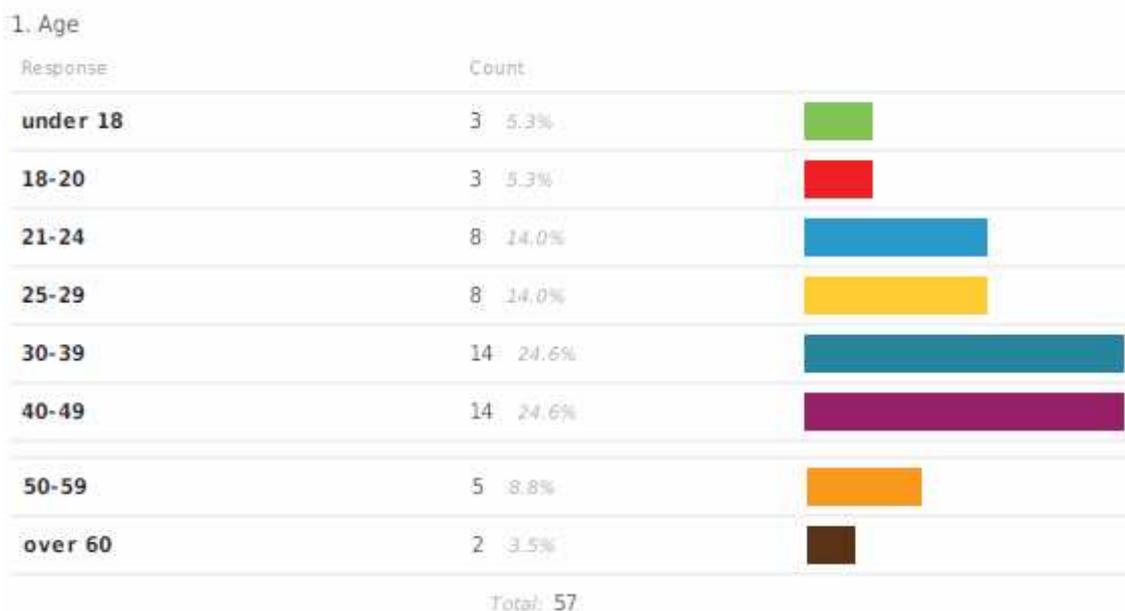


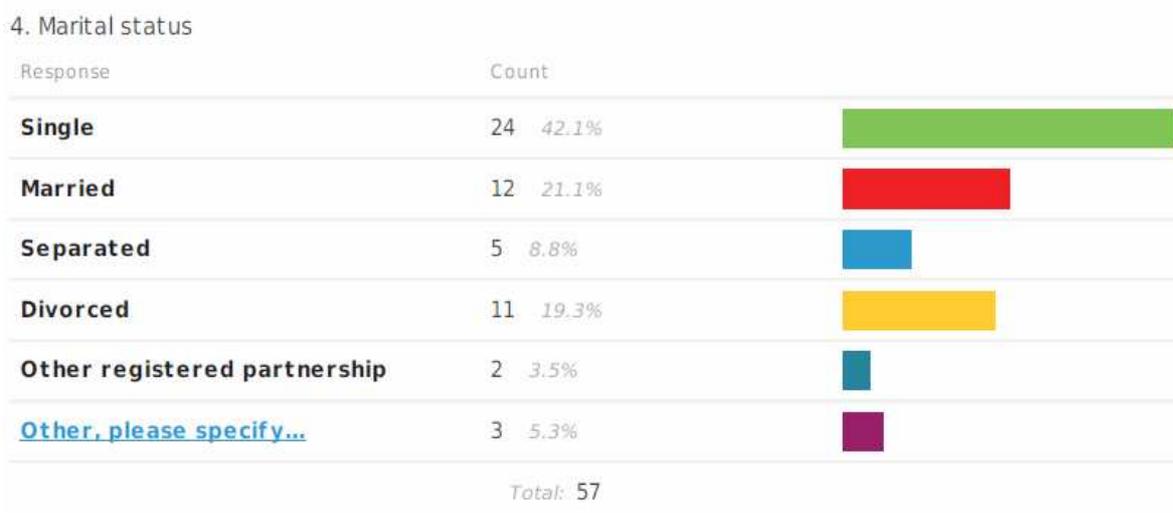
## Rhineland Palatinate/Germany Data Analyses from the Questionnaires 1

