



FEFI

FINDING EDUCATION FOR FEMALE INMATES

PROJECT RESULTS



Lifelong Learning Programme / GRUNDTVIG - Multilateral Project

Project Number: 538856-LLP-1-2013-1-DE-GRUNDTVIG-GMP

1 November 2013 - 30 April 2016



Partner until 06/2015

**There is only one thing in the long run more expensive than education:
no education"**

(John F. Kennedy)

Table of Contents

Imprint	3
1. Introduction	5
1.1. State of the art and project aims	5
1.1.1. “Giving voice to female inmates” – The Questionnaire Q1	6
1.1.2. Survey of the prison staff – The Questionnaire Q2	26
1.1.3. Summary of the inventory	34
1.2. Conclusion of the Analysis: Indicators and criteria for improving learning processes	34
1.2.1. Starting point for female inmates in prison	34
1.2.2. Key issues towards conditions of learning	35
1.2.3. Key issues towards the role and needs of staff	35
1.2.4. Key issues towards prison structure, management and policy makers	36
1.2.5. Comparison of the results of both questionnaires with the existing literature	36
2. Creating new procedures/measures (national)	37
2.1. New measures and learning situation	37
2.1.1. Level 1: The female inmates	38
2.1.2. Level 2: Prison Personnel	40
2.1.3. Level 3: Prison organisation, structure, management and policy makers	40
2.2. Synthesis of the different experimentations	40
2.2.1. Challenges and obstacles	41
2.2.2. Impact of the new procedures and measures	42
3. Results and recommendations	43
4. Contribution to EU policies	45

5.	Project Summary	46
6.	Plans for the Future	47

1. Introduction

Within the framework of the multilateral EU-project „Finding Education for Female Inmates“ (FEFI), ten partners from eight European countries cooperated on the subject of formal and informal education for adolescent and adult women in prison.

Women in prison are a particularly underrepresented group due to their small number (3 to 7%) of the total prison population in all of the partners' countries¹. The project aimed to improve and increase participation in lifelong learning by female prisoners who are an integral component of a vulnerable and disadvantaged group - a socially stigmatized group, as well as prisoners and as women.

Female inmates have specific needs. Therefore the main target of the project was to get to know the conditions about their possibilities in prison towards improving their competences in a country comparison. The project also intended to learn more about the necessities to overcome resistances towards lifelong learning and to initiate changes and new procedures towards the three key aspects:

- pedagogical support,
- staff qualification and
- prison structure.

The intention was to strengthen confidence and self-esteem of female inmates by giving them a voice and to improve their learning situation by developing new learning measures based on the results of a survey of requirements and needs of female inmates and prison staff.

The survey of staff led to important findings on the needs of female prisoners, the necessity of more pedagogical support and the reduction of identified organizational and structural obstacles in prison structures towards motivation and involvement in learning offers for female prisoners.

A further aim was to develop European recommendations with regard to formal and informal offerings of training and qualification that would facilitate a successful reintegration of female inmates in society.

Under the coordination of the Center for Continuing Education (ZWW) of the Johannes Gutenberg University of Mainz the Grundtvig-project started in November 2013 with a duration of two and a half years until April 2016. Project partners were prisons, ministries, universities and education centers from Belgium, Cyprus, Finland, France, Germany, Italy, Malta and Turkey. The financial volume of the project was 400,000 Euro.

In the first year of the project the area has been explored in the par-

ticipating countries based on questionnaires: the needs of women in prison could be identified and the practical knowledge on their possibilities in supporting a learning process of prison staff has been captured. Then, with the goal to find new procedures, the evaluation was being carried out on three levels: the needs of women in prison, the experience of prison staff and the needs of the institutions. The jointly evaluated results of the questionnaires were the base for the next steps developing new measures in each country related to formal and informal education for young and adult women in prison and carrying them out.

New appropriate educational programs were developed for and carried out with the target group of female prisoners, the prison staff and the organization in each country. The evaluation and the conclusions led to common Recommendations from all partner countries published in the *FEFI Brochure*² and these *FEFI Project Results*.

The core conclusion of this multilateral project is: Women's prisons should be places of learning with a clear focus on the needs, problems, and relevant educational requirements of female inmates.

1.1. State of the art and project aims

Within the framework of this multilateral EU-project ten partners from eight European countries cooperated on the subject of finding formal and informal education possibilities for adolescent and adult female inmates.

Prison is a place where the right to education for all and throughout life should be put into practice systematically. The level of education of the incarcerated population is generally low, because school and working experiences were often a personal failure. Besides informal education, chances are often neglected. Delinquency and crime are usually due to lack of education, social cohesion and insecurity.

Due to their small number of the total prison population in all of the partner's countries female prisoners are an underrepresented group. They have specific needs due to their personal situations: the low number of female inmates renders the finding of a group of women interested in the same subject problematic. The length of prison sentences they receive varies. Some have very long sentences, others very short. Many female inmates have suffered some form of abuse in their past, they have more mental health problems and some are dependent on alcohol or drugs. In addition to this they have also been separated from their children and some have problems with their perceptions and fears on whether they were 'good enough' mothers. This renders education and vocational training more challenging with female inmates. Furthermore, we have seen how the

¹ World Female Imprisonment List (second edition) 2012 (Women and girls in penal institutions, including pre-trial detainees/remand prisoners) Roy Walmsley - The International Centre for Prison Studies (ICPS) http://www.prisonstudies.org/sites/default/files/resources/downloads/wfil_2nd_edition.pdf, p. 5-6

² The results of the project activities are available as well on the FEFI platform <http://www.euro-cides.eu/FEFI/> and on the homepage of the project coordinator <http://www.zww.uni-mainz.de/fefi.php> in the FEFI Brochure (English and French).

inmates are not aware of their strengths or weaknesses, which might indicate that these women need help finding themselves before any form of vocational training, can take place. Due to their low self-esteem, they tend to abandon their activities in learning and working when they are not successful the first time.

Prison as a “closed system” is committed to protect society but also to support prisoner’s successful reintegration into society. This is supposed to happen in alignment with the EU lifelong learning agenda, the strategic objectives of the Council of European Union’s Strategic Framework for European Cooperation on the area of Education and Training 2020 (ET2020), the national laws and educational provisions. The fulfilment of this educational mission demands that the prisons raise awareness towards building or strengthening their identity as learning systems, which means to know the needs of their inmates, to have a common coordinated mission towards education and to contribute to a continuum of education and learning in a holistic approach.

The main targets of the project were:

- To analyse the state of the art for learning of female inmates in prison in a country comparison towards the three key aspects (pedagogical supports, prison staff, prison structure).
- To enable female inmates to gain or re-gain confidence and self-esteem by giving them a voice and discovering their needs and requirements (questionnaires) in the different countries. As part of an already disadvantaged group and provided by the experiences of the commission of crime, female offenders are often abandoned by their family and/or children. The project aims to identify these negative aspects and to deliver solutions to enable inmates to find new motivation to start over.
- To give a voice to female inmates with the help of questionnaires, to get to know their needs, requirements and the possibilities in prison towards improving their competences and to facilitate their participation in educational/training offers. That means as well to overcome possible resistances towards lifelong learning which means an important contribution to their reintegration after release.
- To prepare prison staff and other professionals to support and motivate female inmates to use the time they spend in prison to develop self-competences and new skills to prepare for their release.
- To create new procedures/learning measures and improve the existing situation on three levels: the needs of women in prison, the experiences of prison staff and the needs of the organization/prison structure.
- To allow changes in prison institutions and - structure, so that learning pathways of female inmates can be improved. To ensure that during the period of their imprisonment the holistic approach is employed, which includes the involvement of prison structure, prison staff, social workers, teachers, volunteers, who at any time interact with the female inmates in prison. To investigate the best modus operandi within the prison environment and to ensure a normal right towards learning

- To develop recommendations for a better learning of female inmates in prison under the specific national situations as well as in a common European sense.

1.1.1. “Giving voice to female inmates” – The Questionnaire Q1³

FEFI gathered data from female inmates who were given a voice by interviews and questionnaires to express their educational needs to promote their reintegration into society. During the Kick-Off meeting in Mainz in December 2013 an overview of the situation of female inmates in eight European countries was given on basis of national data presented by each partner. Two questionnaires were developed by the Finnish partner, the first one for female inmates and the second one for personel working in prisons These proposals were discussed at a meeting. After the conference the suggestions were integrated, followed by a test phase and a revision of the forms and the translation into the different languages. The collection of the data was in June 2014 and the responses have been analysed by the Maltese partner⁴. The research “Questionnaire Q1” was conducted with female inmates from Belgium, Cyprus, Finland, France, Germany, Italy, Malta and Turkey. In total 440 questionnaires were conducted. These were divided according to the population of female inmates found in the regions that were participating in the research.

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 Zweibrücken and JVA Rohrbach	57
Italy	Casa Circondariale Trapani	17
Malta	Corradino Correctional Facility	11
Turkey	Izmir Woman Close Prison	125

³ The original Questionnaire Q1 can be found in *Appendix 1*, FEFI Result: “Questionnaire 1” (English/German) and in all other languages of the project partners here: <http://www.euro-cides.eu/FEFI/download/download.php?cat=16>; All Tables (1-61) were extracted from FEFI Result: “Joint report for Q1 and Q2” which can be found on the FEFI Platform <http://www.euro-cides.eu/FEFI/download/download.php?cat=48>

⁴ FEFI Result: “Joint report for Q1 and Q2” <http://www.euro-cides.eu/FEFI/download/download.php?cat=48>

What follows is an overview of the global results obtained⁵. 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.

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 2 shows, that most offenders (32.4%) were between 30 and 39 year old, while 23.1% belonged to the 40 to 49 year category and 16.7 % to the 25-29 year category (10,7% to the 21-24 year old category).

Response	Chart	Percentage	Count
Non-EU national		31.6%	135
EU national		67.7%	289
Unknown		0.7%	3
Total Responses			427

Most respondents came from the country they were serving their prison sentence at. 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).

