






## FRANCE : Summary of the findings of Questionnaire n°1 to female inmates

### 6. Educational background








Response	Count	
<b>Primary school</b>	5 10.9%	
<b>Secondary school</b>	16 34.8%	
<b>Higher education (including university)</b>	11 23.9%	
<b>Vocational training</b>	12 26.1%	
<b>Not completed</b>	2 4.3%	
<i>Total: 46</i>		




### Comment

FR - La plupart des femmes détenues ont un bon niveau scolaire puisque seulement 11% d'entre elles se sont arrêtées au niveau de l'école primaire. Le quart d'entre elles a suivi une formation professionnelle. 96% ont reçu un enseignement.

EN - Most women in prison have a good academic level. Only 11% of them stopped at primary school's level. A quarter of them received vocational training. 96% are educated which is a very significant percentage.

### 9. My hobbies/ skills/interests:

Response	Count	
<b>Housekeeping</b>	28 62.2%	
<b>Children</b>	34 75.6%	
<b>Cooking</b>	37 82.2%	
<b>Sewing</b>	11 24.4%	
<b>Sports</b>	25 55.6%	
<b>Handicraft</b>	16 35.6%	
<b>Arts/Music</b>	30 66.7%	











<b>Gardening</b>	18	40.0%	
<b>Animals</b>	25	55.6%	
<b>Reading</b>	23	51.1%	
<b>Writing</b>	23	51.1%	
<b>Acting / Theater</b>	13	28.9%	
<b>Computers, gaming, chatting</b>	18	40.0%	
<b><u>Other, please specify...</u></b>	11	24.4%	

#### Comment

FR- La moitié des femmes interviewées aiment lire ce qui donne toute son importance aux activités proposées autour de la lecture et de la littérature ainsi que sur l'utilisation de la bibliothèque. Par ailleurs 4 sur 10 s'intéressent à l'utilisation de l'informatique ce qui se traduit en détention par une forte demande de formation dans le domaine de l'informatique.

EN - Half of the female inmates we interviewed enjoy reading what gives all its importance to the proposed activities based on reading and literature as well as on the activity with prison's library. Moreover 4 of 10 are interested in the use of computers which means a strong demand for training in the field of ICT.

## 12. Social network










Response	Count	
<b>I have a supportive social network. The most important persons to me are: a) family</b>	33 71.7%	
<b>I have a supportive social network. The most important persons to me are: b) children</b>	25 54.3%	
<b>I have a supportive social network. The most important persons to me are: c) partner</b>	18 39.1%	
<b>I have a supportive social network. The most important persons to me are: d) relatives</b>	18 39.1%	
<b>I have a supportive social network. The most important persons to me are: e) friends</b>	20 43.5%	
<b>I have a supportive social network. The most important persons to me are: f) professionals</b>	13 28.3%	
<b>I have a supportive social network. The most important persons to me are: g) volunteers</b>	4 8.7%	
<b>I do not have close relationships to people with criminal background</b>	17 37.0%	
<b>I do not have close relationships to people with substance abuse background</b>	16 34.8%	
<b>I need a social supportive network</b>	19 41.3%	
<b>Some close relationships induce me to the criminal behavior</b>	21 45.7%	
<b>Some close relationships induce me to drug/alcohol abuse</b>	11 23.9%	

### Comment

FR : pas de commentaire

EN : no specific comment

### 16. Length of current sentence



Response	Count	
<b>1 months - 3 months</b>	1 2.1%	
<b>3 months - 6 months</b>	3 6.4%	
<b>6 months - 1 year</b>	7 14.9%	
<b>1 years - 2 years</b>	6 12.8%	
<b>2 years - 3 years</b>	5 10.6%	
<b>3 years - 5 years</b>	6 12.8%	
<b>5 years - 9 years</b>	2 4.3%	
<b>9 years or more</b>	3 6.4%	
<b>Unknown</b>	14 29.8%	

#### Comment

FR - Près de 30% des détenues sont en détention préventive c'est-à-dire qu'elles ont une durée de peine inconnue. Il est difficile dans ce cas pour elles de se mettre en projet et il est nécessaire pour les enseignants de s'organiser autour d'objectifs à courts termes sachant que la majorité d'entre elles seront condamnées à une peine inférieure à un an.

