



EESPIP

Mapping, scientific and
literature review

Co-funded by the
Erasmus+ Programme
of the European Union





*European Educational Support for Prison Officers Interacting in prisons Learning
Context with Women and Minorities*

Project number: 2018-1-FR01-KA204-047670

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Executive summary of the booklet

The European Educational Support for Prison Officers Intercating in prisons Learning Context with Women and Minorities project (EESPIP), is co-financed through the Erasmus+ Project and the National Agency FR01, under the coordination of Institut Saumurois de la Communication alongside partners from Romania (CPIP), Spain (DEFOIN), Poland (ARID) and Portugal (Aproximar).

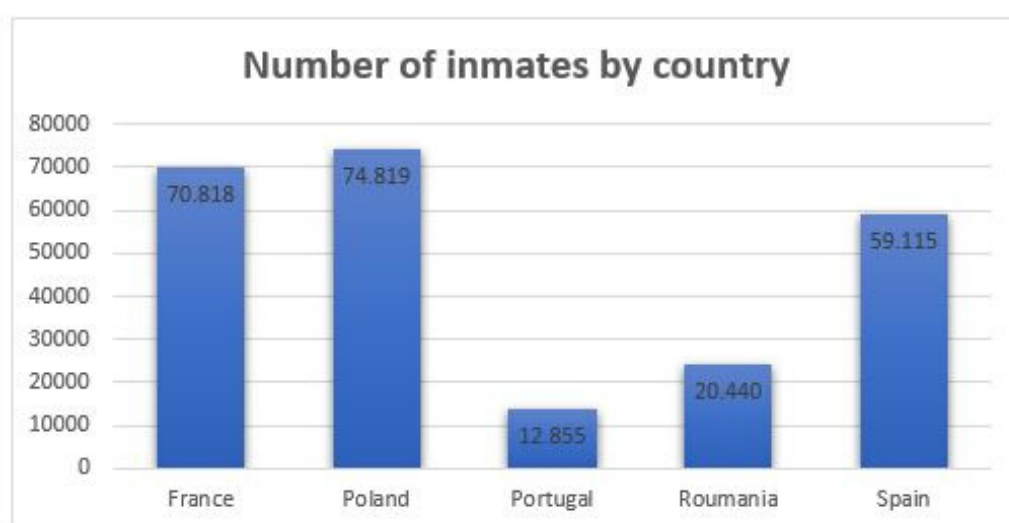
EESPIP plans on delivering content and activities for prison officers to further develop their professional training, related to their professional environment. The thinking behind this project is about the importance of human relationships in shaping a learning career. Our focus is understanding the impact of non-educative prison staff on the learning experiences of the inmates.

The first part of the project (Intellectual Output 1) was focused on developing the ‘image’ of the reality we are working with in each of the partner country and at European level.

Statistical number of inmates by country:

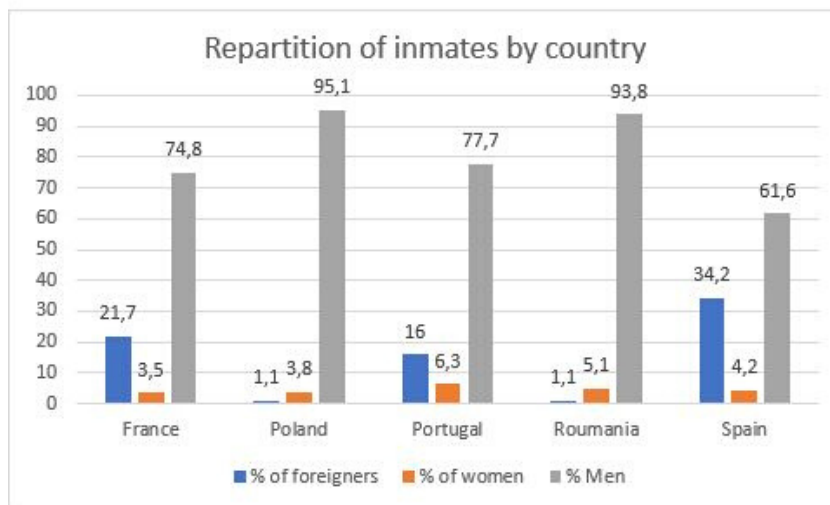
Countries	Number of inmates	Number of inmates 100 000 inhabitants	% of women	%foreigners	%Men
France	70.818	105	3,5	21,7	74,8
Poland	74.819	197	4,4	1,8	95,1
Portugal	12.855	125	6,6	15,4	78
Romania	20 440	106	4,6	1,2	93,8
Spain	59.115	127	7,6	28	61,6

Data from 'World prison brief' 30/11/2019



Source: World Prison Brief data 30.11.2019

Statistical repartition between men, women and minorities by country:



Source: Observatoire international des prisons 31.01.2019

This booklet contains context and comments of the need analysis research activities: As discussed, women inmates and minorities face a range of barriers to access learning, both institutional as personal. (I.e. associated with their imprisonment and dispositional (i.e. linked to their personal circumstances). Furthermore, given the current context in many countries of Europe a number of factors constrain the extent to which education and training can be offered and the range of provision which can be made available, including:

- Finite staff & resources;
- Restrictions imposed by the security requirements of the prison regime;
- Priorities of policy makers

Part I - Presenting EESPIP: European Educational Support for Prison Officers Interacting in prisons Learning Context with Women and Minorities

The European Educational Support for Prison Officers Interacting in prisons Learning Context with Women and Minorities project (EESPIP), is co-financed through the Erasmus+ Project and the National Agency FR01, under the coordination of Institut Saumurois de la Communication alongside partners from Romania (CPIP), Spain (DEFOIN), Poland (ARID) and Portugal (Aproximar). Our project aims to open up to staff learning opportunities related to professional development an environment not associated with learning: the prison.

The first part of the project (Intellectual Output 1) was focused on developing the 'image' of the reality we are working with in each of the partner country and at European level.

The prison culture and environment have an important influence on the take-up of education and training of inmates. This includes the actual surroundings in which education and training take place as well as the staff involved in both prison education and training and those involved in overseeing the prison itself (i.e. prison officers and governors).

The only research to date comparable to what we have done is Baggins, J., Talbot, J., "Wings of Learning; the role of the prison officer in supporting prisoner education." Centre for Crime and Justice Studies, underlines the prison staff play a key role in helping prisoners to understand the different aspects of prison education available to them and they therefore need to be aware of and committed to the need to find an appropriate balance between the dual imperatives of care and custody. Promoting prisoner education should be an essential objective of the prison institution and this should be made clear to all those who are involved, including external providers and prison officers, who can play a crucial role in motivating and supporting prisoners to access learning opportunities.

Furthermore, O'Brien, R. (2010) in "The Learning Prison" underlines the prison governor and senior management equally have a vital role to play in promoting prison education and shaping the positive learning environment in which it can develop. Furthermore, greater encouragement from both prison staff and peers is identified as one way in which participation in education and training could be increased; other highly regarded strategies include greater flexibility of learning opportunities and improved information/awareness-raising. Our publication is innovative because it is the first one highlighting the specific needs, it triggers social awareness and offers effective solution to the education of women and minorities in a secluded environment.

The process:

Based on existing documents and surveys each partner has defined in his own country what is the context of the prison system and set the qualitative and quantitative indicators for the research. We planned to reach a 2 % for prison staff and 0.5% of prison population in our quantitative research and each partner has established in terms of real numbers what the percentage represents. Also, in the need analysis we have set the common definitions and understandings of concepts, so that the conclusions can be understandable and comparable in other European countries.

EESPIP has planed on delivering content and activities for prison officers to further develop their professional training, related to their professional environment. The thinking behind this project is about the importance of human relationships in shaping a learning career. Our focus is understanding the impact of non-educative prison staff on the learning experiences of the inmates.

Prison staff is under-trained and often fail to see the big picture of the direct and irrefutable influence they have on the prisoners. They are the driving forces for creating a learning culture inside the prison and we need to instrument them as good as possible. Instead of wasting time and getting demoralized during incarceration, this project envisions prison staff and volunteers to stimulate convicts to enhance their skills and be better prepared to tackle professional challenges when they have done their time. Prison staff and volunteers represent an essential link between the static conditions of imprisonment and the challenging and volatile conditions of the labor market.

We have observed that in penal systems across Europe, women and ethnic minorities are less likely to be reached by these stimuli. Those populations tend to be much more isolated and much harder to communicate with. Prison staff and volunteers reaching out for those groups need to reinforce their communication skills to distinguish profiles and put forward the most suitable personal strategy to accompany the inmate on the path to a better future.

To reach those objectives this project has in a first phase engaged on a multinational survey to reach a factual approach on causality between international and local needs and priorities. The survey has gathered statistics on demographics, conditions and dynamics of those vulnerable populations in EU-wide prison systems. This first phase concluded in the mapping of priorities.

These factual underpinned priorities have in a second phase been used to create a body of knowledge to coach volunteers into the specific domains they need to reinforce, to first help them to get a synoptic view of the challenges they are facing and according to this to direct their efforts.

During the third phase the feedback from first and second phase has been used to popularize the experiences of the first contingent of staff and volunteers to create a recruitment base for next generations. Recruitment bases and specifics for staff and volunteers addressing those vulnerable groups, which at this point has proven their efficiency, can be disseminated to all organizations and institutions of interest.

