



CITI-VAL

Presentation of Hungarian Partner

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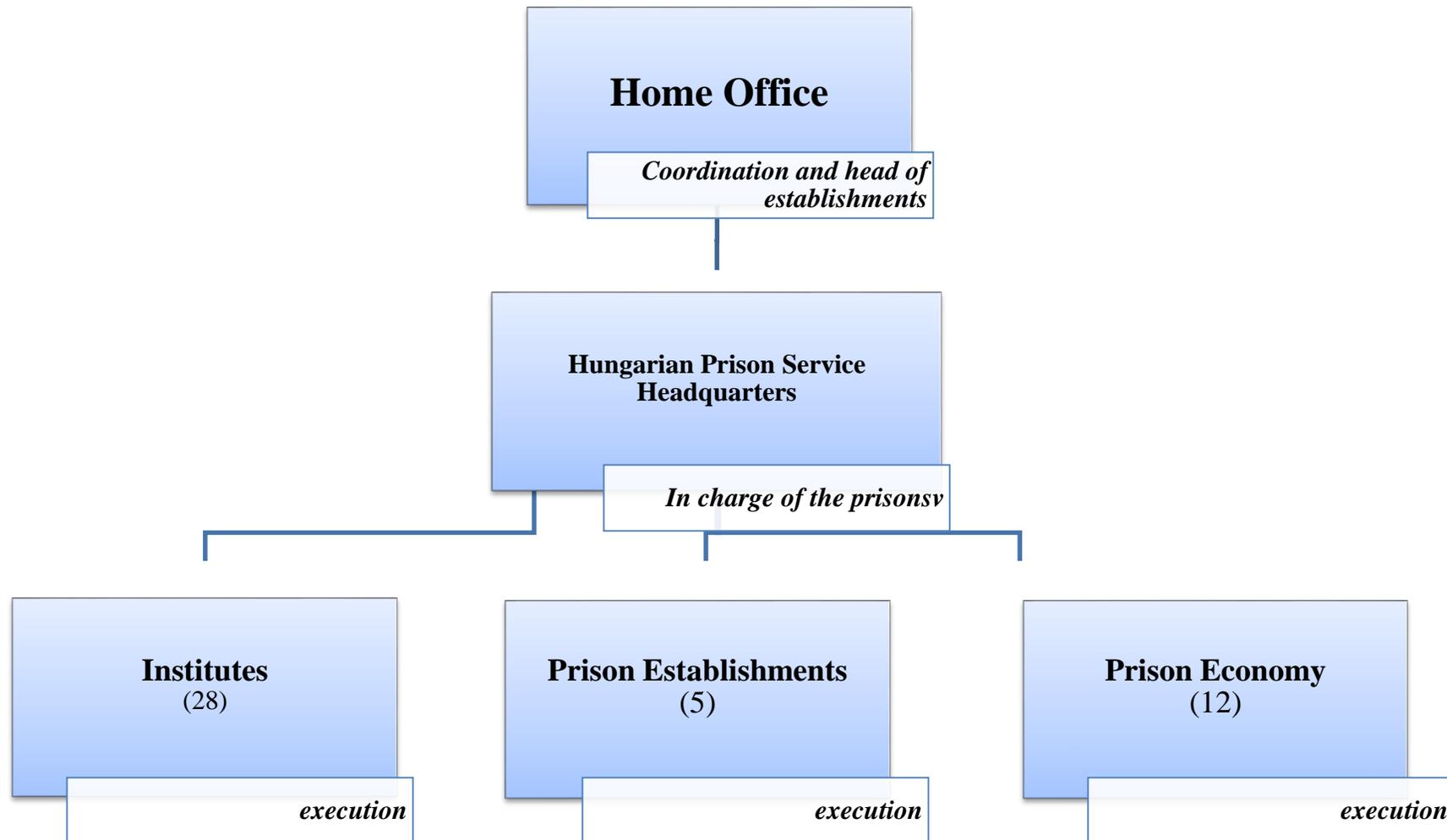
Foresee