EN - Nearly 30% of the female inmates are not sentenced yet that is to say, they ignore the time they will spend in prison. It is difficult in this case for them to build a project perspective so it is necessary for teachers to be organized based on short term goals knowing that most of them will be sentenced to less than one year.

### 19. I have a Sentence Plan










Response	Count	
<b>Yes</b>	21 47.7%	
<b>No</b>	23 52.3%	

#### Comment

FR - Normalement toutes les détenues scolarisées relèvent d'un parcours de formation personnalisé. Si moins de la moitié d'entre elles le vivent de cette façon c'est que l'objectif de la formation n'apparaît suffisamment clairement pour elles.

EN - Normally, all (female) inmates teach in prison held an individual training pathway. If more than 50% answered they don't have it, may be it is that the objective of the training appears not as clear as it must be.

20. What kind of help did you need/would have needed when you first arrived in prison?

Response	Count	
<b>Substance abuse intervention</b>	7 15.9%	
<b>Health/mental care</b>	20 45.5%	
<b>Parenting</b>	13 29.5%	
<b>Family issues</b>	24 54.5%	
<b>Financial advice</b>	6 13.6%	
<b>Employment</b>	13 29.5%	
<b>Studying</b>	19 43.2%	
<b>Language</b>	6 13.6%	
<b><a href="#">Other, please specify...</a></b>	7 15.9%	











Comment

FR - Plus de la moitié des détenues (55%) déclarent avoir besoin d'une aide sur le plan des études ou du langage. Cette donnée montre de façon statistique les besoins en formation et confirme d'autres données dont nous disposons qui mettent en évidence que 58% des femmes détenues suivent un cursus scolaire.

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EN – 55% of the female inmates say they need support in terms of studying or language. This data shows statistically training needs and confirms other data available that show that 58% of female inmates follow a curriculum.

21. Did you get the help you needed



Response	Count	
<b>No</b>	6 14.0%	
<b>Yes: a) Substance abuse intervention</b>	6 14.0%	
<b>Yes: b) Health/mental care</b>	23 53.5%	
<b>Yes: c) Parenting</b>	3 7.0%	
<b>Yes: d) Family issues</b>	16 37.2%	
<b>Yes: e) Financial advice</b>	2 4.7%	
<b>Yes: f) Employment</b>	9 20.9%	
<b>Yes: g) Studying</b>	22 51.2%	
<b>Yes: h) Language</b>	6 14.0%	
<a href="#">Other, please specify...</a>	4 9.3%	