During the final fourth phase, we have made a roundup of what has changed according to the priorities concluded in the survey during the first phase and so measuring the overall success of the project.

In the understanding of the EESPIP partnership (following the OECD's Glossary of Key Terms in Evaluation and Results Based Management) we will produce a number of Outputs (including trainings and events), those outputs will produce results right after project delivery at the level of our target group and later on will produce Intellectual Products impacting at a broader level our key stakeholders.

In terms of outputs, EESPIP will produce:

- 1) A complex need analysis in partner countries and at European level, aiming to give an understanding of the following key aspects:
 - The purpose of prison education and training - Principles, definitions and guiding rules

- The prison officer working in prison: public and private prisons, staffing profile, background, job description, recruitment and training, learning centers, in-service training.
- Prison officer's perception of their role
- Prison officer's view on prison education - Prison officer's involvement in prison education

This has been done through surveys, interviews, case studies and document analysis. We have involved administration, management, staff and inmates. In the process, 10 staff members of the project partners have been trained on how to conduct research where prison context is involved.

2) A number of 4 modules will be created, one generic and 3 job specific (for prison managers, prison officers and officers' trainers), all aiming at giving knowledge and understanding on why prison education is the only way forward.

3) A recommendation paper about the role a prison officer must take in the avocation for and the encouraging of prison education. This recommendation paper will be built based on the piloting of the modules through a series of multiplier events, collecting feedback for the participants and incorporating them in the research already made.

In terms of results, EEPSIP foresees 3 levels:

- 1) Short Term Results (we focus here mainly at the learning level: awareness, knowledge, skills, motivations):
 - 20 staff / volunteers for the partner organizations will be trained in developing research activities (collecting data and conducting piloting research) specialized on the prison staff;
 - from the 5 National Administrations of Penitentiaries that will be involved in the project activities, an average of 2 % of the central staff, management staff, HR staff, and 1 % officers with custodial duties and officers with administrative duties will be involved in the research activities. This involvement will be filling in surveys, some taking part in semi-structured interviews, providing study cases or access to relevant data. Also, an average of 0.5% from the prison population will be asked to fill in a survey about their perception on the role of prison officers in prison learning. All these persons will not be just taking part in the research, but also be informed about the project activities, kept in contact with the national partners and informed about the project results.
 - 50 prison managers at the partnership level will pilot within 8 hours training two VET modules developed by partners for their informing and education about the importance of prison education and how to support from management point of view its implementation in one's prison. The same process, but with specific modules will be developed for 50 prison officers and for 50 representatives of training providers responsible with initial and continuing VET of the prison officers (companies, NGOs, universities, colleges, state authorities - depending on country specificities).

2) Medium Term Results (action: behavior, practice, decisions, policies). At this level the project EESPIIP plans to have as results the "The role of Prison Officer in Supporting Prison Education" Concluding Report &

Recommendation Paper promoted and supported by the National Administrations involved in the project. Also, we plan to have the training package made up of the 4 modules developed, accepted for testing in at least 1 to 2 % of the prisons in each partner country.

3) Long Term, moving towards Outcomes (consequences: social, economic, environmental etc.). As a direct result of the activities made by each partner, we expect the EESPIP outputs to be recognized and accepted at European level as good practice and study case on developing the prison as a learning institution, where each participant contributes to the learning experiences of the others, and where the prison officer is a key element supporting the delivery of prison education by the professionals in the system, to the inmates.

Partner Country Reality on prison education with focus on underrepresented demographic groups France

Key figures of the French prison administration

- 245,000 people in prison administration
 - More than 80,000 people under nut and 165,000 people monitored in an open environment
- 188 penitentiary facilities
- 103 Penitentiary Integration and Probation Services (IPPS)
- More than 41,000 officers including about 30,000 supervisory staff and 5,000 staff working for IPPS
- 3.75 billion euros of annual budget (including pensions).

There are 187 establishments in France:

- Arrest Houses: (Maison d'arrêt) to accommodate defendants that are sentenced to sentences of less than two years.
- Detention Centers (Centres de detention) and Central houses (Maisons centrales): Detention centers receive inmates permanently sentenced to long sentences. The central houses, on the other hand, are intended for the most difficult prisoners, with the least guarantee of social reintegration.
- Penitentiary center (Centres pénitentiaires): It is a mixed facility that includes at least two neighborhoods with different detention regimes (Detention House, Detention Center and/or Central House).
- Arranged Sentence Centre (CPA): May accommodate convicted persons on day parole or work release, as well as convicted persons with a sentence of less than one year.

There are 6 prisons for minors and 1 national public health facility located within the Fresnes arrest house. Each institution has its own rules of procedure.

Key figures of the Romanian prison administration

- 4 detention/educative centers for youth
- 6 hospital penitentiaries
- 35 penitentiaries – one of which is all female

Social reintegration of inmates is a process that has its beginnings in execution phase. An essential role of the prison service is to prepare inmates for post-detention. To achieve this goal is necessary to correlate the needs of inmates with the educational programs, psychological support, social assistance and social inclusion approach. Also, for the success of social reintegration is necessary the contest of local community, in their dual quality: partners of prison service and beneficiaries of the whole process of social reintegration of inmates or those who served custodial sentences.

The prison administration, through the National Administration of Penitentiaries and subordinated units, as public institutions of national interest, contributes to the protection of public order and national security by guarding, escorting, surveillance, enforcement of the detention regime and organize of the educational activities, psychological support and social assistance for social reintegration of inmates. In these coordinates, the National Administration of Penitentiaries and its subordinated units constantly evaluates the educational needs, psychological support and social assistance of inmates, this process constitutes the basis of the strategy for their social reintegration. Individualization and planning of the execution by organizing activities for school training, professional training, educational programs, psychological support and social assistance constitutes current approaches assumed to all places of detention to achieve the educational function of punishment or executed the custodial measures.

The inmates receive individually recuperative interventions, the minors, young people (aged 18-21) and vulnerable women, from the perspective to adapt the educational approaches, psychological support and social assistance to their psychosomatic particularities and personal development needs. The specific activities educational, psychological and social assistance, coordinated by specialized personnel, exclusively during execution of sentence, are a necessary condition but not sufficient for social reintegration. The quality standards in the training of professionals involved in implementing this Strategy and the resources allocated to this area lead to increasing the chances of reintegration of a person deprived of liberty into society, with reduced risks of relapse.

Since the inmates belong to community, the partner institutions, in fulfilling their duties, considers a priority to create an articulated inter-institutional mechanism, to ensure, in a shared vision, the crossing through successive stages of social reintegration process. Ministry of Labour, Family, Social Protection and Elderly, through the institutions under its authority, the National Agency for Employment and the National Authority for Child Protection and Adoption, is involved and supports the social reintegration of inmates and those who executed sentence / custodial measures, by organizing vocational training courses and facilitating employment or monitoring the child rights in places of detention and post-detention.

In the study conducted in the penitentiary system in 2009, 'Evaluating the current situation in the field of social reintegration', were assessed the main domains strongly influencing the efficiency of the educational activities, psychological counselling and social assistance, as follows: human resources, working in committees ,the contents and educational activities, psychological counselling and social assistance, cooperating with NGOs, the working tools used by the reintegration staff in its activity.

The study conclusions, which are nowadays available, mostly regarding human and material resources, highlighted the following:

- Human resources are insufficient by reference to the workplaces provided for the social reintegration branch;
- Taking into account the efforts which are continuously made to ensure the existence of the minimum standards on the number of spaces and their adequate accommodation, related to the entire prison system, there have been outlined significant differences between prisons, which claim the establishment of the same standards all over the units of the system.
- The involvement of inmates in the educational programs, which was considered really useful during the reintegration process by the specialists in the field;
- In the prison system there are numerous protocols, mostly signed with public institutions, their activity being considered useful and diversified as regards the variety of programs that can be carried out with the participation of the inmates.
- The instruments used in carrying out activities and educational programs, psychological counselling and social assistance are not applied in a standardized manner in the analysis of each inmate, as to fundament the same individualized recuperative interventions.

Key features of the Portuguese Prison and Probation System

According to the latest data information, Portugal is a country with around 10.2 million inhabitants, of which 4.8 million are masculine and 5.4 are feminine (INE, 2017).

The Portuguese prison system is a subsystem of a wider system of sanctioning measures applied by the courts and is the responsibility of the General Directorate of Reintegration and Prison Services (DGRSP). This Directorate resulted from the merging of the General Directorate of Reintegration and the General Directorate of Prison Services in 2012 which mixes both goals of each former Directorate, the security measures and the offender's reintegration.

Portugal has currently 49 prison establishments throughout the country with a maximum capacity of 12934 inmates. At 31 December 2018 the Portuguese prison population was of 12.867 inmates (DGRSP, Relatório de Atividades 2018). 94% were masculine and 6% were feminine, 84.8% were Portuguese and the remaining 15.2% were foreigners (DGRSP, 2018).

Education and vocational training

The Authority in charge of education and vocational training is the Ministry of Education and Higher Education. Last year (2018) there were 4.338 prisoners participating in academic training activities: 3.209 in school and 1.129 in vocational training (DGRSP, 2018). The penitentiary administration has set up measures to fight illiteracy, and during 2018 the the General Directorate of Reintegration and Prison Services managed to reduce 19,5% of school drop-out. In Portugal, distance training courses are available.