Bordeaux, November 2016

HISTORY

- 19th century: Csemegi Kódex (1878) brings a change – prisons born
- „Csillag” – layout of a star
- 2015 Prisons Code: modern
 - security
 - pedagogical-psychological
 - and social aspects

PRISON SYSTEM



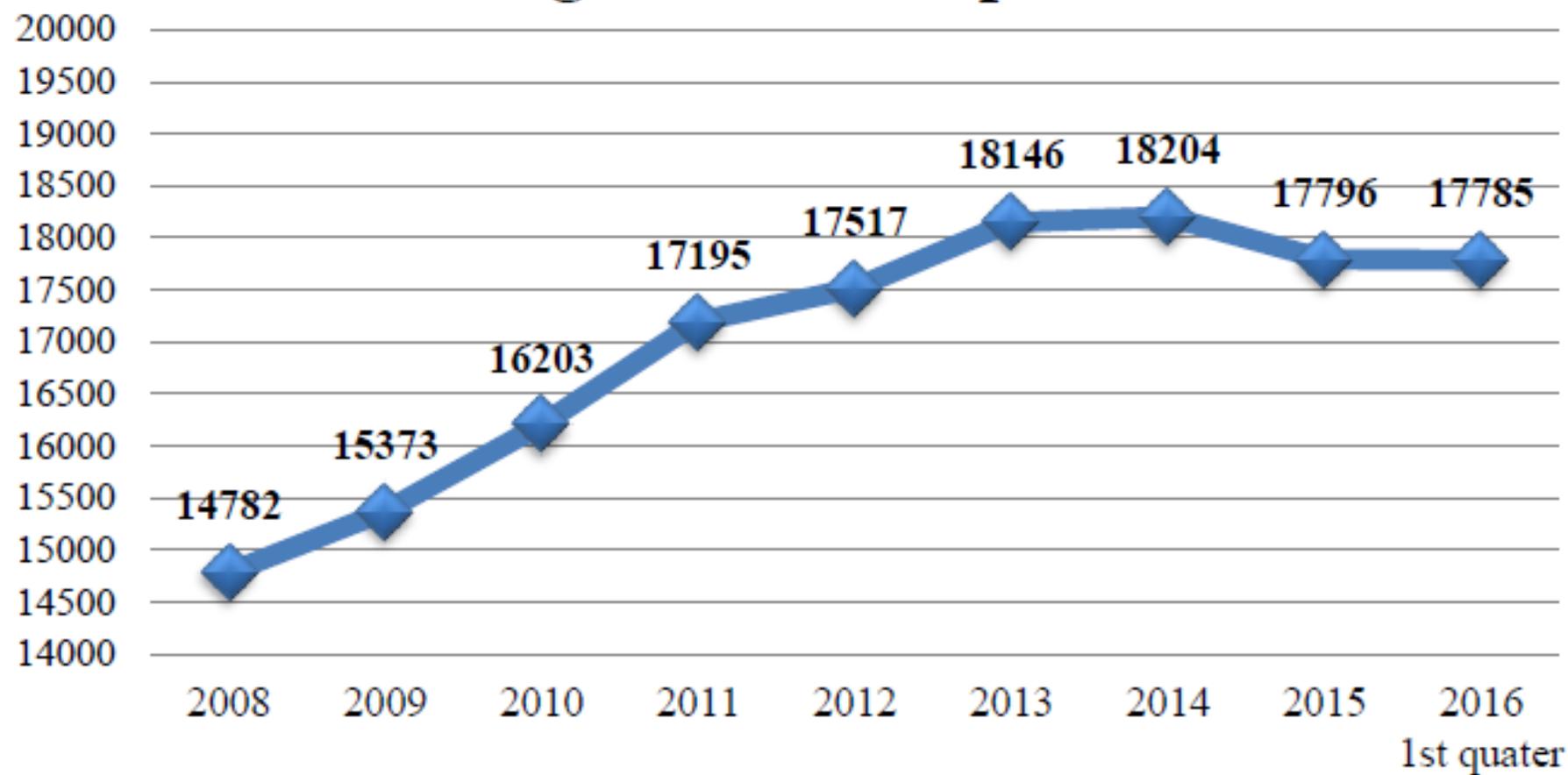
BACKGROUND

- Previously under the Ministry of Justice – now Home Office
- Types of prisons:
 - strict – medium – light regime
 - within the same establishment – but regimes separated
 - differences between the regimes:
 - freedom (of movement)
 - daily schedule
 - surveillance (control)
 - opportunity of work

