotnih izvedb se bo izbrane udeležinke,



katere prestajajo kazen zapora v zavodu na lgu usposobilo in izobrazilo s splošnimi podjetniškimi in socialnimi kompetencami za njihovo lažje vključevanje v nadaljnje izobraževanje in lažjo reintegracijo na trg dela po prestani kazni zapora.

Partnerji v projektu so:

CDI Univerzum – prijavitelj in koordinator projekta - Slovenija

Center Spirala – Center za razvoj samomobilnosti - Slovenija

MiT – zavod za širšo družbeno sprejemljivost in sprejetost - Slovenija

FCZB –Frauen Computer Zentrum Berlin - Nemčija

Visoka škola za ekonomijo, poduzetništvo i upravljanje 'Nikola Šubić Zrinski ' Zagreb - Hrvaška

ZISPB – Human Resources Development and Monitoring Bureau - Litva

Kot tihi partnerji v projektu sodelujejo:

Zavod za prestajanje kazni zapora Ig - Slovenija

Zavod Republike Slovenije za zaposlovanje

Panevezys adult school – Litva

We would like to present our international project, which has begun in November 2013. The project focuses on education and training of tutors to work with female prisoners and ex-prisoners »COMPETENT TO DO«. The full name of the project is »The transfer of competences for tutors to achieve business (vocational) and social competences of female prisoners and ex-offenders«. Slovenia, Germany, Croatia and Lithuania are the countries involved in the project.

The purpose of the project is the transfer of a good practice from organization FCZB (Frauen Computer Centrum Berlin) in Germany to Slovenia and Lithuania (later also indirectly to Croatia). FCZB have many decades of experiences working with women serving prison sentences with qualified trainers and tutors for the implementation of the training.

Besides training of tutors to work with female prisoners there is also motivation of female prisoners and ex-prisoners to gain vocational and social competences for



a successful continuing learning, easier integration into the labour market and improving opportunities for a self-employment.

The main reason for education and training of tutors is that teachers in Slovenia and Lithuania who teach in prisons comes from different background (teachers in primary school, secondary schools, adult education institutions, etc.). Therefore, they do not have adequate skills to work with these target groups, especially cannot identify the special needs of female prisoners according to the specifics of the environment that they live in.

As a result, to the problem, the tutors will be educated and trained in Berlin under the FCZB and later in two pilot implementations, which will be carried out in Slovenian and Lithuanian female prisons. Female prisoners will be selected to participate in the pilot implementation and will be trained and educated with the general entrepreneurial and social competences. Therefore, the education and training will facilitate them in a further education and reintegration into the labour market after serving their prison sentences.

Partners of the project:

CDI Univerzum – coordinator of the project - Slovenia

Center Spirala – Centre of Selfmobility Development - Slovenia

MiT – Institution for a wider social acceptability and acceptance - Slovenia

FCZB –Frauen Computer Zentrum Berlin - Germany

UCEEM-NSZ - University College of Economics, Entrepreneurship and Management »Nikola Subic Zrinski« - Croatia

ZISPB – Human Resources Development and Monitoring Bureau - Lithuania

Silent partners:

Women's prison Ig - Slovenia

Employment Service of Slovenia

Panevezys adult school – Lithuania



EXAMPLE: - LETTER FOR THE KEY PLAYERS in Slovenia



Zavod za širšo družbeno sprejemljivost in sprejetost

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Ministrstvo za pravosodje
Kabinet ministra - odnosi z javnostmi
Mag. Mojca Hardi

Župančičeva 3,
1000 Ljubljana

Škofja Loka, 4. 4. 2014

Spoštovana gospa Hardi,

žalimo vas obvestiti, da smo konec leta 2013 pričeli z mednarodnim projektom na področju izobraževanja in usposabljanja tutorjev za delo z ženskami na prestajanju kazni zapora in po prestani kazni »COMPETENT TO DO«. V izvirniku projekt nosi naslov »The transfer of competences for tutors to achieve business (vocational) and social competences of female prisoners and ex-offenders«. V projekt so vključene štiri države, in sicer poleg Slovenije še Nemčija, Hrvaška in Litva. V prilogi je kratka obrazložitev, zakaj smo se odločili za projekt, kakšen je namen in cilji projekta, ter kdo so partnerji v projektu.

Vabimo vas, da si pogledate tudi uradno spletno stran projekta na naslovu:
<http://www.competenttodo.com/>

Matej Brank



Text as an annex to the letter for key players in Slovenia

NAZIV PROJEKTA

The transfer of competences for tutors to achieve business (vocational) and social competences of female prisoners and ex-offenders

Akronim: COMPETENT TO DO

Za projekt smo se odločili, ker je trenutno stanje na področju tutorstva in posledično izobraževanja žensk na prestajanju kazni zapora v ZPKZ Ig na bistveno drugačni osnovi, kot je to že ustaljena praksa v zavodih za prestajanje kazni zapora, ki so namenjeni moški populaciji. Tako kvantitativno (po izboru različnih programov), kakor tudi kvalitativno delo z zaprtimi osebami v ženskem zaporu Ig odstopa od praks v ostalih zavodih za prestajanje kazni zapora (zaporji za moško populacijo).

Je pa značilnost tovrstnega dela tako v Sloveniji (kakor tudi v Litvi), da prihajajo učitelji v zavode za prestajanje kazni zapora iz različnih okolij (osnovna šola, srednja šola, izobraževanje odraslih ...) in nimajo ustreznih znanj za delo s tovrstnimi ciljnim skupinami, še posebej pa ne za prepoznavanje specifičnih potreb žensk na prestajanju kazni zapora glede na specifiko okolja, v katerem se le-te nahajajo.

Namen projekta je prenos dobrih praks izobraževanja iz Nemčije v Slovenijo in Litvo (kasneje posredno tudi na Hrvaško), konkretno iz organizacije FCZB (Frauen Computer Centrum Berlin), v kateri imajo več desetletne izkušnje z delom z ženskami na prestajanju kazni zapora s kvalificiranimi trenerji in tutorji za izvajanje izobraževanj.

Poleg usposobitve tutorjev za delo z ženskami na prestajanju kazni zapora je eden glavnih namenov projekta motivacija žensk na prestajanju kazni zapora in po prestani kazni za pridobitev poklicnih in socialnih veščin za uspešnejše nadaljnje izobraževanje, lažji vstop na trg dela in izboljšanje možnosti samozaposlitve.



V okviru pilotnih izvedb se bo izbrane udeleženske, katere prestajajo kazni zapora v zavodu na lgu usposobilo in izobrazilo s splošnimi podjetniškimi in socialnimi kompetencami za njihovo lažje vključevanje v nadaljnje izobraževanje in lažjo reintegracijo na trg dela po prestani kazni zapora.

- **Prijavitelj in koordinator projekta:**

CDI Univerzum

- **Partnerji v projektu:**

Mit - Zavod za širšo družbeno sprejemljivost in sprejetost (Slovenija),
Frauen Computer Zentrum Berlin e.V. (Nemčija),
Visoka škola za ekonomiju, podjetništvo i upravljanje "Nikola Šubić Zrinski"
(Hrvaška),
VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras (Litva),
Center Spirala (Slovenija),

- **Tihi partnerji:**

Zavod za prestajanje kazni zapora lg (Slovenija),
Panevėžio suaugusiųjų mokykla (Litva),
Zavod RS za zaposlovanje (Slovenija).

Idea for the project originated from the initiated problem of training the tutors and therefore education of women prisoners in lg, where it is significantly different from practice for men prisoners. Both quantitatively (by selection of different programs) as well as qualitative work with prisoners in a woman's prison lg deviates from practices in male prison population.

However, the characteristics of work in Slovenia and Lithuania is that teachers come from different institutions, such as primary schools, secondary schools, adult educational institutions and others. Those teachers do not have appropriate competences for working towards this specific target group. Especially to identify the specific needs of female prisoners which depend on the specifics of the environment in which they are located.

The purpose of the project is to transfer the best practices of education from Germany (FrauenComputerCentrumBerlin e.V. (FCZB)) to Slovenia and Lithuania (later indirectly also to Croatia). FCZB has over ten years of experiences with the qualification of trainers and the development and implementation of innovative training programmes in prisons.



Besides training of tutors to work with female prisoners there is also motivation of female prisoners and ex-prisoners to gain vocational and social competences for a successful continuing learning, easier integration into the labour market and improving opportunities for a self-employment.

In the context of pilot implementation, we will select female prisoners to participate in training and education to gain general entrepreneurial and social competences. Therefore, the education and training will facilitate them in a further education and reintegration into the labour market after serving their prison sentences.

Addresses and names of key players of other partners in the project CTD are located in the document Dissemination report, which was prepared by partner ZiSPB

COMPETENT TO DO

Kick off meeting – photo

The representatives of the partners of the project CTD

Ljubljana – December 2013





3. Results on the basis of task 2.2

Preparation of criteria to incorporate selected innovations and to adapt them

ANALYSIS OF THE SITUATION IN SLOVENIA

Women are (in most societies) still discriminated regarding educational and employment opportunities. In the prisons is this trend of discrimination not only maintaining but it is also increasing. The educational opportunities within the prison system are smaller for the female offenders (conditions are worst) in comparison to male offenders. They have fewer options when it comes to preparation for profession in the prison, which is the result of additional discrimination due to the small number of female offenders. Regarding to different period of sentences and the sentence regime it is difficult to include female prisoners into constant learning groups. Regardless of the educational level, which is low in most cases, they have different knowledge, needs, interest and expectations. To justify why the project 'Competent to do' is necessary, we will use the data from 2011

(http://www.mpju.gov.si/fileadmin/mpju.gov.si/pageuploads/UIKS/Letna_porocila/120413_letno_porocilo_2011.pdf) as the data from 2012 has not been collected yet (yearly report URSIKS will only be published in April 2013)

No 1 argument: Education of prisoners is dedicated to male prisoners.

- 20% of the male offenders has been involved in education and 91,5% of juvenile offenders

- in 2011 there were 90,4 % of male offenders who were included in a formal education programs in the institutions. They attended the programs, leading to qualifications in the prison Dob (270), Celje (24), Koper and Nova Gorica (9), Maribor (17), departments in Novo Mesto (23), Slovenska vas in Puščava (41) and Juvenile Correctional Home Radeče (42), – all listed prisons are male prisons



- offenders and detainees attended elementary school, classes 1. – 4. (Literacy) and classes 5. – 9., vocational programs at secondary level (eg. catering, gastronomie – hotelier) and professional programs also at secondary level (eg. catering and tourism). There were also various educational program for functional skills, such as: Bridge towards education, IT literacy, language courses and others (pg. 41, 42).

Female prison Ig is the only female prison in Slovenia, therefore includes all categories of prisoners: offenders, detainees and women in compliance detention as well as juvenile offenders.

Given that the prison Ig is by category of serving the longest sentences comparable with Dob prison, therefore should also be comparable in terms of the educational opportunities. Unfortunately, this is not the case.

Formal education is not included in the female prison Ig by any means.

Female offenders and detainees have only for the last few years opportunity of informal education, such as:

English language course – Cene Štupar, Ljubljana, generally oriented informal education “Bridge towards education” and motivational workshops related to education planning for offenders – CDI Univerzum, UŽU – My work place, Mediation or how to resolve mutual conflicts and Music School – keyboards.

Referring to the above (taken from the Annual Report 2011) the discrimination against female offenders of having opportunity to be included in the educational programs is clear as well as discrimination in the labour market.

No 2 argument: The educational institutions for adults who carry out the educational programs in the prisons (formal and informal) are more or less the same and they have external teacher (freelance). Those teachers come from different backgrounds as experts in their field: teachers in primary schools, secondary schools, some (not all) have experience in adult education, but have no prior experiences of working with offenders, detainees or ex-offenders therefore have no skills to work with this target groups. Teachers begin to gain experiences of working with offenders at their first hour of education (lecture of a subject in formal education or lecture in informal programs). Most of the teachers begin to teach without any knowledge of the prison specifics and specifics of the target group. They operate under the system: I come, lecture and leave (meaning no extra support or development of relationship with the learners; also the tutor have no professional support by the prison staff).



Those who stay as a teachers longer term, become teachers in the male prisons, as in the only female prison they have no possibilities to gain comparative experiences.

As we already mentioned, prison Ig is the only female prison at the national level and it is small, considering at the number of female offenders and male offenders. Therefore the wider society mind-set is, that numerically small prison and for females it is not worth the extra effort. The situation in the female prison Ig is reflecting such thinking.

No 3 argument: Professional staff in the prison and prison directors, they all support the arguments for the prisons to open outwards, which means to give an opportunity to a different educational institution (the problem are financial resources and inexperience of teachers with offenders).

No 4 argument: Statements, teacher's opinions who teach in the prisons indicate the need for a further training, skills, which could help them to work with offenders, detainees and ex-offenders. They believe that if they would have this knowledge at a first contact with the offenders, their work would be of a better quality and their relationship with participants and professional employees would also be better. Moreover, the teachers would feel more confident as they would not need to go through the system of experiments and mistakes. Teachers who were invited to work in the prisons by those teachers who were already working with offenders from time to time, they believe that anyone working with offenders should have additional skills as well as competences, which they should be able to express.

Teachers who are thinking of working with offenders are greatly supporting this kind of training as they would also get feedback, validation if they are suitable or not for this kind of work and if working with offenders is such as imagined.

No 5 argument: Head Office of the Prison Administration of the Republic of Slovenia are supporting the idea of training the teachers for the education of offenders as a permanent form of informal learning. Furthermore, because our system does not have an experience with this type of education, they find the transferred examples of a good practice, adjustment and upgrade as currently the most appropriate and worth taking advantage of.

How to resolve the disputes between the need and desire for a collaboration of individual institutions with a wider range of external institutions and their concerns (fear), how will individual teachers find themselves in a new role (with the fact that



the professional staff do not have time which would they would dedicate it to each new teacher – beginner due to shortage of staff).

The answer to this problem is definitely in further training for teachers, who intend to work or are already working with offenders and ex-offenders with an emphasis on the specifics of individual prison. Above all the specifics of female versus male offenders it is necessary to take into account as that we can only help their re-integration into society and into the labour market, and consequently reduce the rate of recidivism. The fact is that after serving the prison sentence it is difficult to recruit women and therefore it is more difficult to reintegrate into society as men. Job hunting is in many cases lengthy and unsuccessful, because of a large number of jobseekers and on the other hand because of inadequate knowledge and past stigma. Some options for them are placed in the direction of self-employment (especially for an ex-offender female) but for a step towards entrepreneurship requires a number of skills and they must develop/achieve certain corporate and social skills.

With those competencies they have more options for easier and more effective re-integration in the society.

(<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:sl:PDF>).