Key figures of the Polish prison administration

- 24 high security units.
- 14 hospitals
- 70 institutions for pre-trial detainees
- 87 prisons
- 44 other units associated with the 157 main institutions

Poland currently has 215 prison establishments throughout the country with a maximum capacity of 80 659 of inmates. According to World Prison Brief Data, at 30.11.2019 the Polish prison population was 74.819. 4.4% were feminine and 96.6% were masculine, with only 1.8% foreigners.

Key figures in Spanish prisons administration

- 69 central prisons
- 13 social integration centers

The Spanish prison system has two different penitentiary administrations: Catalan administration (which depends on Department of Justice) and Spanish administration, from the rest of the country, which depends on Ministry of Home Affairs since 1992. So, just one penitentiary code but two different and independent administrations (own personnel, with its own budget).

The penitentiary system is it divided into 4 penitentiary degrees which correspond with different life regimes: closed regime (first degree), half open (second degree, prisoners can start to get penitentiary benefits), third degree (open regime) and probation.

PART II - EESPIP Working Methodology

How we thought the questionnaires

The questionnaire was meant for the staff such as staff working in security settings, administrative, logistics, escort and interventions; and management of the prison are made up of 19 questions. They contain several types of questions such as questions with open answer, yes or no questions and scaling questions. The questionnaire for the minority groups has fewer questions, more exactly 6 questions all of which required open answers.

How we collected the data

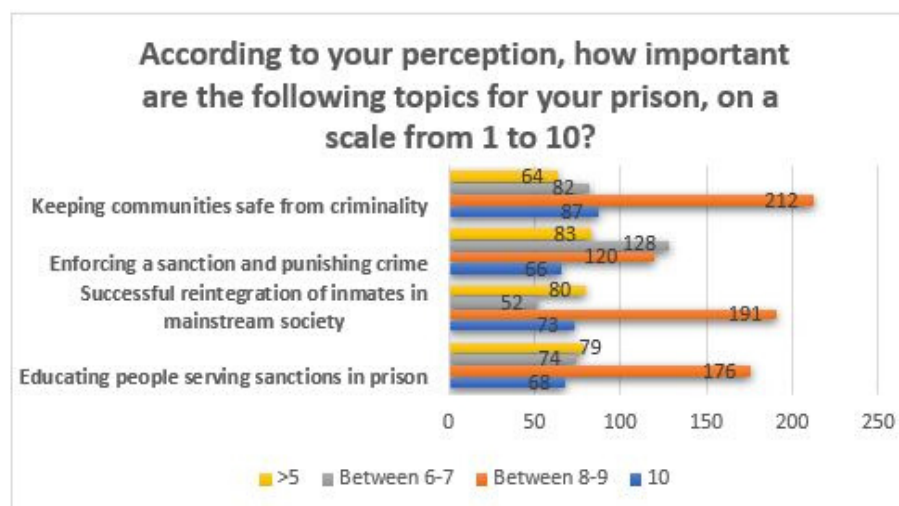
The partners from France, Romania, Poland and Spain collected the data in person, from several prisons in each of the partner countries. The partner from Portugal has done a desk research about the Staff and Managers perception of education in prison and also about the conditions of women as minority in prison. The results were both quantitative and qualitative.

Questionnaires

1) Staff

The staff questionnaire was made of 16 questions with topics such as prison education, safety, the level of their involvement in different activities and so on, and was successfully applied in penitentiaries across Poland, France, Spain and Romania.

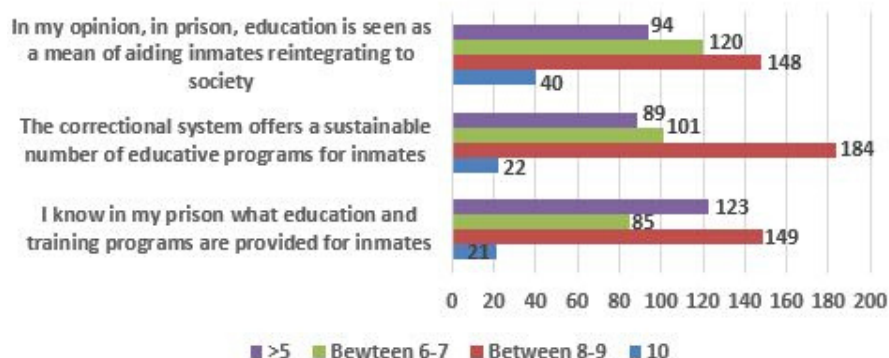
The most important things according to prison staff perception were regarding the communities, to keep them safe; the successful reintegration of inmates in society, and educating people serving sanctions in prison. Enforcing a sanction and punishing crime was on the bottom list of priorities



Education is seen as a mean of aiding inmates to reintegrate in society in most of the prisons who took part in the survey and the prison staff seems to be aware of all the programs going on.

When asked if they were involved either formally or informally in supporting prison education activities in their prison ,more than half of the respondents answered that they were not involved in any kind of prison education activities and of those who did participate and were involved, only a quarter actually enjoyed that aspect of their work

According to your perception, how correct are the following sentences, on a scale from 1 to 10?



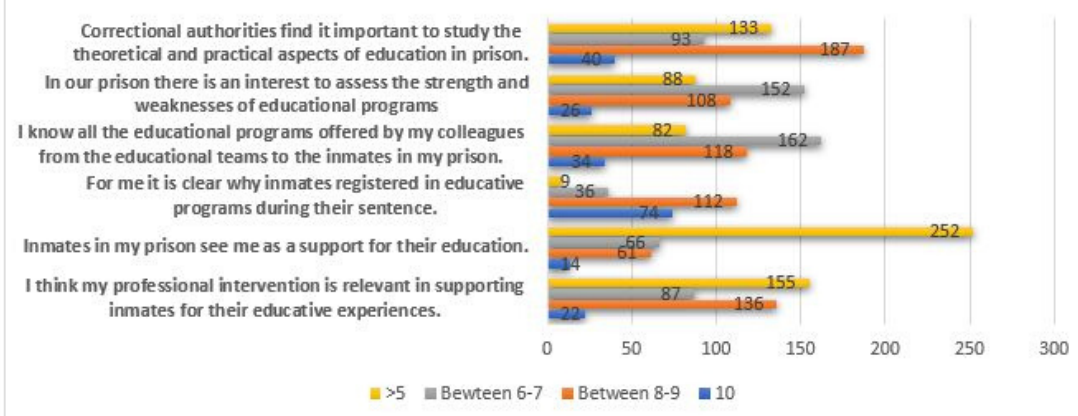
The staff were mostly involved in supervision of inmates education and sport activities, notification of educators at the requirements of the persons deprived of liberty, moving inmates to and from classes, participation in educative programs, preparing vocational courses, daily interaction with the detainee, running the INSTAD program (quarantine,)support in carrying out activities and sometimes translating for foreigners inmates.

Less than a quarter of the respondents have a previous track record of educative responsibilities and engagement in educational activities.

The respondents perceive their colleagues as actively involved in educative activity, more exactly the involvement in supporting education, outside of the Reintegration or Education Department. However, most of the respondents said that they don't want to be involved in any other ways of supporting prison education.

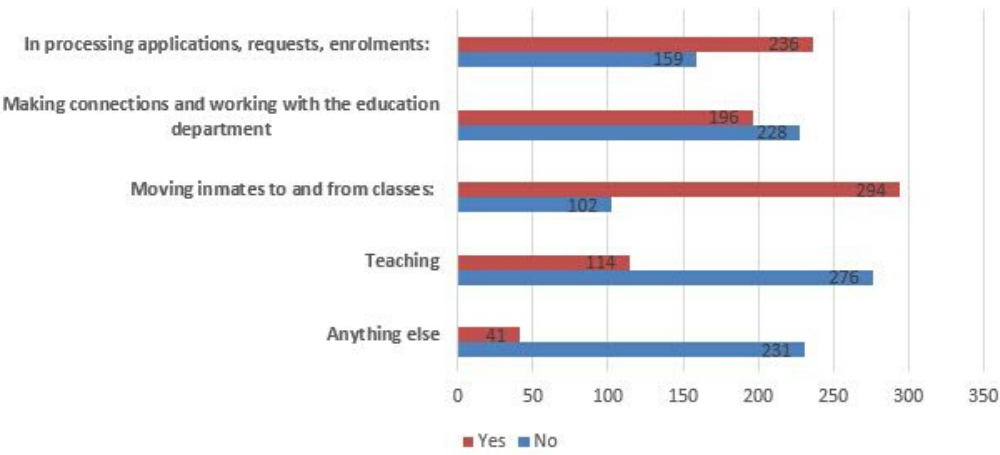
From the staff responses in the chart below it looks like their perception shows a decreased interest in training on pedagogical aspects and supporting the educative process.

On a scale from 1 to 10, please mark following affirmations



The correctional prison staff is mostly involved in moving inmates to and from classes and in processing applications, requests. Most are not involved in making connections and working with the education department, in teaching or in anything else. When asked if they would like to see any changes regarding the involvement of the correctional prison staff in the organization of formal or informal education of prisoners, the majority believe that there are no changes necessary in relation to each of the above because the current arrangements work well.