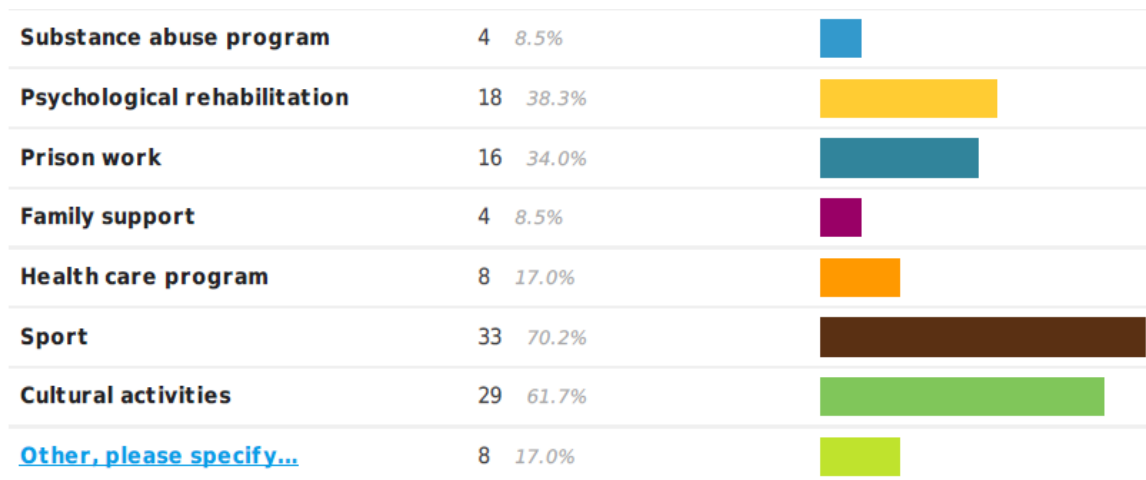
Comment

FR - La lecture des données laisse penser qu'une réponse positive a été apportée à l'aide demandée.

EN - Reading data suggests that a positive response was given to the help as requested.

22. My participation in activities or programs while in prison

Response	Count	
<b>I do not participate in activities</b>	1 2.1%	
<b>Educational program</b>	29 61.7%	

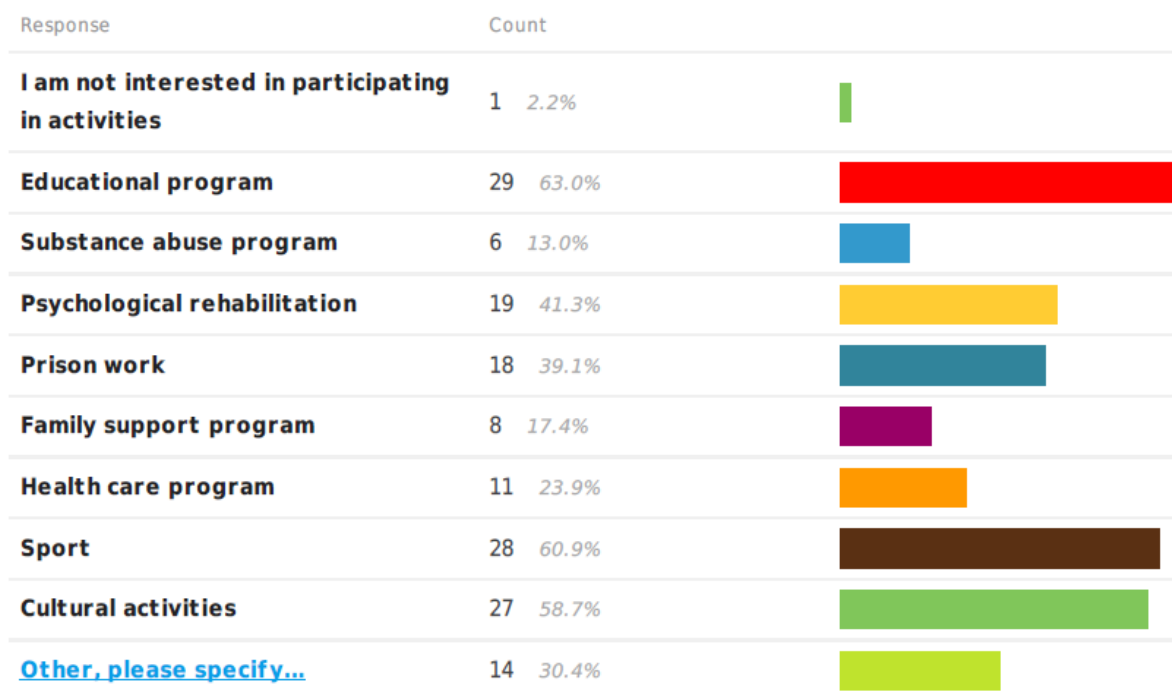


### Comment

FR - Ce sont les activités de formation ainsi que les activités culturelles qui sont le plus présentes dans les quartiers femmes et c'est donc tout naturellement à ces activités que les femmes détenues participent le plus.