The project is based on the guidelines presented at the International Conference - Pathways to inclusion – Strengthening European Cooperation in Prison Education and Training" in Budapest (22 – 24 February 2010) -

http://ec.europa.eu/education/grundtvig/doc2047_en.htm

For our project are especially important the following guidelines:

- strengthening European cooperation in Educational field and training in prisons,
- positive action for gender equality (female needs equal opportunities for education and employment),
- Efforts to improve the situation of female prisoners (to improve the employability training / placement in the labour market and facilitate easier reintegration into society),
- efforts to meet the diverse needs of female prisoners,



- equal opportunities for education of female prisoners as for female detainees: research beyond borders shows that women are better learners, motivated to complete their education – this has to be taken into account and exploited within prison,
- raising awareness of prison staff, what a women needs in prison – reduction of stereotypes
- tutors training for their work in prison: tutors who are trained for work in prisons come from different background, teachers from school, freelancers from adult education institutions, who do not have an appropriate skills and experiences for working with offenders,
- training tutors for working with female prisoners and ex-offenders,
- teacher in addition to expertise, knowledge and teaching experience in adult education requires also knowledge for the greater level of social engagement,
- for the education and training of female prisoners it is important to identify the demand of the market, what are the expected competencies,
- for the updated courses and curricula needs to be better feedback – to take into account new requirements of skills and employment opportunities as well as interests and expectations of the target group in prison,
- vocational training must be closely linked with a training for the acquisition of basic skills and transversal / crosscurricular competencies: ex-offenders have low self-respect, lack of basic knowledge and 'soft' skills (communication, problem solving, logical thinking, leadership, creativity, motivation, teamwork, etc.),
- network creation of external sector (ex-offenders, women on probation, etc.).

<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2008-102+0+DOC+XML+V0//EN>

The purpose of the project is:

1. Transfer, adaption and update of the training system (methods, approaches, knowledge, skills...) for tutors' education in female prisons, by FCZB (Germany).

FCZB - Frauen Computer Zentrum Berlin will in accordance with this carry out training for tutors from Slovenia, Lithuania and Croatia. The effects of the transfer and the effects of the trained tutors in the pilot implementation, which will be held in Slovenia in the prison Ig and also in one of the female prison in Lithuania will be monitored for the education of female prisoners.

For this purpose we will adapt and update the transferred the system with:



1. The wider educational system for entrepreneurship as it is in the development of corporate preferences, skills and abilities.

Those also include the development of certain personal characteristics (qualities) such as: independence, responsibility, able to assess risks, creativity, initiative and other qualities as well as conquer basic economic concepts.

2. The system to develop social skills

Teaching content will be divided into **part A**, which will be designed to achieve entrepreneurial skills in a broad sense and in **part B**, which will be designed to fulfil the social competences.

Croatian partner – University College of Economics, Entrepreneurship and Management Nikola Šubić Zrinski in Zagreb, from Education Group Zrinski will have an important role in upgrading the teaching content. They will participate in the identification, selection and preparation of corporate competencies for a vulnerable target group: female prisoners and exoffenders (women on probation). They will also prepare the curriculum for the pilot implementation in Slovenia and Lithuania.

The NGO from Lithuania- Human Resources Monitoring and Development Bureau (Core Partner) will have an important role beside Slovenian partners to identify, select and prepare the key social skills for the female prisoners and ex-offenders (women on probation). This will be done in cooperation with Panevezys adult school – Associated partner (they already have tutors who are working in the female prison).

It is important that the competences, which should the female prisoners achieve (those included in the pilot study), are suggested and agreed upon by all involved in the project – it is key to cooperate with institutions within the prison system as well as with the institutions outside this system (The Employment Service of Slovenia, Social Security Services, NGOs, educational institutions, research centres, etc.)

How to motivate the female prisoners?

Professional staffs from Ig prison are saying that motivation for education of prisoners is very low.

The data from the Yearly Report ZPKZ Ig 2011:



Prisoner's motivation for the education:

Motivation identification for the education of prisoner had already begun in the reception period and then continued throughout the prison sentence serving. This identification was conducted through individual interviews with the offenders as well as at small group discussions. While assessing prisoner's motivation for education we have tried to take into account the following:

educational level achieved, informal education skills, working and life experiences, their age and enthusiasm for education.

Thereafter, has the professional consultant assessed the difficulty/level of the required curriculum, funding sources, duration of educational program and willingness of relative's participation. External professional consultants (CDI Univerzum, Cene Štupar) were helping at this assessment. The educational institutions were of a great help when they presented the educational programs in the prison, where they also consult and answer the prisoner's questions.

Mentors from the school and pedagogical expert also provided learning support to those offenders included in education. Pedagogical expert has helped in obtaining the literature, school enrolment, contacting the schools and monitor the problems and learning results.

Problems - The biggest problem is low motivation of the female prisoners for the education. Prisoners already face problems with most vital life essentials; therefore education is a low priority. Next big problem is the finances. The prisoners are usually without a permanent income and only a few of them receive the financial support from their family. The problem is also the size of the prison, because it is too small the educational institutions are rarely prepared to go to the prison, as it is difficult to ensure a certain number of participants.

Achievements - We consider as an achievement of any prisoners that we are able to motivate for an education and that we are successfully helping her with learning support as well as well cooperating with an educational institution. We are also very pleased whenever we are able to arrange any informal education in the prison.

Ideas and proposals - In the future we would like to extend cooperation with external educational institutions. We will try our best for more informal ways of education in the prison. We are aware that education is a very important factor in social integration and job hunting, so it would make sense to try to find funding sources for education of prisoners at the national level.



MIZKŠ has in 2012 put out a public call for the organizations to validate informal education. Therefore, organizations such as CDI Univerzum will in 2013 start recognizing informal education as a formal ways of education, which is a potential mechanism to promote Lifelong Learning.

With this project we would like to establish some “*basic conditions*” (to offer possibility to take advantages from) to increase motivation in education and to introduce some form of education as a permanent. Furthermore, the aim of the project is to enable easier and faster reintegration into society through the pilot implementation and to draw attention for the crucial introduction of a probation service in our country. Probation services are introduced in most of the EU countries which consists of additional support / supervision to ex-offenders and other vulnerable groups through different institutions in the community. They are helping them to re-integrate / rehabilitate into the society.

The probation service has not yet been establish in Slovenia.

The transfer of a good practice will enable to obtain competences of tutors to achieve entrepreneurial and social competences of female prisoners and ex-prisoners. Development and improvement of the system will benefit education of tutors and mentors, female prisoners and ex-offenders in all of the countries participating in the project as well as other EU countries. The outputs of the project will also be useful for working with other vulnerable target groups, for which is challenging to get in a labour market.

QUESTIONNAIRE for Professionals in Penal Institutions

Dear Sir or Madam,

The following questionnaire is intended to collect opinions about the work (role) of teachers working with individuals serving their sentence. We would like to make certain modifications, and since without your answers (opinions, views, suggestions, etc.) it is hard for us to make any changes, we would please ask you to take some of your time to fill out the questionnaire. Your answers are really important to us.

We thank you in advance for your cooperation.

Part A:



A.1 GENDER:

- a) male b) female

A.2 AGE:

- a) up to 30 years old
b) from 30 to 39 years old
c) from 40 to 49 years old
d) from 50 to 59 years old
e) above 60 years old

A.3 HOW LONG HAVE YOU WORKED WITH INDIVIDUALS SERVING THEIR SENTENCE?

A.4 HOW MANY YEARS HAVE YOU BEEN MEETING WITH TEACHERS WHO COME TO YOUR INSTITUTIONS WITH THE INTENTION TO EDUCATE INDIVIDUALS SERVING THEIR SENTENCE?

A.5 HOW MUCH OF YOUR WORKING TIME IS SPENT CONTACTING/COOPERATING WITH TEACHERS FOR AN UNDISTURBED COURSE OF THE EDUCATIONAL PROCESS OF INDIVIDUALS SERVING THEIR SENTENCE?

- a) most of my working time,
b) at least half of my working time,
c) less than half of my working time.



A.6 TEACHERS WHO COME TO YOUR INSTITUTION ARE:

- a) in most cases regular teachers for some years already,
- b) some teachers are regular, others occasionally take turns,
- c) most teachers are not regular, they frequently take turns.

A.6.1 DO YOU THINK THAT THE REGULARITY OF TEACHERS IS IMPORTANT (in terms of both your work and the education of the individuals serving their sentence)?

- a) yes
- b) partly
- c) no
- d) other: _____

A.7 TEACHERS WHO COME TO YOUR INSTITUTION ARE:

- a) there are more men than women,
- b) there is an equal proportion of men and women,
- c) there are more women than men.

A.8 DO YOU THINK THAT THE GENDER OF THE TEACHER IS IMPORTANT?

- a) yes
- b) no

A.8.1 PLEASE EXPLAIN YOUR ANSWER.

A.9 DO YOU THINK THAT THE AGE OF THE TEACHER WORKING WITH INDIVIDUALS SERVING THEIR SENTENCE IS IMPORTANT?



- a) yes
- b) no

A.9.1 PLEASE EXPLAIN YOUR ANSWER.

A.10 TEACHERS WHO COME TO YOUR INSTITUTION TEACH:

- a) mostly in formal forms of education,
- b) both in formal and informal forms of education,
- c) mostly in informal forms of education.

A.11 DO YOU SENSE ANY DIFFERENCE AMONG THE TEACHERS WHO TEACH IN A FORMAL FORM OF EDUCATION AND THOSE WHO TEACH IN INFORMAL FORMS OF EDUCATION:

- a) yes
- b) partly
- c) no

A.11.1 PLEASE EXPLAIN YOUR ANSWER:

Part B:

B.1 TEACHERS WHO COME TO YOUR INSTITUTION:



- a) do their job independently and feel comfortable in groups (or among individuals),
- b) sometimes have trouble with their work and need our help,
- c) often have trouble with their work and need our help.

B.2 TEACHERS WHO COME TO YOUR INSTITUTION:

- a) have a good professional and general qualification needed to work with individuals serving their sentence
- b) have a good professional qualification, but do not have the needed qualifications to work with individuals serving their sentence,
- c) are both professionally and generally less qualified to work with individuals serving their sentence,
- d) other: _____

B.3 DO YOU THINK THAT TEACHERS NEED ADDITIONAL QUALIFICATIONS TO WORK WITH INDIVIDUALS SERVING THEIR SENTENCE?

- a) I agree,
- b) I partly agree,
- c) I disagree.

B.4 WOULD THE WORK IN THE INSTITUTION BE OF MORE QUALITY AND LESS OF A BURDEN FOR ALL THE EMPLOYED IN THE SYSTEM IF THE TEACHERS WERE ADEQUATELY QUALIFIED?

- a) I completely agree,
- b) I partly agree,
- c) I disagree.

B.5 WHICH KNOWLEDGE IS, ACCORDING TO YOU, NECESSARY FOR TEACHERS TO DO A GOOD JOB WITH THE INDIVIDUALS SERVING THEIR SENTENCE? PLEASE WRITE SOME OF YOUR SUGGESTIONS. ALSO,



EXPLAIN YOUR ANSWER IF YOU THINK THAT THE TEACHERS IN YOUR INSTITUTION DO NOT NEED THIS KIND OF KNOWLEDGE FOR THEIR WORK.

B.6 WHICH IS, ACCORDING TO YOU, THE MORE IMPORTANT SPECIFIC KNOWLEDGE?

- a) theoretical (lectures given by professionals, etc.)
- b) practical (work in groups of prisoners with the help of a mentor, etc.)
- c) both theoretical and practical
- d) none

B.7 FOR MY WORK (teaching, counselling, etc.) I THINK IT IS IMPORTANT TO POSSES (more answers possible):

- a) knowledge of criminal law
- b) knowledge of the system of work in the prisons of our country
- c) knowledge of the system of work in the prisons of other countries
- d) psychological knowledge, psychotherapeutic knowledge
- e) knowledge of exchanging experiences among teachers that work in the institutions
- f) other: _____

B.8 WHICH COMPETENCES DO YOU THINK A TEACHER NEEDS TO ACQUIRE TO WORK WITH INDIVIDUALS SERVING THEIR SENTENCE (by competences we mean the ability in a special area or the ability to trigger certain behaviour or pattern of proceeding)?



Part C:

C.1 If you want to add anything, you can write it here:

We thank you again for your cooperation.

ANALYSIS OF THE ANSWERS OF PROFESSIONALS WORKING IN PENAL INSTITUTIONS

(the questionnaire was answered by 6 people)

The questionnaire is intended to collect opinions about the work (role) of teachers working with individuals serving their sentence.

PART A:

A.1 GENDER: 5 women, 1 man

A.2 AGE: 2 employees up to 30 years old, 1 employee from 30 to 39 years old and three employees from 50 to 59 years old.

A.3 Years of work with individuals serving their sentence: 3 employees from 1 to 5 years, 1 employee from 6 to 10 years and 2 employees over 20 years.

A.4 Years of meeting with teachers who come to the penal institutions: 5 employees from 1 to 5 years and 1 employee over 20 years.

A.5 Working time spent contacting with teachers: 2 employees spend at least half of their working time, 4 employees less than half of their working time.

A.6 The regularity of teachers who come to the institution: 1 employee answered that in most cases are regular teachers for some years already, 2 employees answered that some teachers are regular and others occasionally take turns and



3 employees answered that most teachers are not regular – they frequently take turns.

A.6.1 Do you think that the regularity of teachers is important – 3 employees answered positively, 3 employees partly. None answered that it was not important.

A.7 In terms of gender, teachers who come to their institutions are: in 2 cases the answer was that there is an equal proportion of men and women and in 4 cases the answer was that there were more women than men.

A.8 + A.8.1 All 6 employees think that the gender of the teacher is not important, since there are other more important qualities (competences, characteristics, skills, etc.): the approach of the lecturer, the competences and experiences of the teacher, the authority, the ability to motivate introvert individuals for education, the ability to adapt the contents to the structure of introvert individuals, the ability to present thoroughly the educational contents, maintaining order and discipline, cooperation with the staff in the institution, etc.

A.9 + A.9.1 All 6 employees think that the age of the teacher who works with individuals serving their sentence is not important, since there are other more important qualities such as the attitude and others listed under A8a.

A.10 Teachers who come to the institution mostly teach using both formal and informal educational methods (answered by 5 employees); 1 employee answered that they mostly teach in informal forms of education.

A.11 4 employees think that there is no difference among teachers who teach in a formal or informal form of education and 2 employees answered that a difference that can be noticed is in the communication with the professionals.

PART B:

B.1 4 employees answered that teachers who come to their institutions do their job independently and feel comfortable in groups or among individuals, while 2 answered that they sometimes have trouble with their work and need their help.

B.2 3 employees answered that teachers are both professionally and generally well qualified to work with individuals serving their sentence, 2 answered that they have a good professional qualification, but do not have the needed qualifications to work with these particular target groups, and 1 answered that teachers are generally not especially professionally qualified to work with individuals serving their sentence, but they do their job well and are offered their help if needed.



B.3 3 employees think that teachers would need additional qualifications to work with individuals serving their sentence and 3 employees partly agree with this statement. No employee answered that additional qualifications are not needed.

B.4 1 employee thinks that work in the institution would be of more quality if teachers were adequately qualified and 5 employees partly agree with this statement. No employee disagrees.

B.5 It is necessary for teachers, according to the professionals working in the institutes, to possess the following knowledge:

- Presentation of work with vulnerable groups, social and communicational skills, knowledge of punishments, knowledge on adult teaching, specific knowledge on diagnosing and adaptation to adults that have trouble learning, flexibility, organizational skills, knowledge of the prison system, regulations of the sentences, knowledge on the house rules with an emphasis on the knowledge of the area of education, as stated in ZIKS and PIKZ (Pravilnik o izvrševanju kazenskih sankcij - Regulations of the Enforcement of Sentences), psychological knowledge, knowledge on the theory of personalities, communication knowledge, conflict prevention, knowledge on team work, knowledge on the work with individuals with specific needs, etc.

