

Project Result of FEFI Partners, Grundtvig Lifelong Learning Programme

Author:

Dr. Sandra Scicluna Ph.D.
Senior Lecturer
Department of Criminology
Faculty for Social Wellbeing
University of Malta

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Q1 All Countries

This research was conducted with female inmates and members of staff working with them, from Belgium, Cyprus, Finland, France, Germany, Italy, Malta, and Turkey. In total 440 questionnaires were conducted with female inmates and 134 questionnaire with staff. We will first discuss the findings of the inmate questionnaires followed by the staff questionnaire results. Inmates' questionnaires were distributed according to the population of female inmates found in the regions that were participating in the research. Belgium conducted 91 questionnaires in: PCBruges, Lantin, Ghent, Mons, Hasselt and Antwerp; Cyprus conducted 14 questionnaires in the only civil prison in Cyprus; Finland conducted 78 questionnaires in Hameenlinna prison, Turku Prison and Vanaja Open prison; France had 47 questionnaires in Pau, Agen, Angouleme, Limoges, Poitiers, and Bordeaux; Germany 57 in JVA Zweibrücken and JVA Rohrbach; Italy 17 in Trapani Prison; Malta 11 in Corradino Correctional Facility and Turkey conducted 125 inmate questionnaire in Izmir closed prison for woman.

Table 1: Prisons involved in the study

Country	Prisons	Number of questionnaires with inmates
Belgium	PCBruges, Lantin, Ghent, Mons, Hasselt and Antwerp	91
Cyprus	Cyprus Prison	14
Finland	Hameenlinna prison, Turku Prison and Vanaja Open prison	78
France	Pau, Agen, Angouleme, Limoges, Poitiers, and Bordeaux	47
Germany	JVA Zweibruchen and JVA Rohrbach	57
Italy	Casa Circondariale Trapani	17
Malta	Corradino Correctional Facility	11
Turkey	Izmir Woman Close Prison	125

What follows is an overview of the global results obtained. Some numbers will not add to 440 or might be larger than 440. This is due either to non respondents or the respondents being allowed to chose more than one answer. Some interesting diversions from the global data will be pointed out. As shown in Table

2, most offenders (32.4%) were between 30 and 39 year old, while 23.1% and 16.7 % belonged to the 40 to 49 year category and the 25-29 year category respectively.

Table 2: Age

Response Chart Percentage Count









under 18		1.1%	5
18-20		3.4%	15
21-24		10.7%	47
25-29		16.7%	73
30-39		32.4%	144
40-49		23.1%	101
50-59		10.3%	45
over 60		2.3%	10
Total Responses			440

Table 3 shows that, almost a third of the respondents were non-EU nationals. However this can be partially explained by the fact that 125 questionnaires were conducted in Turkey. Effectively most of the respondents who said that they were non-EU nationals were from the Turkish Republic. Other nationalities were Nigerians (4 respondents), Iranian (1), Mauritian (1), Norwegian (1) and Moroccan (1). Most respondents came from the country they were serving their prison sentence at.

Table 3: Nationality

Response Chart Percentage Count




Non-EU national		31.6%	135
EU national, which country?		67.7%	289
Unknown		0.7%	3
Total Responses			427

Table 4: Marital status








Response	Chart	Percentage	Count
Single		32.1%	140
Married		30.3%	132
Separated		4.8%	21
Divorced		17.7%	77
Widow		5.3%	23
Other registered partnership		4.6%	20
Other, please specify...		5.3%	23
Total Responses			436

Table 5: Children








Response	Chart	Percentage	Count
No		32.3%	141
Yes: Child 1: year of birth		25.2%	110
Yes: Child 2: year of birth		18.3%	80
Yes: Child 3: year of birth		12.4%	54
Yes: Child 4: year of birth		6.2%	27
Yes: Child 5: year of birth		2.5%	11
Yes: Others: years of birth		3.0%	13
Total Responses			436

Table 4 shows the female inmate's present status. One can observe that the number of single and married inmates is almost equal (32.1% and 30.3% respectively). Finland and Turkey present high figures for married female inmates (55.8% and 42.3% respectively) when compared to Cyprus with 28.6% being married, Germany, with only 21.1% being married, Malta at 20%, Belgium and France at 13%, and Italy

with only 7.1% married, however we do have more than a third who are either separated or divorced. About a third of inmates do not have children (Table 5). Table 6 shows that almost a third of the respondents have no children. From those who have children slightly more than two thirds have lost their children's custody. Cyprus, Turkey and Italy show that almost all inmates had lost their children's custody, while in Germany only 30% faced that problem. In France almost half have lost their children's custody.

Table 6: Custody of children



Response	Chart	Percentage	Count
No custody		67.7%	199
Yes (of how many?)		32.3%	95
Total Responses			294

Table 7: Educational background








Response	Chart	Percentage	Count
Primary school		28.7%	125
Secondary school		27.1%	118
Higher education (including university)		17.0%	74
Vocational training		13.1%	57
Not completed		14.2%	62
Total Responses			436

Table 8: Profession (occupation)

Response	Chart	Percentage	Count
Yes please specify...		52.6%	224
No		47.4%	202
Total Responses			426

As expected, educational attainment is low. This is shown in Table 6. However, more than half said that they have a profession or an occupation (Table 7) and slightly more than 40% have had a job (Table 8). Looking at the data in some detail one notices that there is a mixture of level in occupation. For example Finland, France and Germany have a number of professionals such as nurses and managers, skill workers such as seamstresses and chefs but also unskilled workers such as cleaners. An interesting finding is that these women have a variety of jobs not necessarily associated with traditional female jobs and some had well paying jobs that they have held for a number of years. This indicates that the stereotypical image of the female prisoner coming from a low socio-economic background, unemployed with a string of children, surviving on unemployment benefits does not necessarily hold true in all cases. Rather the opposite as with the exception of Turkey more than 50% of the respondents of each country were gainfully employed prior to imprisonment.