EN – Education, sport and cultural activities are very present in women' wings. Therefore, it's normal that most female prisoners are involved in those activities.

### 23. My wishes for prison activities or programs



Comment

FR - Au-delà du fait que ce sont les actions éducatives qui intéressent le plus les détenues, suivies de très près par le sport et les activités culturelles, il est intéressant de noter que seules 2% d'entre elles déclarent ne pas être intéressées par quoi que ce soit. L'hypothèse est faite que les quartiers femmes étant de petits quartiers où les relations avec les surveillantes, les enseignants,... sont moins informelles que dans les quartiers hommes, tout le monde se connaît un peu, le bouche à oreille faisant le reste.

EN - Beyond the fact that it is the educational activities which get most interest from female inmates, followed closely by sports then cultural activities, it is interesting to note that only 2% say they are interested in none of them. One hypothesis could be that women wings being small areas where relations with wardens, teachers,... are mainly non formal (which is the contrary in men prisons), everyone knows everyone and is free to exchange.

24. Does prison offer activities that meet my needs

Response	Count	Percentage
<b>totally</b>	3	6.4%
<b>mainly</b>	14	29.8%
<b>few</b>	22	46.8%
<b>not at all</b>	5	10.6%
<b>not sure</b>	3	6.4%

Comment

FR - 63% des femmes considèrent que la prison répond peu ou pas à leurs besoins ce qui semble en contradiction avec les chiffres précédents. Le reste des données permettront peut-être d'apporter une explication.

EN - 63% of female inmates feel that few (or none) of the activities as proposed meet their needs. This result needs more information as it seems to contradict the previous figures. The rest of the data may help to provide an explanation.



### 25. Self-rated ICT, reading/writing and mathematics skills

Variable	Very good	Good	Poor	Very poor	Not applicable	
<b>ICT skills</b>	5 10.6%	19 40.4%	12 25.5%	9 19.1%	2 4.3%	Total: 47
<b>Reading/writing skills</b>	16 34.0%	26 55.3%	4 8.5%	1 2.1%	0 0.0%	Total: 47
<b>Mathematics skills</b>	6 12.8%	20 42.6%	15 31.9%	6 12.8%	0 0.0%	Total: 47

#### Comment

FR - Il y a là une confirmation des données relevées par rapport au niveau d'études. Peu de femmes sont en situation d'illettrisme et la plupart d'entre elles sont diplômées.

EN – We have here confirmation of data previously collected on the level of study. Few women are in situations of illiteracy, and most of them are graduates.

### 26. Self-rated literacy and numeracy difficulties




Variable	None	Some	Serious	
<b>Literacy difficulties</b>	34 72.3%	9 19.1%	4 8.5%	Total: 47
<b>Numeracy difficulties</b>	43 91.5%	3 6.4%	1 2.1%	Total: 47