B.6 All employees that answered the questionnaire would emphasize both theoretical and practical knowledge needed for teachers that work with prisoners.

B.7 Employees think that to work as a teacher it is very important to possess:

- knowledge of criminal law – 3 times
- knowledge of the system of work in the prisons of our country – 5 times
- knowledge of the system of work in the prisons of other countries – 2 times
- psychological knowledge, psychotherapeutic knowledge – 6 times
- knowledge of exchanging experiences among teachers that work in the institutions – 6 times
- knowledge of exchanging experiences with professionals from the institutions – 1 time (added under the category "other")

B.8 Teacher competences:

- Ability to motivate and organize
- Ability to use suitable approaches according to the specific characteristics of the population



- Ability to adapt to the situation
- Ability to effectively hand over the acquired knowledge
- Professional ability
- Ability to maintain order and discipline
- Authority
- Cooperativeness
- Permissiveness
- Empathy
- Social skills
- Create a positive climate
- Ability to lead
- Self-initiative
- Flexibility

QUESTIONNAIRE

for teachers

Dear Sir or Madam,

The following questionnaire is intended to collect opinions about the role of the teachers in the prison for all forms of prison sentences. We would like to make certain modifications in terms of easier and better working conditions in the area of training in the prisons. Without your answers (opinions, views, suggestions, etc.) it is hard for us to make any changes. Given the fact, that you are a crucial connecting link in our system, we would please ask you to take some of your time to fill out the questionnaire. Your answers are really important to us.

We thank you in advance for your cooperation.

Part A:

A.1 GENDER:

a) male

b) female

A.2 AGE:

a) up to 30 years old



- b) from 30 to 39 years old
- c) from 40 to 49 years old
- d) from 50 to 59 years old
- e) above 60 years old

A.3 NUMBER OF TEACHING YEARS REGARDLESS OF THE TARGET GROUPS:

A.4 IN WHICH AREA DO YOU HAVE THE MOST TEACHING EXPERIENCE?

- a) in primary school
- b) in vocational school (of two or three years of duration)
- c) in secondary school with a 4-year programme
- d) in the area of adult education
- e) other: _____

A.4.1 PLEASE WRITE THE NUMBER OF YEARS OF EXPERIENCE IN THE AREA YOU HAVE MOST EXPERIENCE IN.

A.5 HOW MANY YEARS HAVE YOU TAUGHT IN A PENAL INSTITUTION?

A.6 WHAT IS YOUR TARGET GROUP (convicted men or women) IN YOUR WORK IN THE INSTITUTIONS?

- a) only male population
- b) only female population
- c) both female and male population



A.7 WHICH POPULATION DO YOU HAVE MORE EXPERIENCE WITH IN THE INSTITUTION (teaching, counselling, training)?

- a) male
- b) female
- c) both in equal measure

A.8 DO YOU HAVE ANY EXPERIENCE WORKING WITH (teaching, counselling, etc.) DETAINEES?

- a) YES
- b) NO

A.9 DO YOU HAVE EXPERIENCE IN THE INSTITUTIONS WORKING WITH MINORS?

- a) YES
- b) NO

A.10 DO YOU HAVE EXPERIENCE WITH (teaching, counselling, etc.) INDIVIDUALS AFTER THEIR SERVED SENTENCE?

- a) YES
- b) NO

A.11 I WORK IN THE FOLLOWING PROGRAMMES IN PENAL INSTITUTIONS:

- a) formal education (I teach a certain subject)
- b) informal education (training for success- in-life programmes)
- c) other forms of informal education
- d) other: _____

Part B:

B.1 WHO FIRST MENTIONED/SUGGESTED TO YOU THE POSSIBILITY OF TEACHING IN INSTITUTIONS?



- a) the educational institution where I am employed
- b) the educational institution with which I have a contractual collaboration
- c) a colleague who works or worked in the institutions
- d) the professionals from one of the penal institutions
- e) the professionals from the Slovenian Institute for Adult Education
- f) other: _____

B.2 WHO DIRECTED YOU TO THE INSTITUTIONS?

- a) the educational institution where I am employed
- b) the educational institution with which I have a contractual collaboration
- c) other: _____

B.3 DID YOU KNOW THE INSTITUTION WHEN YOU FIRST CAME TO TEACH THERE?

- a) I knew it from the media
- b) I had visited personally during my studies
- c) they had showed me around before or in my first visit
- d) I did not know it

B.4 HOW IMPORTANT IT IS TO YOU TO KNOW THE INSTITUTION BEFORE YOU START WORKING THERE?

- a) very important
- b) important
- c) less important
- d) not important

B.5 PLEASE, DESCRIBE YOUR FIRST TEACHING DAY IN THE INSTITUTION (who you came with, who welcomed you – e.g. police officer, professional, someone from the directive staff of the institution; how did you feel in the group or with the individual that you taught, etc. - do not give the name of the institution nor the location or the names of the people, try to describe your experience in detail)



B.6 DID YOUR EMOTIONS, OPINIONS, VIEWS CHANGE THROUGH THE TIME OF YOUR TEACHING IN THE INSTITUTIONS?

- a) they changed a lot
- b) they changed
- c) they changed a little
- d) they did not change

B.6.1 PLEASE DESCRIBE THE REASONS FOR THE CHANGES OR THE LACK OF CHANGE.

B.7 TAKING IN CONSIDERATION THE CHANGES FROM THE BEGINNING OF MY TEACHING TO THIS DAY I INTEND TO:

- a) continue with my work
- b) work for some time and then change to another job
- c) seriously think about teaching other target groups
- d) other: _____

B.8 HAVE YOU ACQUIRED THE NEEDED SPECIFIC KNOWLEDGE TO WORK WITH PRISONERS AND INDIVIDUALS AFTER THEIR SERVED SENTENCE IN ANY OF THE TRAININGS YOU HAVE PARTICIPATED IN SO FAR?



- a) YES (during my studies)
- b) YES (in programmes of informal education)
- c) NO

B.9 DO YOU THINK THAT THE SPECIFIC KNOWLEDGE TO WORK WITH THESE TARGET GROUPS IS IMPORTANT?

- a) very important
- b) important
- c) not important

B.10 WHICH IS, ACCORDING TO YOU, THE MORE IMPORTANT SPECIFIC KNOWLEDGE?

- a) theoretical (lectures given by professionals, etc.)
- b) practical (work in groups of prisoners with the help of a mentor, etc.)
- c) both theoretical and practical
- d) none

B.11 FOR MY WORK (teaching, counselling, etc.) I THINK IT IS IMPORTANT TO POSSES (more answers possible):

- a) knowledge of criminal law
- b) knowledge of the system of work in the prisons of our country
- c) knowledge of the system of work in the prisons of other countries
- d) psychological knowledge, psychotherapeutic knowledge
- e) knowledge of exchanging experiences among teachers that work in the institutions
- f) other: _____

B.12 WHICH COMPETENCES ARE, ACCORDING TO YOU, IMPORTANT FOR A LECTURER TO WORK WITH THESE TARGET GROUPS (by competences we mean the ability in a special area or the ability to trigger certain behaviour or pattern of proceeding)?



B.13 IF YOU HAD THE OPPORTUNITY TO PARTICIPATE IN A SPECIFIC TRAINING PROGRAMME TO WORK WITH PRISONERS AND INDIVIDUALS AFTER THEIR SERVED SENTENCE FOR FREE, WOULD YOU ATTEND IT?

- a) I would gladly participate in it (voluntarily)
- b) I would participate in it if it was required from the institution where I am employed
- c) I would participate in it if it was required from the institution with which I have a contractual cooperation
- d) I would participate in it if the participation was mandatory/a condition for the job
- e) other: _____

B.14 IN WHICH OF YOUR WORKING AREAS IN THE INSTITUTIONS DO YOU SEE ROOM FOR IMPROVEMENT (what changes do you want)? WE ASK for your suggestions, opinion, etc. - do not give the name of the institution nor the location or the names of the people.

B.15 COULD YOU DESCRIBE SHORTLY AN EXPERIENCE/ EXAMPLE THAT YOU THINK YOU COULD HAVE DEALT WITH DIFFERENTLY THEN (faster, better, more confidently, etc.) HAD YOU HAD CERTAIN KNOWLEDGE AND, OF COURSE, EXPERIENCE IN THIS AREA (do not give the name of the institution nor the location or the name of the people).



Part C:

C.1 If you want to add anything, you can write it here:

We thank you again for your cooperation.

ANALYSIS OF THE ANSWERS OF TEACHERS/LECTURERS WHO WORK WITH INDIVIDUALS SERVING THEIR PRISON SENTENCE

(the questionnaire was answered by 19 people)

The questionnaire was intended to collect opinions about the role of teachers in the penal institutions.

PART A:

A.1 GENDER: 18 women, 1 man

A.2 AGE: 2 teachers up to 30 years old, 6 teachers from 30 to 39 years old, 9 teachers from 40 to 49 years old and 2 teachers from 50 to 59 years old.

A.3 Number of teaching years:

- From 1 to 5 years (5 included) / 8 teachers
- From 6 to 10 (10 included) / 5 teachers
- From 11 to 20 (20 included) / 4 teachers
- Above 20 years – 2 teachers



A.4 The majority of teachers have experience in the area of adult education – 14 answers; some have, at the same time, a lot of experience teaching in 4-year secondary schools, vocational schools and primary schools. 3 teachers answered that they have the most teaching experience in primary school education, 1 teacher in teaching in vocational schools and 1 teacher has the most experience in individual teaching and workshop leading.

A.5 17 teachers have taught in the institution from 6 months to 5 years and 2 teachers from 8 to 10 years.

A.6 The majority of teachers in the institutions work with a male population (11), 7 teachers work with both male and female population and 1 teacher with one woman only.

A.7 Those, who work with both male and female population have most experience with the male population.

A.8 13 teachers have already worked with prisoners and 6 have not.

A.9 Only 4 teachers have already worked with minors and 15 have not.

A.10 11 teachers already have experience with working with individuals after they have served their sentence, 8 have not.

A.11 8 teachers work in formal education, 4 in informal (training for success-in-life programme) education and 7 in other informal forms of education (included counseling).

PART B:

B.1 The first to suggest the possibility of teaching in penal institutions were the educational institution where they are employed and the educational institution with which they have a contractual collaboration (8, 8), to 1 teacher the possibility was mentioned by a colleague who already worked in the institution and 2 teachers were informed by the linking element URSIKS (a body of the Ministry: Prison administration).

B.2 In 14 cases they were directed to the institutions through the educational institution where they are employed, in 3 cases by the educational institution with which they have a contractual collaboration and 2 teachers were directed to the penal institutions through the Institution Zavod MiT and CDI Univerzum.



B.3 5 teachers knew the institution they were about to start working in through the media, 10 teachers came to know it in their first visit and 4 teachers did not know the institution they were about to start working in.

B.4 11 teachers think that to know the institution beforehand is very important, 5 teachers think it is important, and only 3 think it is less important. None think of it as not important.

B.5 Teachers remember their first day in prison as a confusing experience of mixed feelings and some describe the uneasiness felt in the group. The first contact with the professionals of the institute is described as positive.

B.6 3 teachers answered stating that their emotions, opinions and views have changed a lot through the time of teaching in the institutions, 6 answered that their emotions, opinions and views changed, 8 think they changed a little and only 2 answered that they have not changed.

B.6.1 The majority saw the change in terms of reducing their prejudices, stereotypes, etc. With those that did not feel this reduction in their prejudices, they claim to have entered the classroom without prejudices and that they never felt in danger.

B.7 18 teachers think that they will continue working in the institution and 1 teacher has not decided yet.

B.8 15 teachers affirmed that so far they have not received specific knowledge to work with individuals serving their prison sentence and after they have served it, 3 acquired these knowledge through informal forms of education and only 1 during his or her studies.

B.9 9 teachers think that specific knowledge is crucial for this work, 10 think it is important and no one thinks that this specific knowledge is not of importance.

B.10 16 teachers think that both theoretical and practical knowledge is needed to work with these target groups and 3 teachers answered stating that what is needed is practical work with the prisoners with the help of a mentor.

B.11 They think that the most important knowledge is the one about the work of the prison system in our country and the exchange of experiences among teachers that work in the institutions, followed by psychological knowledge and criminal law.



B.12 Teacher competences: respectfulness, understanding, motivation, openness, the knowledge of different personality disorders, social competences, empathy, communication skills, auto control, solving conflicts, psychological and psychotherapeutical knowledge, being capable of new working methods in the class, teaching to teach, development of their own professionalism, leading skills, lifelong learning.

B.13 16 teachers would voluntarily participate in a specific training programme to work with prisoners and only 3 would go if it was expected from the institution where they are working and the institution with which they have a contractual cooperation.

B.14 The teachers see room for improvement in: more preparation for the new environment (prison environment) and the work in it, training on this subject, better conditions in the classroom, continuative communication and cooperation among teachers, professionals of the institution and Gu URSIKS (Prison administration), more connection and cooperation in the sense of rehabilitation and reintegration in the society after the served prison sentence, creating workshops, helpful lectures for the convicted, include more prison individuals to finish their primary school education, ensuring the handbooks and other material, more financial support.

PART C:

Any training and cooperation with you and coming from you is to be encouraged.

Conclusion of the Legal provision

Statements, opinions of teachers who teach in the prisons indicate the need for a further training, skills, which could help them to work with offenders, detainees and ex-offenders. They believe that if they had this knowledge at a first contact with the offenders, their work would be of a better quality and their relationship with participants and professional employees would also be better. Moreover, the teachers would feel more confident as they would not need to go through the process of experiments and mistakes. Teachers who were invited to work in the prisons by those teachers who were already working with offenders from time to time believe that anyone working with offenders should have additional skills as well as competences, which they should be able to express. Teachers who are thinking of working with offenders are greatly supporting this kind of training as



they would also get feedback and validation if they are suitable or not for this kind of work and if working with offenders is as imagined.

Women are still discriminated regarding educational and employment opportunities. In the prisons this trend of discrimination is not only maintained but it is also increasing. The educational opportunities within the prison system are smaller for the female offenders (conditions are worst) in comparison to male offenders.

They have fewer options when it comes to preparation for a profession in prison, which is the result of additional discrimination due to the small number of female offenders. Due to different period of sentences and the sentence regime it is difficult to include female prisoners into constant learning groups. Regardless of the educational level, which is low in most cases, they have different knowledge, needs, interests and expectations.

Formal education is not in any way included in the female prison lg.

Female offenders and detainees have only opportunity to get informal education for the last few years, such as:

English language course – Cene Štupar, Ljubljana, generally oriented informal education “Bridge towards education” and motivational workshops related to education planning for offenders – CDI Univerzum, UŽU – My work place, Mediation or how to resolve mutual conflicts and Music School – keyboards. In consideration of the information previously mentioned (taken from the Annual Report 2011) it is clear the discrimination against female offenders of having opportunity to be included in the educational programs, as well as the discrimination in the labour market.

Professional staff in the prison and prison directors all support the arguments for prisons to open outwards, which means to give an opportunity to a different educational institution (the problem are financial resources and inexperience of teachers with offenders).

The Head Office of the Prison Administration of the Republic of Slovenia is supporting the idea of training teachers for the education of offenders as a permanent form of informal learning. Furthermore, because our system does not have an experience with this type of education, they find the transferred examples of a good practice, adjustment and upgrade as currently the most appropriate and worth exploiting. How to resolve the disputes between the needs and desires for a collaboration of individual institutions with a wider range of external institutions



and their concerns (fear) and how will individual teachers find themselves in the new role (considering the fact that professional staff does not have time to dedicate to each new teacher-beginner due to shortage of staff).