Rhineland Palatinate (Germany) has collected 57 questionnaires from female inmates and 15 questionnaires from prison staff.

Approximately 50 % of inmates are between 30 and 49 years old.



More than 40 % are single, more than 60% have one or more children.



The data analysis shows that 45 % of the inmates have attended primary school and 11 % have attended secondary school.

Most women in prison have a school leaving certificate. Only 11% of them have left the school without a graduation. 21 % of them passed a vocational training. 79 % of the interviewees are without a vocational training.

6. Educational background



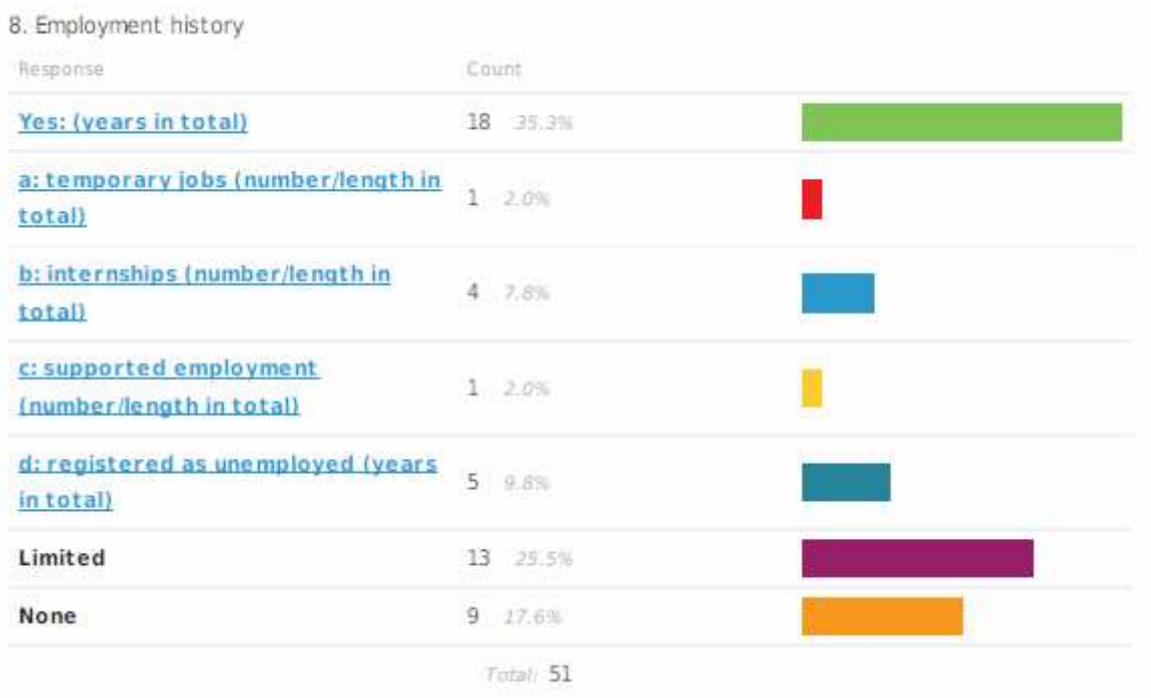
Almost 30 % of the women are interested to pass a course to reach the degree of secondary school/to improve previous grades.