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

⁵ The presentation of the results of surveys in the different partner countries is omitted here, since the national characteristics have been incorporated in the overview. The country results can be found at: <http://www.euro-cides.eu/FEFI/download/download.php?cat=16>

FEFI – Finding Education for Female Inmates

The number of **single** and **married** inmates is almost equal (32.1% and 30.3%).

Finland and Turkey present high figures for married female inmates (55.8% and 42.3%) when compared to *Cyprus* (28.6%), *Germany* (21.1%), *Malta* (20%), *Belgium and France* (13%) and *Italy* with only 7.1% married. However, we do have more than a **third** who are either separated or divorced.

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

About a **third** of inmates **do not have 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% and in **France** almost half (50%) faced that problem (Table 6).



Response	Chart	Percentage	Count
No custody		67.7%	199
Yes		32.3%	95
		Total Responses	294

The educational and professional background of the female inmates as well as their problems, interests, hobbies, family bonds and engagement in prison activities are being described in this chapter.

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








Educational attainment is **low**. However, more than **half** said that they **have a profession or an occupation** (Table 8) and slightly more than **40%** have had a job (Table 9).

Table 8: Profession (occupation)

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

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.

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

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 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

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.

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

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 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. The country reports show that in most countries prisoners lived in “Family Housing” prior to incarceration: 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 easy to explain. 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

FEFI – Finding Education for Female Inmates

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% (Italy (53%) and Turkey (44%)) said that they do not have any close relationships with persons with 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: 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' ("tabu") where people do not speak about personal things to third parties especially when crimes are involved.

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 domestic violence in close relationships: a) physical violence		47.0%	203
I have experienced domestic violence in close relationships: b) emotional abuse		30.8%	133
I have experienced domestic violence in close relationships: c) sexual harassment		11.3%	49
I have experienced domestic violence in close relationships: d) rape		12.5%	54
I have experienced domestic violence 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 domestic violence 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













The majority of the 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 experienced stalking, while others have experienced 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.

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. 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**).



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 month - 3 months		4.3%	19
3 months - 6 months		5.3%	23
6 months - 1 year		5.5%	24
1 year - 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

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

Almost two thirds of the respondents were serving **their first sentence** (Table 18). 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 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










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 (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

Most inmates have a sentence plan (58.5%). However 41.5% do not have a sentencing plan. Looking at the various country’s 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. This could either be because of short sentenced prisoners or because this service is not available for all prisoners. In the “European Prison Rules” the regulation 103.2 of the “Recommendation Rec (2006)2 of the Committee of Ministers to member states on the European Prison Rules”⁶, recommends that sentencing plans should make part of a sentenced prisoner’s regime.

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

⁶ Council of Europe (June 2006): European Prison Rules, Strasbourg Cedex: Council of Europe Publishing, 35.
http://www.coe.int/t/dgi/criminalawcoop/Presentation/Documents/European-Prison-Rules_978-92-871-5982-3.pdf

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

Concerning the **help needed when first entering prison** most needed **mental health help** and help **with family issues** (Table 22). 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 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

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**. 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 per cent. 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 need 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

FEFI – Finding Education for Female Inmates

As expected, most respondents rated themselves as **either good or very good in reading, writing and mathematics**. Less of them rated themselves as good or very good in **ICT**. Some considered 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 and 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

41% of the participants **do not** practice educational activities in prison. Those, who participate most, prefer **vocational education training (VET)** (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 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

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 (Table 31) 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%) towards “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

The most cited reasons **for not following prison educational activities** at 29.6 % and 28.1% are that they **prefer to work** and are **not interested in getting an education in prison**. An explanation for these results could be the fact that working is linked to financial benefits while educational programs often are not. 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%, Germany – 33%); “unable to concentrate on studying” (France – 50%), “Problems with numbers” (Germany – 33%) and “I have enough education” (Malta – 80%). Each of these options indicates, 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

Prisoners feel that the prison educational programs are **not relevant** to them (39.5%; *Belgium, Finland, Germany, Malta*), followed by **inadequate access to ICT equipment** (31.6 *France*) and the **conditions for school and studying in prison are poor** (30.4%; *Italy and Cyprus*). A worrying 22.8% say that the **prison does not offer any educational programs**. In *Turkey* a high rate of 22,2 % stated that educational material is not offered in their 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

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*). In *Germany* 40% of the female inmates feel that the **prison education supported their personal needs**.

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

Concerning NEGATIVE experiences of participating in prison educational activities 17,6 % in *Belgium, Finland, France and Italy* said that education was **not what was expected** and another 17.6 % stated it was a **waste of time** in *Cyprus, Malta and Turkey*. 36,4 % had the feeling that **prison staff did not support education** in *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







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 counsellor**. This could indicate that in some prisons this profession does not exist. From those who answered: only slightly **more than half** felt that the counsellor was good or very good. Only two 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 counsellor'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

The most important source of information on prison educational programs (Table 40) were the staff (35%) and other inmates (30.9%). Notices and information sessions are not that effective. The staff, as a source of information, is very important in *Cyprus (45%), France (57%), Malta (44%) and Turkey (44%)*. Inmates, as a source of information, are important 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: My experiences with prison staff:

Response	Chart	Percentage	Count
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

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%)*. In *Germany* the support by security staff is low (8.9%) while inmates feel mostly supported by social workers (50%). However with the exception of *Malta (50%)* inmates feel that they are supported by the prison staff.

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

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 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: 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

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.

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.

FEFI – Finding Education for Female Inmates

The questionnaire “Q1” contained the open questions “My strengths/weaknesses as student are:” and “The kind of support that would help me the most, is:”. 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, having 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 supporting them to 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/economic problems.

1.1.2. Survey of the prison staff – The Questionnaire Q2⁷

Table 45 shows the distribution by number according to country of the 134 interviews conducted with prison staff.

Country	Prisons	Number of questionnaires with inmates
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 Zweibrücken and JVA Rohrbach	15
Italy	Casea Circondariale Trapani, UEPE	8
Malta	Corradino Correctional Facility	6
Turkey	Izmir Woman Close Prison	21

The prison staff involved in the study worked as security staff (47%), some were **social workers, teachers, psychologist, managers** etc. The number of respondents that were **security staff** varied from a high of 73% in *Germany*⁸ to a low of 29% in *France*.

⁷ The original Questionnaire Q2 can be found in *Appendix 2*, FEFI Result: “Questionnaire 2” (English/German) and in all other languages of the project partners here: <http://www.euro-cides.eu/FEFI/download/download.php?cat=17>

⁸ This number is that high because of the holistic approach in the cooperation between the prisons and ZWW: the “Allgemeine Vollzugsdienst (AVD)” (prison officers) are increasingly seen as participants in the support for education of the detainees. Therefore, this group was seen as important interviewees by the institutions.

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: I work with:

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

Most respondents worked with both male and female inmates (Table 47), 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 inmates. 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 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

As expected, the answers balanced each other out. 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 is divided, with almost the same number saying less motivated and more motivated. Some countries had 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.












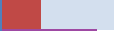






Table 49: What reasons do you think motivate female inmates to participate in activities?

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

It's interesting to note that **63.2% chose "length of prison sentence"** as the **principle motivator** for female inmates to participate in educational activities (Table 49). 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*⁹ 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.

⁹ This is due to the duration of the training programs. Short time training modules are not offered.

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

What demotivates female inmates from participating in education? The most cited reason at 47.4% was **“in conflict with working”** (*Belgium, Germany*), concerning time and payment. **Fear of gossip** was voted by 40.6%, (in Finland 54%), **low self-esteem** at 38.3%, **mental problems and language barriers** at 33.8% (42% in Turkey), and **not much choice** in the activities at 32.3%, [*Cyprus (66%), France (76%) and Italy (62%)*]. The Maltese respondents chose **‘symbiotic relationships’** at 66%.

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

The majority of prison staff (63.2%) answered that **education is a strategic priority** in their organization. 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. The majority of the respondents think that **the current offer in education does not meet the needs of female inmates (Table 52)**. 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 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

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%) (Table 53)**. 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 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

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 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










A resounding **79.7%** say that they feel that it is their job to motivate inmates to attend education and slightly more than **70%** think that they have the necessary skills to motivate inmates (Table 55). 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%. Concerning 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 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

What the staff needs to motivate inmates: Most **need information about the programs** (62.4%) and **time** (53.4%). **Communication skills** were also mentioned by 49.6% of the respondents. Most respondents chose a multiple of answers.

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

Circumstances that need to be addressed 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%) (Table 58). This is reflected in the answers given in the partner countries, where 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 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

Only 83 staff members answered the question towards changes of circumstances/prison conditions to encourage female inmates towards a successful release. 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 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

62.9% think that **“lack of finance”** prevents change in the situation of female inmates (*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 the government authorities block change in inmates by not voting enough funds to the prison to enable the employment of the necessary personnel.

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

The respondents feel that there is the **need of more personnel** (60%). This is felt especially 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 respondents believe that there is a lack of supportive policy framework (Belgium).

When the respondents were asked for their **wish list for female inmates** (question 15, Q2) 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**.

1.1.3. Summary of the inventory

The questionnaires pointed out the following aspects about the initial situations of women in prison *to improve learning, education and vocational training during their time in prison*.

- **The Educational background of female inmates is low** but about half of them have had a profession, an occupation or a job, not only in "female associated jobs". They got an income but half of them were living in poverty (except CY, MT, TU)
- **In all countries the inmates have strong family bonds** (hobbies, accommodation, social network)
- At least 20% of the respondents have had **prior influential contacts with someone who introduced them to a criminal lifestyle**. This gets much higher with persons who abuse drugs (more than 70%)
- **Most of the female inmates have had a prior history of domestic violence** in close relationships and as children. Many of them have **suffered some form of abuse** in their past, they have **more mental health problems** and some are **dependent on alcohol or drugs**.
- Added to this they have also been **separated from their children, sometimes having lost their children's custody** and so they have **problems with their perceptions and**

fears (self-esteem) on whether they were 'good enough' mothers. [*"Raising children"- majority of women see this as best "hobby" (except Malta)*]

- **Furthermore, we have seen how the inmates are not aware of their strengths or weaknesses**. This indicates that these women **need help finding themselves, to increase their self-esteem before any form of formal education and vocational training can take place**. This support should be continued throughout their stay and their duration of educational and vocational training activities as well as their working time.