Criteria for incorporating selected innovations and for their adaptation

Legal provisions - questions for partners

1. How important is training and education in prison according to the penal law of your country?
2. Are educational or training measures in prison of equal value than work?
3. Who carries the costs of education and training in prison?
4. Who is entitled to participate in the education or training?
5. What prisoners are excluded from education and training?
6. Do prisoners who participate in educational or training measures in prison earn something?
7. Do participants of educational or training measures in prison have any advantages or disadvantages in comparison to other prisoners?
8. Do prisoners get certificates if they complete some training or education? If yes, do these certificates state that the training has been completed in a prison? Are these certificates generally and officially acknowledged?
9. Are there any options to leave prisons for training purposes (daytime release, etc.)?
10. Do the legal provisions allow prison external companies to get involved in trainings inside prisons?
11. Are there legal restrictions for the use of E-Learning inside prisons and with respect to internet usage in particular?



PANEVEZYS CORRECTION HOUSE IN THE CONTEXT OF LITHUANIAN PRISON EDUCATION

EDUCATION, ITS ROLE IN THE PRISON SYSTEM AND LEGISLATION

In any country, the penitentiary system is a highly socially sensitive problem. Work on the quality of the personalities of the inmates might really change the situation. The desirable result can be achieved only on condition that a whole spectrum of penitentiary measures is applied while in prison, and this is where education plays an essential role.

According to the European Prison Rules approved on 12 February 1987 by the Committee of Ministers of the Council of Europe Recommendation No. R (87) 3, one of the main objectives of a penitentiary system is “to provide opportunities for all prisoners to pursue at least some of their individual needs and aspirations, to improve the prospects for their successful social resettlement, the morale and attitudes of prisoners and their self-respect.”

These provisions of the European Prison Rules underlie the legal basis of the penitentiary system of post-independence Lithuania. The legal status of a sentenced person (that is, his/her rights, freedoms and duties) is determined by the Penal Enforcement Code and other laws as the standards of the Council of Europe provide.

PANEVEZYS CORRECTION HOUSE: BACKGROUND INFORMATION

The Panevezys Correction House is the only of Lithuania’s 11 penal institutions enforcing custodial sentences imposed on female offenders.

Currently all women and underage girls convicted in Lithuania (with the only exception of life sentence prisoners) serve their sentences at the Panevezys Correction House irrespective of their previous convictions, severity of the crime committed, regime or other criteria.

At present, an average of 300 convicts serve their term at the Panevezys Correction House, including first-time convicts, those convicted a number of times, underage girls, women raising children (under the age of three years) in the mother-and-child unit, and women taken into custody.



Educational opportunities for women prisoners are provided to aid in the rehabilitation process and reduce the likelihood of reoffending. The women have the opportunity to attend courses, study at a school for adults or undergo training offered by a Vocational Training Centre.

In addition, there are two facilities for the treatment of and recovery from various addictions as well as psychological rehabilitation. These facilities house women convicts who have attended treatment programs for alcoholics anonymous or drug users anonymous for no less than three months.

In an effort to cater for the convicts' religious needs, the prison has a chapel visited by priests and nuns.

The majority of the staff at the Panevezys Correction House are female, but male staff are also employed. All the staff dealing with the convicts have undergone some general training to develop the competence necessary for work with a female contingent, priority being given to specialised training on staff-prisoner relations, standards of behaviour and an emphasis on human rights.

The year 2011 was marked a positive tendency across Lithuania's penitentiary institutions defined in terms of a stop in the decline of the education level of convicts, with the tendency dynamics actually reversing. It is hard to predict whether this tendency will persist, but what is clear is that at least one in five convicted persons should be encouraged to improve their level of formal education.

SECONDARY EDUCATION: LEGISLATION

- Inmates under 16 years of age are obliged to attend secondary school.
- Older prisoners have the option of further education.
- The ambition of an inmate to seek education is encouraged with various incentives and privileges.

SECONDARY EDUCATION: PRISON SYSTEM

At present, 10 out of Lithuania's 11 penitentiary institutions have functioning secondary schools. In 2011, the proportion of inmates attending secondary school was 16%, (by comparison, 21% of inmates at the Panevezys Correction House attended its secondary school).



In 2011, 4% of total number of prisoners (2 % at the Panevezys Correction House) completed basic or secondary education. The inmates' education certification documents are the same as those acquired at regular community schools.

SECONDARY EDUCATION: PANEVEZYS ADULT SECONDARY SCHOOL

Educational programmes:

- primary (length of course: 4 years, grades 1 to 4);
- basic (length of course: 6 years, grades 5 to 10);
- secondary (length of course: 2 years, grades 11 to 12).

Distinctive features of the school:

- fluctuations in inmate population;
- an unconventional primary class (inmates of Romany descent);
- a lot of students of different ages in the same class.

Unusual situation:

- mother and daughter study on the same programme and in the same class.

VOCATIONAL TRAINING: LEGISLATION

Recommendation of the European Prison Rule No. 71 says: "Prison work should be seen as a positive element in treatment, training and institutional management." This recommendation is followed in the Penal Enforcement Code of the Republic of Lithuania, and vocational training is considered amongst the priorities of social rehabilitation.

VOCATIONAL TRAINING: PRISON SYSTEM

At present 7 (out of 11) penitentiary institutions provide vocational training at community vocational school branch offices functioning within the penitentiary institutions. In 2011, 15% of the total number of prisoners attended those schools.

The correction houses provide vocational training in the most desired professions, including the training of dressmakers, cooks, carpenters, garage mechanics, welders and hairdressers. Inmates are presented with a list from which they choose the profession they prefer to be trained in. In 2011, 13% of the total number of prisoners have graduated from vocational training schools, acquiring a



profession and receiving a graduation certificate identical to that of any other vocational school graduate.

VOCATIONAL TRAINING: PANEVEZYS CORRECTION HOUSE

The inmates of the Panevezys Correction House are very eager to undergo vocational training. Last year as many as 37% of inmates have been trained, and 31% graduated with qualifications in dressmaking, cooking, hairdressing and carpentry.

THE MAIN PROBLEMS OF PRISON EDUCATION

- The inmates lack the motivation to continue with their education or improve their qualifications. Besides, Lithuanian legislation provides for only a limited payment for work, but not for learning.
- As the school year is approximately 9 months, prisoners sentenced to shorter terms of imprisonment are unable to finish their training.
- The inmates' frequent departures to court or hospital get in the way of training and the planning of the teachers' work.

WORK OPPORTUNITIES: PRISON SYSTEM

As they serve their terms, the inmates may also acquire vocational skills by working for state enterprises under the Prison Department operating at three penal institutions. The enterprises specialise in the production of furniture, electric fittings, different metal mouldings, door and window accessories.

They also make bedclothes, coveralls, footwear and repair vehicles. The goods manufactured by inmates are identical in quality to those produced by regular enterprises, but they are less expensive in the majority of cases.

WORK OPPORTUNITIES: PANEVEZYS CORRECTION HOUSE

The state enterprise currently operating at the Panevezys Correction House specialises in the production of bed linen, sewing, amber works and the assembly



of bicycles and bicycle wheels. In 2011 this enterprise employed an average of 54 inmates. The inmates also have the opportunity of working for the prison's housekeeping unit as cleaners, site maintenance workers, paramedical staff or auxiliary staff. Although the housekeeping unit has 26 staff positions, in an effort to maximise the involvement of inmates in it, it employs 50 inmates on a part-time basis.

WORK OPPORTUNITIES: OUTSIDE PRISON

The Penal Enforcement Code provides for a possibility for inmates who meet certain legal requirements to leave the territory of the penitentiary facility without supervision. This provision gives the inmates the opportunity to work outside prison. Inmates of the Panevezys Correction House thus work for a waste sorting facility, a homeless animal shelter, and in the autumn they are employed as apple pickers at farm. An average of 10 to 15 inmates are employed outside prison at any one time.

INFORMAL EDUCATION: PANEVEZYS CORRECTION HOUSE

The Panevezys Correction House has an active programme of informal education, aiming to create the optimum conditions for the inmates' informal and self-education.

- There are two libraries used by 90% of the inmates.
- The holdings of the two libraries amount to 5,000 titles, including 3,856 books of fiction.

INFORMAL EDUCATION: SOCIAL REHABILITATION PROGRAMMES

Compulsory social rehabilitation programmes:

- The Adaptation Programme aims at helping inmates first arriving at the Correction House integrate in a new social environment and engage in a successful correctional process.
- The Social Integration Programme aims at assisting the inmates with integrating in society after their release from the Correction House, minimising as far as possible the prospect of re-offence. This programme has at its focus the development of the inmates' socially valuable skills as well as their legal and social education.



INFORMAL EDUCATION: SOCIO-EDUCATIONAL WORK

In addition to compulsory social rehabilitation, the Panevezys Correction House runs over 20 different training, educational, correctional and psychological programmes, engaging about 95% of all inmates. Amongst the most important programmes are the following:

- The inmates' physical education programme entitled 'Healthy Body';
- A programme entitled 'Meet the Computer', teaching the inmates the basics of computer literacy;
- A programme for the development of underage inmates' social skills;
- A rehabilitation programme designed to treat psychoactive substance addictions;
- A programme entitled 'Fine Handiwork', aimed at developing the inmates' creative potential;
- 'Aggression and Conflict Management' programme;
- Stress management programme;
- A ten-month programme entitled 'Towards Bodily and Spiritual Harmony', developed in cooperation of the Family Centre of the Panevezys Diocese, teaching religion and lessons of maternal skills to mothers and holding physiotherapy sessions;
- A number of programmes for the development of spiritual, Christian or universal values run with the help of clerics of different confessions.

The Panevezys Correction House has on several occasions partnered on projects aimed at the inmates' formal and informal education and training, as well as those designed to increase the inmates' occupation with work. In an effort to provide better education and vocational training opportunities or other forms of meaningful engagement to its community of inmates, the Panevezys Correction House is on the lookout for more opportunities of participation in programs and projects supported by international organisations.



Criteria for incorporating selected innovations and for their adaptation

Legal provisions - Croatia

1. How important is training and education in prison according to the penal law of your country?

Work and vocational training of prisoners are one of the most important methods of treatment in achieving the purposes of a prison rehabilitation of inmates and reducing recidivism.

Training and education in prison in the penal law in Croatia is incorporated in the individual programme of each prisoner. Prisoners who are serving a sentence that is longer than 6 months are referred to the Department of Diagnostics and Programming in the Prison in Zagreb. Those who are serving a sentence that is shorter than 6 months are referred to the prisons that are nearest to their place of residence. In the Department professionals of different specialisations in psychosocial diagnostics do different kinds of tests and activities in order to determine the individual programme of each of the prisoners.

2. Are educational or training measures in prison of equal value than work?

Educational and training measures in prison are usually organized so the prisoner can also work but if that is not possible, for prisoners that regularly carry out their educational obligations a cash compensation is paid out.

3. Who carries the costs of education and training in prison?

Education and training is carried out in the penal institutions and outside in cooperation with outside educational institutions according to the general rules and national programmes for adult education.

4. Who is entitled to participate in the education or training?

All the prisoners are entitled to participate in the education or training but acknowledging medical fitness, knowledge and skills of prisoners, the success of achieving individual programs, safety assessment and expressed real interest in working engagement of a prisoner.

5. What prisoners are excluded from education and training?

Since the right to education is considered one of the basic human rights, no prisoners are excluded from education and training unless they are in need of



special programmes (drug, alcohol addiction) or a special psychological or social aid.

They can also be excluded if they have been rendered a measure of disciplinary proceedings.

6. Do prisoners who participate in educational or training measures in prison earn something?

Educational and training measures in prison are usually organized so the prisoner can also work but if that is not possible, for prisoners that regularly carry out their educational obligations a cash compensation is paid out.

7. Do participants of educational or training measures in prison have any advantages or disadvantages in comparison to other prisoners?

Since all prisoners are entitled to education and training and if they are required to do so according to their individual programmes, they do not have any disadvantages in comparison to other prisoners. Their advantage is that they obtain different levels of education (from literacy to higher education) and thus become more competitive on the labour market when they serve their sentence.

8. Do prisoners get certificates if they complete some training or education? If yes, do these certificates state that the training has been completed in a prison? Are these certificates generally and officially acknowledged?

Prisoners who pass trainings for different basic services and secondary vocational education get their qualification registered in their work permit. For other levels of education prisoners get certificates and diplomas. In the certificate of qualification and diploma it can't be visible that they were obtained in prison or during serving a sentence.

9. Are there any options to leave prisons for training purposes (daytime release, etc.,)?

For adult prisoners trainings are organized in the facilities of penal institutions (penitentiary, prisons, correctional institutions), but they can also be organized in the outside educational institutions according to the general rules and national programmes for adult education. Education for minors can be organized outside if there is need for that or a minor wants to continue the education that he attended before his sentence. In that case, teachers in penal institutions work individually with these minors and preparing them for the exams that they will have to pass in the outside educational institutions.



10. Do the legal provisions allow prison external companies to get involved in trainings inside prisons?

According to the Law of execution of the prison sentence, prisoners can be employed by another employer outside the prison, and it is also possible to allow the prisoner to continue their own economic and other activities. Jobs that prisoners usually perform outside the prison are extra jobs at the mill, construction, landscaping, loading and unloading, agricultural activities, ect.

11. Are there legal restrictions for the use of E-Learning inside prisons and with respect to internet usage in particular?

In Croatian prisons E-Learning as well as Internet are not used but according to the Strategic plan of Croatian Ministry of Justice for the period 2014-2016 there is a plan to include prisons in Croatia in different EU financed project that would further improve education and training and usage of E-learning is one of them.



4. Results on the basis of task 2.3

Preparation and selection of criteria to determine a tutor's profile training

1. Professional qualification of the person who will be included in the training for tutors

Results of answers (how the partners indicated the proposed criteria):

	Completely agree	Partly agree	Disagree
1.1 The person needs to have completed at least the level VI of education.	4	1	0
1.2 The area (Social Sciences, natural science, etc.) of the formally completed education of the person is not important.	1	3	1
1.3 The knowledge of English language is important.	2	3	0
1.4 The person needs to be able to use information communication technology.	3	2	0
1.5 The person must show an aspiration for constant professional improvement and development.	5	0	0

Explanation about criteria:

<p>.</p> <p>Ad 1.1</p> <ul style="list-style-type: none"> The level of formally acquired education is important, but not of utmost importance. The key point is the broad-mindedness of the person in training as well as the competences, skills, needed for practice as well as less theory. <p>Ad 1.2</p> <ul style="list-style-type: none"> It is fairly important that the person who is included in the trainings has a certain knowledge in Social Sciences, Criminology or in an area that is closely linked to working with people, but we do not consider it crucial. It is going to be easier for someone who has a certain area of expertise in Social Sciences, because he or she can relate to trainees much easier and without much required additional preparation for different tasks at trainings.
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- Working with people serving their sentence and after their served sentence will be easier for those, who have more knowledge on the field of Social Sciences. Social Sciences explain the phenomena of the historically social human life (state, law, economy, language, religion, art, etc.) There is a greater chance for the inclusion of the so-called soft contents and the acquisition of soft skills in the fields of Social and Human Sciences. We have to pay attention to the education of the trainee whose occupation is for example the social worker, psychologist, that with their specific education does not interfere on the field of work of employed psychologists and social workers in the penitentiary institution. In case interference occurs, the tutor can do more harm than good, or cause additional problems (this has been proven by long years of experience in the institutions).
- The persons included in a training should have some background knowledge with competencies that will pass it on to the other persons and will also be able to participate in the training better.
- Since the formal education represents only one of the competence's components, lack of the most relevant educational background can be satisfactorily replaced with other candidate's qualities. Nevertheless, it is all the same desirable that candidate has educational background from Social Sciences (especially from social work, psychology etc.)