Table 9 shows that inmates have a variety of hobbies. Most mentioned: cooking, taking care of children, arts/music reading, pets and computer games. The country's individual reports point to a more interesting picture. When one looks at the individual data, cooking and taking care of children score the highest in most countries. It seems that these women see taking care of the house and their children as their hobby as well as their duty. The only exception is Malta where prisoners voted for sports and reading. One might try to explain this data through the loss that the women feel because they do not have enough contact with their children. For them taking care of their children might have become a hobby because they do not have the daily contact with them that they might wish. Taking care of your children is not usually classified as a hobby as hobbies are actions that are done during one's leisure time, usually to relax. Child caring is on a different platform. Taking care of children is not usually considered as something relaxing which one does during leisure time. Probably the opposite is true.

Table 9: Employment history






















Response	Chart	Percentage	Count
Yes: (years in total)		40.6%	173
a: temporary jobs (number/length in total)		13.1%	56
b: internships (number/length in total)		1.6%	7
c: supported employment (number/length in total)		2.3%	10
d: registered as unemployed (years in total)		8.7%	37
Limited		11.5%	49
None		22.1%	94
Total Responses			426

Table 10: My hobbies/ skills/interests

Response	Chart	Percentage	Count
Housekeeping		44.8%	195
Children		47.1%	205
Cooking		53.3%	232
Sewing		20.7%	90
Sports		32.9%	143
Handicraft		30.6%	133
Arts/Music		42.1%	183
Gardening		21.1%	92
Animals		36.3%	158
Reading		35.9%	156
Writing		24.1%	105
Acting / Theater		10.6%	46
Computers, gaming, chatting		30.3%	132
Other, please specify...		11.0%	48
Total Responses			435

When asked about their income (Table 11), before entering prison, 38.7% said that they worked, 27% relied on unemployment benefits and another 21.1% on social benefits. This indicates that almost half of the respondents were living in poverty and trying to make ends meet. Cyprus and Malta present an exception to the data with 64% and 60% of the respondents saying that they worked prior to imprisonment. The Turkish data also shows 53.2% as being gainfully employed prior to imprisonment.

Table 11: Income













Response	Chart	Percentage	Count
Studying		3.0%	13
Working		38.7%	169
Unemployed		27.0%	118
Social benefits		21.1%	92
On pension		4.3%	19
Other, please specify...		5.9%	26
Total Responses			437

Table 12: Accommodation

Response	Chart	Percentage	Count
Single household		31.4%	137
Family housing		52.1%	227
Temporary housing		4.8%	21
Institution		1.8%	8
Homeless		3.4%	15
Other, please specify...		6.4%	28
Total Responses			436

Most respondents lived in the family household and almost a third in single households. About 10% lived in temporary housing, institutions or were homeless (Table 12). The country reports show that in most countries prisoners lived in “Family Housing” prior to incarceration. High percentages are found in Turkey (73%), Malta (70%), Cyprus (64.3%) and Germany (62.5%). The exception was Italy, where 80% of prisoners said that they lived in “Single Households”. The Italian sample does not match the trend of the rest of the partners. This is not easily explained. Culturally Sicily (IT) should fit the same model of Malta and Cyprus. Probably in Italy delinquency is not accepted. Families might shun their daughters who have committed crimes and this would explain the high percentage of women living alone.

Table 13: Social network














Response	Chart	Percentage	Count
I have a supportive social network. The most important persons to me are: a) family		66.7%	289
I have a supportive social network. The most important persons to me are: b) children		49.7%	215
I have a supportive social network. The most important persons to me are: c) partner		39.0%	169
I have a supportive social network. The most important persons to me are: d) relatives		23.6%	102
I have a supportive social network. The most important persons to me are: e) friends		32.8%	142
I have a supportive social network. The most important persons to me are: f) professionals		10.4%	45
I have a supportive social network. The most important persons to me are: g) volunteers		3.2%	14
I have a supportive social network. The most important persons to me are: h) none		2.8%	12
I do not have close relationships to people with criminal background		39.0%	169
I do not have close relationships to people with substance abuse background		27.5%	119
I need a social supportive network		20.6%	89
Some close relationships induce me to the criminal behavior		19.2%	83
Some close relationships induce me to drug/alcohol abuse		20.6%	89
Total Responses			433

Table 13 shows how the most important network remains the family (66.7%), followed by children and partner. In the individual country reports we see some varieties, however in all countries family support always scored the highest, with Cyprus showing a total support from the family, with 100% to the lowest of 40% in Malta.

Only 39% said that they do not have any close relationships with persons with criminal background. Italy (53%) and Turkey (44%) are the respondents that are over average in maintaining that the prisoners did not know anyone with a criminal background. Moreover almost 30% do not have close relationships with people abusing drugs while almost 20% were introduced to the crime scene by someone they had a close relationship with. Another 20% were introduced to drugs or alcohol by someone close. This shows that at least 20% of the respondents have had prior influential contacts with someone who introduced them to a criminal lifestyle. This gets much higher when we speak of contacts with persons who abuse drugs with an average of more than 70% saying that they had prior contact with someone who abused drugs. Exceptions are Italy with less than 50%. This could be the result of omerta' where people do not speak about personal things to third parties especially where crimes are involved.

Table 14 shows that these women have had a prior history of domestic violence in close relationships and as children. They have been locked in rooms, abused by their parents, some have experience stalking, while others have experience violence in prison. Only 35.6% say they have never experienced violence. Respondents in some countries such as Cyprus, Italy and Turkey have not experienced violence, however more than half of the respondents in Finland, France and Germany have experienced physical or emotional violence.

Table 14: Violence background























Response	Chart	Percentage	Count
I have not experienced domestic violence in close relationships		28.5%	123
I have not experienced domestic violence in childhood		35.2%	152
I have not experienced any violence		35.6%	154
I have not been abused (bullied) in school		40.7%	176
I have experienced DV in close relationships: a) physical violence		47.0%	203
I have experienced DV in close relationships: b) emotional abuse		30.8%	133
I have experienced DV in close relationships: c) sexual harassment		11.3%	49
I have experienced DV in close relationships: d) rape		12.5%	54
I have experienced DV in close relationships: e) Other, please specify...		3.2%	14
I have experienced domestic violence in childhood: a) physical violence		28.7%	124
I have experienced domestic violence in childhood: b) emotional abuse		19.2%	83
I have experienced domestic violence in childhood: c) sexual harassment		7.4%	32
I have experienced domestic violence in childhood: d) incest		4.4%	19
I have experienced domestic violence in childhood: e) rape		6.5%	28
I have experienced DV in childhood: f) Other, please specify...		3.0%	13
I have experienced violence: a) physical violence		40.0%	173
I have experienced violence: b) emotional abuse		26.4%	114
I have experienced violence: c) sexual harassment		9.5%	41
I have experienced violence: d) rape		13.7%	59
I have experienced violence: e) Other, please specify...		3.5%	15
I have been abused (bullied) in school: a) physical violence		5.8%	25
I have been abused (bullied) in school: b) emotional abuse		13.0%	56
Total Responses			432