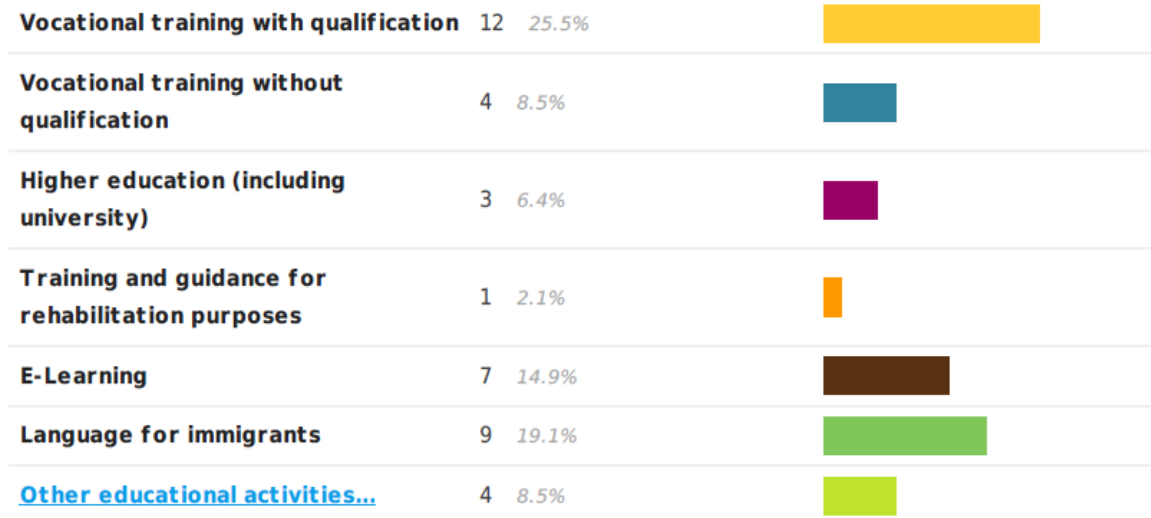
#### Comment

FR - Confirmation des données précédentes

EN – Confirmation of previous data

### 27. My participation in prison educational activities

Response	Count	
<b>I am not participating</b>	8 17.0%	
<b>Primary school</b>	7 14.9%	
<b>Secondary school</b>	18 38.3%	








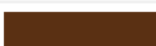




### Comment

FR - La participation de certaines détenues à des activités de niveau primaire correspond en réalité à des activités de « remise à niveau » ou de réactualisation de certaines compétences. Si 33% participent à des formations professionnelles, seules 8% d'entre elles participent à des formations professionnelles validantes. On trouve un taux non négligeable de personnes non francophones engagées dans des parcours d'apprentissage de la langue française pour lesquels les enseignants sont spécialisés. Plus étonnant le taux également non négligeable de personnes engagées dans le e-learning qui s'avère souvent difficile à mettre en place compte tenu des peines courtes ou incertaines.

EN - The participation of some female inmates to learning activities at primary level corresponds to "upgrading situation" or sometimes updating only certain skills. If 33% are involved in vocational training, only 8% of them participate in qualifying vocational training. There is a significant level of non-French speaking people engaged in learning French as foreign language for which our teachers are specialized. More surprising is also the not insignificant rate of people engaged in e-learning, which is often difficult to implement considering the short or uncertain sentences' terms.

28. My educational interests/ preferences



















Response	Count	
<b>I have no educational interests/preferences</b>	3 6.5%	
<b>Primary school</b>	4 8.7%	
<b>Secondary school</b>	19 41.3%	
<b>Vocational training with qualification</b>	15 32.6%	
<b>Vocational training without qualification</b>	1 2.2%	
<b>Higher education (including university)</b>	8 17.4%	
<b>Training and guidance for rehabilitation purposes</b>	7 15.2%	
<b>E-Learning</b>	9 19.6%	
<b>Language for immigrants</b>	10 21.7%	
<b><u>Other educational activities...</u></b>	7 15.2%	

Comment

FR - Confirmation des données précédentes

.....  
 EN – Confirmation of previous data

### 29. Reasons for deciding to participate in prison educational activities

Response	Count	
<b>To satisfy my desire to learn</b>	30 69.8%	
<b>To learn about a new subject</b>	16 37.2%	
<b>To spend my time doing something useful</b>	29 67.4%	
<b>To pass an exam</b>	24 55.8%	
<b>To improve previous grades</b>	32 74.4%	
<b>Because I wanted to be part of the social environment at the school</b>	10 23.3%	
<b>Because I had friends going to school</b>	5 11.6%	
<b>Because I was encouraged to study</b>	12 27.9%	
<b>To get more free time during the day</b>	5 11.6%	
<b>To improve my self-esteem</b>	22 51.2%	
<b>Because it is better than working in prison</b>	5 11.6%	
<b>To make it easier for me to avoid committing crimes after I am released</b>	6 14.0%	
<b>To be better able to cope with life after my release</b>	23 53.5%	
<b>To make it easier to get a job after I am released</b>	29 67.4%	
<b>Earn money</b>	11 25.6%	
<b>To get out of my cell</b>	27 62.8%	
<b>To be an example to my children</b>	18 41.9%	
<b><u>Other, please specify...</u></b>	2 4.7%	