Is correctional prison staff (outside of Education or Reintegration Department) involved in the organization of formal or informal education of prisoners:

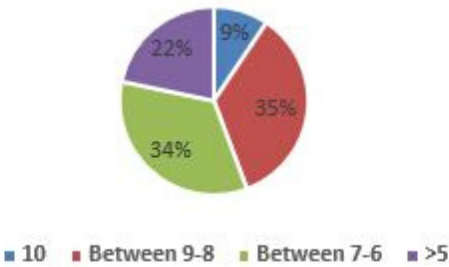


However, those who answered yes said that they would like to have more educative activities because through education we can train a person capable to socially reintegrate after liberation, not just during imprisonment, they would like to see more involvement from the educational service and of the psychosocial and social assistance service in different programs, more personnel to be employed, concrete reintegration programs – qualification, raising the interests of the beneficiaries in these programs.

The balance between formal (being classroom activity) and informal learning (non-conventional spaces) seems to be quite even.

Most of the prison staff do not receive training or support in relation to encouraging and supporting prisoner education, however as you can see most of the respondents consider it important to encourage and support prisoner education. Furthermore, most of the staff said that there wasn't anything about prison education and training included in their initial training.

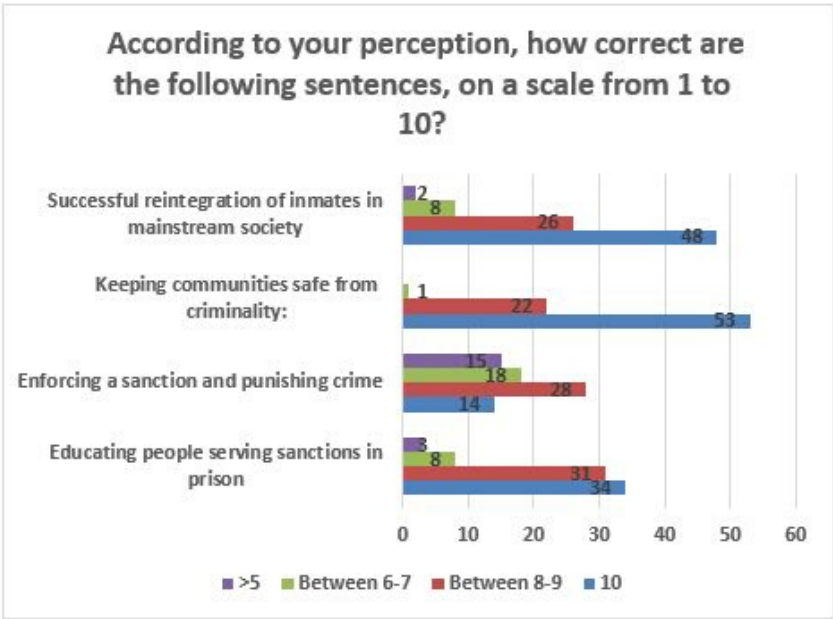
Please rate from a scale from 1 to 10, to what extent do you think prison staff should be involved in encouraging and supporting prisoner education?



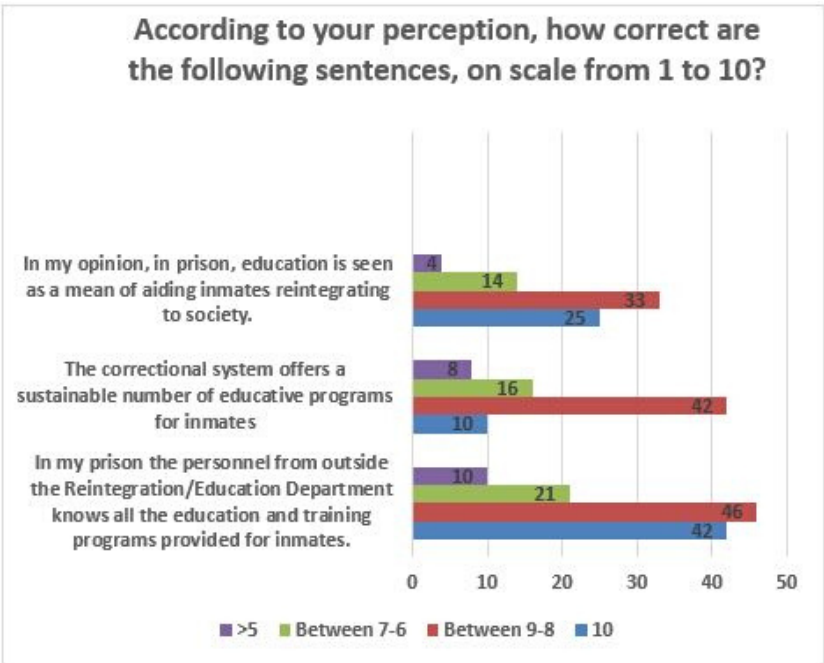
When asked if they would like to see any changes, most of the respondents considered there were no changes needed. On the other hand, those who answered yes said that they would like more trainings, vocational courses, educational activities, hiring more personnel such as psychologists and social workers, and efficiency in each educational department and collaboration between departments.

2) Management

80% of the respondents considered that keeping communities safe from criminality and successfully reintegration inmates in mainstream society was very important, followed closely by educating people serving sanctions in prison. However, they disagreed in relation to enforcing a sanction and punishing crime.



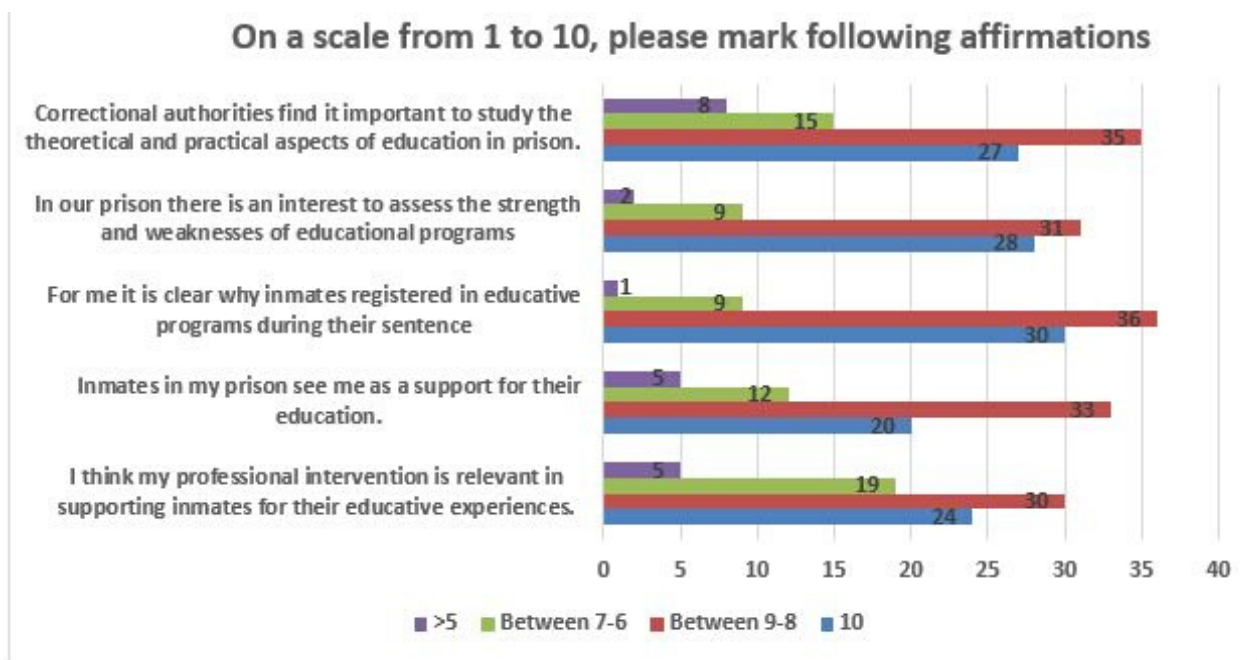
Education is seen as a means of aiding inmates with reintegration in society. A majority agreed that their correctional system offers a sustainable number of programs for inmates. The managers declare that all personnel are aware of the educative and reintegration process. However, during some face to face interviews in the prison in Romania it was obvious that the security personnel were highly unaware of the specialized adult education or literacy programs offered.



When the respondents were asked whether the security or the administrative personnel were formally or informally involved in supporting prison education activities in your prison most of them answered positively with personnel being in charge of guarding, escorting or transport at different activities carried out outside the penitentiary, supervising, supporting the development of educational programs, especially in the awareness of the compulsory nature of the attendance of inmates to these programs and providing support and encouragement to the inmates. Even if they are involved in all of these areas, most of them see it as their duty or obligation and are not doing it necessarily because they enjoy doing it.

They believe that it is relevant for the prison personnel/staff to be involved in any way they can which supports education in prison for example by having different discussions with the detainees, through different programs and involvement of NGO's, by rewarding inmates who have finished vocational course or evaluated their education Encourage and motivate inmates to attempt courses, specially those who have no degree at all. However, all of this things are hard to do if the prison is overpopulated.

In the chart below we can see that there is an overall declared support from management staff in promoting education for inmates, in being supportive and training the personnel in this aspect.



The correctional prison staff is mostly involved in making connections and working with the education department, moving inmates to and from classes, in processing applications, request and enrolments, they also have a partial involvement in teaching. But they are also involved in activities outside the penitentiary, helping inmates in recruitment or escorting / joining them at educative activities.

The majority of the respondents believe that there are no changes necessary in relation to each of the above because the current arrangements are working well, however some of them consider that the bureaucracy is excessive and should be eliminated, that there should be more educational programs which help with the development of practical activities and that women and men should have the same rights when it comes to education.