Table 15: Prisoner status

Response	Chart	Percentage	Count
Sentenced prisoner		76.9%	336
Awaiting trial/Remand prisoner		20.8%	91
Juvenile prisoner		2.3%	10
Total Responses			437

As shown in Table 15 most of the prisoners (76.9%) were sentenced prisoners, 20.8% were awaiting trial and only 2.3% were juvenile prisoners. This is reflected in Table 16 where most prisoners were placed in a female-only section. Some were placed in high security, others in a family department and others in a substance free unit.

Table 16: Placement in prison









Response	Chart	Percentage	Count
Normal department		67.7%	295
Isolation department		0.2%	1
Prison hospital		0.2%	1
Family department		1.1%	5
High security department		3.9%	17
Juvenile section		2.5%	11
Female-only section		79.6%	347
Other, please specify...		1.4%	6
Total Responses			436

Table 17: Length of current sentence













Response	Chart	Percentage	Count
Under 1 month		0.7%	3
1 months - 3 months		4.3%	19
3 months - 6 months		5.3%	23
6 months - 1 year		5.5%	24
1 years - 2 years		9.8%	43
2 years - 3 years		8.4%	37
3 years - 5 years		15.5%	68
5 years - 9 years		12.8%	56
9 years or more		16.4%	72
Life		3.0%	13
Multiple life		2.1%	9
Unknown		16.2%	71
Total Responses			438

Table 17 shows that the respondents were serving various lengths of prison sentences from months to multiple life sentences. Individual data can be divided into countries where most prisoners had sentences to less than 3 years (Germany, France and Finland) and those who had sentences of more than 3 years (Cyprus, Italy, Malta and Turkey).

Table 18: Number of previous prison sentences



Response	Chart	Percentage	Count
First sentence		65.8%	277
Several sentences. How many?		34.2%	144
Total Responses			421

Table 18 shows that almost two thirds of the respondents were serving their first sentence. Of the 34.2% of the sample who had already served one sentence, recidivism rates varied from one to 18 times, with the most common falling between 2 and 4 times. All countries, with the exception of Italy had the majority of prisoners as first time offenders. The data from Tables 17 and 18 might indicate that countries such as Cyprus, Italy, Malta and Turkey might be culturally reluctant to sentence women to imprisonment. This results in longer sentences being issued for women once the court decides to issue a prison sentence.

Table 19: Prison - Closed Prison









Response	Chart	Percentage	Count
Both sexes prison		45.5%	173
Men's prison: women's wing/dept		19.5%	74
Men's prison: Activities together with male inmates		1.1%	4
Women's prison		33.9%	129
Total Responses			380

Table 20: Prison - Open Prison

Response	Chart	Percentage	Count
Both sexes prison		48.1%	26
Men's prison: women's wing/dept		24.1%	13
Men's prison: Activities together with male inmates		1.9%	1
Women's prison		25.9%	14
Total Responses			54

Tables 19 and 20 show that most women were housed in a prison where both male and female inmates were kept. The category of “both sexes’ prison” and “Men’s prison: women’s wing” will be considered as one category, due to the fact that after the analysis of the questionnaires it was noted that interviewers did not properly distinguish between these two categories. Very few female prisoners were kept in an open prison. These women were in Cyprus, Belgium, France, Finland and Germany.

Table 21: I have a Sentence Plan

Response Chart Percentage Count



Yes		58.5%	250
No		41.5%	177
Total Responses			427

Table 22: What kind of help did you need/would have needed when you first arrived in prison?

Response Chart Percentage Count




















Substance abuse intervention		22.3%	88
Health/mental care		42.3%	167
Parenting		14.2%	56
Family issues		32.7%	129
Financial advice		17.5%	69
Employment		24.6%	97
Studying		17.7%	70
Language		4.8%	19
Other, please specify...		7.1%	28
Total Responses			395

Table 23: Did you get the help you needed?

Response	Chart	Percentage	Count
No		35.6%	144
Yes: a) Substance abuse intervention		13.8%	56
Yes: b) Health/mental care		32.3%	131
Yes: c) Parenting		5.4%	22
Yes: d) Family issues		24.0%	97
Yes: e) Financial advice		8.6%	35
Yes: f) Employment		15.8%	64
Yes: g) Studying		12.6%	51
Yes: h) Language		3.0%	12
Other, please specify...		4.4%	18
Total Responses			405

Most inmates have a sentence plan (58.5%). However 41.5% do not have a sentencing plan. Looking at the various country data one notes a total lack of sentencing plans in Malta and Cyprus. Other countries have some form of sentencing plans, however in none of the countries did all the respondents confirm that they had a sentencing plan. Recommendation Rec (2006)2 of the Committee of Ministers to member states on the European Prison Regulation 103.2, recommends that sentencing plans should make part of an sentenced prisoner's regime This could be either because of short sentenced prisoners or because this service is not available for all prisoners. Table 22 gives an outline of the help needed on first entering prison. Most needed mental health help and help with family issues. A resounding 35.6% said that they did not get the help they needed when they entered prison (Table 23). The country reports reveal that Mental Health or health issues were the most frequent chosen problem in Belgium, Finland, Malta and Turkey while family issues were chosen in Cyprus, France and Italy. Unfortunately many remained without the help they needed, with Cyprus scoring the highest at 78% and France scoring the lowest at 14%.

Table 24: Do you participate in prison activities?











Response	Chart	Percentage	Count
I do not participate in activities		16.1%	70
Educational program		38.0%	165
Substance abuse program		9.2%	40
Psychological rehabilitation		16.6%	72
Prison work		40.8%	177
Family support		7.4%	32
Health care program		8.5%	37
Sport		49.1%	213
Cultural activities		33.2%	144
Other, please specify...		6.2%	27
Total Responses			434

Table 24 shows that only 16.1% of inmates do not participate in prison activities. Most prefer sport activities (49.1%) and prison work (40.8%). Only 38% want educational programs. However Table 25 shows that about 40% want educational activities and more work.