PROFESSIONALS WORKING IN PRISON

- colonel – in charge
- security surveillance
- reintegration officer (used to be called „pedagogue”)
 - degree in law enforcement (Police Academy) or pedagogue, social worker
 - responsibilities: rehabilitation and free time activities, personality development, individual development plan, administration
 - 100-120 inmates/reintegration officer
- psychologist
 - for the workers and for the prisoners (individual and group therapy)
- probation officer (patron)
- administration (financial, secretary, etc)
 - overall: increased workload

Average number of prisoners

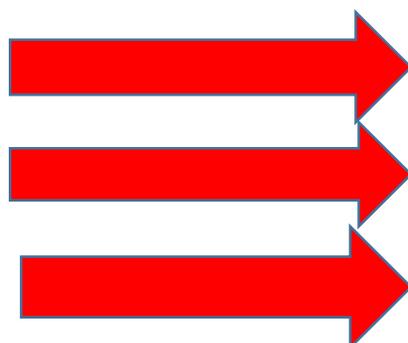


CHANGE IN NUMBERS

- Legal changes - „Act of Three Strikes” – number grows
- Juvenile – number drops due to correctional institutions
- Women: smaller in number – only 2 prisons for adult women; 1 for juveniles
- Juvenile prisons are not so crowded compared to the adults
- Foreign nationality: 5.19% in 2015 -> slight increase compared to 2014's 4% -> BUT 42.47% of the foreign population is from the EU!

Data Related to Incarceration and Detention

<i>Average overcrowding and average number of prisoners for the year</i>					
<i>National Prisons</i>			<i>County Remand Prisons</i>		
	<i>Average number of prisoners</i>	<i>Average overcrowding</i>		<i>Average number of prisoners</i>	<i>Average overcrowding</i>
<i>Állampuszta National Prison</i>	1 052	129%	<i>Bács-Kiskun County Remand Prison (C. R. Prison)</i>	272	114%
<i>Balassagyarmat Strict and Medium Regime Prison (S. and M. R. Prison)</i>	499	155%	<i>Baranya C. R. Prison</i>	180	105%
<i>Budapest S. and M. R. Prison</i>	1 509	151%	<i>Békés C. R. Prison</i>	113	131%
<i>Kalocsa S. and M. R. Prison</i>	386	161%	<i>Borsod-Abaúj-Zemplén C. R. Prison</i>	396	132%
<i>Middle-Transdanubium National Prison</i>	1 282	118%	<i>Budapest R. Prison</i>	1 624	153%
<i>Márianosztra S. and M. R. Prison</i>	716	149%	<i>Győr-Moson-Sopron C. R. Prison</i>	191	121%
<i>Pálhalma National Prison</i>	1 432	123%	<i>Hajdú-Bihar C. R. Prison</i>	229	129%



<i>Number of inmates by gender</i>				
	<i>Total prisoner population</i>		<i>Juvenile prisoner (14-21 years of age)</i>	
	<i>Capita</i>	<i>%</i>	<i>Capita</i>	<i>%</i>
<i>Male</i>	16 599	92.7%	1 171	95.8%
<i>Female</i>	1 310	7.3%	51	4.2%
<i>Total:</i>	<i>17 909</i>	<i>100.0%</i>	1 222	100.0%
			<i>Total: 7.36%</i>	

<i>Number of prisoners by age</i>		
<i>Age groups</i>	<i>Capita</i>	<i>%</i>
<i>Less than 16 years of age</i>	8	0.04
<i>16-18 years of age</i>	206	1.15
<i>19-24 years of age</i>	2 586	14.43
<i>25-29 years of age</i>	2 738	15.28
<i>30-39 years of age</i>	5 497	30.69
<i>40-49 years of age</i>	4 541	25.35
<i>50-59 years of age</i>	1 789	9.98
<i>More than 60 years of age</i>	544	3.03