Both formal and informal education (trainings and learning activities) outside of the classroom are very common. When asked about the importance of the involvement of prison staff in the encouragement and support of prison education most of the respondents believe that it was very important that prison staff should be involved in both of these matters.

However, even if most of them receive training or support in relation to this, when asked whether there was anything about prisoner education and training included in their initial training, half of them said that there were no such matters discussed.

When asked if they would like to see any changes, most of the respondents said they would like to see changes such as the active involvement from the side of the personnel and the existence of official programs, more programs for vocational training the alignment of educational programs with the last evolution of the civil society so that, after release, the detainees should be acquainted with the new evolution of society and that should ease their new integration in society.

There were a few respondents that said that no changes were needed because what what is available right now is correct and sufficient.

Desk research findings in Portugal on Staff and Managers perception of education in prison

In Portugal the partners were able to provide only research materials from previous interventions regarding education in prison.

Prison Staff

The guard's perception of the importance of prison education is a very positive one, stating that the school influences the behavior of inmates in a positive way; that the teachers give a lot of moral support, and are viewed as counsellors or therapists. Mateus (2015) concluded that in general, everyone agrees that the school is important in the training and occupation of inmates, and the emotional aspect is also not neglected, as some inmates feel more comfortable exposing their problems to teachers.

When it came to the importance of keeping communities safe from criminality according to Marujo (2017), it is necessary to provide these individuals with the necessary skills, so that they can be reintegrated into society, so that they can lead their lives in a socially accepted way and in a responsible way and to keep them away from the life of crime and to avoid criminal recidivism. The training technician refers the importance of the involvement of DGRSP itself in the professional reintegration of these individuals into the labor market, giving them tools not only within prisons but also giving the tools necessary to reintegrate into society in a more fully (Marujo, 2017)

The Chaplain of the prison spoke about the punishment and the indifference of society towards the inmates: "The world of Portuguese prison establishments is an immense world, as you know, 1500 men. This is tradition (...) in Monsanto's, as you know, there's 23 hours of seclusion, the prison suit, the food is giving through the sentry box (...). I think as Portuguese citizens (...) we want the prison to be transparent, but we don't want to see. Time passes and consciousness says, "since you're there, you have done something wrong." And the citizenship ends there." (Gonçalves, 2016);

The Perception of the reintegration of inmates into society is seen as difficult by some members of the staff, difficulties of establishments in occupying all inmates, in enabling all of them to acquire skills to work during the execution of the sentence, which means greater difficulties in ensuring that, once the sentence ends, they start working immediately. In the professional's perspective, these difficulties are due to lack of budget to strengthen vocational training (Almeida, Duarte, Fernando & Abreu, 2003)

Concerning education for people who are serving sanctions in prison one of the teachers considered the framework of the courses inadequate. She stated that often comes across with people who do not have enough school base to integrate a learning process, which requires or example additional research by the teacher.

School certification of the adult population is an urgency of statistics, which will not translate into a more qualified, better informed and more knowledge in the point of view of this teacher. Another teacher said that in the Complementary Training the content was already adapted to inmates Students. The problem is that the applicant's properly adapted curriculum was only for the 2nd cycle, excluding the 3rd cycle. (Gabriel, 2007)

Regarding the number of educative programs for inmates, Occupational Therapist refers to the difficulty in introducing non-formal activities such as music, plastic expression, dramatic expression, etc. in the school context (Gabriel, 2007). Another problem indicated by the professionals is the outdated and the reduced diversity of workshops. In this sense, a technician states that the workshops are obsolete, and the work ends up being summarized to the tasks of the establishment: kitchen, cleaning, etc. (Almeida, Duarte, Fernando & Abreu, 2003).

With regards to the perception of the prison staff of the existence of training programs for inmates one of the teachers (1st Cycle) said that the inmates usually dislike classes that take too long and with the same teacher and prefer the extracurricular activities in the prison that school activities that they don't consider important or useful. The teacher of Plastic Art stated that it's important to impose this kind of extracurricular disciplines as an attempt to win the population over and talked about the importance of this activities for the development of various social skills (Gabriel, 2007)

An interview was also conducted with the responsible for Adult Education of the "Direcção Regional de Educação do Norte" about the involvement of prison staff in prison education activities. The focus of the interview with the Occupational Therapist was the difficulty in introducing non-formal activities such as music, plastic expression, dramatic expression, etc. in the school context. This professional referred the difficulties in terms of the lack of motivation of the students: "It is difficult because it implies spontaneity and movement and school groups in the prison are not motivate". She indicated also that despite that, in the end of the school year it's possible to see improvements. But it's much harder achieve good results with this kind of classes, because the professional work is seen like an invasion (Gabriel, 2007);

Regarding good practices inside prison, one of the staff members interviewed highlighted that there are Prisons that are a national model regarding to school, which value school, both in terms of space or in terms of individual evaluation and they channel profits obtained in the production of workshops to reward the students attending school. Recognizing the difficulties in motivating inmates to school attendance, one worker points out that it is a population for which the school had already failed, had not been able to captivate them and, therefore, it is a population that has fail at school. In his perspective, the similarity of the teaching outside and inside the prison is an obstacle. And so, the school should follow a more vocational route, for example, have training courses that allows degrees of education (Almeida, Duarte, Fernando & Abreu, 2003)

The Importance of studying the theoretical and practical aspects of education in prison was considered by one of the teachers considered the framework of the courses inadequate. She stated that often comes across with people who do not have enough school base to integrate a learning process, which requires for example additional research by the teacher. School certification of the adult population is an urgency of statistics, which will not translate into a more qualified, better informed and more knowledge in the point of view of this teacher. Another teacher said that in the Complementary Training the content was already adapted to inmates Students. The problem is that the applicant's properly adapted curriculum was only for the 2nd cycle, excluding the 3rd cycle (Gabriel, 2007).

When asked about the reasons of registration in educative programs the ex-inmates interviewed pointed out several reasons to have attended the professional training, all mentioning that they attended them by their own choice. Some of the reason mentioned by inmates was to earn some money, to keep themselves busy, curiosity, stay away of trouble in prison, to gain knowledge and learn things that never learn before, to help forget the bad environment lived in prison, to have the equivalence to the 12th grade (Marujo, 2017). According to some of the re-education technicians, there are several students who ask to attend school, since it is essential to complete the 9th grade which is required to take the driver's license.

In the inmates perception, they feel supported by the staff of the prison: "prisons are provided with a set of resources, school courses, vocational training and other kind of varied programs and, in addition support by the various technicians, each resource has a technician" (Ermida, 2018). Another inmate stated: It didn't even have to have guards there; we knew the way and went alone and waited for the teachers to arrive."; "I think it was good because the teachers encouraged the students, offered gifts and they came happy..." (Homem, 2011)

When it came to the importance of management intervention in supporting inmates Another professional highlighted the reduced number of re-education technician and the lack of follow-up that is given to inmates attending school. Each technician has more than one hundred inmates, so the professional suggests decreasing that number of inmates per technician (Almeida, Duarte, Fernando & Abreu, 2003).

One of the guards talked about the difficulties linked to the prison staff involvement in the organization of education of inmates: "The guard is here for everything. There's been several roles taken, such as Dad, Mom, religious supporter, friend, and other situations that the guard must adapt to". Another guard also talked about the several roles of the profession. He stated that the time spend with the inmates allow them to help and support the inmates solve their problems, go with them to the clinical services, and that they are involved in solving problems related to the education service (Mateus, 2015).

Regarding Alternative places in the prison outside of the classroom of education or training Some of the professionals also talked about the need to improve the buildings where the inmates have the training and minimize the security problems. One profession talked about a case where containers were put in the courtyard so the inmates could have the training, with immense security problems.

Therefore, the first step would be to organize the service, to know exactly what the training needs of the inmates are. Then there must be a minimum set of conditions for this training to be done. Besides the lack of facilities, another problem indicated by the professionals is the outdated and the reduced diversity of workshops. In this sense, a technician states that the workshops are obsolete, and the work ends up being summarized to the tasks of the establishment: kitchen, cleaning, etc. (Almeida,Duarte, Fernando & Abreu, 2003).

The guards referred that they had a training course before being recruited for the job, and that the course had some contents as Penitentiary Theory and behavioral aspects. One of the guards also said that there have been some training opportunities, but that the guards don't always have access to them, due to the very limited openings for each establishment. Other guard indicated that one of the training courses that he attended lasted 6 months with and included theoretical contents, sports classes, handcuffing techniques, cells revision, shooting, self-defense, and that usually the training ends with an internship in a jail. Another stated that he attended a course for four months, which included psychological training and contents such as rights, duties, laws, weapons handling, handcuffing. This guard also had an opportunity to attend two months of internship (Mateus, 2015)

About the opportunities for training or education perceived as a member of the prison staff the head of the Guards of a prison warns: "Of course, the prison guard's body needs a lot of training. What is the training that has been given for several years to wear this uniform, the practical and theoretical part of shooting. It is the only training that exists at the moment in the prison guard's body. In addition to the initial training, there are guards who did the training more than thirty years ago. The best weapon we have is information and training, it's essential." (Gonçalves, 2016)

Management

Regarding the perception of importance of prison education, the responsible for the adult education team of "Direção Regional de Educação do Norte" talked about the negative experiences of the inmates related to school. But stated that when the inmates start attending the school space, they start to see that it has nothing to do with their previous experiences: "Generally teachers working with the inmates are closer to them in terms of age, have more things in common, so the relationship changes and the population may reconcile with the School System.". However, she considered this phase of reconciliation as very complicated. She also stated that for this deprived population it's very important to integrate a course that guarantees them occupation and promote good behavior (Gabriel,2007).