Table 25: My wishes for prison activities or programs











Response	Chart	Percentage	Count
I am not interested in participating in activities		8.6%	36
Educational program		42.1%	177
Substance abuse program		21.0%	88
Psychological rehabilitation		29.0%	122
Prison work		40.2%	169
Family support program		28.8%	121
Health care program		26.4%	111
Sport		38.8%	163
Cultural activities		31.9%	134
Other, please specify...		9.8%	41
Total Responses			420

Table 26: Does prison offer activities that meet my needs?






Response	Chart	Percentage	Count
Totally		16.4%	71
Mainly		21.7%	94
Few		38.7%	168
not at all		14.5%	63
not sure		8.8%	38
Total Responses			434

Table 26 shows that almost 40% say that female inmates feel that the prison activities do not offer adequate courses or activities. The percentage of female inmates who do not participate in educational

activities varies from a high of 50%, in Malta, to a low of 2.1% in France. Most countries score between 25 and 15 percent. Inmates, with the exception of Turkish women who feel that the prison offers what they need, think that the prison is not offering them the educational opportunities they need. Inmates mostly mentioned educational activities in the form of work and education. However they needed more therapeutic related courses such as health care and family support as well as sports and cultural activities.

Table 27: Self-rated ICT, reading/writing and mathematics skills

	Very good	Good	Poor	Very poor	Not applicable	Total Responses
ICT skills	62 (14.1%)	192 (43.6%)	96 (21.8%)	38 (8.6%)	53 (12.0%)	440
Reading/writing skills	168 (38.2%)	180 (40.9%)	46 (10.5%)	19 (4.3%)	27 (6.1%)	440
Mathematics skills	55 (12.5%)	162 (36.8%)	131 (29.8%)	48 (10.9%)	44 (10.0%)	440

Table 28: Self-rated literacy and numeracy difficulties

	None	Some	Serious	Total Responses
Literacy difficulties	310 (70.5%)	92 (20.9%)	39 (8.9%)	440
Numeracy difficulties	206 (46.8%)	148 (33.6%)	87 (19.8%)	440

Tables 27 and 28 show self-rated ICT, reading/writing and mathematical skill as well as literacy and numeracy difficulties. As expected most respondents rated themselves as either good or very good in reading, writing and mathematics. Less, rated themselves as good or very good in ICT. There are some who consider that they have serious literacy difficulties (8.9%) and numeracy difficulties (19.8%). Individual country reports reveal that Turkey has the most serious literacy and numeracy difficulties with 23% and 47.6% of the sample saying that they had serious difficulties in writing and computing. The countries where inmates reported no difficulty in literacy were Belgium, Cyprus and Malta, while no numeracy difficulties were reported in Cyprus and Malta. In the other countries one sees more difficulties in numeracy with percentages varying from 15% to 2%, while literacy difficulties score slightly better with Italy scoring the highest (with the exception of Turkey) at 13% and Finland the lowest at 1% (with

the exception of Belgium, Cyprus and Malta). This answer relies on the perception of the inmates and is not necessarily based on medical or psychological tests. However it does point to a problem that inmates feel that they have, which the prisons should address.

Table 29: My participation in prison educational activities























Response	Chart	Percentage	Count
I am not participating		41.1%	172
Primary school		7.6%	32
Secondary school		12.2%	51
Vocational training with qualification		12.6%	53
Vocational training without qualification		18.6%	78
Higher education (including university)		5.0%	21
Training and guidance for rehabilitation purposes		7.2%	30
E-Learning		4.8%	20
Language for immigrants		4.1%	17
Other educational activities...		11.7%	49
Total Responses			419

Table 30: My educational interests/ preferences

Response	Chart	Percentage	Count
I have no educational interests/preferences		17.8%	74
Primary school		8.7%	36
Secondary school		22.2%	92
Vocational training with qualification		30.1%	125
Vocational training without qualification		19.0%	79
Higher education (including university)		15.7%	65
Training and guidance for rehabilitation purposes		15.9%	66
E-Learning		14.5%	60
Language for immigrants		9.2%	38
Other educational activities...		7.5%	31
Total Responses			415

Forty one per cent of participants do not practice educational activities in prison (Table 29). From those who participate most liked vocational training (31.2%). This is also supported by the answers in Table 30 where most participants want vocational training. The individual country reports show that only Belgium and Turkey respondents chose Vocational training as their number one preference. This would explain why vocational training scored high. Other countries like Cyprus, France, Germany, Italy and Malta chose more traditional courses such as languages and primary or secondary education courses. The Finnish chose rehabilitation. The wish list very much reflects what the inmates are doing. However this is expected as those who do not participate in educational activities showed a reluctance to participate in any course.

Table 31: Reasons for deciding to participate in prison educational activities

Response	Chart	Percentage	Count
To satisfy my desire to learn		37.2%	139
To learn about a new subject		39.6%	148
To spend my time doing something useful		64.4%	241
To pass an exam		19.8%	74
To improve previous grades		27.8%	104
Because I wanted to be part of the social environment at the school		9.1%	34
Because I had friends going to school		2.7%	10
Because I was encouraged to study		13.1%	49
To get more free time during the day		10.4%	39
To improve my self-esteem		31.0%	116
Because it is better than working in prison		7.2%	27
To make it easier for me to avoid committing crimes after I am released		24.3%	91
To be better able to cope with life after my release		42.0%	157
To make it easier to get a job after I am released		40.4%	151
Earn money		25.4%	95
To get out of my cell		40.9%	153
To be an example to my children		25.7%	96
Other, please specify...		4.3%	16
Total Responses			374

Reasons for deciding to participate in prison education vary from the most mundane “to get out of the cell” (40%) to the more desirable answers of “to spend my time doing something useful” (64.4%) “to be

better able to cope with life after release” (42%) and” to get a job” (40%). Respondents were usually positive with answer ‘to do something useful’ being chosen the most times in Cyprus, Finland, Germany and Italy.

Table 32: What motivates me to study?