1.2. Conclusion of the Analysis: Indicators and criteria for improving learning processes

From the analysis of questionnaires of female inmates and the prison staff in the various countries, key issues, indicators and criteria relating to the prison situations, the needs and requirements that are necessary to improve learning in prison, were to be developed on the following three levels:

- **Level 1: the needs of women in prison themselves** (to give them voice by questionnaires and to create measures/ learning offers)
- **Level 2: the experiences and needs of prison staff** (their motivation for changes, development of skills, needs etc. by questionnaires and creating measures)
- **Level 3: the requirements of the organization/prison structure/ policy makers and management** (their promotion of change processes towards a holistic learning environment, support, awareness, co-operation in services etc.)

This enabled the partners to start new measures and procedures and to give a drafting

1.2.1. Starting point for female inmates in prison

Female inmates face a myriad of challenges that specifically appertain to the female incarceration problematic.

- **The low number of female inmates** in the partner countries (3,3-7,6%)¹⁰ renders the finding of a group of women interested in the same subject problematic.

¹⁰ World Female Imprisonment List (third edition) 2015
Women and girls in penal institutions, including pre-trial detainees/remand prisoners – Roy Walmsley - The International Centre for Prison Studies (ICPS)
http://www.prisonstudies.org/sites/default/files/resources/downloads/world_female_imprisonment_list_third_edition_0.pdf

- The **length of prison sentences** they receive varies. They 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).
- Almost two thirds of the respondents were serving **their first sentence**.
- Very few female prisoners were **kept in open prison**.
- About half of **them do not have a sentence plan**.
- Most offenders **have plans after release to work, to start over again, to reactivate family bonds**.
- A high number have had **good experiences with community services** in the past, which they will take for support after release.
- This could be the **educational counsellor** (only in some prison), a **psychologist, a social worker or any other professional** who is willing and capable of helping. Here also can be found a **north-south divide**: It seems that the **south suffers from lack of staff and appropriate resources such as rooms**.
- **But** a high level of inmates (41%) **does not practise any educational activities**. Although most offenders are motivated for learning towards “getting a better life”. The specific obstacles and negative experiences of the female inmates that should be addressed differ in the partner countries.
- The reasons for this could be various: **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**. There is more emphasis in prisons on **classical academic education rather than on vocational training and therapy, health care, family support as well as sports and cultural activities**. These thoughts are reflected in both the inmates’ and the officers’ questionnaires.

1.2.2. Key issues towards conditions of learning

The initial personal and prison situations render education and vocational training more problematic with female inmates.

- The **common problems of mental health issues with women inmates** 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 counselling before any real educational work can start**.
- 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 the aim to make inmates feel better, for it to succeed**.
- Female inmates felt, that **they have learning problems** (reading, writing, mathematics, ICT) which the prison should address. In Turkey a noticeable larger group of inmates admitted to have difficulties in learning and writing than in other countries.
- **They admit needing support**
 - A **sentencing plan** towards **orientation** of their prison time.
 - A **help on first entering prison**
 - A **care-plan and the possibility to speak with someone about their diverse problems**,
 - But as well **help for their release**.
- 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.
- **Security staff is seen as a source of information** in mainly all countries.

1.2.3. Key issues towards the role and needs of staff

Evidences from the survey of staff (Q2) as well as from the responses of female inmates (Q1) revealed the following aspects:

- The majority of the interviewees of **the staff worked** either only **with female inmates** or **with female and male inmates** (two groups of partner countries).
- For the majority of them (63.2%) **education is a strategic priority in their organization** (Finland 39%), but they think the **current offers do not meet the female needs**. In contradiction **female inmates** in some countries **require a stronger support by staff towards learning**.

- Half of the staff see the learning motivation of female inmates in a better or less motivated way than male inmates (Cyprus 50% and Germany 40% say female inmates are less motivated). This may contribute to a more or less traditional image of women in society.
- Principle motivators for learning are “**length of prison sentence**” as well as “**content and potential results**” in the opinion of the staff.
- Female inmates feel that they are **mostly being 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.
- All countries have an **emphasis on school/traditional training** as well as **vocational training** despite the described problematic starting position of female inmates.
- The southern countries with small groups of female inmates report on **not having adequate classrooms**.
- Beside the fact that a resounding **79.7% of staff** say that it is their job to motivate inmates to attend education and slightly more than 70% think that they have the necessary skills for that, they asked for **more information about programs (62.4%), more time (53.4%) and more communication skills**.

1.2.4. Key issues towards prison structure, management and policy makers

Not only the mentioned facts from inmates and the different groups of staff are necessary to address changing situations. The prison system in a holistic view is involved towards creating a continuum of education and learning. This applies to a common coordinated vision of the prison management and staff to enhance motivation and commitment of learning requiring the collaboration of all actors and institutions involved.

The **Wish list for female inmates of prison personnel** pointed towards infrastructural changes in the prison system but also concerning the policy makers: The high relevance of educational support in both questionnaires stressed the need for the transformation of the prison system into a learning environment to reinforce an improved basis for the prisoners in order to achieve reintegration. The following aspects of the questionnaires underline this transformation of the prison system, which must be accompanied by management, political awareness and support:

- **More support and offers in education and vocational training** (58.6%, education: *Cyprus and Finland*; 58,6% vocational training: *Belgium, Cyprus, and France*), **more offers**

in social and psychological therapy (56.2%), **the need of more personnel** (53.9%, *Germany and Turkey*) and **more offers in work** (53.9%, *Italy and Malta*).

- **Equality of treatment between male and female inmates** which will make it possible to offer joint educational opportunities for males together with female inmates.
- Female inmates as well as the staff recognised that there would be the **need of more personnel** (60%) in the current but as well in a future situation.
- This is especially felt in Cyprus, Finland, France, Germany and Turkey. Cyprus and Malta also feel that there is a problem with **qualified personnel**. In the day-to-day changes this means as well **more time** for educational classes and for the support of female inmates towards **more opportunities to find jobs on release**.
- This includes the need for the **increase of competences and skills of prison personnel especially in counselling, supporting and teaching**.
- **Lack of suitable processes and communication between personnel**, (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** (Belgium).
- Changes of **values and work culture** in prison were also demanded: awareness of traditional role images, teaching of respect to inmates; a more empathic and humane behaviour towards prisoners.
- **Lack of financial support/funds is a perennial problem in all prisons**.

1.2.5. Comparison of the results of both questionnaires with the existing literature

The discovered obstacles for female inmates in the FEFI partner countries are comparable with the description in literature esp. for Germany¹¹:

- excessive level of security
- no perception as an independent law enforcement form
- home distant accommodation
- barely possibilities of differentiation
- deficient education - and qualification offer
- high proportion of drug addicts
- high proportion of women with violence and abuse experience

¹¹ Grote-Kux, Gabriele: Frauenkriminalität und Frauenvollzug in Deutschland. 2007. Retrieved May 25, 2016 from: http://www.europarl.europa.eu/hearings/20070626/femm/grote_kux_de.pdf,p.6

- high proportion of women with mental health and psychiatric disorders (symptoms)

In the International Study on Women's Imprisonment from 2005-2007¹² with the countries of Denmark, Germany, Spain, Greece, Croatia, Slovenia, Poland, Lithuania and Russia, similar problems have been described:

„The following specific problems have emerged that need to be considered within the framework of correctional facilities (...):

- Mothers with minor children outside or within the institution (possibly in mother-child facilities in the institution)
- Family relationships and bonding problems (divorce, separation, dependence, etc.)
- Psychological and health problems
- The increased proportion of women with depressive symptoms
- Experiences with suicide attempts; increased risk regarding self-harm tendencies
- Alcohol/drug/prescription drug dependence
- Early experiences of victimisation (violence, possibly child abuse, rape), humiliation and the resulting traumatising
- Problems regarding low self-esteem
- Experiences of stigmatisation during criminal prosecution
- Problems as a result of being incarcerated
- Inadequate accommodation (cramped space, overcrowding and other stress factors, lack of activities, work, training, etc.)
- Accommodation far from home, making it difficult to remain in contact with families and significant others.“

In this study, it is clear: „While most of the institutions cover most of the need for drug rehabilitation programmes relatively well, the treatment options for alcohol and prescription-drug-abuse lag considerably behind the extent of the reported problems.“¹³

This study showed as well the distribution of offenses for female inmates in the participating countries. „Altogether almost one third of the women were imprisoned for drug offenses whereby the differences between the countries are enormous.“¹⁴

A British study¹⁵ concerning English and Maths skills levels of prisoners in England came to the conclusion for women prisoners, that the rate of self-declared learning difficulties is in female prisons significantly

higher than in male prisons. Although English skills are very poor compared to the outside, female inmates reach a marginally better level for literacy skills than men, but this is reverse with Maths skills.

2. Creating new procedures/ measures (national)

The analysis of the needs led to first ideas of model-procedures and new conceptions on the levels of **female inmates, prison personnel/pedagogical support and prison structure. Measures** have been created in the various partner countries towards following aims and objectives:

- To enable female inmates to gain confidence and self-esteem
- To create new offers covering female inmates needs
- To prepare prison staff and other professionals to support and motivate female inmates to develop self-confidence and new skills to prepare for their release
- To ensure the holistic approach
- To investigate the best modus operandi within prison environment to ensure a normal right to the access of learning
- To create procedures for new practices that will be explored to develop recommendations

2.1. New measures and learning situation

Starting from a resource-based approach in connection with the concepts of "learning prison" and organizational development the project partners aimed to create new procedures and learning measurement for the female prisoners. Based on a demand-oriented design the measures had the goal to improve the health problematic initial situation of female inmates, their low self-esteem and to encourage them to improve their learning outcomes for a more successful release.

The partners developed new resources and procedures to increase a better access to education for female inmates.

An experimental phase has been realized in the first part of 2015 to operationalize new forms of individual/collective approaches towards ideas, instruments, methods and structure development for female inmates and staff.

In all countries new measures were developed and offered as well as evaluated.

At the work meeting in Italy in June 2015 these efforts were presented and discussed as well as evaluated towards possible recommendations.