**Approximately 40 % are interested to pass a vocational training with a certificate (qualification).**

28. My educational interests/ preferences

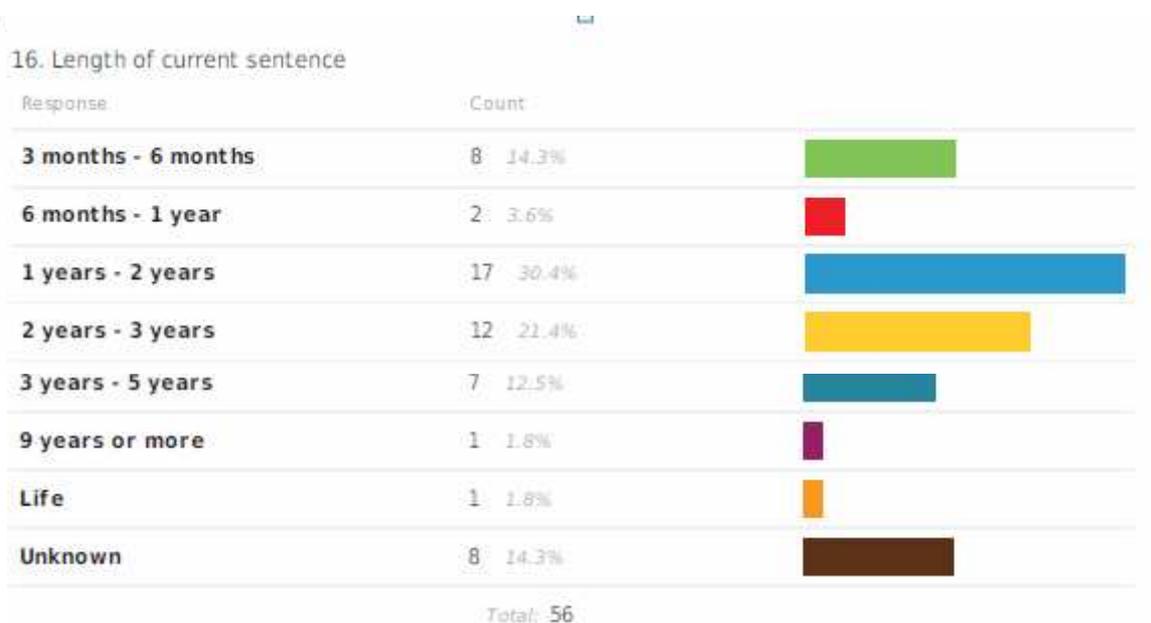


More than half of the female inmates have employment history.



Approximately 60 % of the inmates are in prison for the first time.

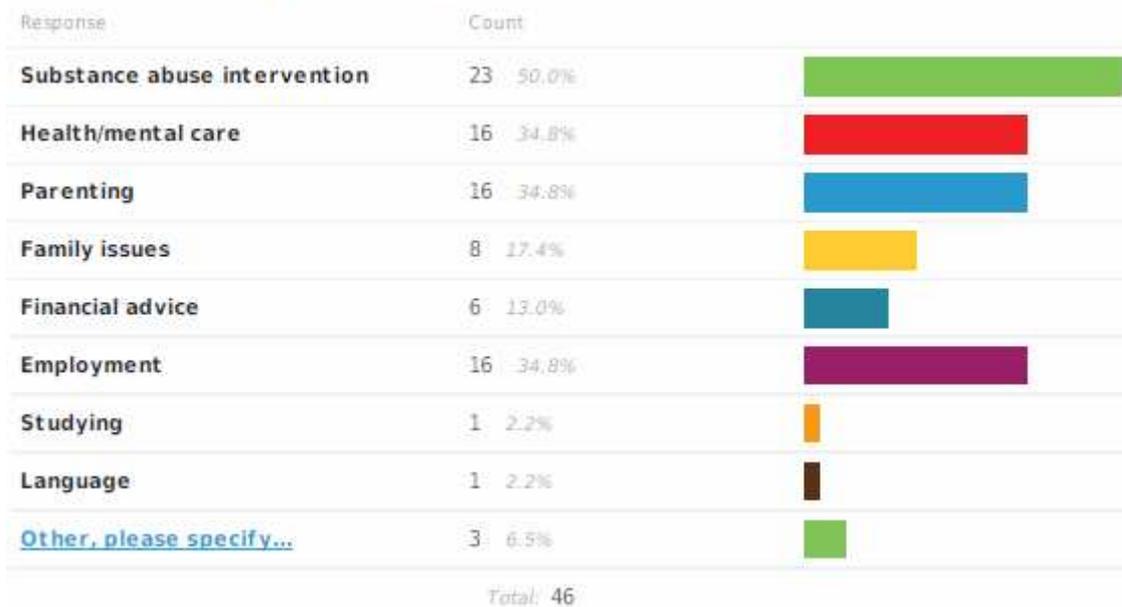
**Most of the inmates (over 30 %) serve a sentence between 1 year and 2 years.**