Ad 1.3

- For training in Berlin – yes, English is necessary. For delivering training in prison in Lithuania, English basics are sufficient.
- The knowledge of English is definitely important, when it comes to Berlin's training, to an extent that the candidate can follow the training as fluently as possible. Though, on general level the candidate's English has not a crucial importance within this part, where the candidate as tutor is going to implement a training with female prisoner/ex-offender.
- Knowledge of English is important for training in Berlin, but hereinafter is not necessarily because the tutor will carry out training of offenders in their mother tongue.



2. Pedagogical and andragogical qualification (experience) of the person who will be included in the training for tutors

Results of answers (how the partners indicated the proposed criteria):

It is important that:	Completely agree	Partly agree	Disagree
2.1 the person masters working with adults.	2	3	0
2.2 the person knows how to take into account the needs of the participants.	4	1	0
2.3 the person knows the modern methods and ways of working.	3	2	0
2.4 the person has pedagogical and andragogical experience.	3	2	0
2.5 the person has experience working with prisoners or with individuals after their served sentence.	0	4	1

Explanation about criteria:

Ad 2.1

- The person does need to master working with adults, but he/she does not have to limit themselves to only that age group. They can expand knowledge that they receive in these trainings with some new that will open them the possibility to work with other target and age groups.
- The training will give them specific knowledge, which will upgrade their teaching skills; therefore, the persons included into a training should be from a teaching background.
- It is definitely welcomed that candidate is equipped as better as possible to work with adults. Still, the term “working with adults” is very broadly defined and it would be difficult to estimate whether the candidate mach this criteria or not.

Ad 2.2

- Speaking generally, it is undoubtedly very important that candidate is capable to consider (taking into account) the participants’ needs. From a project perspective this is not going to be automatically always the case, due to fact that tutors will find themselves in position to develop female prisoners/ex-offenders’ social and business competences. In this regard the participants’ needs are known in *advance (additional explanation will be seen in Evaluation note)*.

**Ad 2.3**

- Modern methods and ways of working are almost always good and positive, but we think that the person needs to know some older methods also to be able to apply the new methods with success.
- Knowing of the modern methods and ways of working is important quality, that candidate suppose to cope with. Though, the modern methods are more likely linked to modern technology issues, while the working methods related to developing of female prisoners/ex-offenders' social competences are those, which are not automatically so strongly influenced by obvious changes. To give an example, candidate's social skills (tolerant, without prejudice..) are the qualities of such kind, that remains more or less the same all the time, without a need to be modernized. From such perspective would be acceptable if candidate was not totally devoted to constant working changes.

Ad 2.4

- The experience is desirable, but not obligatory.
- It is highly desirable that candidate has pedagogical and andragogical experiences. Still, the lack of these experiences candidate can cover with other abilities, especially within a field of business skills.

Ad 2.5

- It might be a person who has just started working at prison and wants to improve his/her qualification, gain knowledge of working with prisoners and hasn't got experience yet.
- In his work with prisoners/offenders, it is more important for this person to be prepared and to wish to work with this target group, having no prejudices, than to have experience with working with prisoners. Through the knowledge acquired on the training, this person will be able to, in his practice of acquiring experience, approach and work easier with this target (marginal/vulnerable) group.
- The person doesn't need to have solely experience in working with prisoners or individuals after their served sentence. They could also have experience in dealing with other disadvantaged groups such as disabled, minorities ect. since we think that would also be very useful for the person and its development but also for other persons receiving trainings and for the trainers.
- The training will give them specific knowledge, which will upgrade their teaching skills; therefore, the persons included into a training should be from a teaching background.



- The best way would be indeed to include the candidates with experience of working with female prisoners/ex-offenders. Yet, the potential recruitment of such candidates with sufficient experiences is quite likely limited. If so, the exaggerated stress on candidates with experiences can cause deficit on long-term, where all other new candidates (despite their lack of previous experiences), would not have chances to demonstrate themselves as good potential tutors for future needs.

3. Social skills of the person who will be included in the training for tutors

Results of answers (how the partners indicated the proposed criteria):

The person is:	Completely agree	Partly agree	Disagree
3.1 responsible.	5	0	0
3.2 tolerant.	5	0	0
3.3 without prejudice.	5	0	0
3.4 communicative.	5	0	0
3.5 motivated for the training.	5	0	0
3.6 able to motivate others.	5	0	0
3.7 self-confident.	5	0	0
3.8 empathetic.	5	0	0
3.9 friendly.	5	0	0
3.10 capable of adjusting to the situation.	5	0	0
3.11 capable of maintaining order and discipline.	4	1	0
3.12 decisive.	4	1	0
3.13 cooperative.	5	0	0
3.14 capable of creating a positive working climate.	5	0	0
3.15 self-initiative.	5	0	0
3.16 flexible.	5	0	0



Explanation about criteria:

Ad 3.11 in 3.12

- These two social skills for instructors who will educate people serving their sentence and after they have served it are less important than those listed in this section which are of key importance. When these two skills prevail they can shade the other skills and induce a relationship with negative connotation (negative climate) to the work in this target group.

4. Business skills of the person who will be included in the training for tutors

Results of answers (how the partners indicated the proposed criteria):

The person is:	Completely agree	Partly agree	Disagree
4.1 capable of planning	4	1	0
4.2 capable of leading	3	2	0
4.3 aware of the basic differences of the human resource development	3	2	0
4.4 creative and innovative	5	0	0
4.5 organized	4	1	0
4.6 persistent	5	0	0
4.7 capable of good organization	4	1	0
4.8 inclined to resolve problems	4	1	0
4.9 capable of quick and effective decision-making	4	1	0

Explanation about criteria:

Ad 4.1, 4.2, 4.5, 4.7, 4.8, 4.9

- With all the skills labelled as “partly agree” it is important to be careful not to interfere in the professional area/ area of competence of people employed in the penitentiary system (concretely, to interfere in the work of the workers of the institute for serving the sentence, where we carry out the education of the prisoners as instructors). In order to



prevent this, it is important to keep a continuous contact with the professional workers in the prison and to exchange information, in other words, constant cooperation.

Ad 4.2, 4.3

- The persons who will be passing on business competencies should have business skills of their own; therefore, the persons who will be trained have better relationship/trust with their trainer.

5. Other (please state other criteria that you think can be crucial for the selection of the people to be included in the tutors training; you can also fill up the preceding 4 tables with these criteria):

Results of answers (how the partners indicated the proposed criteria):

Other:	Completely agree	Partly agree	Disagree
5.1 Both men and women can train to work as tutors with women prisoners serving their sentence and after their served sentence; gender is not important.	3	2	0
5.2 The age of the person applying for the training for tutors is not important.	1	4	0
5.3 The person training to work with women prisoners serving their sentence and after their served sentence must not be convicted or in criminal prosecution.	4	0	1
5.4 The person training to work with women prisoners serving their sentence and after their served sentence commits to continue to work with this target group.	4	1	0

Explanation about criteria:

Ad 5.1

- Of course, the needs of the participants have to be taken into consideration. Maybe they don't want to communicate with a male trainer. Or on the contrary.



- In general it is acceptable that both (men and women) are candidates for tutors. Yet, such approach would request a stronger extent of sensibility/responsibility (example; the female prisoner, who had bad experiences with men in past, is more appropriate that is trained by women..)

Ad 5.2

- Generally the age is not important, the experience and expertise in working with prisoners is more important.
- Young people are not suitable to work with the target group of prisoners and people after their served sentence. The problem does not originate in their age, but rather in the fact that they do not have much or completely lack experience in the fields previously mentioned.
- The age of the person is not crucial, but it would be good if a person is someone a bit older, with more experience or someone who has a capability to set boundaries and be more determined.
- The age of candidate suppose not to play an major role at selection of tutors. Still, it is desired that candidate is not too young (having in mind especially candidate' mature personal character, which comes with life experiences).

Ad 5.3

- It would benefit women prisoners if the person who is going to be the trainer went through the same situations as they did and maybe that would help woman prisoners to create a closer initial connection to the trainer.

Ad 5.4

- It is not necessary for a person who is going to be trained to work with woman prisoners to continue to work with them as a target group. They could also expand their working environment with other target groups such as young offenders, life-sentence offenders ect. or they could choose not to continue working with prisoners at all. We think that it is important not to set boundaries to persons who will receive trainings as not to take their motivation away.



5. Results on the basis of task 2.4

Preparation and selection of motivation approaches in vocational education and training of prisoners with an emphasis on women focus group

- How do you define motivation? Do you think that it is crucial, necessary for education?
- Is it possible nowadays to motivate an adult person for education if that person is not motivated? If it is, how do you do it? If not, why not?
- What is characteristic of adults in the process of education/training; what are the differences with younger people who participate in the regular process of education?
- What are the experiences of adults concerning regular schooling?
- Is the target group of people serving their sentence who are pursuing an education or could be pursuing one in any way different from adults who are pursuing an education and are not in the prison system? If so, what are the differences and why? If not, why not?
- Do you think that there is any difference in the motivation process according to age? Give arguments for your answer.
- Do women serving a sentence enter the education system easily than men? If that is the case, why so? If not, why not? Please give arguments for your answer even if you think that there are no differences in terms of sex.
- What can represent, according to you, for a person serving his or her sentence a motivational aspect for entering the educational process (additional bonuses, payment for the education, ...)? What about the external or internal motivation for people serving their prison sentence?



- What is the experience in your country concerning the motivation of women serving their prison sentence to enter the process of education? What motivates them? Why they choose to enter the process of education (formal, informal education) – what is the lever, reason?
- What is the situation in your country concerning the education within the prison system in terms of its being equal to the work of prisoners? Do work and education have the same status on formal (theoretical, written) level and on the level of practice?
- To what extent is, according to you, the level of motivation for education linked to the methods of education and which didactic approaches have a positive influence on the increase of motivation for education for people (women) serving their prison sentence? Are these methods and approaches also used for educational processes within the prisons in your country (with an emphasis on prisons for women)?
- Can the educational process with electronic tools (e-learning) represent an additional motivational aspect for entering and staying in the educational process for as long as the person serves the sentence and even after serving their sentence? Please, give arguments and examples from your experience in your prison system (with an emphasis on the women population within the prisons).
- What is the data about the number of people that take part in the educational process in your country for the last years within the prisons for women?
- Where lay, according to you, the additional possibilities for increasing the motivation for people (women) serving their sentence in order for them to participate more numerously in different kinds of education and training as well as finish them successfully?

How do you define motivation? Do you think that it is crucial, necessary for education? Please give arguments for your answer.

We often use the word motivation, but the question arises whether we really understand it. It is expected from us in different situations in life to be motivated and to know how to motivate ourselves and others around us. The need for motivation is then very general.



We all wish for more motivation. To be motivated means to do something, because we want to do it. In the case of motivating someone else, motivation means to get that person to do something because he or she wants to do it.

We have to differentiate between the motivation of a relationship, shown in the way we think and feel about the future and how we react to the past – in a positive or negative way; and the motivation with stimulation (payments, rewards that stimulate us to do something better). These two types of motivation are the most effective when they are applied together.

Motivation is essential for education incorporation and for education to have an effect. It is also essential in other areas of social life. For example, if we want a different/better communication and relationship within a family, we have to be motivated for change otherwise there will not be any effects. We have to see the point in this change, the change has to be the reflection of our needs and interests. This change must represent the goal, since there is no motivation without a clear and specific goal. As Richard Denny says in his book *Motivate to Win*, motivation means striving for the future and motivation without a goal is pointless.

The fact is that many people have no purpose/purposes and do not set goals to themselves. This applies specially for the area of training which is connected with the area of education. Without learning there is no personal growth nor social/cultural growth, it is status quo. Any progress is better than being in the position of status quo.

Richard Denny stresses the term of hope connected to motivation. He says that hope is the measure for people's motivation and that the effects are based on hope; hope is the fuel that runs the motor. And that without hope it is impossible to motivate anyone. If we do not have hope, we get to a state of despondency, and that is why we have to rejoice and strive for something and that is also why we have to set goals to ourselves and take upon ourselves different tasks. (Denny, 1997: 19). Also and especially in the area of training and education in different situations in life and for life.

Is it possible nowadays to motivate an adult person for education if that person is not motivated? If it is, how do you do it? If not, why not?

The first condition we have to satisfy in order to motivate a person is to be motivated ourselves. And if we know what could motivate this person we are on a good way to motivate him or her. We have to be familiar with the specifics of the



environment in which this person lives. This applies specially for the people serving their sentence and after their served sentence.

What is characteristic of adults in the process of education/training; what are the differences with younger people who participate in the regular process of education?

Adults enter the process of education from their own choice (their own motivation, their conviction in the usefulness of their acquired knowledge; even though it is true that they are usually sent to training by their employers and they feel that as a pressure)

Most adults have very concrete and longlasting goals, which they want to achieve as soon as possible in order to continue with their lives

Adults have numerous life experiences which leads them to asses the training according to its usefulness based on their experiences

Adults many times expect that they will be able to choose the methods and forms of work in their training programme according to their goals, knowledge and experiences.

Adults expect to act as an equal partner in the training – two-way communication

They have their expectations about the conditions of training and education (for example: elder adults need study material with bigger font, more breaks, etc.)

What are the experiences of adults concerning regular schooling?

Those adults that decide later in life to finish a certain training programme or they decide to continue with their education have, in general, a negative experience about the regular schooling. Many times they do not trust their abilities and are afraid that they are not able enough; they have a poor self-image and problems with their self-confidence.

Many times it is due tp the fact that they have been previously unsuccessful in their regular schooling experiences.



Is the target group of people serving their sentence who are pursuing an education or could be pursuing one in any way different from adults who are pursuing an education and are not in the prison system? If so, what are the differences and why? If not, why not?

People serving their sentence have, compared to other adults pursuing an education, have many negative experiences with regular schooling. Depending on the length of their sentence (how long have they been serving it) they have a worse development of their abilities, skills and knowledge.

Training (both formal and informal) is therefore of extreme importance for the people serving their sentence since it allows them to acquire the knowledge and abilities as well as the skills that will help them to integrate easier in the society after their served sentence. We have to consider, as it has been mentioned before, that this people serving their sentence have their skills and abilities stunted and that the training can fill this empty space – it enhances the development of independence, the expression of their own interests and the wish for free-choice.

The knowledge that the prisoner acquires in the learning process affects the persons' character, the social environment and the process of integration into the environment.

T.Husen (Jelenc Krašovec, 2003) believes that the training has an important role in the developing process of an individual, which allows to the individual a flexible adjustment to new situations. It states characteristics such as creativity, critical thinking and autonomy.

Do you think that there is any difference in the motivation process according to age? Give arguments for your answer.

We believe that there are indeed differences according to sex when it comes to the motivation process.