12 Dünkel; Frieder in: Frieder Dünkel, Claudia Kestermann & Juliane Zolondek: International Study on Women's Imprisonment Current situation, demand analysis and "best practice", 2007. Retrieved May 25, 2016 from: http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 42

13 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 26-27

14 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 24

15 Creese, Brian: An assessment of the English and maths skills levels of prisoners in England. November 2015. Retrieved May 25, 2016 from: <http://www.nrdc.org.uk/wp-content/uploads/2015/11/An-assessment-of-the-English-and-maths-skills-levels-of-prisoners-in-England2.pdf>, page 8 ff.

After an Evaluation of the partners themselves as well as of the inmates, the measures represent “Good Practice Models” in a certain field and level concerning prison education in the national countries.

2.1.1. Level 1: The female inmates

Belgium, Finland, France, Italy and Turkey had decided to intervene directly with female inmates.

BELGIUM

Sports was used as a medium of learning for the female inmates – “Ladies on the move” was the title chosen for this activity. A mixture of individual, division and group sessions were planned. Sports is a vehicle to reduce antisocial behavior and prevent social exclusion. Sports helps communication and acting in a group.

Five, two hour sessions were conducted during this experimental program. They consisted of a mixture of sports, classroom activities and individual support. Prior to every session the teacher met every participant individually. A classroom session was conducted followed by a sports session. Sport as a tool for learning new skills was a success. The secret is to have a good combination between sports and education. The inmates evaluated this course positively. This experiment was conducted in the two prisons that participated in FEFI. Although the program was successful with the women that participated, there was a problem of low numbers.

CYPRUS

Interventions with female inmates centered on experimenting with new activities and workshops that will support the inmate’s wishes identified in the questionnaire, such as housekeeping, taking care of children, cooking, and sports. Cooperation with the Ministry of Labor and Social Security to facilitate employment before release was also planned.

For the first time male and female prisoners were mixed together for certain activities such as cooking and theatre. The school education program is changing its way of delivering classes through the use of media, social debates and interactions. Cyprus also held a meeting with inmates about the results obtained to make inmates aware about what is being done and how the questionnaires were received.

GERMANY

Rhineland-Palatinate organized and offered for the female inmates the following new courses in vocational training in the prison of Zweibrücken:

- From January to May 2015, 15 inmates were trained in facility management and all have achieved a certificate of industrial cleaners.
- Summer 2015 – a course of vocational training ‘cooking’.
- August 2015 – a course “Make-up artist”. This is done in collaboration with the Chamber of Crafts Saarbrücken.

- During Autumn/Winter 2015/2016 – A course “fashion Seamstress” is planned.

FINLAND

The main findings of FEFI Survey in Finland were that female inmates need more individualized support during the releasing process (inmates) and that there is a lack of personnel and financial resources (staff) to meet these needs. In regards of these findings Hämeenlinna Prison wanted to experiment two new and innovating methods for FEFI: the Mentor Program (a.k.a. Service-user Involvement Program) and the Retreat Program.

Mentor Program: Hämeenlinna Prison opened an activity centre “Monikko” in 2014 to serve as a meeting place for inmates and the NGO’s that offer a variety of services and support during the releasing process. Monikko is located a few minutes away from the prison grounds.

Two former inmates wanted to help as volunteers in Monikko as FEFI was just proceeding to the “Experimentation of new procedures” phase, we suggested that they act as Mentors for a selected group of female inmates. Hämeenlinna Prison gathered six women from the Releasing Unit, and scheduled four full-day meetings between the mentors and the group in Monikko. The mentors introduced themselves and shared a brief story of their background. They also shared valuable information and personal difficulties that they had faced during their releasing process a few years before. The idea was to incorporate the discussions of various different topics concerning releasing process with doing fun and uplifting activities together in a casual setting. The current inmates were able to get good ideas on how to prepare themselves emotionally and physically for release. The mentors pointed out that the pilot program was also helping them as Monikko is a place where they did not need to hide their criminal past and they felt free to talk about their own time in prison.

Retreat Program: There are many promising findings of the retreat’s success in Swedish prisons, where it has been used as a rehabilitative program for over ten years. Hämeenlinna Prison brought the concept into Finnish prisons as part of FEFI “Experimentation of the new procedures” and the pilot took place between the 31st May and the 7th June of 2015.

Ignatius Retreat is an old Christian method where a period of eight days is spent in silence to enable participants to gain a deeper awareness of themselves.

Six female inmates were chosen to participate in the Retreat Program - two from Turku Prison and four from Hämeenlinna Prison. The criminal backgrounds included homicide, severe violence, drug related crimes and crimes against property. Half of the participants were foreign nationals.

Together the instructor and each participant made a personal retreat plan for the following eight days. A special time of the day was dedicated for each participant to discuss issues with the instructor. These daily meetings were optional, a participant was free to choose if she felt like talking or not. That was the only time during the day the participant was able to talk as all the other time was spent

in meditation, writing and reading about the subjects in question according to her personal plan.

The retreat setting was ideal with two separate department units, one for the instructors and one for the inmates. The units shared a common yard, like a little garden, which was well used during the retreat. The inmates had free access to the outside where they were free to wander in silence. All the meals were served in the inmates' unit and were eaten together in silence. The daily appointments and the evening gatherings were held in the instructors' unit.

"Let's be quiet – good things will come! The Silence can be quite rehabilitating especially for inmates with the ADHD diagnosis, and for other impulsive inmates as well. The prayer and silence can heal a person entirely. In silence an inmate has to really face herself honestly without acting any role." – Finnish prison warden

FRANCE

The French partner also decided that the best domain of intervention would be on female inmates in two prisons. Together with local employment centers, courses were identified. Such courses aimed at assisting female inmates to find employment when released. Course will be delivered starting September 2015. The 2nd prison is adopting a skills validation for prior experiential learning.

This allows inmates to get a diploma for prior education that has not been certified during schooling.

Prison of LIMOGES, FR – Female wing « Valorization of prior learning competences »

To give female inmates a chance to be judged in a formal way on the skills they have gathered during their past work experience. The French national system, the so called VAE (or 4th way to hold a diploma) was not yet running in this prison when the FEFI project started. FEFI experimentation allowed the involvement of VAE counsellors as well as teachers in prison to prepare the administrative part of the examination. As one learner was released during the procedure, it has been necessary to develop an inside/outside bridge with on going services in another region so as to help and sustain the candidate.

FEFI gave the chance to answer individual needs of female inmates who participated in the initial project's survey by developing a singular measure which already exist in French national Education but was not yet organized inside this prison towards female inmates.

For more information about VAE please go to

<http://www.euro-cides.eu/FEFI/download/download.php?cat=87>

For more information about an exploratory study in prison please go to

<http://www.euro-cides.eu/FEFI/download/download.php?cat=88>

Prison of SAINTES, FR – Female wing « Vocational training with certification »

The aim was to create one training session focusing on « Business hygiene and prevention » with the goal to be able to include male inmates volunteer to join one female group during lessons to prepare for a diploma. This FEFI experimentation did not fit the normal school year when it was asked to start it, so it was postponed to 14 September 2015 till beginning of March 2016 thanks to the extension of the project duration.

FEFI gave the chance to answer individual needs of female inmates who participate to the initial project's survey linked to the fact that it was an opportunity to work with the employment public service to determine the field of economic activity that was needed in the area.¹⁶

ITALY

The Italian partner's intervention, nicknamed Donne Volanti (Flying Women) was aimed at involving the whole female section by creating a 'learning space' in the form of a home atmosphere. Women would be encouraged to explore their situation, learn from it and grow. Using digital media (in the form of CD-Rom) the milestones important for women would be addressed - education, marriage, motherhood, family, work etc. This would help inmates evaluate their lives, identify problems that are keeping them back and help to discover their strengths and weaknesses to aid in their re-integration into society. Cell doors were left open, social spaces in which the educational activities of various kinds can be performed with the help of voluntary associations that deal with cultural activities were identified. The kitchen was used for the inmates to prepare food but also to engage them positively during their stay out of the prison cell. A DVD collecting all the material was prepared. The overall experience of inmates was very positive with inmates showing great enthusiasm in attending the sessions.

TURKEY

"Handmade Toys" was the activity chosen by Turkey. According to the results of the questionnaires that had been done with 124 female inmates, inmates wanted to develop creativity, to gain occupational skills, to spend quality time in prison, to relax psychologically, to gain money after being released (work in companies that produces toys, touristic and gift goods), in short to become productive members of society.

Therefore, from March to June 2015, 6 courses of Handmade Toys were opened with the cooperation of Aliğa Public Training Center. Two teachers taught female inmates how to make handmade toys in the prison education classes. Each course consisted of 64 hours. Female inmates who finished the course successfully got a certificate from the Aliğa Public Training Center. A total of 57 female inmates participated in the courses and 31 of them were successful and got the certificate. Inmates' reaction to this course was positive.

¹⁶ For more information about this please go to http://www.euro-cides.eu/FEFI/upload/worksheet_for_training_activity_as_fefi_measure.pdf

2.1.2. Level 2: Prison Personnel

Working on Level 2 with the prison staff means to help staff reflect on their role as part of a learning system.

GERMANY

In Rhineland-Palatinate the prison staff aims at working with a holistic approach.

The prison of Zweibrücken decided to implement the idea of the "Ressourcenfinder" with inmates. The "Ressourcenfinder" is a member of staff who supports the inmate in difficult situations. This person will be the mentor of the inmate from entry to exit point. She (he) will help the inmate to discover her strengths and build on them. This will enable them to restructure their lives and to prepare them for release. The "Ressourcenfinder" can help female inmates, however, at the end the inmate has to take responsibility of herself.

The inmate is also assisted through the instrument "ProfilPASS", which helps the inmate to identify her abilities and skills. It also helps the inmate in self-learning, through making visible formal, non-formal and informal acquired skills. Most inmates are not aware of their skills, the ProfilPASS helps them to connect their past with their present and future. It is a self-exploration tool, helping inmates to draw their biography and motivate future learning.

Ressourcenfindung – Why?