Response	Chart	Percentage	Count
Family		34.5%	137
Change of the environment		22.9%	91
Thought of a better life		52.1%	207
Supportive person (mentor)		11.8%	47
Nothing		8.3%	33
Other, please specify...		13.4%	53
Total Responses			397

Table 32 shows that most offenders are motivated to study because of a hope of getting a better life (52.1%). This is followed by the family at 24.5%. In all countries except Turkey (36%) more than half of the respondents chose “Thought of a better life” as being the reason why they chose to study. The score varied between 67% in Cyprus to 53% in Belgium.

Table 33: Reasons for not participating in prison educational activities, if any


















Response	Chart	Percentage	Count
I do not receive any information about education activities		16.3%	22
I am not interested in getting an education in prison		28.1%	38
I already have enough education		13.3%	18
I am not willing to make the effort		8.9%	12
I have learning difficulties		9.6%	13
My culture does not allow me to study		0.7%	1
I prefer to work		29.6%	40
I have difficulties concentrating on my studies		13.3%	18
I have problems with reading and writing		10.4%	14
I have problems with numbers		10.4%	14
I cannot study in a large group: a) fear of social situations		5.9%	8
I cannot study in a large group: b) culture related reasons		0.0%	0
I cannot study in a large group: c) religion related reasons		0.0%	0
I cannot study in a large group: d) lack of motivation		3.7%	5
I cannot study in a large group: e) other		3.7%	5
I can only study in my own language		3.0%	4
Other, please specify...		14.8%	20
Total Responses			135

Table 33 shows the reasons female inmates have for not following prison educational activities. The most cited reasons at 29.6 % and 28.1% are that they prefer to work and are not interested in getting an education in prison. These points show two very important aspects of the problem of prison education,

which need to be addressed in order to make education to female inmates more relevant. Work is cited as the most important aspect in Belgium (40%), Finland (27%) and Italy (100%). Not interested in education is cited by 44% of the Turkish group. As the Turkish respondents were a large group this would have skewed the results in favour of this response. Other chosen options were “not enough information (Cyprus – 43%); ‘unable to concentrate on studying’ (France – 50%), ‘Problems with numbers (Germany – 33%) and “I have enough education (Malta – 80%). Each of these options indicate, to the respective countries, what should be addressed in detail.

Table 34: Problems associated with prison educational activities














Response	Chart	Percentage	Count
The prison does not offer any educational programs		22.8%	60
The prison does not offer any educational programs suitable for me		39.5%	104
The conditions for school and studying in the prison are poor		30.4%	80
Inadequate access to ICT equipment		31.6%	83
Transfers between prisons		12.2%	32
Inadequate access to literature		18.3%	48
I'll be released before I can finish my education		9.5%	25
There are too many distractions in prison		11.0%	29
Security routines in prison		8.7%	23
Culture related problems 11[	4.6%	12
Education material is not offered in my language		6.8%	18
books are outdated		9.1%	24
Other, please specify...		10.6%	28
Total Responses			263

Table 34 shows that prisoners feel that the prison educational programs are not relevant to them (39.5%), this is followed by inadequate access to ICT equipment (31.6%) and the conditions for school and

studying in prison are poor (30.4%). A worrying 22.8% say that the prison does not offer any educational programs. The first option was chosen mostly by Belgium, Finland, Germany and Malta. Poor education conditions are a problem in Italy and Cyprus. In France the prisoners complained of inadequate ICT programs and in Turkey there is a problem with language.

Table 35: POSITIVE experiences of participating in prison educational activities














Response	Chart	Percentage	Count
I was pleased with the variety of educational opportunities		27.6%	79
The prison education supported the aims of my sentence plan		23.1%	66
The prison education supported my personal needs		31.5%	90
I can utilize the education after release		50.0%	143
It made me feel better about myself		57.7%	165
I feel that the prison staff supported/valuated my education		29.7%	85
Other, please specify...		8.4%	24
Total Responses			286

Table 35 shows that not all is negative. 57.7% of respondents feel that education helps them feel better about themselves (Cyprus, Italy, Malta and Turkey) while another half said that they feel that they can utilize prison education after their release (Belgium, Finland, France and Malta).

Table 36: NEGATIVE experiences of participating in prison educational activities

Response	Chart	Percentage	Count
Educational content was not what I expected		17.6%	19
I did not meet the requirements		13.9%	15
I feel that the prison staff did not support/valuate my education		16.7%	18
The education was not useful after I was released		7.4%	8
Waste of time!		17.6%	19
Other, please specify...		26.9%	29
Total Responses			108

On the negative side we find that education was not what was expected (17.6%) for Belgium, Finland, France and Italy, was a waste of time (17.6%) for Cyprus, Malta and Turkey and the feeling that prison staff did not support education (36.4%) for Germany.

Table 37: How do I value education in general?
















Response	Chart	Percentage	Count
very important		64.5%	271
important		28.3%	119
not very important		2.4%	10
pointless		1.0%	4
do not know		3.8%	16
Total Responses			420

Table 38: What does prison education mean to me?

Response	Chart	Percentage	Count
very important		54.5%	225
important		31.2%	129
not very important		3.6%	15
pointless		2.2%	9
do not know		8.5%	35
Total Responses			413

Tables 37 and 38 are about the meaning of education for inmates. More than 90% feel that education is important, and more than 80% feel that prison education has an important meaning to them. This contradicts the previous answers. A possible explanation is that prisoners wish to study, they know it is positive to attend classes as it might help them find a job, but they are distracted because of their problems or because they prefer to work as they need to earn money.

Table 39: Level of educational Counselor's support

Response	Chart	Percentage	Count
very good		23.2%	65
Good		30.7%	86
Poor		11.8%	33
very poor		6.8%	19
do not know		27.5%	77
Total Responses			280

Only 280 from 440 inmates answered question 36 (Table 39) about the availability of a prison counselor. This could indicate that in some prisons this profession does not exist. From those who answered this question only slightly more than half felt that the counselor was good or very good. Only 2 respondents answered this question in Turkey that might indicate that this figure either does not exist or the question

was not understood. We have the same problems with data from Malta and Cyprus (90% and 60% respectively) where respondents said they ‘do not know the level of support. The other countries score much lower (Belgium – 30%; Finland 32%; France 11%; Germany 16% and Italy 14%). This could indicate that some prisons in these countries do not have the educational counselor’s support, while others do.

Table 40: How did I hear about the last activity I participated in?