**50 % of the women have important issues with drugs and alcohol. They absolutely need substance abuse intervention. 35 % of the female prisoners need health and mental care.**

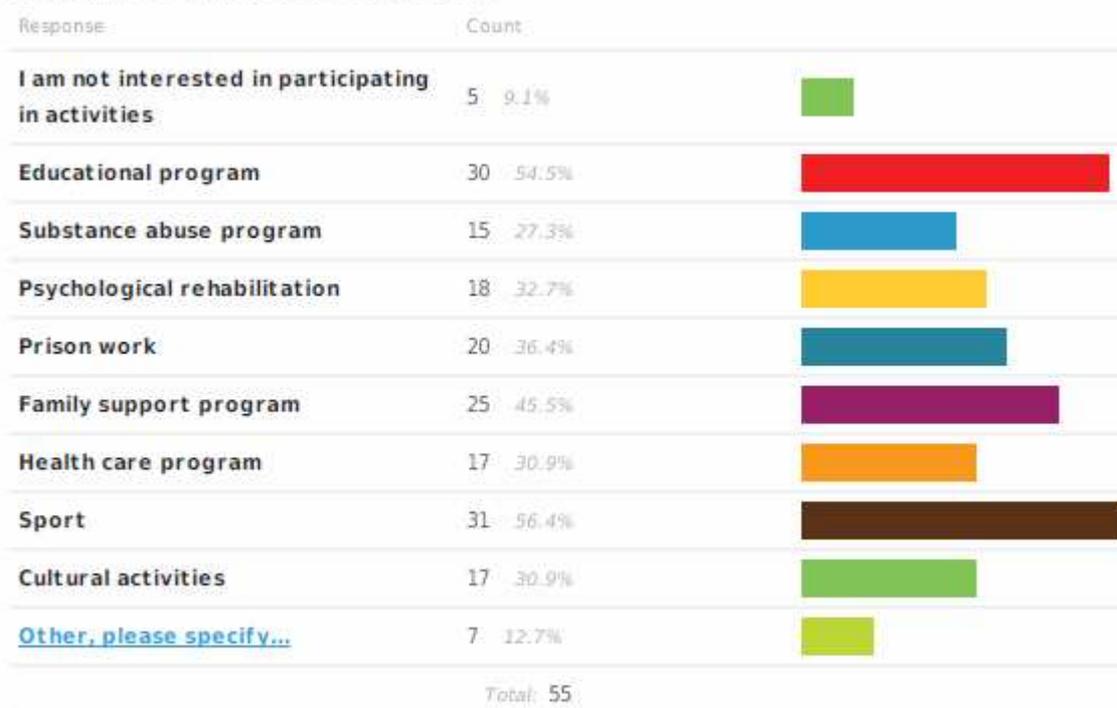
Conclusions to these circumstances and conditions are commented <http://de.pons.com/übersetzung/englisch-deutsch/follow> later.