- ... to develop stability
- ... to care for oneself
- ... to find one's equilibrium
- ... to discover the right way for oneself
 - ... to perceive one's borders
 - ... to esteem oneself
 - ... to outgrow oneself
- ... to discover internal resources
 - ... to activate resources

CYPRUS

A seminar on the results of the questionnaires was conducted with the staff to raise awareness and to motivate them to help inmates. In the long run staff needs to be trained to design sentencing plans. There is also a need to train the personnel, to issue certificates of education and to increase the number of social workers and psychologists. In April there was the employment of 2 professionals for six months to draw up sentencing plans.

2.1.3. Level 3: Prison organisation, structure, management and policy makers

Working on Level 3: the requirements of the organization/ prison structure/ policy makers and management, has to take into account the promotion of change processes towards a

holistic learning environment by policy makers and prison management, to create and support a common coordinated mission towards learning and raise awareness of the staff and cooperating institutions on the subject.

GERMANY

The University of Mainz conducted Seminars in prison on the results of the questionnaires to raise awareness on the situation of female inmates with regards on both: staff and policy makers. One group for taking over a new role, the other to support the necessary conditions.

MALTA

The results of the questionnaires indicated that the problems in female educational services were far beyond a problem of staff and inmates. The staff needed help, especially from policy makers, to deliver a sound educational program. Due to this it was decided that our intervention would have a major possibility of success if we addressed this issue with management and policy makers. We conducted a seminar on the results of the questionnaires to raise the management's awareness. This was well received and we have already seen some improvement in inmate courses. More courses are being introduced. There has also been an indication of issuing calls for psychologist and social workers to work full-time in prison. Two seminars were also delivered to staff members (one to adult prison staff and the other the juvenile prison staff) to motivate them to assist female inmates in education and to make them aware of the inmate's needs.

In addition, a parallel project was conducted including, sewing and textiles, beauty/nails technician and working in a kitchen for female inmates. Training was successful in terms of female outputs particularly for the beauty/nails technician and the sewing and textiles courses.

2.2. Synthesis of the different experimentations

During the creation and implementation of the new procedures and measures challenges and obstacles appeared towards the organisations of the FEFI-project as well as on the three levels in the different partner countries.

Overall critical points were pointed to the questionnaires: Some questions had been too private, had to be adapted by the different cultures, they are not statistically significant because of the low number (Q2); partly they were too scientific and academic.

Our intention has been to give women in prison a voice concerning their individual needs. The overall aim of the project was to motivate female inmates for participation in a learning process.

The intention of the project was not a scientifically-scale research project.

2.2.1. Challenges and obstacles

Challenges and obstacles to improve learning, education and vocational training for female inmates during their time in prison are already pointed out by the questionnaires and described in 1.1.3. Others are discovered by the implementation of new measures in the various partner countries.

- **Project organisational challenges:** In most countries we had structural difficulties to organize the workshop with the prison quads because of the timing. Summer holidays started at the beginning of June and they will be finished at the end of September, this makes the situation difficult because of lack of staff (Cyprus). It was as well difficult to recruit teachers in that time, and coordinate time tables, schedules between prison and education section (France).
- **Inmates:** Concerning the women in prison the described starting situation had been always raising problems: Very few numbers of female inmates for a course, heterogeneity of needs and sometimes nationalities, competition between education, behavioural treatment and vocational training as well as working (equal payment); variety in length of sentences and the timing differences between education/prison System

All this led to difficulties and the questions: "How to get female inmates involved? How can we address their low motivation?"

It was very difficult to find enough female prisoners with the same educational interests and equal educational requirements. The time of range of this course was often short; female inmates need more time and support to develop themselves in the courses, so they participate in more than one time in a course (Turkey).

This pointed as well to the problem, that many female inmates are disturbed by a lot of different factors. 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.

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 labour market. Women in these situations have other needs. Maybe they need health care programs or family support, substance abuse programs or psychological rehabilitation, programs which are time and personal intensive.

Another experience was that many inmates do not know their potentials, strengths and skills. They never have passed and finished a vocational qualification with a degree. They have only low self-esteem and do not believe in their own self-efficacy.

Furthermore many women are serving relatively short sentences and they move into the open prison as soon as possible (perhaps beside the one's with drug addictions). To pass an education in one of the German education centers is only possible for male and female inmates in the closed prison. And as well the rehabilitation and care program are intensive concerning time and personal, so that must be financed and a bridge needs to be set between the different prison institutions and the outside after release.

- **Prison staff:** The lack of personnel in prison in most of the countries, led to some resistance against the implementation of new procedures in some of them in the beginning. Especially due to the fact that some staff members were ordered to attend in workshops, questions as "why do we have to do those things?" have been asked (Cyprus, Malta).

There was a willingness to help and to address the needs of female inmates, although the female inmates stressed negative attitudes of staff, personal deficits and were missing support. These were curtailed by the lack of resources and by the fact that they have sometimes a female wing in a male prison, therefore most resources tend to go to the male sections. Later on it went better, probably due to the fact that there were only correctional officers and the group was smaller (Malta).

As well in France the coordination of the operators involved has been difficult, because there **wasn't the habit of working together**.

This shows that there must be more help for prison staff towards attitudes (especially) concerning female prisoners: Raising awareness for the 'female prisoner in the centre', their needs, the necessity of learning and more encouragement. Reflecting communication conditions, the educational vision of the organisation and their role as possible multiplier to increase the learning process requires a change of their role and development of their skills towards counselling, communication and teaching.

- **Prison: Prison structure, management and policy makers**
The holistic approach of the project assumed that by the survey of the needs of both groups "female inmates" and "prison staff" an improvement of prison conditions would be possible, but only few measures went so far.

At least the needs of the staff pointed out deficits in the prison organisation.

Approaches can be found particularly in the activities of Malta and Germany. In both the effects of the management system were taken into account.

Furthermore the following problems were mentioned in the questionnaires as well with the measures:

Inside/outside difficulties or the institutional coordination and bridges between inside-outside: Difficulties to follow education outside, for example France got the problem "how to proceed further on after release when back at home within the same county but in another department". This problem was very important in all countries with only little solutions.

Economical thinking: lack of financial support by having only small groups, less than 10 persons, lack of resources (time, staff).

Lack of human resources, lack of adequate structures and not enough personal resources were available to implement the measures sustainable.

Ministries and Prison management was occupied with other political priorities or different topics concerning minorities.

Andrew Coyle described a well-managed prison: It "is one in which the environment is decent and humane. ...these features can be measured by the quality of human relationships between the prisoners who live there, the staff who work there and anyone who comes to visit for any reason..."

The best managed prison systems are likely to be those which have a clear understanding of their objectives, mission and values."¹⁷

The mentioned deficits and problems towards the staff indicate problems of organization. Policy makers must support the process of changing the attitude of prison personnel.

2.2.2. Impact of the new procedures and measures

What are the impacts of the new procedures and measures in country comparison concerning female inmates, prison staff, and prison structure? In which way did we get improvements of the former situations and Good Practice Models?

Starting from the fact that the number of women in prison were low and the new procedures and measures could be carried out only in the context of a short project-related period (from 2013-2015), therefore, any long-term scientifically verifiable findings were not to expect. But the project created some much-needed data across a wide spectrum of countries and threw up a wide variety of experimental measures which form the basis for further development in the future.

17 Coyle, Andrew: Managing Prison in a time of Change, 2002. Retrieved May 25, 2016 from: http://www.prisonstudies.org/sites/default/files/resources/downloads/managing_prisons_0.pdf, p. 97 f.

What was achieved?

Female inmates were given a voice and put as "Person in the Centre" by considering their needs in the different partner countries (RISE¹⁸). The amelioration of the inmate's self-concept, the realization of confidence and self-esteem were first steps before skill enhancement and upgrading their educational background could start.

"Higher than average success is achieved by programmes that focus on interpersonal problems and specifically on family process variables. Moreover the treatment of past experiences of victimisation, traumatisation and building up self-esteem proved to be of significance to the rehabilitation process (see Green et al. 2005).¹⁹"

Procedures for new practices were created. Depending on the initial conditions in the various countries they were related to informal and formal education as well as new programs for vocational programs for female inmates or aspects of VAE. But as well activities combining sport and education ("Females on the move") or "Handmade Toys"; "Flying Women" are aiming on improving self-esteem and motivation towards learning. "Resourcenfinder" will establish a more structural thinking towards discovering the own strength and reflecting the own educational pathway after release. Aspects of rehabilitation may be intended in the Finnish Retreat Program.

This focus on rehabilitation and improving self-esteem is in most of the cases with female inmates - different from male - essential before education can start. (FI,BE,IT,DE)

- (1) **Criteria** to create new practices were developed (to give voice to female inmates)
 - **Criteria**, which must be observed in the establishment of new methods towards **female inmates**, are:
 - "Person at the Centre"- Personal situation for the female inmates (health system, self-esteem, family related bonds etc.)
 - Their conditions towards learning (educational background, jobs, awareness of strengths, etc.)
 - The role and support by the staff

18 Reintegration into Society through Education and Learning (RISE): June 2013 <http://www.rise.fczb.de/index.php?id=310> and <http://www.zww.uni-mainz.de/1879.php>

19 Dünkel; Frieder in: Frieder Dünkel, Claudia Kestermann & Juliane Zolondek: International Study on Women's Imprisonment Current situation, demand analysis and "best practice", 2007. Retrieved May 25, 2016 from: http://www.rs.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 43

- Their situation in the prison system (low numbers, security level, support related situations, participation in prison activities, preparation for release)

– **Criteria concerning the staff:**

What was necessary to prepare prison personnel to act, to motivate female inmates to develop self-competences and new skills to prepare for release? The following criteria should be reflected and improved by the organisation as well as by the competences and skills of the prison staff:

- Raising awareness of the necessity towards needs and motivating factors for female inmates on learning,
- Increasing their competences and further skills (counselling, communication motivating and teaching)
- Reflection and vision of prison as a learning system and their part in it.

– **Criteria concerning prison organisation, management, policy makers:**

What is necessary and how to encourage prison management to ensure a multi-disciplinary team approach towards the needs of the female prisoners and to improve their situation in prison? What is necessary to investigate the best modus operandi in prison to ensure a normal right to access learning?