About the importance of keeping communities safe from criminality, the perception of one of the responsible of the prison, states that the problem with prison is the occupation of inmates and the need to provide inmates with the monitoring they need. The same responsible stated that the only thing the prison can offer is sport, some training courses and basic education classes (1st and 2nd cycles).

The responsible also stated that the prison system must ensure the defense of society in relation to the actions of individuals considered dangerous, monetarize it and ensuring compliance with the sentence. However, there's a need to provide establishments with quality training and education, ensure the inmates health and interaction with society (Almeida, Duarte, Fernando & Abreu, 2003)

When it comes to the level of punishment the perception of the head of the prison guard says that inmates have no monitoring inside the prison: "There's no follow-up. The inmates don't have anyone there. Then violence settles in prison, because it is a closed system, is more aggressive in a way than the outside world, the weakest are always penalized in comparison with the people not incarcerated." (Gonçalves, 2016)

The perception of the reintegration of inmates into society is discussed with an Ombudsman, who talked about the importance of an effective intervention with the inmates: "We can discuss a lot about prison, discuss alternative sentences, discuss prison sentences, the circumstances that on the outside may limit the prison phenomenon, is true, but we always get the problem of what to do with those people, what to accomplish (...) and if we don't work with these people, if we don't solve these people's problems, we still have these cases of recidivism." (Gonçalves, 2016). The Ombudsman also highlighted that in the Portuguese reality and the nonexistence of life imprisonment make the reintegration issue even more important: "In particular, on social reintegration, it is an objective that is clearly in the constitution and in the law. It is a goal of a humanist criminal system in which has no life imprisonment and therefore sooner or later has to reintegrate that person into the society." (Gonçalves 2016)

The responsible for Adult Education of the "Direcção Regional de Educação do Norte" stated that Adult Education is generally designed for adults in their diversity of audiences. But minorities have smaller offers. In terms of specific offers, she mentioned the effort to try to find special offers for differentiated audiences: for Prisons, for the Romani population, foreigners, immigrants. They are trying to use the mechanisms available to tailor the offers in terms of formative offers for an open and flexible curriculum adjusted to the audiences: "I think they are very flexible certification models, which allow for a set of games that the adult can do." (Gabriel, 2007). According to one of the magistrate's interviews, the main objective of work and vocational training is often not to create skills, but to combat the inactivity of the inmates. The professionals mentioned the importance of cultural activities in prison as well as practice of sports in combating inactivity: "In the context of social skills, we have the sport which is essential (...) within the prison system. (2003)

For those who can, for those who are able, the use of sport as a form of internalization of rules of coexistence, escape, of contained aggressiveness, etc. For example, the notion of fair play is very important and can be a very positive instrument, moreover, there is a reasonable program that applies to the system, but which is far from what I would like it to be." (Almeida, Duarte, Fernando & Abreu, 2003)

The Ombudsman Perception of involvement of the administrative staff in prison education activities was stated as: in addition to school matters, topics such as health, hygiene, drug addiction, citizenship, etc. should be included in this program". In order to pursue these tasks, he mention the need of having an incentive for the participation of an external, public or private entities, in particular of local health, education, culture and police authorities, among others, in the education of inmates, by carrying out courses, conferences and debates, both within the establishment and abroad. (Almeida, Duarte, Fernando & Abreu,). The District Attorney General of Lisbon talked about some good and bad practices within the Portuguese prisons: "There are some establishments that I know about (...) there are very good ones, and there are very bad ones. I can give some examples, that of the Azores, a very good one that the Ministry of Justice granted and has no more than 100 prisoners and it could have more, with all the best, in terms of technologies." (Gonçalves, 2016)

In relation to the Importance of studying the theoretical and practical aspects of education in prison According to one of the magistrate's interview, the main objective of work and vocational training is often not to create skills, but to combat the inactivity of the inmates. The professionals mentioned the importance of cultural activities in prison as well as practice of sports in combating inactivity:" In the context of social skills, we have the sport which is essential (...) within the prison system. For those who can, for those who are able, the use of sport as a form of internalization of rules of coexistence, escape, of contained aggressiveness, etc. For example, the notion of fair play is very important and can be a very positive instrument, moreover, there is a reasonable program that applies to the system, but which is far from what I would like it to be."(Almeida, Duarte, Fernando & Abreu, 2003).

In the opinion of the Ombudsman, education should not be limited to teaching and "a complete programme of studies should be developed in each establishment with the aim of offering inmates the possibility of cultivating some of their of interest.". Thus, in addition to school matters, topics such as health, hygiene, drug addiction, citizenship, etc. should be included in this program. In order to pursue these tasks, he mention the need of having an incentive for the participation of an external, public or private entities, in particular of local health, education, culture and police authorities, among others, in the education of inmates, by carrying out courses, conferences and debates, both within the establishment and abroad. (Almeida, Duarte, Fernando & Abreu, 2003).

The professionals consider in general the evaluation of the area of education as positive, since they consider "that there has been a very reasonable response, well structured, with a good articulation with the Ministry of Education in which 36% of the prison population attending school (...)" (Almeida, Duarte, Fernando & Abreu, 2003);

Regarding the perception of the existing educational programs in the prison the responsible stated that Adult Education is generally designed for adults in their diversity of audiences. But minorities have smaller offers. In terms of specific offers, she mentioned the effort to try to find special offers for differentiated audiences: for Prisons, for the Romani population, foreigners, immigrants. They are trying to use the mechanisms available to tailor the offers in terms of formative offers for an open and flexible curriculum adjusted to the audiences: "I think they are very flexible certification models, which allow for a set of games that the adult can do." (Gabriel, 2007).

One of the responsible of the prison, states that the problem with prison is the occupation of inmates and the need to provide inmates with the monitoring they need. The same responsible stated that the only thing the prison can offer is sport, some training courses and basic education classes (1st and 2nd cycles). (Almeida, Duarte, Fernando & Abreu, 2003)

About the perception of management support in prison education One of the inmates, regarding to the motivational aspects and the perception of the school stated: "I know that the Principal would like very much for me to go to school, but you know, I need to make money. (Gabriel, 2007). Some inmates highlighted the benefits as motivation to attend and finish school or trainings: "Since we finished the training successfully, we receive this benefit, we receive the trust of the director, so we can stay here in the garden, outside." (Madureira, 2013);

The perception of the existence of training for prison staff and of opportunities for training or education as a manager in relation to encouraging and supporting prisoner education, is that teachers should have a specific training, especially from a psychological point of view, because dealing with the emotional situation of the inmates is difficult and it's very different of teaching a group of socially framed and integrated adults; The reflection upon this interview by the investigator mentioned that the method of the recruitment of the teachers is no different from the recruitment of the teachers in another context and that there's no specific courses to prepare those professionals for working with inmates.(Gabriel, 2007)

Focus group

Minorities in prison

The study was carried out in France and Poland with approximately 80 representatives of ethnic minority present in the prisons that the project partners have applied the questionnaires. The questionnaire was made up of 6 questions all of which were open-answers questions.

The first question was regarding education, more exactly what education meant to them. A large number said that education for them is knowledge, learning and development on all kinds of levels by broadening their horizons. Some also said that it was a way to find a job, a profession, that it was something good and useful which helps them acquire the necessary skills needed in society. Only one person refused to give an answer.

The second question was related to the educational offer available in their prison, and they were asked to make a list of activities that were not already named by the participants. The majority of them answered with different courses such as language courses or drawing, but there was also a part of them who did not know any or who did not care about what the possibilities were.

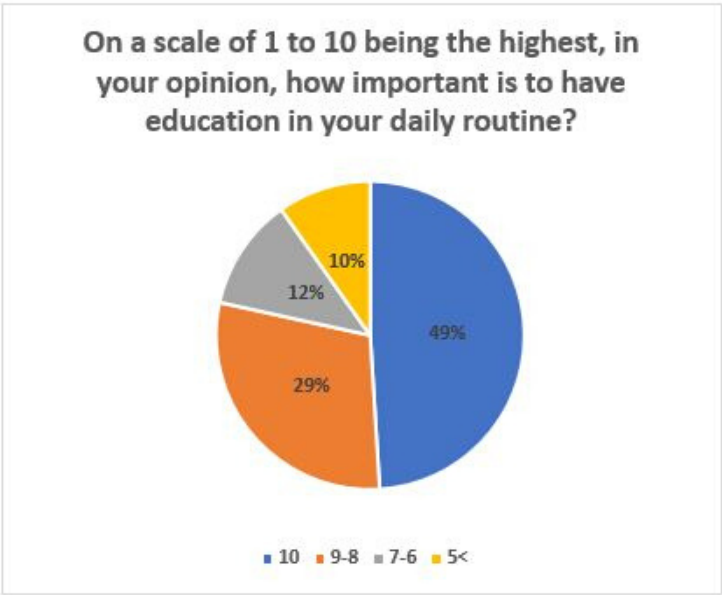
The third question asked the participants the educational direction (mainstream education, VET and adult education) were they pursuing. Most of them said they were following a vocational education, general education, Cooking classes, language courses, carpentry courses. However, there were also a few respondents that said they were not interested in any of those because they are getting close to the end of their imprisonment or because they were too old for any of those.