Response	Chart	Percentage	Count
Staff		35.0%	137
Flyers		23.5%	92
Blackboards		17.1%	67
Other inmates		30.9%	121
Information sessions		18.4%	72
Other, please specify...		8.2%	32
Total Responses			391

Table 40 shows that the most important source of information on prison educational programs are the staff (35%) and other inmates (30.9%). Notices and information sessions are not that effective. The staff, as a source of information, are very important in Cyprus (45%), France (57%), Malta (44%) and Turkey (44%). Inmates, as a source of information, are importance in Belgium (41%), Finland (54%), Germany (31,2 %) and Italy (50%). This indicates that ‘by word of mouth advertising’ is the most efficient way of making inmates aware of new courses.

Table 41 shows that prisoners feel that they are mostly supported by social workers (38.9%) and surprisingly by security staff (31.9%). This indicates that the role of the prison officer is much wider than security, it also includes taking care of the offenders’ needs and encouraging them to participate in prison activities. Looking at the country data we find that in certain countries support by the prison security staff is very high: Turkey (100%), Italy (80%), Cyprus (59%), France (56%) and Malta (40%). However with the exception of Malta (50%) inmates feel that they are supported by the prison staff.

Table 41: My experiences with prison staff:

Response	Chart	Percentage	Count
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I have been supported by prison staff: a) security staff		31.9%	95
I have been supported by prison staff: b) social worker		38.3%	114
I have been supported by prison staff: c) prison director		12.4%	37
I have been supported by prison staff: d) student counsellor		14.4%	43
I have been supported by prison staff: e) teacher		21.5%	64
I have been supported by prison staff: f) psychologist		24.5%	73
I have been supported by prison staff: g) medical staff		17.8%	53
I have been supported by prison staff: h) instructor		14.1%	42
I have been supported by prison staff: i) other		9.1%	27
I have got information from staff about the activities and programs in prison		36.9%	110
I have not been supported by prison staff		19.1%	57
I have not got information from staff about the activities/programs in prison		29.5%	88
Total Responses			298

Table 42 shows that most offenders (64.7%) have plans to work (Cyprus, Finland, France, Germany, Italy and Turkey) when they are released. This is followed by a wish to start over again found mainly in Belgium (46.4%) and a wish to reactivate family bonds (44.1%), that was a wish mentioned mostly by the Maltese but which we found in almost all the countries as a close second.

Table 42: I have plans when released








Response	Chart	Percentage	Count
I have no future plans		4.6%	20
Working		64.7%	280
Studying		19.9%	86
Rehabilitation programs		12.2%	53
Starting over		46.4%	201
Reactivate family bonds		44.1%	191
Other, please specify...		8.5%	37
Total Responses			433

Table 43 shows that 42% of offenders have had good experience with community services in the past followed by schools at 35.6%, NGOs at 25.2% and institutions at 22.8%. For Belgium, Finland, Germany and Italy, Community service was the most voted, for Cyprus Group support, for France Schools, for Malta NGOs and for Turkey Institutions.

Table 43: I had good experiences with the following services and support in the past













Response	Chart	Percentage	Count
Community services		42.0%	105
Group support (i.e. AA, NA)		16.0%	40
Institutions		22.8%	57
3rd sector services (NGO)		25.2%	63
Schools		35.6%	89
Other, please specify...		12.0%	30
Total Responses			250

Table 44 shows that female inmates think that they will need the support of the same services that they have used in the past i.e. community services, NGOs and institutions, and in which they found help. This shows that positive experiences in the past will make offenders look for those same institutions that have helped them in the past.

Table 44: I will need services/support when released

Response	Chart	Percentage	Count
Community services		54.9%	167
Group support (i.e. AA, NA)		25.0%	76
Institutions		33.2%	101
3rd sector services (NGO)		35.9%	109
Schools		20.1%	61
Other, please specify...		18.1%	55
Total Responses			304

Looking at the strengths and weaknesses that the inmates described one notices a parallel in most countries. The problems mentioned were being distracted, lacking interest and motivation, mental health problems such as ADHD and Aproxia (the inability to pay attention), having problems concentrating, getting easily bored, have financial worries, and having problems with literacy and numeracy. On the positive side some inmates mentioned that they are fast learners, motivated and persevering. Some mentioned that they have a good memory, are able to work under pressure and have a desire to learn. Inmates admitted that they needed help and support from the prison. They mentioned support with re-establishing family ties or with helping them help their families, psychological support, rehabilitation, need of help for substance abuse problems and more vocational and educational classes that were relevant to them. Some mentioned that they needed help finding a job or with financial/economical problems.

Q2 All Countries

Table 45 shows the distribution by number according to country of the 134 interviews conducted with prison staff. The balance of these interviews is better represented, with less likelihood of a skewing of the sample. As shown in Table 46 the largest number worked as security staff (47%), some were social workers, teachers, psychologist, managers and so on. The number of respondents that were security staff varied from a high of 73% in Germany to a low of 29% in France.

Table 45: Staff involved in the study

Country	Prisons	Number of questionnaires with staff
Belgium	PCBruges,	25
Cyprus	Cyprus Prison	6
Finland	HAV, Hameenlinna prison, Turku Prison and Vanaja Open prison	36
France	Pau, Agen, Angouleme, Poitiers, and Bordeaux	17
Germany	JVA Zweibruchen and JVA Rohrbach	15
Italy	Casea Circondariale Trapani, UEPE	8
Malta	Corradino Correctional Facility	6
Turkey	Izmir Woman Close Prison	21

Table 46: Occupational Group











Response	Chart	Percentage	Count
Educational Activities		9.8%	13
Social Work		10.6%	14
Medical Staff		2.3%	3
Psychologists		6.8%	9
Security Staff		47.0%	62
Prison management		9.8%	13
Rehabilitation Staff		6.8%	9
Other, please specify...		6.8%	9
Total Responses			132

Table 47 shows that most respondents worked with both male and female inmates, with 45.1% of the respondents working with only female inmates. In some countries such as Turkey (90%), Belgium (64%) and Germany (57%) the majority of the interviewees worked only with female inmate. In the other countries (Cyprus 66%; Finland 78%; France 76%; Italy 100% and Malta 50%), the majority worked with both male and female inmates.