Although the relevance of prison education was mentioned as an important aspect by both groups, inmates and staff, the reality neither met the needs of the inmates nor offered enough possibilities. With several approaches in some partner countries first sets of *scenarios* for changes towards prison structure/management were launched. Criteria in this regard are:

- to raise the management's awareness for the needs of female inmates and staff
- Improving provision of learning opportunities; Ensuring continuity of support
- Infrastructural changes towards prison as learning system needs common coordinated mission towards prison as a learning system; Boosting the role of education and training

- Combining Education, training and therapy
- More effort towards suitable processes and better coordinated communication
- A better Work culture and Values
- Help for prison staff: Guidance and common visions
- Ensuring the continuum from inside to post-release coordination; Enabling inmates to re-engage with the world outside; Fostering cooperation among agencies and with civil society
- Addressing over-emphasis on security wherever possible
- Supportive political framework (Personal, financing, adequate requirements)

3. Results and recommendations

The project's main goals were to develop recommendations for a better learning of female inmates in prisons. They result from the discovered criteria and went into the following **seven key principles**, which should be pursued in order for education to be effective in the prison:

- (1) Placing the person at the centre: Helping female prisoners to express their needs; Recognizing competences; Boosting self-awareness and esteem.
- (2) Holistic approach: Combining education, training and therapy; Ensuring the continuum from inside to post-release (courses and qualifications).
- (3) Active involvement of prison personnel: Sensitizing, qualifying, improving communication skills; Transforming officers into motivators and counsellors.
- (4) Managing prison as a learning institution: Raising governors' and authorities' awareness of female inmates' needs; Improving provision of learning opportunities.
- (5) Equal importance of security and education: Boosting the role of education and training; Addressing over-emphasis on security wherever possible.
- (6) Transition management as the central focus: Enabling inmates to re-engage with the world outside; Ensuring continuity of support; Fostering cooperation among agencies and with civil society.

- (7) Dismantling the „rhetoric-reality divide“: Ensuring the necessary budget and workforce for creating a positive prison environment and successful release.

The seven principles explained in more detail are:

Ad (1) Placing the person in the centre:

Helping female prisoners to express their needs; Recognizing competences; Boosting self-awareness and esteem.

This recommendation is very important for all prison projects. This is one of the ways in which prison education reflects trends, developments and priorities in adult learning. The validation of the skills, competences and knowledge, that the person is often not aware of, is very important. All this serves increasing self-awareness and esteem. Improving counselling and guidance arrangements are necessary for person-centered intervention.

Ad (2) Holistic approach:

Combining education, training and therapy; Ensuring the continuum from inside to post-release (courses and qualifications)^{20/21} by combing the education training inside prison to the job requirement outside.

Women’s correctional facilities should be organized in the sense of a holistic approach according to

- the principles of successful treatment of female prisoners concerning their multivariable problems within the framework of social-therapeutic institutions²², as well as
- a continuum of education and learning²³ for the time after release.

The project results show that the important elements of a social-therapeutic approach are as well necessary elements for increasing motivation towards learning activities:

- “The reformation of communal life through allocation to living-groups / units that enables intensive communication among inmates as well as between inmates and prison officers [GPM: Flying Women, Italy]
- The continued allocation of well-trained, motivated and empathetic officers to the groups of prisoners living together [GPM: “Resourcenfinder”, Germany]
- A gradual opening of the prison regime through relaxations, long-term (family) visits, prison leave, work-release as well as the accommodation in halfway houses and aftercare after the

final release [GPM: Activity Centre “Monikko, Finland”]²⁴

- Offers in informal and non-formal learning as well as formal educational offers, vocational trainings and possibilities of work must be available for female prisoners despite the small number of female inmates.

The measure of Finland showed that there are approaches for more opening opportunities of working together inside-outside. Cyprus initiated possibilities of training for female and male prisoners together. However one must take into account the violence these women may have experienced by men before proposing such training.

Ad (3) Active involvement of prison personnel:

Sensitizing, qualifying, improving communication skills; Transforming officers into motivators and counsellors.

The mentioned problems and needs of female inmates must be addressed by means of sensitizing and qualifying prison personnel²⁵:

- Raising and increasing awareness of staff, reflection of their role in motivation and encouragement towards improving information and activities in educational/ training/ rehabilitation working offers.
- Improving communication, motivation and counselling skills (GPM: “Resourcenfinder”, Germany).

The process is to change the attitude of prison officers from key turners into motivators and counsellors.

Ad (4) Managing prison as a learning institution:

Raising governors’ and authorities’ awareness of female inmates’ needs; Improving provision of learning opportunities.

- “In brief, a well-managed prison is one in which the environment is decent and humane. In practical terms, these features can be measured by the quality of human relationships between the prisoners who lives there, the staff who work there and anyone who comes to visit for any reason.
- The best managed prison systems are likely to be those which have a clear understanding of their objectives, mission and values.”²⁶

Prison organisational development is a learning process with the principles: ‘Person at the centre’ (Inmates and staff) and a created ‘Common coordinated Mission’²⁷ to clarify expectations, roles, tasks

20 Dünkel; Frieder in: Frieder Dünkel, Claudia Kestermann & Juliane Zolondek: International Study on Women’s Imprisonment Current situation, demand analysis and “best practice”, 2007. Retrieved May 25, 2016 from: http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 43

21 Reintegration into Society through Education and Learning (RISE): June 2013, P. 31 ff.

22 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, P.42

23 Reintegration into Society through Education and Learning (RISE): June 2013, page 31 ff.

24 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, P.42

25 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, P.41

26 Coyle, Andrew: Managing Prison in a time of Change, 2002. Retrieved May 25, 2016 from: http://www.prisonstudies.org/sites/default/files/resources/downloads/managing_prisons_0.pdf, p. 97

27 Reintegration into Society through Education and Learning [RISE],

and responsibilities of each member of the personnel. The aim is to create a communication and collaboration culture as well as prison policies to motivate inmates towards learning²⁸. Good Practice Models are made by the measures in Malta and by the experiences in Germany.

The institutional framework needs to be reflected - equal payment of all activities (education, therapy, vocational training, work) motivates the female inmates to participate in all activities. Since almost all inmates hopefully will re-enter into society, the prisons should fulfil the duty to protect society and function as a learning institution.

Ad (5) Equal importance of security and education:

Boosting the role of education and training; Addressing over-emphasis on security wherever possible.

“The current structure of correctional facilities overestimates safety and security needs. Women’s correctional facilities could be managed ‘predominantly in free forms’.”^{29/30} (The type of crime, the length of the sentences, the number of previous sentences, limited places in open prisons for female inmates).

- Reflections are necessary towards this security aspect by a low number of female inmates and restricted finances in all countries. A good practice towards the opening for society can perhaps give the Finnish example: Activity Centre “Monikko”
- FEFI-contributions show this very eloquently. We should work less on security and more on the rehabilitation process of the prisoners after the end of the sentence. That means we have to put more emphasis on educational training and personal development during the sentence.

Ad (6) Transition management as the central focus:

Enabling inmates to re-engage with the world outside; Ensuring continuity of support; Fostering cooperation among agencies and with civil society.

“The preparation of female prisoners for release from prison by

June 2013, p: 27 ff

- 28 Creese, Brian: An assessment of the English and maths skills levels of prisoners in England. November 2015. Retrieved May 25, 2016 from: <http://www.nrdc.org.uk/wp-content/uploads/2015/11/An-assessment-of-the-English-and-maths-skills-levels-of-prisoners-in-England2.pdf>, p. 4
- 29 Vgl. Frieder Dünkel in: Frieder Dünkel, Claudia Kestermann & Juliane Zolondek: Internationale Studie zum Frauenstraf-vollzug, Bestandsaufnahme, Bedarfsanalyse und "best practice" 2007 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_frauenvollzug.pdf, p. 41: – in English: International Study on Women’s Imprisonment Current situation, demand analysis and "best practice" http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf (2005) page 41, from 06.05.2015
- 30 Grote-Kux, Gabriele: Frauenkriminalität und Frauenvollzug in Deutschland. 2007. Retrieved May 25, 2016 from: http://www.europarl.europa.eu/hearings/20070626/femm/grote_kux_de.pdf p.6

means of a wide-ranging relaxation and opening of detention conditions is being widely neglected.³¹ This is not justifiable in light of the low security risk that female prisoners present. Here as well the Good Practice Model: Activity Centre “Monikko”.

Ad (7) Dismantling the „rhetoric-reality divide“:

Ensuring the necessary budget and workforce for creating a positive prison environment and successful release.

There is only one thing in the long run more expensive than
education: no education”
(John F. Kennedy)

4. Contribution to EU policies

FEFI fitted within the EU2020 strategy due to its broad remit in different areas (employment, education, poverty) from a gender point of view. It is also complementary due to its recognition of the environmental factors that affect females being active in their social surroundings. This guaranteed that the project helped to ensure a gender-equality perspective in regard to not only employment, education and social inclusion issues but also to the strategy as a whole.

The main benefit emanating from the international participation across the EU was focused on the identification of the realities experienced by female offenders. The results could show homogeneity in the circumstances leading to imprisonment. Thus a common approach is favourable to policy-changes across the different states.

Besides personal enrichment of the inmates, the professional know-how of each partner and associated entities such as the prisons, the synergetic competencies of the project partners ensured enhancement of the commonalities between the members states, drafted scenarios for change and expanded the expertise of the partner countries towards other countries who were facing the same situation.

The target group and the prison personnel directly and actively involved in the project activities were learning from the other partners’ expertise to improve their own knowledge and attitudes based on the concept of giving a voice to the disadvantaged. This will improve their theoretical and practical experience through the development of different methods and tools.

The individual partners were assessing their situation and comparing it with those from the other partner countries. These enrichments will influence the way of working with female offenders and develop a mitigation process that enhances their chances without resorting to crime once released.