When asked whether they were getting enough support from the prison officers to enroll and participate in the educational activities the majority of them said that the support is sufficient and there is no need for change; some of them also consider that education should be made compulsory for those who cannot write or read. There were also respondents who said that they don't feel like the prison officers are supportive enough, and that they should listen to them more, they could help by telling them what courses they can follow, or maybe improve their access to books and school.

The fifth question was “ How do you think your prison officer can help you in your training course?” most of them said they would like the prison officer to recommend them a course or to a school, to have an open attitude and to be willing to listen to them, to try and motivate them to participate in classes, provide literacy. A few of them said they do not know any means of being helped.

The sixth question referred to the specific needs or conditions of minorities in terms of education. Many of them answered that they don't have any, however there were people who wished to learn the language of the country they were imprisoned in or that they would like to learn how read and write or even follow some courses such as cooking, hairdressing or building things.

The last question of the survey regarded the importance of education in the daily routine of the prisoners. As you can see in the chart on the right, most of them consider education very important. Some of them even had some additional comments by stating that education was very important for them and that they consider that by getting an education they will be able to lead a good life. At the other end of the rope however, there were 2 respondents who said that they would rather play football than study, or that they didn't want to attend in any activities, and even though the prison staff offered to help them read and write, it only annoyed them so they refused (to be noted that this respondent filled in the survey with the help of a tutor)



Women in prison

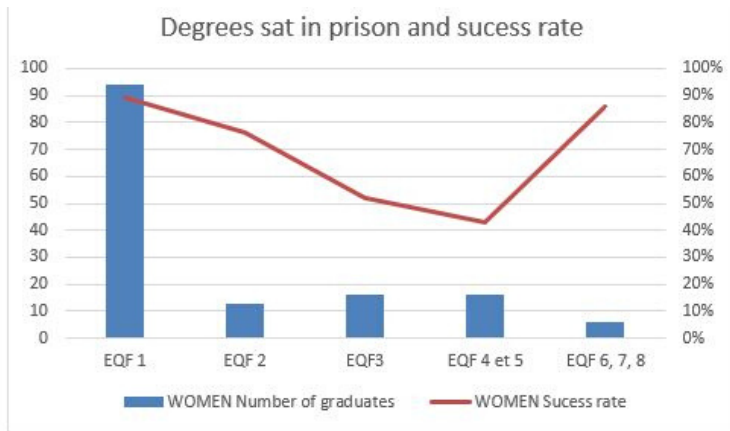
Poland and France

In France women are in extreme minority in detention. They represent only 3.6% of the prison population as of January 1, 2019 (2,534 people); a stable proportion. It has never exceeded 4.5% since the 1980s. Only two prisons are specifically reserved for them: the Rennes Prison Center and the Versailles Prison House. Apart from these establishments, they are assigned to separate neighborhoods in men's prisons, with which they must, in principle, have no contact. Isolated from incarcerated men, women have less access to collective premises, such as sanitary units, and suffer from a more limited range of activities. They are also more exposed to family and marital breakdown during incarceration.

Education in prison

In January 2019 the average school enrollment was 22,7 % and the average school time was 6 hours a week.

The level of education in Europe



Source: World Prison Brief data 31.01.2019

Two texts emanating from the Committee of Ministers of the Council of Europe in 1989 and 2006 provide a framework of reference for prison education and training in the various European countries. These are recommendations Rec (89)12, specifically on prison education, and Rec (2006)2, on European prison rules. These texts are only incentive since they contain recommendations, which each member country is free to follow or not.

Text no. R (89)12 on prison education recommends that the governments of the Member States implement a policy that takes into account the following:

1. All inmates must have access to education, which should include basic education, vocational training, creative and cultural activities, physical education and sports, Social Education and Library Opportunities” (1989). The 2006 recommendation states that: “Every prison must strive to provide access to educational programs that are as comprehensive as possible and meet the needs of all inmates while considering their aspirations.

Priority must be given to inmates who cannot read or count and to those who do not have basic education or vocational training. Special attention must be paid to the education of young prisoners and those with special needs.

2. Each institution is bound by an obligation of means, to do all it can to enable incarcerated persons to have access to education, while concentrating its efforts on young and low-level persons. These two specific populations will be presented as priorities in all the texts governing education in prison: this is explained by the particularity of the prison population.¹ That is to say that only 249 out of 2534 women (in France) had a chance to go back to school (only 9%).

On this number, 145 women (6%) leave prison with a degree that could help them be reinserted after their release. The European literature is large about the conditions of women in jail (rapes, homosexuality, loneliness, family breakdown), but no survey was done on their possibility to have the same access to education or workshops than men.

Empirical research on the socio-demographic features of prisoners has pointed out the low level of education and lack of qualification inside prisons (Morgan, Liebling, 2007; Combessie, 2001: 37).

From a utilitarian point of view, if crime is a negative externality with enormous social costs, schooling can reduce criminal activity and crime rates (Lochner, Moretti, 2001). Also the human rights approach underlines the need to implement the education activities inside prison, in order to provide the opportunities to “help prisoners to re-order their lives in a positive manner [...] encouraging the prisoner to develop as a person” (Coyle, 2009: 94).

The law all over Europe insists of the fact that education can help them be reinserted in the society after the release, and that, under certain conditions, a prisoner could have access to education and workshops. But how far is the reality? Are Women and men equally considered? Not really.

In the invisible world of prison, women are a minority penalized by its digital weakness, which is subject to specific discrimination. A small population confined to a few establishments in Europe. Most women are incarcerated in “women’s quarters” of men’s prisons. In theory, the living conditions of women in detention can be better than those of men: with more operational places or less inmates, they appear to be less exposed to the consequences of prison overcrowding.

Yet these facts mask significant disparities and overcrowding is a problem in women’s neighborhoods in many of the detention house, enclosure that reduces access to activities. The strict separation of women’s and men’s accommodation is theoretically accompanied by an opportunity to participate in mixed activities. In fact, “women neighborhoods” in institutions that host men and women are generally landlocked, isolated from the rest of detention, making access to different services -such as training or workshops, more difficult for women. And this is especially because they must be accompanied in all their travels.

In most establishments in Europe, therefore, in practice, women do not have access to most activities, first thought for the greatest number: men. Those who have the chance to have access to workshops are relegated to tasks such as: cooking, washing, cleaning.

Some reasons can explain this fact:

- The means in terms of training are extremely low: number of hours of training provided has an extremely low average: 7.5 hours on average per inmate enrolled at the school center – 20% of the prison population. An extremely small amount of teaching time in most institutions, between 9 and 11:30 and between 1.30/5:00 PM, which puts teaching in competition with all other “activities” : parlor, work, visit lawyer, psychological follow-up, etc.

- Material difficulties: lack of premises, or unsuitable premises (noises, smells), no equipment, or very complicated to obtain, insufficient resource centers. The compartmentalization between the various departments, between the school service and the libraries, is extremely damaging to the development of concerted actions. The documentation center is often insufficient, (40m² on average only), rarely open and not very accessible. The inmate wishing to go to the library must justify it and sacrifice this “activity” to a walk or parlor. Documentation centers are also under-endowed with donations or weak grants.
- Few staff members and even those who would like to help inmates in their training are not really prepared to deal with this problem.

Our study was carried out with approximately 50 women present in the prisons that the project partners have applied the questionnaires. The questionnaire was made up of 6 questions all of which were open-answers questions.

The first question they were asked was regarding education and what it meant to them. Many said that for them education was a way to find a job, acquire certain knowledge and skills or qualifications, that it was a way for them to develop themselves, that it provided the means of staying in contact with their families and that it was their fundamental right.

When asked if they knew of the educational offer in their prison the majority said they knew of different courses such as cooking or language courses, only a few said they did not know. Most of the respondents would like to follow a vocational training, general education, different courses such as cooking, hairdressing or language and teaching courses, however there was one person who said she wasn't interested in any of them due to the short term of imprisonment.

The third question was regarding the support that the women inmates receive from the prison officers in order to enroll and participate in educational activities and if they would like to change anything. Most of the answers were positive, they agreed that the support was sufficient but that they would like to see more courses for women, more opportunities for role with disabilities. Those who disagreed considered that the courses available for women were very limited and the most common offer was cooking classes. There were also a few who said they did not need any kind of support.

Question number 4 “How do you think your prison officer can help you in your training course?” was answered with: more presentation of the available forms of education by the officers, providing help in choosing the courses, taking in consideration their needs and help them follow through and being able to help with the courses when the teacher is not available.

There would be some specific conditions/needs that the respondents mentioned such as more courses for women, self-defense courses, language courses, however many respondents considered they did not have the need for specific conditions.

All female respondents consider that it is very important to have education in their daily routine. Some additional comments being “education is important in the life of everyone who wants to achieve a goal in life, such as a well-paid job” or “Education is also just being in prison, because it taught me humbleness, self-respect above all. It also taught me faith in my abilities and after leaving prison I would like to continue my studies - go to university”.

Romania and Spain

In Romania and Spain there was only one focus group involving both minorities and women, with 52 participants; compared to Poland and France, because women here are a part of the minority in prisons.

In Spain women are a minority and, in many prisons, their presence is so small that they do not even have the possibility of organizing as a group living in a foreign world with little support. The participants come from disadvantaged ethnic groups. The minorities’ participants belong to the gypsy ethnic group and foreign women from different nationalities (Colombia, Ecuador, Bolivia, Brazil, Romania ...) and women with addiction problems.