Table 1

EDUCATION IN PRISON

- Main areas of reintegration
 - getting acquainted with the personality of the prisoner
 - employment
 - schooling
 - free time activities
 - family and social ties
- At the time of imprisonment:
 - psychological, health, employability, pedagogical examinations

Types of education

- Formal – non-formal – informal
 - Formal: school education
 - Non-formal: workshops
 - Informal: peer-to-peer, alternative → less elaborate



Formal education: school

- Hungary: compulsory education – until 16
- elementary school – obligatory
- high school (lycée) – not everywhere
- some inmates do their degrees (uni) in distance learning – not common
- vocational training (carpenter, painter, locksmith, etc)
- requirements based on Education Act
- competence-based material no (singing, PE, drawing lessons) only „regular” subjects
- education is executed from the outside (not provided by reint. officers)

<i>Schooling indicators</i>									
<i>Academic year</i>	<i>Elementary school</i>		<i>Secondary school</i>		<i>Vocational training</i>		<i>High</i>		<i>Total</i>
	<i>Capita</i>	<i>(%)</i>	<i>Capita</i>	<i>(%)</i>	<i>Capita</i>	<i>(%)</i>	<i>Capita</i>	<i>(%)</i>	
<i>2001/2002</i>	811	37.10	137	6.27	1238	56.63	N.a.	N.a.	2 186
<i>2002/2003</i>	904	39.56	190	8.32	1191	52.12	N.a.	N.a.	2 285
<i>2003/2004</i>	991	46.75	240	11.32	889	41.93	N.a.	N.a.	2 120
<i>2004/2005</i>	889	33.91	383	14.61	1350	51.49	N.a.	N.a.	2 622
<i>2005/2006</i>	878	44.28	457	23.05	648	32.68	N.a.	N.a.	1 983
<i>2006/2007</i>	789	35.29	497	22.23	950	42.49	N.a.	N.a.	2 236
<i>2007/2008</i>	908	48.45	451	24.07	515	27.48	N.a.	N.a.	1 874
<i>2008/2009</i>	968	47.85	715	35.34	340	16.81	N.a.	N.a.	2 023
<i>2009/2010</i>	896	43.41	933	45.20	235	11.39	N.a.	N.a.	2 064
<i>2010/2011</i>	1 020	42.50	878	36.58	479	19.96	23	0.96	2 400
<i>2011/2012</i>	1 159	42.55	920	33.77	606	22.25	39	1.43	2 724
<i>2012/2013</i>	787	34.78	836	36.94	602	26.60	38	1.68	2 263
<i>2013/2014</i>	1 151	42.07	819	29.93	720	26.32	46	1.68	2 736
<i>2014/2015</i>	1 083	34.91	858	27.66	1131	36.46	30	0.97	3 102
<i>2015/2016</i>	1 016	25.20	967	23.98	1 993	49.43	56	1.39	4 032

Qualification indicators

	<i>Total population</i>						<i>Under 21 years of age</i>					
	<i>Total</i>		<i>Male</i>		<i>Female</i>		<i>Total</i>		<i>Male</i>		<i>Female</i>	
		<i>%</i>		<i>%</i>		<i>%</i>		<i>%</i>		<i>%</i>		<i>%</i>
<i>Illiterate</i>	132	0.75	104	0.63	28	2.17	2	0.27	2	0.28	0	0
<i>Less than 8 grade</i>	2083	11.76	1857	11.31	226	17.53	213	28.40	205	28.71	8	22.22
<i>Elementary</i>	9251	52.24	8629	52.55	622	48.25	424	56.53	402	56.30	22	61.11
<i>Unfinished secondary</i>	1194	6.74	1094	6.66	100	7.76	92	12.27	86	12.04	6	16.67
<i>Vocational</i>	2888	16.31	2801	17.06	87	6.75	8	1.07	8	1.12	0	0
<i>GSCE</i>	1713	9.67	1551	9.45	162	12.57	11	1.47	11	1.54	0	0
<i>University</i>	448	2.53	384	2.34	64	4.97	0	0	0	0	0	0
<i>High school</i>												
<i>Total</i>	17709	100	16420	100	1289	100	750	100	714	100	36	100
<i>N.a.</i>	200		179		21		5		5		0	