Table 47: I work with:




Response	Chart	Percentage	Count
Only female inmates		45.1%	60
Both female and male inmates		54.9%	73
Total Responses			133

As expected the answers shown in Table 48 balance out each other. Almost half of the sample said that there were no differences in motivation to attend educational classes between male and female inmates while the other half are divided, with almost the same number saying less motivated and more motivated. Some countries have a difference in responses. In Cyprus 50% say female inmates are less motivated than

male inmates to attend classes, while in Germany this number goes down to 40%. Contrary to this in France 43% say that female inmates are more motivated to attend courses.

Table 48: In your opinion, are female inmates compared to male inmates more or less motivated for educational activities?

Response Chart Percentage Count

More		24.4%	32
Less		26.7%	35
The same		48.9%	64
Total Responses			131

It is interesting to note that Table 49 shows that 63.2% chose “length of prison sentence” as the principle motivator for female inmates to participate in educational activities. This is by far the most chosen option. Other options included the content of the activity (52.6%) and potential results (45.1%). Almost 90% of all the respondents in Germany chose ‘length of prison type as a motivator to attend classes. Small groups, increase in self-esteem and ease of access also received about 30% each of the answers. Type of crime, large groups and age difference were the least chosen.

Table 49: What reasons do you think motivate female inmates to participate in activities?

































Response	Chart	Percentage	Count
Small group		32.3%	43
Large group		1.5%	2
Age difference		1.5%	2
Increase Low self-esteem		30.8%	41
Crime type		9.0%	12
Length of time in prison		63.2%	84
Support with mental problems		26.3%	35
Group/peer pressure		17.3%	23
Family and cultural rules		14.3%	19
Being a mother		16.5%	22
Cost-free		27.8%	37
Easy access		36.8%	49
Content of the activity		52.6%	70
Potential of the positive results/possibilities		45.1%	60
Other, please specify...		18.0%	24
Total Responses			133

Table 50 shows the answers received from prison staff about what they think demotivates female inmates from participating in education. The most cited reason at 47.4% was “in conflict with working”. This was mostly chosen in Belgium, and Germany. Fear of gossip was voted by 40.6%, (in Finland this was voted at 54%), low self-esteem at 38.3%, mental problems and language barriers at 33.8% (this received 42% in Turkey), and not much choice in the activities at 32.3%, voted in Cyprus (66%), France (76%) and Italy (62%). The Maltese respondents chose ‘symbiotic relationships’ at 66%.

Table 50: What reasons do you think demotivate female inmates to participate in activities?

	Chart	Percentage	Count
Small group		3.8%	5
Large group		29.3%	39
Not much choice in the activities		32.3%	43
Age difference		9.0%	12
Low self-esteem		38.3%	51
Crime type		22.6%	30
Length of time in prison		28.6%	38
Fear of gossip		40.6%	54
Language barrier		33.8%	45
In conflict with working		47.4%	63
“Girl’s toilet issue” symbiotic relationships		14.3%	19
Mental problems		33.8%	45
They don’t see positive results or possibilities		29.3%	39
Group/peer pressure		26.3%	35
Family and cultural rules		12.0%	16
Being a mother		12.0%	16
Content of the activity		30.1%	40
Other, please specify...		9.0%	12
Total Responses			133

The majority of prison staff (63.2%) answered that education is a strategic priority in their organization (Table 51). In countries like Malta and Turkey all the respondents think that education is a strategic

priority. Other countries score high with Germany at 93%, Italy at 88%, France at 76%, Cyprus at 67% and Belgium at 52%. However, in Finland only 39% of the respondent thought that education was a priority. Interestingly Table 52 shows that the majority of the respondents think that the current offer in education does not meet the needs of female inmates. Only Turkey (66.7%) and France (at 56%) receive a pass mark in this question. The other countries think that their prison is failing to offer the courses, which the inmates need. Reasons for this vary from female inmates having less educational opportunities than male inmates, to a lack of understanding of the female inmates' needs, to not having enough educational resources.

Table 51: Do you think that education in prison is a strategic priority in your organization?





Response	Chart	Percentage	Count
Yes		63.2%	72
No		23.7%	27
Don't know		14.0%	16
Describe...		14.9%	17
Total Responses			114

Table 52: In your opinion, does the current offer meet the real needs of female inmates?





Response	Chart	Percentage	Count
Yes		36.1%	48
No		50.4%	67
Don't know		15.8%	21
Describe...		21.8%	29
Total Responses			133

Table 53 shows that many prisons have courses in school education (71.6%) ICT (51.5%), personal development (46.3%), Vocational training (44.8%), Languages (41.8%), Cooking and everyday skills

(39.6%) and mother tongue (39.6%). Unfortunately only 17.9% of prisons offer the possibility for the inmates to study outside the prisons. All the countries have an over emphasis on school/traditional education. Vocational training also figures high.

Table 53: What type of education is offered for female inmates at the moment in your prison and in other female prisons in your country?














Response	Chart	Percentage	Count
Mother tongue		39.6%	53
Other languages		41.8%	56
ICT		51.5%	69
Personal development		46.3%	62
Cooking/Everyday life skills		39.6%	53
School education		71.6%	96
Vocational training: Which?		44.8%	60
Education opportunities outside prison: Which?		17.9%	24
Other, please specify...		10.4%	14
No comment		9.7%	13
Total Responses			134

Table 54 shows that most of the respondents (62.3%) feel that their institution has proper educational facilities. They mention adequate training rooms, computers, classrooms and educational centres. The countries that report on not having adequate classrooms are Malta (84%), Cyprus (83%) and Italy (57%). The small number of female inmates in these countries could be the reason why the classrooms are inadequate.

Table 54: Does the organization you work for have proper facilities for providing education?

Response	Chart	Percentage	Count
Yes: Which?		62.3%	81
No		22.3%	29
Don't know		15.4%	20
Total Responses			130

A resounding 79.7% say that they feel that it is their job to motivate inmates to attend education (Table 55) and Table 56 shows that slightly more than 70% think that they have the necessary skills to motivate inmates. The individual country data reflects this with some variety. Countries such as Italy and Malta score at 100% in thinking that motivating inmates to attend courses is part of their jobs. The country that scored the lowest was Turkey at 57%. With regards to the possession of the necessary skills to help inmates no country scored at the 100% rate. The highest was Italy at 87% and the lowest was Belgium at 48%.