The first question of our questionnaire was regarding education and what it meant to them. Many said that for them education was a way to find a job, acquire certain knowledge, improve the knowledge they already had and some even said that they consider it a fundamental right. Some of them said that it helped them be a better person, and a very small number did not want or did not know to answer.

When asked if they knew of the educational offer in their prison the majority said that they were aware of the courses available because of the social workers. The courses available are for example second chance education, literacy, numeracy, or vocational such as carpentry, agriculture, etc. In Spain more than half of the respondents answered either that they were not interested in studying, that they didn’t know the training offer, or they simply did not want to give an answer.

All participants in Romania stated that they were interested in pursuing a vocational education and they consider that they get enough support from the prison officers to enrol and take part in different courses or trainings, only one respondent said that he does not need such kind of support. In Spain something curious is that the most trained are the ones who demand the most training.

Some foreigners' inmates have good training from their countries, most of them want to learn a trade, to read and to write and artistic workshops. More than half of them said that they have the support of prison officers to enroll and participate in the educational activities.

When asked 'How do you think your prison officer can help you in your training course?' the responses varied from having support in further reading, and continuous support even after finishing taking part in a training or course to having the officer help them in choosing the right course/training, and encouraging them to participate.

The specific needs stated by the women inmates were regarding parental education and other family related courses. In Spain respondents considered that the training activities are sexist: sewing, clothing, makeup, hairdressing, presenting great differences with those offered to men, and that the training activities are more limited for women than for men. All of the respondents considered that having education in their daily routine was very important because they consider it important for integrating in society, for maintaining contact with their families, for giving them a meaning, for reducing anxiety and depression.

The European court of human rights regularly condemns Romania for prison overcrowding, which remains an issue of serious concern. Since 2012, a Committee of Ministers has been assessing the measures adopted by the authorities to improve overcrowding. The Government has also been assisted by international experts since 2014.⁶ The country has one women-only prison in Târgsor and seven other prisons with special wings for women.

Târgsor prison is located outside any city and houses half Romania's female prisoners (706). Many women do not want to be sent to Târgsor because of the difficulty maintaining family ties. Access to prison involves an overnight stay at a hotel in Ploiesti that most families cannot afford. Postal parcels are not allowed. Women get parcels only during visits or have to purchase goods at the prison stores.

According to the law, pregnant women should receive an appropriate diet as recommended by the doctor of the prison facility. They are sent to hospitals such as Rahova prison hospital 30 days before the estimated birth date. They should, in theory, also be able to give birth in a general hospital. There is a nursery in Târgsor prison with two rooms, a kitchen, a bathroom and a yard. Each room is spacious and well-appointed with carpets, beds and cots. There are also toys and baby-changing facilities. These rooms are equipped with a panic button in case of emergency and a family doctor visits the unit regularly.

Mothers can keep their babies in the prison or in the prison hospital until the child reaches 12 months of age. Children can then visit their mother once a week. There is a special visiting room with children's furniture, toys and books, etc. where women can have physical contact with their children. This facility is only available in Târgsor and not in the other prisons where women are held.

The Târgsor prison director is a woman and no men are employed in women's prisons or in women's wings in roles where they can have physical contact with female prisoners. Both men and women are employed in security and operational forces. There is a gynecologist in the Târgsor prison medical facility.

The number of foreigners incarcerated in Romania increased from 0.6 % in 2014 to 1 % early 2016. Foreigners are mainly Turks, Moldavians and Italians. Foreigners are not separated in specific wings and must respect the same rules as other detainees. Generally, foreign nationals who commit crimes (Alien law, amendment 113/2005 art 91) receive an expulsion order and are kept in police custody (30 days to 2 years). Entering or exiting the country by illegal crossing of the border is punished with 3 months to 2 years of imprisonment.

Hungarians and the Roma are over-represented and discriminated against in Romanian prisons. 3.6 % of the prisoners were Roma (approx. 1,031) at the end of 2014. In Targu Mures, Codlea and Miercurea Ciuc jails, the Hungarian inmate population represent more than 20% of the prison population. Ethnicity is not considered when allocating prisoners to cells.

Discrimination can take the form of racist behavior, harassment and language restrictions. The Hungarian language cannot be spoken. No TV channels, radio stations, teachers, priests or psychological help is available in Hungarian. Letters to families must be written in Romanian.

In the country, the largest religious minority is Roman catholic (4.5 %). Only orthodox priests receive subsidies to animate religious services in prisons. Representatives of other faiths can do so at their own expense. In Arad, Timisoara and Craiova penitentiaries, Catholics and other religious minorities such as Protestants, Muslims, Jehovah's witnesses and Jews cannot benefit from religious services.

After the public release (February 02, 2010), from the National Administration of Penitentiaries, of the proposal to establish a working group, involving representatives of public institutions, NGOs or other civil society representatives, with possible role in post-detention assistance, in order to draft the "National Strategy for Social Reintegration of the Inmates", were organized successive workshops which aimed at developing this project. In these coordinates, during three sessions of the extended working groups and seven sessions of subgroups, was drafted the "National Strategy for Social Reintegration of Inmates" (grounded and multi-annual plan of activities).

Desk research findings in Portugal based on previous focus groups

In Portugal the partners were able to provide only research materials from previous interventions regarding education in prison.

Education of the inmates in prison was perceived as very important for their reintegration and rehabilitation. Inmates perceive trainings as positive, but sometimes difficult to get in. Most of them enjoy taking part in trainings and activities and intend to continue studying when they return to society. On the other hand, there are inmates that say they don't have time to attend school because they prefer working. These inmates, even if they do not take part in classes, acknowledge the fact that the classes are very well organized, and that because of the respect that exists between inmates and teachers the whole environment is so peaceful that there is no need for prison guards.

The inmates tend to perceive school in prison as very important because many of them reveal serious reading and writing problems. It tends to be perceived as a mean of gaining more knowledge, having access to the driving license, as well as a mean of obtaining more qualification and opportunities for job improvement and professional reintegration (Homem, 2011). There are some of them that do not know how to read or write, therefore this provided them an opportunity to learn to do so. The fact that they receive benefits after successfully completing the courses / trainings serves as great motivation for them.

Regarding the existing educational offers in prison, they are seen in a very positive light. Inmates named courses such as photography and IT, civil construction and painting, carpentry, electricity, gardening or even bakery and baking. The majority of them were aware of the courses they had access to.

In terms of education, inmates are interested in following courses of vocational training, sometimes multiple courses at the same time, but also mainstream education. They feel supported by the prison staff in following courses and taking part in trainings, the perception of the staff involvement is seen as positive. The inmates stated that all the teachers were very supportive, get along very well with the inmates, provided them with help and counseling and that they made the inmates feel better. (Homem, 2011).

Regarding the motivation for attending school, most of the female inmates (79.5%) responded that they attend school for personal fulfillment, 38.6% of the female inmates attend school motivated to find a better job, 27.4% for reasons linked to some sentence benefits and 27.2% as a hobby or to occupy free time (Gabriel, 2007); 41.2% of inmates say they have no profession before the imprisonment. Similarly, 45.5% of respondents only attended regular education (in school age), however, school is a new experience for 34.1% of students of this prison. It should be noted that EFA training courses are pointed out by a great number of respondents who said they have already experienced this model of adult education.

This is explained by the investigators by the existence of the Social Security programs associated with the granting of the monthly social allowance, which lead the beneficiaries of those services to the Adult Training Courses (Gabriel, 2007). Another fact to be pointed out is that most of the students don't have any professional plans or perspectives after the liberation (62.9%) (Gabriel, 2007).

For most of the inmates, education is seen as very important, maybe even the most important activity within prison. Education helps them become more open minded, more prepared for life after imprisonment or just as a means to keep oneself busy and at the same time improve his or her skills. For others it was a factor for professional improvement, helping them get the job they wished for but maybe were not skilled enough, but it also helped them fight stigmatization and social integration.

Conclusions

"Education should be at the heart of the prison system" with this phrase, we believe that every prisoner has the possibility to improve and evolve through education. Here we are not talking only about bettering basic skills such as literacy, numeracy etc. but also interpersonal skills and even one's self-confidence. All of these things can be achieved with the help of a good educator and the willingness to try.

Our research and EESPIP project is closely tied with promoting and supporting correctional facilities into offering proper education to the most disadvantaged in society, to give them a possibility in life. Once prisoners have served their time, it is fair to them and in the interests of their communities that they have the same decent chance. The opportunity to re-enter society successfully, to find work, to live fulfilling lives. If education is the engine of social mobility, it is also the engine of prisoner rehabilitation.

International conventions to which the EU countries are part of, assure the rights to education for every group in society. Today, every prison has a remarkably varied population, which has to be taken into consideration when educational activities are being organized. It is rather concerning that so many female and minority prisoners have a need for compulsory and upper secondary level education. The prison and probation services and the educational authorities must make regular surveys of prison populations, identify needs, and see to it that the educational activities offered are kept in line with these needs.

Resulted from our questionnaires and focus group, we can see that there are a few common priorities/concerns from both the management side and the staff, regarding the safety of communities, the successful reintegration of inmates into society, with both parties disagreeing that sanctions and punishments are practices that should be applied within prisons. A contrasting issue came up in relation with the staff's training or support in order to encourage and support prisoner education, more exactly the management said that prison staff do receive training, while the staff consider that they do not receive any training related to the above.

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