#### Comment

FR - On voit bien au travers de la question que les motivations qui ont décidé les personnes détenues à participer aux activités sont très variées. Toutefois si l'on considère que les

motivations que sont la satisfaction du désir d'apprendre, l'emploi de son temps libre pour quelque chose d'utile, l'amélioration de son niveau et la facilitation à trouver un emploi à la sortie, l'ensemble conduit clairement d'une part à se poser la question du lien dedans dehors et d'autre part à s'intéresser à la question du sens donné aux apprentissages.

EN - We can see through the question the motivations that decided female detainees to participate in activities are various. However considering that the motivations such as satisfaction to learn, use of spare time to do something useful, improving its level to facilitate jobs' searching when released,... all these clearly leads firstly to the question of the link INSIDE-OUTSIDE and also became interested in the question of the meaning to learning.

### 30. What motivates me to study?

Response	Count	Percentage
<b>Family</b>	14	31.8%
<b>Change of the environment</b>	13	29.5%
<b>Thought of a better life</b>	24	54.5%
<b>Supportive person (mentor)</b>	4	9.1%
<b>Nothing</b>	2	4.5%
<b>Other, please specify...</b>	11	25.0%


#### Comment

FR – Cette donnée vient confirmer notre interrogation précédente; on se trouve bien autour de la question du sens.

EN - This data confirms our previous poll; we are facing the question of meaning.

### 31. Reasons for not participating in prison educational activities, if any

Response	Count	Percentage
<b>I already have enough education</b>	1	25.0%
<b>I am not willing to make the effort</b>	1	25.0%
<b>I have learning difficulties</b>	1	25.0%
<b>I have difficulties concentrating on my studies</b>	2	50.0%
<b>I have problems with reading and writing</b>	1	25.0%













<b>I cannot study in a large group: d) lack of motivation</b>	1	25.0%	
<a href="#">Other, please specify...</a>	1	25.0%	

Comment

FR - La moitié d'entre elles déclarent avoir des difficultés de concentration, ce que confirment les déclarations des enseignants à ce sujet. Et cela conduit ces derniers à organiser de façon encore plus individualisés les apprentissages de façon à tenir compte au mieux de ces difficultés.

EN - Half of them say they face difficulty to concentrate, which is confirmed by the statements of the teachers. This leads them to hold even more individualized learning in order to consider more efficiently these difficulties.

32. Problems associated with prison educational activities








Response	Count	
<b>The prison does not offer any educational programs</b>	1 2.8%	
<b>The prison does not offer any educational programs suitable for me</b>	6 16.7%	
<b>The conditions for school and studying in the prison are poor</b>	15 41.7%	
<b>Inadequate access to ICT equipment</b>	26 72.2%	
<b>Transfers between prisons</b>	6 16.7%	
<b>Inadequate access to literature</b>	6 16.7%	
<b>I'll be released before I can finish my education</b>	6 16.7%	
<b>There are too many distractions in prison</b>	1 2.8%	
<b>Security routines in prison</b>	5 13.9%	
<b>Culture related problems 11[</b>	3 8.3%	
<b>books are outdated</b>	7 19.4%	
<a href="#">Other, please specify...</a>	6 16.7%	

Comment

FR - Il est ici question de l'impossibilité qu'il y a d'accéder à internet. Ce point particulier relève d'un aspect sécuritaire qui n'est pas du fait des enseignants.

EN – This data is about the impossibility to get access to internet. This specific point reports to a security aspect that is not because of the teachers.