Women serving their sentence have a number of needs compared to men, which in many prisons are not taken in consideration. The prisons are still made according to a "male figure."



There is a difference if the women has suffered from aggression in the family or not, if she has been sexually abused or not, etc.. Also if she had any psychiatric treatment before entering the institution or not.

Women often have a shorter period of serving sentence than men, they have families, are mothers, are pregnant and will give birth during the serving of the sentence, etc..

For the motivation of women we then have to take in consideration their specifics within the prisons. Certain areas need to be taken care of such as: security and identity, self-confidence and trust, the acquiring of qualifications and the preparation for work, employment or self-employment.

Do women serving a sentence enter the education system easier than men? If that is the case, why so? If not, why not? Please give arguments for your answer even if you think that there are no differences in terms of sex.

There are certain stereotypical notions about the role of women according to their sex. One of them is certainly that women are more ready to integrate in the training processes and that they learn easily. That is why it is believed that women serving their sentence enter the educational system easier or are more motivated to enter it than men.

We do not think that is the case. The reasons for this are multilayered. One springs from the previously mentioned issue that within the prisons women specifics, interests and wishes are not taken in consideration, and the second one is linked with the fact that women are a more suitable workforce within the prison system (kitchen, cleaning, washing, sewing, ironing, arrangement of the parks, gardens, etc.) than men.

What can represent, according to you, for a person serving his or her sentence a motivational aspect for entering the educational process (additional bonuses, payment for the education, ...)? What about the external or internal motivation for people serving their prison sentence?

The decision to enter the training process is many times conditioned with the personal plans of the individual serving his or her sentence. However, he or she



has to meet these conditions if he or she wants to get and gain advantages such as: the change of the regime of time of serving sentence, the visits, exits, vacations, the right to parole, etc.

With prisoners, most things are linked to outside motivation.

What is the experience in your country concerning the motivation of women serving their prison sentence to enter the process of education? What motivates them? Why they choose to enter the process of education (formal, informal education) – what is the lever, reason?

Most people serving their sentence enter the training process for the previously mentioned reasons (question 8). Those people who have longer serving sentences and set long-term goals about their education, knowledge, acquiring of certain skills, abilities, enter the training on a voluntary basis. There is a considerably smaller percent of these people and this applies especially to men serving their sentence and not to women.

Some individuals (men and women) state also other reasons for their participation in the training programmes, such as: to fill the day/to make the time run faster, to socialize, to acquire new information, etc.

Most people enter the training/educational programmes that are for free. In this case the financial resources represent an obstacle for motivation.

What is the situation in your country concerning the education within the prison system in terms of its being equal to the work of prisoners? Do work and education have the same status on formal (theoretical, written) level and on the level of practice?

In our prison system the work is formally/theoretically equal to the training or, in other words, the training is equated to work. It is different in practice since work is more valued, it is a priority. If a person enters the working process within the institution obtains not only a small payment but also more advantages than if he or she enters the educational/training process. What happens in many cases is that the person cannot enter the training process because of the time arrangement of his or her working duties, even if that person wishes to do so.



To what extent is, according to you, the level of motivation for education linked to the methods of education and which didactic approaches have a positive influence on the increase of motivation for education for people (women) serving their prison sentence? Are these methods and approaches also used for educational processes within the prisons in your country (with an emphasis on prisons for women)?

The quality of education is a factor that has a key influence on the decision of prisoners to enter the training process. More prisoners enter these programmes if there is a wide variety of training choices and organized activities. The used training methods are crucial for the motivation of prisoners, and if we take in consideration the increasing unemployment rate, the ones that matter most are:

- a) the focus on the methods of adult training
- b) connection with the everyday students' experiences
- c) voluntary and active cooperation of prisoners
- d) small groups that allow individual work
- e) connection between the educational and training content
- f) the application of modular courses

In our prison system the application of forms and methods of work depends on the conditions of work in the prison itself and, of course, on the qualification of the teachers for working with such target groups.

The most stated things apply to ZPKZ Dob, where there are people serving a long sentence, considerably less in other men prisons and in women prison Ig we are still in the beginning.

Can the educational process with electronic tools (e-learning) represent an additional motivational aspect for entering and staying in the educational process for as long as the person serves the sentence and even after serving their sentence? Please, give arguments and examples from your experience in your prison system (with an emphasis on the women population within the prisons).



The practice of educational programmes in our prisons shows that the the usage of computers for educational and training purposes represents an additional motivational factor for the person to enter a training group.

The problem lies in the fact that not all prisons are able to provide computer equipment for the prisoners and that the internet access is not allowed for prisoners.

What is the data about the number of people that take part in the educational process in your country for the last years within the prisons for women?

Data stated in the Annual report 2011 for Zpkz Ig:

Different forms of education in the institution (formal and informal)

We have had the following informal forms of education:

- mediation or how to solve interpersonal conflicts – 50 hour programme of mediation, which included experiences, practical work and working in groups in charge of Ms. Tanja Metelko
- Training for life success – a bridge to education, training for prisoners and sentenced women – a programme to qualify for functional literacy and general knowledge in charge of Mrs. Tatjana Brank Pečko
- LUR – motivational workshop about the planification of education for prisoners – the training took place once every month. In the workshops women prisoners acquired information about training in outer educational institutions, as well as help to get in contact with different schools and counselling for the choice of a programme. The workshops were carried out by Mr. Albert Štrancar from CDI Univerzum
- English course – Cene Štupar
- Training for life success – My job position – in charge of Mrs. Tatjana Brank Pečko and Mateja Chvatal
- music school – keyboard playing lessons for women prisoners

Forms of education outside the institution (formal and informal)



- primary school attended by 3 prisoners: 1 attended second grade (Permanent Education Centre Cene Štupar), 1 prisoner attended eight grade and 1 finished the primary school programme in the Extension college (Ljudska univerza) in Radovljica.
- 1 prisoner is doing a retraining in the secondary school for graphic design and photography
- 1 prisoner is enrolled in the first year of the secondary school for graphic design and potography

Sources for financial supply of the training

For 3 women prisoners the primary school education was for free, 1 prisoner was partly financed by the employment service and one prisoner payed the studies herself.

Where lie, according to you, the additional possibilities for increasing the motivation for people (women) serving their sentence in order for them to participate more numerously in different kinds of education and training as well as finish them successfully?

Before we focus on the importance of the motivation and the personal motivation of individuals (women) serving their sentence it is of crucial importance to talk about the relationship between the training process and the educational process.

Education is a wider term than training, since it encompasses the creation of different possibilities for learning throught the whole life and for life.

The term lifelong learning is often confused with adult education.

It is about a whole range of educational activities in the individual's life (in our case of people serving their sentence), whose purpose is to improve their knowledge, abilities and competences (to be competent) both for a professional success and for the social and personal development of the individual.

Education represents also a very important part within the training process.



For individuals (women) serving their sentence, the educational process is of crucial importance because it is closely connected to the motivation that women/individuals show in the training process.

That is why it is important to focus on the education within the training process, because the educational effects are linked to the forming of the identity, points of view, values and self-image.

It is of crucial importance:

- the knowledge of the characteristics of the educational processes of prisoners, both men and women,
- the knowledge about the circumstances present in the institution for sentence serving,
- to take in consideration the experiences that the prisoner has acquired.

A very important factor to motivate a certain person serving his or her sentence for education is by taking in consideration their experiences, their acquired knowledge, education and by treating these individuals equally to other adults that are educating themselves outside the prison system. It is important to include in this educational process as many different professionals as possible both from the prison system and from the outside, since by this we achieve a potential change in the mindsets of the public about the prison and the people serving their sentence. Also, we give an additional motivation to the prisoners through the hope (possibility) that the society will have a different attitude towards them.

The prison must then become also an educational institution.

The managers and leading staff in the institutes for sentence serving must, in cooperation with professionals (teachers) from the outside, try to encourage individuals serving their sentence to numerously enter different educational programmes, cooperate in the educational process and thus try to motivate them for education by trying harder in this direction.

It is of great importance for people serving their prison sentence to enter into different formal educational programmes for the formally valid certificate, which they acquire after finishing their educational programme.



And a written certificate, acquired in the programme of formal education, can help the individual after his or her served sentence to find a job or continue with his or her studies.

Data stated in the Annual report 2011 for ZPKZ Ig:

Motivation of women prisoners for education:

Motivation for the education of a woman prisoner was first identified already in the period of acceptance into the institution and then carried on during the sentence serving. This identification was made through a personal interview with the prisoner and also through a group talk in small groups. In the assesment of motivation of the prisoner for education we have tried to take in consideration the following: the level of acquired education, informal acquired knowledge, working and life experience of the prisoner, the age and if the prisoner was ready for education.

Next, the professional worker assesed the difficulty of a certain wanted educational programme, the sources of financial support, the duration of the programme and the readiness of the relatives to cooperate in the process.

This worker was also helped in his or her assesment by a professional worker from outside (CDI Univerzum, Cene Štupar). Of big help were also the visits from educational institutes who presented their programmes and councelled the prisoners as well as answered their questions.

The prisoners were helped in their learning process by mentors from the schools and the educator in the insitution. The educator helped them with the acquisiton of the needed bibliography, the school enrollment, she contacted the school and followed all the problems and achievements in the educationl process.

Problems

A big problem representes the low motivation of prisoners for education. The prisoners have problems to meet their everyday needs and they do not value education. The next problem was the covering of financial expenses. The prisoners are generally without a fixed income and only few can get financial help from their relatives. The problem lies also in the small size of our prison, since people from different institutes are not usually ready to come because we can not guarantee a sufficient number of prisoners.

Achievements



For us, each prisoner who gets motivated and decides for education is an achievement and that is why we try to help her through the learning process and cooperate with her educational institution. We are also happy when we can arrange an informal form of education within the prison.

Ideas or suggestions

In the future we would like to connect even more with educational institutes from outside. We will do our best to have as much forms of informal education as possible. We are aware that education is a very important factor when integrating in the society and when looking for an employment, and that is why we think that it would be a good idea that financial sources for the education of prisoners should be provided on a national level.



6. Results on the basis of task 2.5

Preparation of criteria to adjust the use of e-learning in the pilot implementation in Slovenia and Lithuania

Which type of learning is better?

New technology it is not necessarily better than the traditional teaching methodology.... The choice of technology should be left to the student to decide and not a consequence of innovation¹

We can define e-learning as the usage of new technology to offer a more attractive, flexible and more effective learning, which is linked to real-life experience of students.

Before we define the criteria for the adjustment of the use of e-learning in the education process of women prisoners it is important to take in consideration the following facts:

- ICT has become an indispensable means of carrying, processing and creating information in all spheres of society.
- In terms of individuals, ICT works as a connecting means between the individual and the world, offers him or her the access to information, a more effective education, an easier inclusion in the professional life etc.
- Jewkes' investigation on the role of the media in the development of identity inside the prison has shown that media offers the possibility of a continuity in the prisoners life before the sentence and also offers the sense of control of the environment; it is at the same time an indispensable means of spending free time and has the potential to enhance social learning and develop different aspects of socialization (Jewkes 2002, 205-213)².
- Through the use of internet the prisoner becomes a part of society; the web and the social network offers the prisoner an interaction with the outside world and the construction of a reality of his or her own.
- The education during the serving of the sentence helps to the develop an individuals' personality and character, to overcome social differences and, at the same time, to acquire skills and knowledge for a future profession.

¹ Bates, A.W.(1995): Technology, open learning and distance education. London : Routledge

² Jewkes, Yvonne (2002): The Use of Media in Constructing Identities in the Masculine Environment of Men's Prisons European Journal of Communication 17 (205). Available: <http://ejc.sagepub.com/content/17/2/205> (15th September 2014)



E-learning thus represents many a opportunity for the prisoners as well as for the people working in the prison. There are some examples of good practice of the implementation of e-learning in prisons. For example: eleven German states, in their common wish to implement a unified system of e-learning, joined in the partnership Norverbund, enabling the prisoners the access to a central server where the learning courses are.

The access to internet is limited on the local and main server with fire walls. By this, the prisoners can access only to the previously approved web pages needed for their learning process. The system also allows communication via forum and chatrooms with co-students and mentors, but only within the e-lis system.

There is a similar system of a main server in Sweden, where all 55 prisons are connected to the web, and at the same time they have employed teachers, who have a double roll, since they also work as prison officers. The internet access is completely blocked, but the students/prisoners have the possibility to communicate with their mentors via internet at all times. In Sweden, around 1500 prisoners learn via the e-learning system every day (Lockitt 2011, 11-14, 25-30)³.

E-learning is also changing. There is an increasing pressure from both the prisoners and the teachers for free access to internet connection and the web. Online learning could, namely, increase the flow of information, enable the prisoners a free choice of information, and, at the same time, enable foreign prisoners to learn in their mother tongue. The organization LearnDirect has already set computers and servers in English prisons and thus enabled the education of prisoners in 630 different courses. The company CISCO has established centres for teaching prisoners the basics of information literacy and more than a hundred prisoners are learning about computer science and the creation of web pages.

The use of ICT in Slovene prisons

The working system, rules and atmosphere within Slovene prisons is heavily dependent on the institute of comfort. It is an old and tested method in Slovene penal practice by which the prisoner is encouraged to an active cooperation during the sentence serving. These kind of privileges are classified to institutional and outside the institution, e.g.: free exit from the institute, unsupervised visit outside the institute, use of annual holiday, etc. One of the institutes' advantages it is also the use of computer, which allows the prisoners different ways of spending their time of leisure.

³ Lockitt, George (2011): Technology in prisons. Available: http://www.wcmt.org.uk/reports/797_1.pdf
(15th September 2014)



In Slovene prisons they are aware of the importance of web content and web communication, even though Slovene prisoners are not allowed to internet use, let alone web network.

The use of ICT can be found in some Slovene prisons, especially in education. The possibility of selective access to certain web pages and the possibility of internet use are already introduced in ZPKZ Dob for educational purposes (where males with the longest sentences are serving their sentence) and in ZPKZ Koper, in 2010, there has been a 24-hour programme entitled “Internet-the window to the world” (Internet-okno v svet).

The computer is taking over the pencil and paper and that is why the computer as a tool for communication of the new age must be introduced in the prisoners’ rehabilitation if we want it to succeed. The new plan of cell building in Dob, which would include an UTP connection and the presentation of the cell of the 20th century project- which includes a multifunctional monitor, through which the prisoner will be able to access to certain predetermined web contents- are examples that speak in favour of it.

Unfortunately this has not been realized yet. In the Head Office of the Prison Administration of the Republic of Slovenia they have referred to the matter with the following statement: “In every new cell in the new facilities 5 and 6 in Dob there are double computer connections, but they are not connected, because on the year of the opening of the facilities there was no interest for the idea of the demo placement- free of charge for us at that time-to be implemented.

On October 10th 2011 the employees of Telekom were on their way to set the infrastructure and to furnish the cell for the needs of the presentation at the inauguration, but were stopped due to the e-mail from ZPKZ Dob. (They dryly wrote: “We inform you that the position of our institute is that we are not yet to set a pilot demo centre.”).”

Regardless of that, prisons for men still have the priority when installing, updating and using computer equipment. What is no longer of use for men’s prisons it is then transported to women’s prisons. In our case, in the past year, the “outdated” computer equipment from ZPKZ Dob was moved to the only women’s prison in Slovenia in Ig.

The current situation in ZPKZ Ig (women prison in Ig):

There are 6 PCs available in ZPKZ Ig with an open source software without a printer. To work on the computer they use Open Office.