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



More than half of the female inmates are interested in educational programs (54,5 %) and in sports (56 %). Almost 46 % of the female inmates are interested in participating in family support programs.

23. My wishes for prison activities or programs



77 % of the inmates say, the reasons for deciding to participate in prison educational activities are, to spend their time doing something useful.

50 % of the inmates say, they want be a good example for their children. More than 67 % of the women answered, the thoughts of a better life motivate them to study.



Finally you can say:

**Prisoners` previous knowledge and sentence length could not be more varied.**

### ***Additional Information to the background of German penal system and our reasons for the decision for special measures***

In the first place it is important to have some information and facts about the penal system in Germany and in particular about the situation in Rhineland-Palatinate. These regulations and laws are the basis for our (educational) work in the prison. Our educational program is based on these guidelines.

The German penal system rests on the following statutory basis:

1. *Code of Criminal Procedure (StPO)*,
2. *Prison Act (StVollzG)* of 1977, and

3. State enforcement laws (LJVollzG) with their administrative provisions. In the state of Rhineland-Palatinate, this is the *Provincial Act for the further Development of Correctional and Preventive Detention and Data Protection*, dated on the 8<sup>th</sup> of May 2013.

### ***Detention objective and enforcement policies***

Under §2 of the state enforcement law (LJVollzG), the social rehabilitation of prisoners is established as objective of detention. An additional task of the penal system is to protect the public from future crimes.

At the beginning of a detention period, diagnostic procedures are performed in which the inmate is actively involved. Diagnostic methods cover personality, living conditions, reasons for and circumstances of the crime, as well as all other aspects that are considered necessary to a purposeful and effective organization of the detention and rehabilitation after the inmate's release. The outcomes are incorporated into a detention and rehabilitation plan which outlines the course of detention with regard to individual objectives (vocational training, education, facilitation of social contacts, indication of psychological and socio-therapeutic treatment, eligibility for privileges, etc.). The detention and rehabilitation plan is updated regularly in order to review and adjust objectives and required measures where necessary.

The outcomes of the diagnostic procedure as well as the detention and rehabilitation plan will be discussed with the inmate. The detention and rehabilitation plan and its adjustments particularly contain the following information:

*Outcomes of diagnostic procedures*

*Estimated time of release*

*Placement in open or closed prison*

*Measures to promote willingness to cooperate*

*Placement in housing groups*

*Placement in a socio-therapeutic institution*

*Participation in individual or group counseling measures, especially psychotherapy*

*Participation in psychiatric treatment measures*

*Participation in measures to treat substance addiction and dependence*

*Participation in training measures to improve social competence*

*Participation in measures of educational and vocational qualification, literacy courses and German language courses*

*Participation in work therapy measures, job coaching*

*Work*

*Free employment*

*Participation in sports programs and recreational activities*

*Work release/ external employment*

*Privileges*

*External contacts, family relationships*

*Financial debt counseling, debt settlement, obligation to pay child support/ alimony*

*Settlement of legal consequences*

*Measures of preparation for release, post-rehabilitation support*

*Period of adjustments to the detention and rehabilitation plan*

The right to education is a universal right of all people. There is indeed agreement that adult education must be open to everyone. Yet reality tells a different story. Many groups are still excluded, for instance older people, migrants, refugees, disabled people and, last but not least, prisoners.

These groups should have access to educational programs which are relevant to their needs and promote their full participation in society. The most pressing issue is to secure learning opportunities for everyone, including those who are less-educated and those on the fringe of society.

The right to education for all prisoners in Germany is recognized

a) by providing prisoners access to information on different opportunities in education and training;

b) by developing and implementing comprehensive educational programs in prisons, this being done in cooperation with prisoners in order to meet their needs and educational ambitions;

c) by facilitating the work carried out in prisons by teaching staff and providers of educational activities, amongst others, and by providing prisoners access to educational institutions and by encouraging the initiatives that coordinate educational measures both in and outside of prison.