<i>Schooling indicators (%)</i>	<i>2010</i>			<i>2015</i>		
	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
<i>Illiterate</i>	1.02	0.88	2.93	0.74	0.63	2.14
<i>Less than 8 grade</i>	27.48	27.21	30.5	11.63	11.19	17.25
<i>Elementary</i>	46.28	46.41	44.42	58.32	58.58	55.11
<i>Vocational</i>	14.94	15.52	6.61	16.13	16.87	6.64
<i>General Certificate of Secondary Education (GSCE)</i>	7.71	7.56	9.71	9.57	9.34	12.37
<i>University / College</i>	2.57	2.4	4.81	2.50	2.31	4.89
<i>N.a.</i>	0	0	0	1.12	1.08	1.60

Non-formal and informal education

- Informal – not organized well in HU
 - excursions – based on behaviour (aim: not always to gain knowledge but to experience how to function outside)
- Non-formal
 - varies in prisons
 - workshops: music, art, film, chess, sport, religious education, IT

CHARACTERISTICS OF PRISON EDUCATION

- Accessibility
 - open for everyone
 - regular evaluation – tests, marks, etc
 - weaknesses:
 - books not available – cannot be taken in cell
 - low original (given) knowledge
 - no special methodology
 - inner motivation missing – motivated by scholarship
 - strengths:
 - small number classes
 - individual characteristics always in sight

CHARACTERISTICS OF PRISON EDUCATION

- Challenges
 - how to motivate – filter who and why wants to study
 - „creation of statistics”
 - lack of concentration – not used to studying (IQ, family background, socialization backdrops)
 - special requirements from pedagogues
 - accessibility of learning material (books)
- Resources
 - teachers civilians – civil actors in edu
 - social workers, pedagogues often do their field work in prisons
- Opportunities
 - small number classes
 - projects – from the outside (EU-based in education – supporting vocational training – aim: employability)
 - individual learning plan – new aspect in pedagogy in prisons
 - Outlining new training projects (life-leading competences, family life, etc)

TEACHING CITIZENSHIP VALUES

- In non-formal
 - sensitivity programs – human rights, preconception, empathy, minority (disabled, etc)
 - mediation
 - restorative justice
 - life leading skills (financial, employability, family ties)
- In formal education
 - social and Civil Values (knowledge) – small number of courses
 - no legal education, etc

PRISONERS AFFECTED

- before release
- w/ good behaviour
- voluntarily
- projects outline aspects and preferences

BEST PRACTICES – INSPIRING ACTIVITIES

- executed from the outside – not addressing civil values directly but reintegration and developing social competences
 - eg. by Foresee Research Group:
 - prison mediation
 - sensitivity trainings
 - experiential education
 - „tale therapy”
 - health days
 - prison mission
 - relaxation, meditation, yoga (in Tököl)
 - right brain drawing
 - theatrical groups

BEST PRACTICES – WITH CIVIL VALUES

- EU – how to be a good EU citizen → training



NATIONAL STRATEGY on VINFL

- life-long learning program – HU strategy in 2005
- new element of this:
 - multicoloured aims (eg.: tailored individually – vocation, grammar school, etc)
 - available for everyone
 - competence-based
 - supports knowledge gained outside school (private tutoring, distance learning, open university)
 - new learning culture

NATIONAL STRATEGY on VINFL - RESEARCHES

- „Political” education
 - Rights
 - legal knowledge
 - understanding politics, democracy
 - Civil values in public education – ongoing research
 - to see the characteristics of pupils and teachers
 - In Prison: Ákos Gocsál (only local research)
 - civil values – to what extent the inmates know – about their rights and responsibilities
- researches show the importance of civil values education

EXPECTATIONS – why the need

- forward looking and necessary
- teaching civil values in HU prison culture is not a strong element

CROSSED ANSWERS

- prisoners know certain rights but not all – incomplete knowledge
- cultural and social differences (within country, not only between countries!)
- rejection – not being open → possibility, won't understand why they need this (importance of the interviewer!)