The computers are set in the living room, which is used by the prisoners for different purposes (watching TV, socializing, different workshops, participation on trainings, etc.).



Internet can be used for educational purposes. The prisoners can access only to previously approved web pages. The whole process of education with the computer use must be supervised by the teachers – mentors, which means that the prisoners cannot work on the computers on their own outside the set times for the educational process and without supervision. The trainings can take place only in the afternoon for a maximum of 3 teaching hours once to twice a week.

Because ZPKZ Ig has not enough available computers for all prisoners which will be included in the pilot implementation and because it is imperative for all the participants to have the same conditions to work on the computers, we will bring 10 notebooks each time with the operating system Windows 7, Microsoft Office 2010, an LCD projector, a projection screen and a computer for the tutor. We will be using the possibility of internet use – with the limited access to only certain web pages.

COMPUTER CLASSROOMS – STATE AT THE LOCATIONS:

The computer classrooms, furnished with limited access to web pages and which are used for educational purposes, are set in the following locations: Dob, Celje, Ig, Koper (in preparation), PD Radeče. In the open department the prisoners can have their own computers and access to internet.

In the rest of the equipment there is a classical Windows software except in women's prison Ig, where there is an open coded system.

ZPKZ Dob:

Tidy, equipped, big computer classroom, which is used for educational purposes.

ZPMZKZ Celje:

In Celje the access to a computer is set in a room called Rainbow (Mavrica) and which is also intended for other kinds of work with the sentenced. According to that we have in the institute clearly written rules about the organization and the time schedule for the prisoners to access internet. All prisoners and employees in the prison know these rules. We have a certain timetable for computer usage according to other work in the institute. Each prisoner has to apply beforehand with an application, which he can get from a judicial police or an educator and the employee then puts down when was the application received and then adds the prisoner to the timetable. Prisoners therefore have the possibility to access to a computer on Tuesdays and Fridays in four terms so that four prisoners can access a computer per day. There is also a list of accessible web pages, which is available to everyone.

ZPKZ Koper:

They have both rooms and also computers (in the past, the programme Points of lifelong learning (Točke vseživljenskega učenja)) took place there). Currently, they



have six new computers. It is necessary to establish a protocol and the mentioned web pages. In cooperation with the company Proop there are currently running activities for the establishment of an open code source system, as set in the computer classroom in women's prison Ig. There is an internet setting for prisoners in the communicational network node in the switch UIKS:KP_3 (or SW3) on port number 24.

PD Radeče:

A set computer classroom at the school, which is intended for the lessons of minors in the educational programmes, for all those who are enrolled. The benefactor is Šolski center Celje. There is also a set classroom named "Firefly" (Kresnička) with computers, which is intended for minors for their leisure time activities with the use of computers and for learning. Right now, it is not intended for the leisure time due to the lack of staff. It is necessary to reorganize and give the work in the computer classroom a set purpose.

In the rest of the locations the situation is as follows:

ZPKZ Ljubljana-ODD. Novo mesto:

In the Novo mesto department there is currently no computer classroom. The main problem is a logistic one, since there is currently no available space, where this classroom could be set. There is, however, enough space in the Novo mesto department, but it is intended for other activities, e.g.: the kitchen, and which are currently useless due to their bad furnishing and humidity and which should be rearranged in its entirety to acquire an adequate place for a computer classroom, which would certainly demand certain financial costs. The second problem is represented by the equipment of these spaces; the furniture as well as for example the computer tables, computers and their pertaining equipment, e.g. printer, which will enable regular work in such a classroom. In the Novo mesto department they do have two technically outdated computers which have been replaced for the educators and could be used for an improvised computer classroom, for a start in the dining room (by way of a partition), but this would also demand financial costs. It could be set in the basement, but means are necessary for a restoration.

ZPKZ Koper-ODD. Nova Gorica:

There is no computer classroom in this department. They show an interest to have it, they have the space, only the connection (cable installation) and the proper computer equipment needs to be provided. For the informal education purposes each performer provides his/her own computer.

ZPKZ Ljubljana:

They do not have an ideal place for this kind of activity. The only place which could be intended for it is a place besides the institute's library, which is currently intended



for interviews, small groups' work, workshops and the like. This place could also be intended for a computer classroom where five prisoners at a time could work in it. Right now they do not have the proper computer equipment with which they could furnish the classroom.

ZPKZ Maribor:

They do not have a computer classroom in this institute. The basic reason for this is that they do not have computers for this. They employ their computer scientist for the performance of the project from an outside performer "Academia" from Maribor. In their common room on the sentenced department they have access to supervised internet in the A internet connection.

ODD. Rogoza:

They can have their own computers, but it would be better to provide access also for those who do not have a computer. They need a computer and furniture; they already have the needed space for it.

ODD. Murska Sobota:

The problem lies in the space. They can have their own computers but they do not have internet access.

ICT situation in Panevėžys Correction House

1. Computer programmes which are installed on computers in the correction house.

Windows XP Professional, Microsoft Office 2003 – 4 computers

Windows XP Home Edition, Microsoft Office 2003 – 1 computer

Windows XP Professional, Microsoft Office 2010 – 1 computer

Windows 7, Microsoft Office 2010 – 4 computers

2. How many computers are there?

All in all there are 10 computers at Panevezys Adults' School where prisoners can study.

3. Are there printers prisoners can use?

There are printers only in teachers' room. It is hardly possible to print something for them (having in mind training).

4. How many women have their own computers in the correction house?



There are only two women in the correction house who have computers. It would be possible to include them into training if it will be necessary.

5. What programmes are allowed in their computers?

It is not regulated which programmes can be installed in their computers, the most important thing is that those programme have to be legal. The only forbidden programme is the one that does not allow to see the history of using the computer (what was done with the computer).

6. Do computers have internet access or are they connected by intranet and which websites are accessible by the prisoners (meant more in terms of which areas (for example. libraries, employment offices, daily newspapers, educational institutions...)"

There is no intranet in the correction house, women cannot use internet, it's completely forbidden and women do not have an opportunity to search for job, read internet newspapers, etc.

Computers and technical infrastructure in Berlin prisons

Berlin Women Prison		
1 room (for adult women)	6 computer	colour printer, scanner, beamer
	Windows, MS-Office 2007, free internet access, gimp	
1 room (for young female offenders)	9 computer, Windows, MS-Office 2007, gimp	black-white printer
1 room (social-therapy)	4 computer	black-white printer
	windows, MS-Office 2007 elearning http://www.elis-public.de/information/ibi.htm (small part of internet)	



Berlin Prison for young men		
2 rooms	each with 5 computers	black-white printer
	Windows, MS-Office 2007, Elearning http://www.elis-public.de/information/ibi.htm (small part of internet)	
Berlin Prison for men		
JVA Tegel/-2 rooms	each 15 computers	black-white printer
	Windows, MS-Office 2007, elearning: http://www.elis-public.de/information/ibi.htm (small part of internet) (only one room)	
JVA Heidering/ 1 room	15 Computers	colour printer
JVA Plötzensee/ 1 room	9 ComputerWindows, MS-Office 2007, elearning: http://www.elis-public.de/information/ibi.htm (small part of internet) (only one room)	

State of the ICT equipment in the women's prison in Croatia

On a third project meeting held in Zagreb on 4th and 5th September 2014, Ms Zdenka Kokić Puce from the Ministry of Justice, the Central Office of the Prison



System, held special part of the meeting with special emphasis on education within the prison system. After further correspondence, Ms Zdenka Kokić Puce sent us short report regarding the state of ICT equipment in the Penitentiary in Požega.

The Penitentiary in Požega is the semi-opened type of penitentiary where women prisoners serve sentences of more than six months in closed, semi-open and open conditions. The Penitentiary in Požega is one of the biggest penitentiaries in Croatia with capacity around 160 female prisoners (alongside with 100 male and 40 juveniles prisoners).

Report on the state of the ITC equipment in the Penitentiary in Požega shows that the state of the equipment is absolutely unsatisfactory and currently there is only one computer available for 120 women prisoners. All of the ICT equipment was gathered from various sources of donations and in all cases it regarded already used and outdated equipment.

Furthermore, the Penitentiary in Požega is currently implementing a project on re-socialization of drug addicts through Computer System Operator training which is conducted by University College Algebra on a basis of bi-institutional contracts between responsible institutions. The project is implemented with the use of 8 computers borrowed from University College Algebra and it involves 7 women prisoners.

Taking in consideration the present issue we suggest for that the adjustment of the use of e-learning in the pilot implementation which will take place in Slovenia and Lithuania on a chosen target group of women, the following criteria are observed:

A) The pedagogical approaches which are used or will be used, since the teacher's pedagogical approaches influence the motivation of participants in the training:

- **The autonomous educational approach:** the tutor must give the students the feeling that they are able to complete the set task, he must focus primarily on respect and affection, set an optimal difficulty level of tasks, that is, take in consideration the needs in the education. With this educational approach the tutor meets the needs that the students have in the educational process, being:
 - The need for competence – the participant must feel able to complete the set task and the tutor achieves that by setting a task of an optimal difficulty.
 - The need for connection – the participator must feel accepted by the teacher and experience a certain partnership, respect and affection.
 - The need for autonomy – if the participant is given the chance of a free choice, e.g. in the way of her presentation and the carrying out of her oral



exposition, the feeling of being under constraint will be lessened and, consequently, she will be more motivated.

- **The implementation of the e-learning system, lead/supported by the tutors.**

B) The goals we want to achieve with the e-learning system:

- Pilot test of the e-competences of tutors
- Pilot “testing” of other acquired competences by tutors
- The development of the e-competences of participants
- The use (testing) of prepared e-materials for the participants to acquire:
 - a) Business competences for an easier employability or self-employability after the served sentence
 - b) Social competences for an easier reintegration into society after the served sentence

C) Learning methods, which are or will be used:

The use of methods were the participant is in the centre of the education, since with this method the tutor takes in consideration her needs and her educational needs, which agrees with the ideas of the learning society:

- **Method of explanation and method of papers** (it enables the participants to receive information, acquire information, have a global explanation of the content, recognize the inner complexities of the content; it gives them initiative for independent thinking, further individual work, talk, recognition and correction of their own way of thinking)
- **Method of projection or representation** (it enables the participants to form clear, correct notions and terms; revision and systemization of contents)
- **Method of interview** (enables the participants to understand information, acquire new knowledge, independently develop and deepen contents and deepen the understanding and reference to or citation of other contents and personal experience)
- **Method of discussion** (enables the participants to adjust their contrary opinions and findings, the understanding of information, the acquiring of new knowledge, independent development and deepening of the contents and the understanding of them and reference to or citation of other contents and personal experience)
- **Method of observance, perception, tangibility** (it enables the participants the perception, discovery, interpretation of phenomena in space and the space as a whole)
- **Method of brainstorming** (enables the participants to discover their own ideas about different topics, problems, setting of questions, presentation of their own ideas, developing spontaneity, perceiving the variety of ideas and the possibilities of alternative solutions)



- **Method of work with pictures, maps and photographs** (enables the encouragement of creativity among the participants, their development of associative thinking, the presentation of their own experiences)
- **Method of post-its** (enables the participant to find a connection between her own working results and the results of other participants)
- **Method of acquiring results/templates** (enables the participants to write down their own ideas, results, it also enables them to collect representative sample)
- **“Jigsaw” method** (enables the participants to present their working results and the direct interchange and presentation of the results to others, as well as being informed of their working results)
- **Method of random forming of groups** (enables the participant to get to know other members of the group, to lessen or overcome fear, to create new contacts, form successful and creative groups)
- **Method of “success balance”** (enables the participants to remember working results, to acknowledge their personal (educational) profit, consequences, to express criticism towards the discussed issue)
- **Method of work assessing** (enables the participants to present their working results, to acknowledge their personal (educational) improvement)

D) Technical equipment of the institute/prison or the space where the training will take place⁴

E) The existing security demands connected with the e-learning in prisons of Slovenia and Lithuania⁵

⁴ Technical, computer equipment is listed above for the women's prison in Slovenia as a women's prison in Lithuania.

⁵ In the text above is mentioned that female prisoners in Slovenia have possibility of using intranet, in Lithuania they don't.



7. Results on the basis of task 2.6

Preparation of criteria for selection of female prisoners involved in the pilot implementation

Based on more than ten years of working, educational and training experience of individuals serving their prison sentence and based on the meeting with the director of ZPKZ Ig and the professional workers in ZPKZ Ig, MiT prepared the criteria for the task T 2.6. (Preparation of criteria for selection of female prisoners involved in the pilot implementation)

1. The length of the sentence serving or the remaining time of the sentence serving

This criterion is rather specifically applied from the point of view of the pilot implementation in Slovenia; since, when applying, CDI Univerzum was aware that two women serving their sentence in ZPKZ Ig would be able to continue or rather finish their studies (primary or secondary school) after the end of the pilot implementation. This is characteristic only of the pilot implementation in Slovenia and not in Lithuania, so this criterion may not be so crucial for partners in Lithuania.

Even though, on the other hand, it is reasonable that those individuals, who acquire additional knowledge during the pilot implementation or additional competences, use their freshly acquired skills and knowledge outside the prison in the job market or in everyday life.

Based on these predictions we have decided that the individuals fit for selection are those women serving their sentence who have 7 to 12 months until the end of their sentence serving on the day of October 1st 2014. This period includes the time span until the end of the pilot implementation with an added time span for those individuals that will continue with their education in CDI Univerzum.

These time span may include individuals who have a potential probation release or a premature release.



2. The age of the person, included in the pilot implementation

According to the content of the project application and consequently, the topic of the education of women serving their prison sentence – their empowerment with business and social competences, we have chosen, within this criterion, the age limit between 18 and 55 as a condition for entering the pilot implementation,

3. High intrinsic motivation of the person for the inclusion in the pilot implementation

A month before the beginning of the pilot implementation, an introductory workshop will take place in the women's prison where the pilot implementation will take place. This workshop will include not only the content offered through the pilot implementation by the tutors to the women serving their sentence, but also a short description of the criteria for the potential inclusion in a group of women, which will be included in the pilot implementation.

A short questionnaire will be prepared asking why they want to take part in this training, what their expectations are and what and how will they contribute to their own progress in this area. Two weeks after the workshop there will be an interview with the registered women and, based on the compliance with the rest of the criteria and the answers in the questionnaire, there will be a final selection of women included in the training in the pilot implementation.

4. Problematic women prisoners – inclusion in the proceeding

The pilot implementation should include those women serving their sentence who are not considered problematic, since this could hinder or prevent their learning and training process as well as that of the rest of the women included in the training.

For the adherence to this criterion, it is necessary to come to an agreement with the directing staff or the director of the institution for sentence serving. The leading member will prepare, according to the individual treatment of each individual, a selection of individuals who are suitable for the training or exclude for the list those who are not suitable, according to this criterion, to be included in the group for training in the pilot implementation.

5. Women serving their prison sentence with a positive safety assessment

The pilot implementation should include those women serving their sentence who have no records of a safety problem, which means, that they are not under suspicion of a possible escape, are not dangerous to themselves and others and are not in a control unit in ZPKZ Ig.



6. Enjoyment of benefits outside the institution

One of the criterion is also the enjoyment of benefits outside the institution, that is, for women serving their prison sentence who have already been given the possibility of benefit outside the institution or they will enjoy such a benefit given on the basis of the discretion right of the directing staff of the institution or the director of the institution during the time of the training in the pilot implementation or after it (the possibility for this person to be chosen out of the group for continuing with her education process).