Therefore, vocational education and training measures aim, above all, to equip prisoners with sound vocational qualifications which may also help to address the deficiencies which led to involvement in crime.

Furthermore, vocational training builds and strengthens one's personality and therefore plays an important role in socialization.

Prisoners who participate in educational measures –often for the first time of their lives– experience feelings of achievement and success. They are expected to exhibit competences like activeness, commitment and perseverance.

These competences enable them to cope more effectively with life and difficult situations.

It is evident that educational opportunities for prisoners make no more and no less than significant contribution to managing the complexities of “reintegration”.

They are an important piece of the “puzzle of social rehabilitation” and must be planned and implemented in accordance with this insight. It is also a proven fact that steady employment after release substantially reduces the likelihood of recidivism. Studies have shown that by taking up work after release, integration into society without committing further offences is in fact increased by 25 – 40 %.

Integration into the labor market is therefore, without any doubt, the major goal and the desired goal, but unfortunately also the most difficult one goal to achieve in educational work with prisoners. For this reason, taking up work is a key objective of training measures.

Training regulations which are structured according to multi-phase training and fields of learning are particularly suited for the practical implementation and execution of vocational training in prison, especially due to the subject and timeframe-based structuring (modular approach).

Vocational education in prison is complex. Prisoner`s previous knowledge and sentence length could not be more varied. This, of course, has a constant effect on the forming of groups of potential participants for a training course.



In the practical implementation in the prison Zweibrücken, the stage before possible admission to training is also understood and structured as a time of motivation, stimulation and activation of prisoners for successful participation in vocational training.

About all training programs, offered by the educational center of the Prison Zweibrücken, find regular information meetings were held in all prisons of Rhineland-Palatinate. The prisoners here all fully informed of the potential occupational fields through lectures, but also writing on placards and flyers. Through the description of the individual professional trainings and their future career prospects, prospective participants would inform themselves in advance and could ask their specific questions during the counseling sessions.

Our experience shows that there are some problems in the planning of appropriate educational opportunities, especially for women. The results of Q1 confirmed our assumptions.

The education center in prison Zweibrücken is a central center for vocational trainings in prisons. Therefore male and female inmates from all over Germany can come and successfully complete an education.

We have a very extensive educational offer with the possibility to successfully complete one of 14 different occupations and to obtain degrees. Although we have theoretically the best conditions for men and women, there are in practice some problems, especially in the cooperation with female inmates.

The first problem is the low number of women in prison. It is very difficult to find enough female prisoners with the same educational interests and equal educational requirements.

The second problem is the length of their sentences. Many women are serving relatively short sentences and they move into the open prison as soon as possible (see question 16).

But to pass an education in our education center is only possible for male and female inmates in the closed prison.

The third problem is, many female inmates are multifactorial disturbed. They have to worry about family, they are often mentally ill, they are dependent on drug- or alcohol. They have experienced violence, emotional abuse, rape (see questions 13, 20 ff)

In this mental constitution they have no motivation for training or educational qualifications. They are employed with too many other thoughts and things. So they have not enough energy to graduate a sophisticated qualification, which is also relevant for the labor market. Women in these situations have other needs. Maybe they need health care programs or family support, substance abuse programs or psychological rehabilitation.

Another experience is, that many detainees do not know their potentials, strengths and skills. They never have passed and finished a vocational qualification with a degree. They have only a low self-esteem and no believe in their own self-efficacy.

**These were the reasons for deciding for our measures in the frame of FEFI-project:**

**1. Implementing the idea of Ressourcenfindung and**

## 2. Development of new women specific vocational training-/educational programs.

Our Idea - Measure 1



### RESSOURCENFINDERINNEN & RESSOURCENFINDER



2. FEFI-Project-Idea



Development of new women-specific educational programs ...



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