Table 55: Do you feel that motivating inmates is a part of your job when it comes to educational matters?




Response	Chart	Percentage	Count
Yes		79.7%	106
No		18.0%	24
Don't know		2.3%	3
Total Responses			133

Table 56: Do you think that you have the necessary skills to motivate inmates?












Response	Chart	Percentage	Count
Yes		70.9%	95
No		9.7%	13
Not necessary		9.0%	12
Kindly explain...		10.4%	14
Total Responses			134










Table 57 shows what the staff needs to motivate inmates. Most need information about the programs (62.4%) and time (53.4%). Communication skill was also mentioned by 49.6% of the respondents. Most respondents chose a multiple of answers and there does not seem to be any thing that stands out from the data. Countries such as Belgium and Finland needed more information while others such as Turkey and Cyprus needed to motivate inmates more.

Table 57: What do you need to motivate?

Response	Chart	Percentage	Count
Motivation		39.1%	52
Communication skills		49.6%	66
Time		53.4%	71
Information about programs		62.4%	83
Training		27.8%	37
Co-operation with different occupational groups		41.4%	55
Other, please specify...		10.5%	14
Total Responses			133

As shown in Table 58 the circumstances that need to be address in prison are: more offers in education and vocational training (58.6%), more offers in psycho social therapy (56.2%), the need of more personal (53.9%) and more offers in work (53.9%). This is reflected in the answers given in the partner countries, were the number one choice was as following: Belgium, Cyprus, and France choosing vocational training; Cyprus and Finland choosing educational; Germany and Turkey choosing more personnel; and Italy and Malta choosing more offers in social and psychological therapy.

**Table 58: Which circumstances/prison conditions should be changed to encourage female inmates towards a successful release?
Organizational Changes:**

Response	Chart	Percentage	Count
Female prisons		13.3%	17
Separated wings		11.7%	15
Less security		5.5%	7
More personal		53.9%	69
More offers in social and psychological therapy		56.2%	72
More offers in education		58.6%	75
More offers in vocational training		58.6%	75
More offers in work		53.9%	69
Other, please specify...		21.9%	28
Total Responses			128

Only 83 staff members answered question 12b, (Table 59) however out of these 90.4% said that female inmates needed more personal aid. Only France and Germany choose age dependent treatment to the same level as personal aid.

Table 59: Which circumstances/prison conditions should be changed to encourage female inmates towards a successful release? Personal and Situational Reasons:



Response	Chart	Percentage	Count
More personal aid		90.4%	75
"Age-dependent" treatment options		38.6%	32
Total Responses			83

Table 60 shows the conditions that prevent change in female inmates. 62.9% think that “lack of finance” prevents change (Belgium, Cyprus, Finland Italy and Malta), while 60.6% answered that it was lack of personnel (France, Germany, Malta and Turkey). This might indicate that the respondents feel that it is the government authorities that block change in inmates by not voting enough funds to the prison to enable the employment of the necessary personnel.

Table 60: Which conditions prevent changes in the situation of female inmates?














Response	Chart	Percentage	Count
Prison regulations		25.8%	34
Lack of personnel		60.6%	80
Lack of finance		62.9%	83
Not enough skills of inmates		37.9%	50
Not enough skills of personnel		17.4%	23
Not enough skills of inmates and personnel		18.2%	24
Other, please specify...		13.6%	18
Total Responses			132

Table 61 shows that the respondents feel that there is the need of more personnel (60%). This is especially felt in Cyprus, Finland, France, Germany and Turkey. Cyprus and Malta also feel that there is a problem with qualified personnel.

Lack of communication processes (47.7) was identified as a problem in Belgium, Cyprus and Italy. Almost half (42.3%) of the respondents feel that there is a lack of a supportive political framework. This was especially felt in Belgium.

Table 61: What do we need to change and improve in the correctional educational work for female inmates?

Response	Chart	Percentage	Count
Suitable processes/better coordinated communication		47.7%	62
More personnel		60.0%	78
Qualified personnel		48.5%	63
Infrastructure		34.6%	45
Suitable management		23.1%	30
Supportive political framework		42.3%	55
Total Responses			130

When the respondents were asked for their wish list for female inmates various wishes were expressed. Some were generic and appertained to the infrastructure, other wishes had more to do with the day-to-day running of the prison.

Some infrastructural changes wished for were a change in the prison system whereby the prison would be transformed into a learning environment, more support for educational and vocational training, equality of treatment between male and female inmates making it possible to offer educational opportunities for males together with female inmates, a better classification of inmates, and more qualified personnel. Some day-to-day changes suggested were the teaching of respect to inmates, more interesting offers in education, better communication between personnel, more time for educational classes, more opportunities to find jobs on release, more skills teaching, and a more empathic and humane behaviour towards prisoners.

Conclusion

The overall conclusions from these questionnaires show that there is a high level of nonparticipation in activities by female inmates. The reasons for this could be varied, however there seems to be a feeling that education conflicts with work, that the opportunities for education in female divisions are few (i.e. there are more opportunities in the male divisions) and the few educational opportunities available are of the wrong kind, i.e. there is more emphasis on classical academic education rather than on vocational training and therapy. These thoughts are reflected in both the inmates' and the officers' questionnaires.

It is important that there is more encouragement for female inmates to participate in educational activities. How this is done is culturally dependent. Here we see a north-south divide, with the northern countries needing more information to be distributed to the staff so that they can pass this on to the female inmates, while the south speaks of motivation and convincing female inmates to attend courses.

The relevance of prison education is an important aspect that comes out in these questionnaires. Inmates need to find a job once they leave the prison. They also prefer to work and earn money. Any educational program needs to have meaning, relevance and is aimed at make inmates feel better, for it to succeed. Prisoners needs support, they need a care-plan and the possibility to speak with someone about their problems and the care-plan. This could be the educational counselor, a psychologist a social worker or any other professional who is willing and capable of helping. Here also we see a north-south divide. It seems that the south suffers from lack of staff and appropriate resources such as rooms. Why we have this situation is not clear. Lack of finance is a perennial problem in all prisons as is lack of communication.

There seems also to be a common problem of mental health issues with women inmates. These problems vary from distractibility to the more serious psychological problems. This indicates the need of the helping professionals being employed in prison, but also the need to address these problems, through therapy and vocational counseling before any real educational work can start.