33. POSITIVE experiences of participating in prison educational activities

Response	Count	
<b>I was pleased with the variety of educational opportunities</b>	18 43.9%	
<b>The prison education supported the aims of my sentence plan</b>	9 22.0%	
<b>The prison education supported my personal needs</b>	18 43.9%	
<b>I can utilize the education after release</b>	27 65.9%	
<b>It made me feel better about myself</b>	19 46.3%	
<b>I feel that the prison staff supported/valuated my education</b>	23 56.1%	
<u><a href="#">Other, please specify...</a></u>	5 12.2%	






Comment

FR - On pourrait extraire deux éléments de ces données. D'une part le fait que les détenues aient le sentiment que les compétences acquises puissent les aider à se réinsérer montre qu'elles ont mis du sens dans ce qu'elles ont fait et donc dans ce qui leur était proposé. D'autre part le fait qu'elles considèrent que le personnel pénitentiaire soutenait leurs efforts montre toute l'importance accordée à l'implication de tous les personnels et en particulier de celle des surveillants, dans la mise en place de projets personnels. En filigrane, c'est toute l'importance de la mise en place d'un travail coordonné entre les équipes qui est mis en évidence

EN – From these data it's possible to extract two elements. On one hand, the fact that female inmates feel that the skills they acquired can help them to be reintegrated when released shows that they find meaning in what they did and therefore in what was offered. On the other hand, the fact that they consider that prison staff supported their efforts shows the importance given to the involvement of all staff and particularly that of supervisors when female inmates have to develop their personal projects.

Implicitly, it is the importance to establish a coordinated work between the teams which is highlighted there.

#### 34. NEGATIVE experiences of participating in prison educational activities






Response	Count	
<b>Educational content was not what I expected</b>	1 4.5%	
<b>I did not meet the requirements</b>	5 22.7%	
<b>I feel that the prison staff did not support/valuate my education</b>	4 18.2%	
<b>The education was not useful after I was released</b>	4 18.2%	
<a href="#"><u>Other, please specify...</u></a>	8 36.4%	

#### Comment

FR - Confirmation des données et idées précédentes

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EN – Confirmation of previous data and ideas

#### 36. Level of educational Counselor's support

Response	Count	
<b>very good</b>	23 53.5%	
<b>good</b>	13 30.2%	
<b>poor</b>	1 2.3%	
<b>very poor</b>	1 2.3%	
<b>do not know</b>	5 11.6%	







#### Comment

FR - Plutôt satisfaisant pour les enseignants

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EN – This result is rather satisfactory for teachers.



37. How did I hear about the last activity I participated in?

Response	Count	
<b>Staff</b>	27 57.4%	
<b>Flyers</b>	6 12.8%	
<b>Blackboards</b>	5 10.6%	
<b>Other inmates</b>	22 46.8%	
<b>Information sessions</b>	12 25.5%	
<a href="#">Other, please specify...</a>	5 10.6%	

Comment

FR - Cela confirme bien l'importance de l'implication des personnels qui se sentent « porteurs » au travers de leur mission respective de la démarche entreprise par la personne détenue, ce qui est un facteur de motivation indéniable

EN - This confirms the importance of the involvement of personnel working in prisons who feel "in charge" through their respective missions of the action taken by the female inmate, which is an undeniable factor for motivation.