31 http://www.rsf.uni-greifswald.de/fileadmin/mediapool/lehrstuehle/harrendorf/Reader_womeninprison.pdf, p. 41

The partners learned that different approaches for female inmates were necessary and interesting. The exchange of European ideas, methods, technics and instruments were very fruitful. The partners shared their knowledge and experience and had the possibility to compare the different prison systems towards female inmates. Through participation in the FEFI project, the feeling of European citizenship was experienced. The European dimension was introduced into the partners cooperating prisons by explaining, learning, giving information, adapting and organising international meetings as well as visits to prisons.

The Recommendations the European partners agreed upon will improve the situation for female inmates in prison at least for the partner countries. Through the dissemination of the project's results also other stakeholders from other countries will read and hopefully work with these Recommendations.

5. Project Summary

Numerous recommendations for further development of the situation in law enforcement in general were published, with respect to the situation of women in prison there are only some national and very few European studies^{32/33}. The recommendations made here are corresponding to the European Prison Rules³⁴ and pointing into the same direction. By considering the key aspects from the FEFI-project we discovered aspects with which we can attribute to the recommendations made in the already mentioned International Study on Women's Imprisonment but as well in previous European prison projects. These aspects and the importance of the project were summarized by Alan Smith at the FEFI international video-conference on September 24, 2015.

FEFI has been a very ambitious project

- It's drawing together partners from the four extremes of Europe: N, S, E and W. A challenge, logistically but also from a content point of view, as it highlighted the considerable differences in the way the issue of education for female prisoners is approached in different parts of Europe.
- This is also enrichment, as it generated some much-needed data across a wide spectrum of countries, and threw up a wide variety of experimental measures which form the basis for further development in the future.

32 Crétenot, Marie: From national practices to European guidelines: interesting initiatives in prisons management. European Prison Observatory. Detention conditions in the European Union. Rome, December 2013. Retrieved May 25, 2016 from: <http://www.prisonobservatory.org/upload/EPOinterestinginitiatives.pdf>, P. 32

33 Hawley, Jo; Murphy, Iona; Souto- Otero, Manuel - European Commission by GHK. Prison Education And Training In Europe: Current State-Of-Play And Challenges. May 2013. Retrieved May 25, 2016 from: http://ec.europa.eu/education/library/study/2013/prison_en.pdf, p.53

34 Rec. R (2006) 2 on the European Prison Rules Commentary to Recommendation Rec. R (2006) 2

- Encompassing measures aimed at all three key levels of intervention in this area: the governance level (systems, structures and policy), the level of prison personnel (not just formal teachers and trainers but also prison officers, psychologists, probation counsellors), and most especially the level of the female inmates themselves.
- Multi-dimensional approach has been valuable, as it has given rise to findings at all three levels. And it is only in this holistic way that the overall problem can be successfully addressed.
- We have indeed been given a glimpse at an enormously wide range of initiatives in the different centres: from sports and creativity, to vocational training of various kinds and to so on. People differ, and so do their needs.
- Some of the project activities were aimed more towards theory and policy, others at very practical local activities.
- Some were oriented towards learning opportunities in fairly traditional areas of female concern (fashion, housekeeping, caring for children!), others to more innovative approaches stretching even as far as meditation.
- They all had their merits and value in their specific context, and in one way or another they exemplified a number of really fundamental needs and principles in modern thinking on education in the context of prison. The focus on effective release.

Particularly stood out:

- those with a strong focus on **helping to make release strategies effective**, and to this end on **fostering closer cooperation between "inside" and "outside"** on all aspects relevant for reintegration, including ensuring continuity of education and training, cooperation with employers and social services; links with civil society;
- those which managed to **develop successful mentoring arrangements between present and former inmates**;
- those which have started to break down the **divide between activities for male and female inmates**;
- and those which have demonstrated the value of **shifting the emphasis from security towards a greater role for education and training wherever possible**.

The project's activities have reflected a number of current trends, priorities and good practice in adult learning more generally. **Prison education** should always be seen not just as an aspect of prison systems, but also – and crucially – **as part of the education system of a country**. The need to place the learner at the centre rather than adopting a "take it or leave it" attitude to education provision, the

importance of validating knowledge and competences acquired by non-formal and informal means, the need for improving counselling and guidance and listening to the learners' needs, the need not just to enhance basic skills but also other personal competences vital to active participation in society, the importance of exploiting the full potential of ICT in relation to education – all these trends and others can be found in the various FEFI activities.

6. Plans for the Future

After the measures have been carried out, described, collected and categorised and the first results have been exploited, the FEFI-partners agreed on **common recommendations** for implementation:

The FEFI partners and their activities place an emphasis on the process of resocialization, which in turn focuses on the female inmates and their needs. Thus prisons should develop into centres of education and learning, where female inmates are provided with the necessary programs and support to acquire the personal, social, and vocational skills they need for their release.

In order to improve the chances of reintegration, a jointly coordinated approach is necessary in which all prison facility stakeholders – from social services through security personnel to management – participate, including the female inmates themselves. The latter require support in all aspects of life, including health, family, training, finding a place to live, etc. Educational and other assistance measures need to be holistically designed and be open to the input of the inmates.

This is not only for the situation in the prisons necessary, but this offer of support must be available and accessible without major obstacles after their release.

When taking into account the types of crime among women a more balanced role of security and education in prisons would be desirable. The current structure of correctional facilities overestimates safety and security needs. Women's correctional facilities could be managed „predominantly in free forms“.

In order to achieve successful resocialization of former female prison inmates and thus reduce their participation in criminality on a long term basis in Europe, one of the fundamental recommendations made by the FEFI partners in conclusion of the project is the following: it is essential to place the needs of female inmates at the center of their learning process and to organize women's imprisonment so that social reintegration and a continuous process of learning and training become possible. For this purpose, prison staff must also be appropriately sensitized and suitably trained so that they are able to motivate female inmates and support them during their participation in educational, rehabilitation, and work programs.

Through the named measures and proposals, the FEFI project attempts to demonstrate how approaches of teaching and education in prison facilities can be successfully designed and implemented. The FEFI partners consider it essential to create enhanced and effective holistic educational concepts for female prison inmates at both national and European levels. However, these long-term concepts also need the corresponding financial and personnel investments.

Only those concepts on reintegration into society that acknowledge that learning is a continuous process and which are created in part by the inmates themselves will have a chance for a long-term success.

For the success of FEFI the prolongation of the project was very important. This way the network around the female inmates has become more stable and intensified. Processes in the prison are more complicated and time consuming than in other adult education areas.

How ideas for the future become concrete:

In an extra meeting in Germany (Mainz) which took place in January 2016 because of the prolongation of the project, different partners met together, discussed about the recommendations from the FEFI results and discussed on possible future projects after the FEFI-project. New projects ideas were discussed referring to the difficult starting point for this underrepresented group of women.

The decision of the partners to work further on these mentioned aspects together was very clear and positive, so that there may be applications for some new European projects.

It is planned to create a subgroup for female inmates at the EPEA to maintain the FEFI network after the project and to expand it to further countries. First steps for this have been made to involve the EPEA as multiplier and to keep up and continue the network.

As announced in the application of the FEFI project, the FEFI platform will be updated by France in the next three years after the project and the partners are in contact with each other to continue their cooperation.

Here are examples from the partners concerning the future:

France: "The training continued on the same terms until mid-April 2016. A progress has been achieved three weeks ago with the prison manager, the head teacher and prison teachers, and it was decided to multiply the effects with new training sessions mixing female and male inmates."

Turkey: "Positive feedback from the Ministry and guests for the project, so some prisons have started to study for an EU Project because they thought us as a good example."

Finland: The Head of prison has the goal that the prison will become “the best female prison in the world”. The Retreat continues with a larger number of participants and long term plan is to have retreats on a regular basis co-supported by the Lutheran Church. The project FEFI and the Final Conference took place at the right time. Female inmates are on the chart at the moment in Finland’s Criminal Sanctions. Even a largest NGO “Krits” has named the year 2016 “Female Inmates Year 2016” and many women-specific programs will be launched, most of them in Hämeenlinna Prison.

A general feedback from the different partners were that a strong effort needs to be done due to the political situation in Europe, other priorities at work and the difficulties of prison work to maintain and continue the work started under FEFI. And still there is the need to respond to that female inmates’ voice which, thanks to the FEFI project’s results, we can hear now clearly and strongly.



“Finding Education for Female Inmates”

Questionnaire 1.

Researcher _____ Date __/__/2014 Interviewer _____ Datum __/__/2014

Country GERMANY / Prison _____ Form no _____ / _____

Land DEUTSCHLAND / Gefängnis _____ Formular Nr _____ / _____

A. BASIC INFORMATION		A. GRUNDDATEN
1. Age 1. Alter	1[] under 18 2[] 18-20 3[] 21-24 4[] 25-29 5[] 30-39 6[] 40-49 7[] 50-59 8[] over 60	1[] unter 18 2[] 18-20 3[] 21-24 4[] 25-29 5[] 30-39 6[] 40-49 7[] 50-59 8[] über 60
2. Nationality 2. Nationalität	1[] German national 2[] EU national, which country? _____ 3[] Unknown	1[] Deutsche Nationalität 2[] EU Nationalität, welches Land? _____ 3[] Unbekannt
3. Mother-tongue 3. Muttersprache	_____	_____
4. Marital status 4. Familienstand	1[] Single 2[] Married 3[] Separated 4[] Divorced 5[] Widow 6[] Other registered partnership 7[] Other, what? _____	1[] Ledig 2[] Verheiratet 3[] Getrennt 4[] Geschieden 5[] Verwitwet 6[] Andere eingetragene Partnerschaft 7[] Andere, welche? _____
5. Children 5. Kinder	1[] No 2[] Yes / years of birth: _____,_____,_____,_____,_____ ->Custody of children: 3[] No custody 4[] Yes (of how many?) _____	1[] Keine 2[] Ja / Geburtsjahr: _____,_____,_____,_____,_____ ->Sorgerecht für Kinder: 3[] Kein Sorgerecht 4[] Ja (für wieviele Kinder?) _____
6. Educational background 6. Schule / Ausbildung	1[] Primary school 2[] Secondary school 3[] Higher education (incl. university)	1[] Hauptschule 2[] Realschule/Gymnasium 3[] (Fach-)Hochschule, Universität