7. Status of citizen of the Republic of Slovenia or citizen of Lithuania

According to the content of the CTD project (the possibility of further education of two individuals included in the training in the pilot implementation and further help in searching for a suitable job after finishing the education process), the pilot implementation should include those women serving their sentence who have the citizenship of the Republic of Slovenia or citizenship of the Republic of Lithuania or they have permanent residence permit (Permit of a long-term resident of the Republic of Lithuania or of the Republic of Slovenia).

8. Education level

According to the project application, and the training in the pilot implementation as part of the project, the participants in the training can be individuals with finished primary school and unfinished vocational or secondary school.

9. The time duration of the training – participant's obligations

The training within the pilot implementation in Lithuania and Slovenia will take place since January 2015 until the end of March or middle of April 2015. The training in Slovenia will take place once a week for four lesson hours in the afternoon (the middle of April) and in Lithuania will take place twice a week for three lesson hours (until the end March).

According to the interdisciplinary nature of the contents, in order to complete the training successfully, it is expected from the participants an attendance of 70% in the entire program.

10. After penalty arrangement

In the group which will be trained through the pilot implementation (Lithuania, Slovenia) it is expected that participate those women who have made



arrangements for the period after their served sentence, which means, for example, to have arranged their residence.

11. Special criteria for the selection of 2 individuals – Slovenia

There will be special criteria for the selection of two individuals for the training in the pilot implementation that will take place in ZPKZ Ig for the continuation of the learning process by CDI Univerzum (finishing primary, vocational or secondary school).

They will be prepared as a separate document according to the specifics of the application of these criteria only in Slovenia.



8. Results on the basis of task 2.7

Identification of elements for the transfer of good practice examples to upgrade and monitoring

The Identification of elements for the transfer of good practice examples to upgrade and monitoring is based on the differentiation of the judicial systems or the systems and ways of enforcing criminal sanctions in Lithuania and Slovenia, compared to Germany.

The education and training of the learners or the tutor trainees must start, for the very reason mentioned in the first paragraph, with the recognition of the judiciary basis, the organization of justice and especially of the organ for the execution of criminal sanctions in the country where the training will take place.

I. The judicial system

Therefore, defining the first element, we are talking about:

- the judicial system of the country,
- the key laws and statutory instruments of the country,
- the organizational and hierarchical system of the administration for the execution of criminal,
- sanctions,
- the organizational structures and rules in the institutions for the execution of criminal sanctions.

The knowledge on the area of the judicial system and the structure of the institutions from this field in the country will enable the learner or tutor an easier understanding of the current position of the person serving his or her prison sentence, especially in view of his or her duties and obligations.



II. Definition of competences and skills

II.I Competences

The term competences was explained by David Mc Clelland in 1973 with the work *Testing for Competence Rather than Intelligence*, published in the magazine *American Psychologist*. With the study of this field the author wanted to prove that the success of the activity of an individual depends on his or her competences (which are reflected in the behavior) and not on his or her intelligence.

In the following decades, the area of competences was studied by a number of other authors, which resulted in many, very different definitions of the term competences and that is the reason why there are many different ways of defining the specific types of competences in their application.

Given the vastness of this field, it is impossible to cover all the competences mentioned in different bibliography. We have therefore focused on four categories of competences taking in consideration the target group and the according set project contents. Those are:

a) General competences:

- communication,
- solving problems,
- logical thinking,
- team work,
- learning ability...

b) Personal competences:

- curiosity,
- motivation,
- creativity,
- skepticism,
- honesty,
- enthusiasm,
- self-respect,
- reliability,
- responsibility,
- initiative,
- perseverance...



c) Social competences:

- tolerance,
- communicativeness,
- motivation for training,
- self-awareness,
- compassion,
- kindness,
- ability of positive activity,
- self-initiative,
- adaptability,

d) Business competences

- planning ability,
- ability for leading,
- creativity and innovation,
- organization,
- proneness to problem solution,
- quick and efficient decision-making,

II.II Skills

Skills are an organized behavior directed to a goal, which is acquired through practice or activities and are crucial for the success of an individual. As with competences, we have only focused on some skills that we think are crucial for the area of work with this target group.

- Skills of observation / observation and explanation of forms, colours, patterns, relationships,
- Communicational skills / talking, listening, reading, writing, non-verbal communication,
- Numerical skills / the use and understanding of numerical operations,
- Organizational skills / information processing, judging data, drawing conclusions, ability to recognize relationships,



- Practical skills / manual dexterity and work with tools,
- Perception skills / set themselves in different situations according to the given facts/information and experiences,
- Social skills / taking in consideration different points of view, expression of ideas, agreement and cooperation,
- Problem solving skills / setting characteristics and problem evaluation,
- Creativity skills / ability to recognize and use different materials.

III. Recognition of skills and competences

Participants-trainees for tutors are invited to present their life experiences connected with the area of the use of skills and competences to face challenges. The group then, by means of the examples of good practice of individuals, recognizes its present knowledge and competences. The individuals in the group recognize which competences are crucial for each life sphere. The participants can help themselves in the exchange of their experiences with a concrete example, which can be linked to work, family, friends, money ... and in which they would take certain measures to solve the situation. They can define how they managed the situation and what they have learnt from it. In the next step the participants should ask themselves for the concrete examples whether they have: discovered other/new skills, maybe some that they are not aware of and whether they can discover qualities that they have, but had not considered before.

IV. Definition of Formal, Informal, Non-formal learning⁶

Formal learning is always organized and structured, and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the learner's explicit

⁶ Definition of OECD



objective is to gain knowledge, skills and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.

Informal learning is never organized, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. It is often referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or, for instance, during leisure time.

Mid-way between the first two, non-formal learning is the concept on which there is the least consensus, which is not to say that there is consensus on the other two, simply that the wide variety of approaches in this case makes consensus even more difficult. Nevertheless, for the majority of authors, it seems clear that non-formal learning is rather organized and can have learning objectives.

The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organized activities, whether or not the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non-formal learning; in others, most adult learning is formal.

Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational, by being mutually exclusive, and to avoid overlap.

V. Learning from experience

Learning from experience is about a cyclical transition from experience, to the theoretical background, and the experimental implementation of the new experience. In this type of learning it is important to connect all these dimensions: the process from concrete experience, observation, conceptualization, to the active experimentation.

The key methods are: simulation, role play, social game, structured tasks, group interaction, physical exercise and relaxation. Learning from experience is usually set outside the educational institutions and is based on general or specific life experiences, which do not take part of the planned educational activities.



The participants undertake a process of definition of a concrete experience, observation, conceptualization and the creation of a new experience through role-play, group interaction and structured exercises.

VI. Recognition of participants' needs

The training must start with a clear definition of the participants' needs. This is the only way to ensure that the needs are correctly identified and that information is received directly from the target groups.

The needs of the participants can be influenced by many different factors like:

- The situation of the participant before the training/education,
- The situation of the participant during the training and his or her expected situation after the finished training/education,
- The past experiences with education-positive / negative,
- The state of the self-image of the participant, linked to the success in previous training processes,
- How strong the motivation is for learning,
- What is the level of general literacy,
- What is the level of computer mastering,
- Learning, psychological, social problems, different addictions ...

Given that, often, the situation of each individual/participant taking part in this target group who will be working with the current trainee/future tutor is very complicated, the tutor must devote a lot of attention to these needs, in order to treat the participant properly.

VII. How to organize my time

Often the sense of lack of time is a consequence of bad organization. We have a crisis with time when we do not determine our priorities. We have to come to terms with the fact that there will never be enough time, so it is crucial to organize the time we do not spend sleeping on a daily and weekly level. The participant-trainee in the training phase recognizes crucial criteria of his or her time organization and, consequently, can transfer this knowledge to the women serving their sentence who will be trained by him or her.



The participant should, to understand better this topic, make a schedule and a list of all the activities, conversations and agreements planned for the day. This will help him or her understand how many things can he or she actually do in a day and what he or she spends his or her time on. Thus, he or she will establish how much time he or she spends in meaningless tasks and conversations.

The steps to organize my time:

1. Do not accept each invitation

Before we accept any invitation, we have to think whether we really want to attend this event.

2. Do not try to do everything

We have to set our priorities within our obligations. We have to accept the fact that we will never be able to do everything.

3. Follow the priority rule

Do not make a schedule and then set the activities according to our priorities, but rather we first think what our priorities are and then change them into our schedule.

4. Focus on the essential

On average, each one of us has 80 percent of success for 20 percent time input. Unfortunately, the opposite also applies: with 80 percent of input, we only achieve 20 percent of results. The first step to a better management of time goes as follows: we have to accept the fact that it is not always about fulfilling the tasks alone and 100 percent correctly. It is of more importance to focus on the essential.

5. Determine the right priorities

There is a narrow link between the focus on the essential and the ability to determine the right priorities. When training for determining the right priorities we will discover how many tasks we now see from a different perspective. As an exercise, we have to ask ourselves a question: "I have only 20 years of life left. Which tasks do I have to fulfill?" Then we ask ourselves the same question changing the time frame to two years or two months. We will be able to see how quickly we can determine our priorities.

6. Gain time by using a schedule planner



The trick is that writing works as a means of persuasion. Everyone, who deals with a topic in written form, is increasingly convinced about his or her topic. For time management this means that we have to persuade ourselves about its importance by means of writing it down. With the help of a schedule planner, we will be able to train ourselves for a better planning, a better day order and a better order to organize and control ourselves.

7. Always do the unpleasant things first

We determine our priorities. The demanding things are usually unpleasant and postponed by a day or two. Delaying the priority tasks leads us to an apparent activeness that does not lead anywhere.

8. Plan time for pauses

We should plan in advance the time meant for the so-called “interruptions.” These are, for example, coffee drinking, conversation with friends, family, different shopping activities ... If we plan the interruptions then they do not disturb the plan, but become part of the obligations in our schedules.

The most important part of the day is the time that we take for planning how we are going to spend our time that particular day.

9. Turn of the “time stealers”

We should get used to turning off anything that steals our time, e.g. Facebook, Skype, Twitter and other social network if they are not used for working, educational or training purposes. We should make a schedule as to when we are going to answer the mails and make calls.

VIII. How to use the acquired skills in the job market

Given the fact that one of the aims of the projects for the target group of women serving their sentence is an easier and better reintegration in the environment and the job market, it is crucial that the participant/trainee gets acquainted with this thematic. He or she should learn it to the extent of being able to present this topic sovereignly to the target group of the training - women serving their sentence.

- a) With a review of past events, we get a feedback about the participation (work) of each individual and of his or her skills and competences. The learner must



prepare a list of skills and competences to have a better insight into the range of his or her knowledge. He or she will consequently have an easier way of getting an insight in the “overlapping” of his or her knowledge with the current needs in the job market and they will know how much they still have to invest to achieve certain objectives.

- b) One of the ways to apply the acquired skill to the job market and in the integration to life is by making a scheme of social network. The participant draws, in a big sheet of paper, a scheme in form of a spider web and inserts all his or her contacts there. Then, he or she firstly gets an insight into the fact that he or she is not alone and how many contacts he or she has, and, secondly, these contacts can help on the way to a new life.
- c) The learner must get acquainted with the current situation on the job market, the variations in the demands and offers, which the “new” ways of employment are, why there are increasingly more fix-term employments, project works, works through the private entrepreneurs and which possibilities of these types of employment can be offered to the target group - women serving their sentence.
- d) Besides being acquainted with the situation on the job market, it is also important to understand the needs for the development of skills for job searching. For example, a participant from the target group has a clear employment goal, but has problems to take part in the job market. The learner must recognize and be capable of transferring that to the target group. Therefore, how (apart from the traditional way through the employment service) to search for a job – e.g. the human resources agencies, employment portals, job fairs, possibility of employment abroad. This is carried out by presenting the options and through practical exercises.

One of the possible exercises of recognition and use of skills and competences can also be the following:

The trainer asks participants:” If there was no money and you could buy everything you need but pay only by donating work, which work would you offer to others?”

The trainer should give examples to make the exercise understandable and name the greatest possible number of range of activities and skills.



Work offers are written on scraps of paper by each participant. Then, everybody “exchanges his/her talents” with the others, which means that everyone should talk about his offers or proposals.

The assessment consists in the activity itself. The following aspects can be assessed: Active participation, communication ability, involvement in tasks.

IX. Setting up the group work

Setting up the group work in this target group especially, brings, among other positive aspects, also a special atmosphere, where participants are more ready to work and interact than before.

Group work is reasonable also from the perspective of different approaches and presentations of the ways of solving a concrete challenge, the differences, and the number of solutions. Group work is practical for the participants also from the point of view of gathering different ideas and information, which are based on a personal and professional identity of each member of the group, and, at the same time, provide the possibility to understand the differences of the rest.

In the practical part, we present the general tasks of the group work by:

- forming small work groups,
- discussing the benefits of the different methods/approaches of competence assessment,
- collecting and discussing results in the whole group.

X. Forming work groups

Within the groups each member- trainee introduces her/his work position within the target group(s) they are working with.

With regard to the different approaches/methods of competence assessment (person oriented/biographical approach - requirement-oriented approach/skills audits) the groups discuss what they think would be the important aspects to take into consideration when providing competence assessment for women



serving prison sentences. Therefore, each group takes a different perspective as follows:

- Group A: Perspective facilitator

You as a facilitator/educationalist: what do you think are the most important aspects to reflect on and to take care of when providing competence assessment for your target group(s)?

- Group B: Perspective organization

What do you think are the most important aspects to reflect on and to take care of from the perspective of the organization you are working for when providing competence assessment for their target group(s)?

XI. Evaluation process

The process of evaluation is a very important element for recognizing the success of the training and, at the same time, it serves as a tool for a possible need of an upgrade or change of the program. This applies to the training of tutor learners and later on in the process of training the target groups of women serving their prison sentence.

The process of the evaluation of the educational program for the trainees for tutors and later on, the process of transfer of this knowledge to the target group of women serving their sentence is to be carried out on more levels.

Firstly, it would be done by program monitoring, process evaluation and the assessment of the quality of the current training.

SUMMARY OF THE ELEMENTS NEEDED FOR TASK T2.7



- I. Judicial system
- II. Definition of competences and skills
- III. Recognition of competences and skills
- IV. Definition of Formal, Informal, Non-formal learning*
- V. Learning from experience
- VI. Recognition of participants' needs
- VII. How to organize my time
- VIII. How to use the acquired skills in the job market
- IX. Setting up the group work
- X. Forming work groups
- XI. Evaluation process



9. CTD CONSORTIUM

Partners of the project:

Partner 0: CDI Univerzum – coordinator of the project – Slovenia

Partner 1: FCZB –Frauen Computer Zentrum Berlin - Germany

Partner 2: UCEEM-NSZ -University College of Economics, Entrepreneurship and Management »Nikola Subic Zrinski« - Croatia

Partner 3: Center Spirala – Centre of Selfmobility Development - Slovenia

Partner 4: MiT – Institution for a wider social acceptability and acceptance - Slovenia

Partner 5: ZISPB – Human Resources Development and Monitoring Bureau - Lithuania

Silent partners:

Partner 6: Women’s prison Ig - Slovenia

Partner 7: Panevezys adult school – Lithuania

Partner 8: Employment Service of Slovenia