38. My experiences with prison staff:








Response	Count	
<b>I have been supported by prison staff: a) security staff</b>	26 56.5%	
<b>I have been supported by prison staff: b) social worker</b>	16 34.8%	
<b>I have been supported by prison staff: c) prison director</b>	10 21.7%	
<b>I have been supported by prison staff: d) student counsellor</b>	10 21.7%	
<b>I have been supported by prison staff: e) teacher</b>	29 63.0%	
<b>I have been supported by prison staff: f) psychologist</b>	17 37.0%	
<b>I have been supported by prison staff: g) medical staff</b>	13 28.3%	
<b>I have been supported by prison staff: h) instructor</b>	9 19.6%	
<b>I have been supported by prison staff: i) other</b>	8 17.4%	
<b>I have got information from staff about the activities and programs in prison</b>	27 58.7%	
<b>I have not been supported by prison staff</b>	6 13.0%	
<b>I have not got information from staff about the activities/programs in prison</b>	7 15.2%	

Comment

FR - On voit bien que l'implication de tous est requise pour initier, favoriser et accompagner le projet de la personne détenue. On notera que le rôle des surveillants (57%) et des enseignants (63%) est particulièrement affirmé. On remarquera la moindre implication des travailleurs sociaux (35%)

EN - It is clear that the involvement of all is required to initiate, promote and support the project of the female inmate. Note that the role of supervisors (57%) and teachers (63%) is particularly expressed. Note the slightest involvement of social workers (35%).

39. I have plans when released







Response	Count	
<b>I have no future plans</b>	2 4.3%	
<b>Working</b>	38 80.9%	
<b>Studying</b>	13 27.7%	
<b>Rehabilitation programs</b>	7 14.9%	
<b>Starting over</b>	5 10.6%	
<b>Reactivate family bonds</b>	18 38.3%	
<b><u>Other, please specify...</u></b>	7 14.9%	

Comment

FR - Si l'objectif de la plupart d'entre elles est de chercher du travail à la sortie, un quart envisage toutefois de se lancer dans une formation à caractère professionnelle sans doute.

EN - If the goal for most of them is to seek work when being released, one fourth is considering vocational training as a serious probability to get involved.

41. I will need services/support when released

Response	Count	
<b>Community services</b>	9 22.5%	
<b>Group support (i.e. AA, NA)</b>	4 10.0%	
<b>Institutions</b>	16 40.0%	
<b>3rd sector services (NGO)</b>	15 37.5%	
<b>Schools</b>	10 25.0%	
<b><u>Other, please specify...</u></b>	13 32.5%	

Comment

FR - Ce sont ces mêmes personnes qui pourraient avoir besoin de l'aide des services d'enseignement et de formation, ce qui repose le problème du lien dedans / dehors.

EN - These are the same people who might need a post-released help for educational and training services which remains the problem of link inside /outside.

### Q1 - Quick cross analysis of French data

FR : Les femmes détenues apparaissent dans l'ensemble comme beaucoup moins en difficulté sur le plan scolaire que les hommes. Très peu d'entre elles sont en situation d'illettrisme et beaucoup sont diplômées. Elles sont majoritairement scolarisées à partir de motivations les plus diverses. L'action, l'aide et les encouragements principalement des surveillants et des enseignants sont des facteurs favorisant l'implication des personnes dans les démarches d'apprentissage. Ces apprentissages proposés répondent à leurs besoins et demandes à l'exception de l'accès à internet. Elles souhaiteraient néanmoins bénéficier de parcours plus individualisés ainsi que de la possibilité de participer à des actions professionnelles validantes. Cela s'explique notamment par le fait qu'elles relient les compétences acquises en détention à leur projet de sortie considérant que ces compétences et diplômes devraient favoriser leur réinsertion socio-professionnelle. La question du sens donné aux parcours de formation en détention apparaît alors comme centrale.

EN: Women prisoners appear across as much less academically in difficulty than men. Very few of them are illiterate and many are graduates. They are mostly educated from the most diverse motivations. The action, help and encouragement mainly from wardens and teachers are factors favoring the involvement of people in learning processes. These proposed learning mainly fit to their needs and demands except for what concerns internet access. Nevertheless they would like to take benefit from more individualized pathways and have the opportunity to participate in professional activities to get recognition. This is explained by the fact that they connect the skills learned in custody to their release plan whereas these skills and qualifications should facilitate their socio-professional reintegration. The question of the meaning given to education and training pathways succeeded in prison appears as central.