	4[] Vocational training 5[] Not completed	4[] Berufsausbildung 5[] Nicht abgeschlossen
7. Profession (occupation) 7. Beruf (Beschäftigung)	1[] Yes, what? _____ 2[] No	1[] Ja, welche? _____ 2[] Nein
8. Employment history 8. Bisherige Berufstätigkeit	1[] Yes / _____ years in total -> a()temporary jobs (number/length in total) __/____ b()internships (number/length in total) __/____ c()supported employment (number/length in total) __/____ d()registered as unemployed ____ years in total 2[] Limited 3[] None	1[] Ja / _____ Jahre insgesamt -> a()Zeitarbeit (wieviele Stellen/Jahre insgesamt) __/____ b()Praktika (wieviele/Jahre insgesamt) ____/____ c()unterstützte Beschäftigung (wieviele /Jahre insgesamt) __/____ d()als arbeitslos registriert ____ Jahre insgesamt 2[] Zeitweise 3[] Keine Berufstätigkeit
9. My hobbies/ skills/interests: 9. Meine Hobbies/ Fähigkeiten/ Interessen:	1[] Housekeeping 2[] Children 3[] Cooking 4[] Sewing 5[] Sports 6[] Handicraft 7[] Arts/Music 8[] Gardening 9[] Animals 10[] Reading 11[] Writing 12[] Acting / Theatre 13[] Computers, gaming, chatting 14[] Other, what? _____	1[] Haushalt 2[] Kinder 3[] Kochen 4[] Nähen 5[] Sport 6[] Handarbeit 7[] Kunst/Musik 8[] Gartenarbeit 9[] Tiere 10[] Lesen 11[] Schreiben 12[] Schauspielkunst /Theater 13[] Computer, spielen, chatten 13[] Andere, welche? _____

B. BEFORE IMPRISONMENT		B. VOR DER INHAFTIERUNG
<p>10. Income 10. Einkommen</p>	<p>1[] Studying 2[] Working 3[] Unemployed 4[] Social benefits 5[] On pension 6[] Other, what? _____</p>	<p>1[] Studium 2[] Arbeit 3[] Arbeitslos 4[] Sozialleistung 5[] Rente 6[] Sonstiges, was? _____</p>
<p>11. Accommodation 11. Wohnen</p>	<p>1[] Single household 2[] Family housing 3[] Temporary housing 4[] Institution 5[] Homeless 6[] Other, what? _____</p>	<p>1[] Single-Haushalt/Alleinlebend 2[] Familienhaushalt 3[] Vorübergehende Unterbringung 4[] Institution 5[] Obdachlos 6[] Sonstiges,was? _____</p>
<p>12. Social network 12. Soziales Netzwerk</p>	<p>1[] I have a supportive social network ->the most important persons to me are: a()family / b()children c()partner / d()relatives e()friends / f()professionals g()volunteers / h()none</p> <p>2[] I do not have close relationships to people with criminal background</p> <p>3[] I do not have close relationships to people with substance abuse background</p> <p>---</p> <p>4[] I need a social supportive network</p> <p>5[] Some close relationships induce me to the criminal behavior</p> <p>6[] Some close relationships induce me to drug/alcohol abuse</p>	<p>1[] Ich habe unterstützende soziale Kontakte gehabt -> die wichtigsten Personen für mich sind: a()Familie / b()Kinder / c()Partner d()Verwandte / e()Freunde f()Fachpersonal (zB. Sozialarbeiter, Therapeut, Bewährungshelfer, Berater) g()Ehrenamtliche / h()keine</p> <p>2[] Ich hatte keine engen Beziehungen zu Menschen mit kriminellem Hintergrund</p> <p>3[] Ich hatte keine engen Beziehungen zu Menschen mit Drogenmissbrauch</p> <p>---</p> <p>4[] Ich brauche ein unterstützendes soziales Netzwerk</p> <p>5[] Einige enge Kontakte haben bei mir kriminelles Verhalten begünstigt</p> <p>6[] Einige enge Kontakte haben bei mir Drogen-/Alkoholmissbrauch begünstigt</p>
<p>13. Violence background 13. Gewalt-hintergrund</p>	<p>1[] I have not experienced domestic violence in close relationships</p> <p>2[] I have not experienced domestic violence in childhood</p> <p>3[] I have not experienced any violence</p> <p>4[] I have not been abused (bullied) in school</p> <p>---</p> <p>5[] I have experienced domestic violence in close relationships: -> a()physical violence b()emotional abuse c()sexual harassment d()rape</p>	<p>1[] Ich habe keine häusliche Gewalt in engen Beziehungen erlebt</p> <p>2[] Ich habe keine häusliche Gewalt in meiner Kindheit erlebt</p> <p>3[] Ich habe keine Gewalt erlebt</p> <p>4[] Ich wurde in der Schule nicht missbraucht (gemobbt)</p> <p>---</p> <p>5[] Ich habe häusliche Gewalt in engen Beziehungen erlebt: -> a()körperliche Gewalt b()emotionaler Missbrauch c()sexuelle Belästigung d()Vergewaltigung</p>

<p>e()other 6[] I have experienced domestic violence in childhood: -> a()physical violence b()emotional abuse c()sexual harassment d()incest e()rape f()other 7[] I have experienced violence: -> a()physical violence b()emotional abuse c()sexual harassment d()rape e()other 8[] I have been abused (bullied) in school: -> a()physical violence b()emotional abuse</p>	<p>e()andere 6[] Ich habe häusliche Gewalt in meiner Kindheit erlebt: -> a()körperliche Gewalt b()seelische Grausamkeit c()sexuelle Belästigung d()Inzest e()Vergewaltigung f()andere 7[] Ich habe Gewalt erlebt: -> a()körperliche Gewalt b()seelische Grausamkeit c()sexuelle Belästigung d()Vergewaltigung e()andere 8[] Ich wurde in der Schule missbraucht (gemobbt): -> a()körperliche Gewalt b()seelische Grausamkeit</p>
--	--

C. IN PRISON		C. IM GEFÄNGNIS
14. Prisoner status 14. Gefangenen- status	1[] Sentenced prisoner 2[] Awaiting trial/Remand prisoner 3[] Juvenile prisoner	1[] Verurteilte Gefangene 2[] Untersuchungshaft 3[] Jugendstrafvollzug
15. Placement in prison 15. Unterbringung im Gefängnis	1[] Normal department 2[] Isolation department 3[] Prison hospital 4[] Psychiatric hospital 5[] Family department 6[] High security department 7[] Juvenile section 8[] Female-only section 9[] Other, what? _____	1[] Normale Abteilung 2[] Isolationsabteilung 3[] Gefängniskrankenhaus 4[] Psychiatrisches Krankenhaus 5[] Familienabteilung 6[] Hochsicherheitsabteilung 7[] Jugendvollzug 8[] Frauenabteilung 9[] Sonstiges, was? _____
16. Length of current sentence 16. Länge der aktuellen Strafe	1[] Under 1 month 2[] 1 months - 3 months 3[] 3 months - 6 months 4[] 6 months - 1 year 5[] 1 years - 2 years 6[] 2 years - 3 years 7[] 3 years - 5 years 8[] 5 years - 9 years 9[] 9 years or more 10[] Life 11[] Multiple life 12[] Unknown	1[] Unter 1 Monat 2[] 1-3 Monate 3[] 3-6 Monate 4[] 6 Monate - 1 Jahr 5[] 1-2 Jahre 6[] 2-3 Jahre 7[] 3-5 Jahre 8[] 5-9 Jahre 9[] 9 Jahre oder mehr 10[] Lebenslänglich 11[] Mehrere lebenslange Haftstrafe 12[] Nicht bekannt
17. Number of previous prison sentences 17. Anzahl der bisheringen Haftstrafen	1[] First sentence 2[] Several sentences, how many? _____	1[] Erste Haftstrafe 2[] Mehrere Haftstrafen, wie viele? _____
18. Prison 18. Gefängnis	A[] Closed prison: A1[] Both sexes prison A2[] Men's prison, women's wing/dept -> a()Activities together with male inmates A3[] Women's prison --- B[] Open prison: B1[] Both sexes prison B2[] Men's prison, women's wing/dept -> a()Activities together with male inmates B3[] Women's prison	A[] Geschlossener Vollzug: A1[] gemischt geschlechtliches Gefängnis A2[] Männergefängnis mit Frauenabteilung/-flügel -> a()Aktivitäten zusammen mit männlichen Insassen A3[] ausschließl. Frauengefängnis --- B[] Offener Vollzug: B1[] gemischt geschlechtliches Gefängnis B2[] Männergefängnis mit Frauenabteilung/-flügel -> a()Aktivitäten zusammen mit männlichen Insassen B3[] ausschließl. Frauengefängnis

<p>19. I have a Sentence Plan 19. Ich habe einen Vollzugsplan</p>	<p>1[] Yes 2[] No</p>	<p>1[] Ja 2[] Nein</p>
<p>20. What kind of help did you need/would have needed when first arrived in prison 20. Welche Art von Unterstützung haben/hätten Sie als erstes gebraucht bei Ihrer Ankunft im Gefängnis</p>	<p>1[] Substance abuse intervention 2[] Health/mental care 3[] Parenting 4[] Family issues 5[] Financial advice 6[] Employment 7[] Studying 8[] Language 9[] Other, what? _____</p>	<p>1[] Hilfe bei Drogenmissbrauch 2[] Gesundheitliche/psychische Betreuung 3[] Kinderbetreuung 4[] Familienfragen 5[] Schuldnerberatung 6[] Beschäftigung/Arbeit 7[] Möglichkeit zu studieren 8[] Sprachliche Unterstützung 9[] Sonstiges, was? _____</p>
<p>21. Did you get the help you needed 21. Haben Sie die Hilfe erhalten, die Sie brauchten</p>	<p>1[] No 2[] Yes, the following: -> a()Substance abuse intervention b()Health/mental care c()Parenting d()Family issues e()Financial advice f()Employment g()Studying h()Language i()Other, what? _____</p>	<p>1[] Nein 2[] Ja, folgende: -> a()Hilfe bei Drogenmissbrauch b()Gesundheitliche/psychische Betreuung c()Kinderbetreuung d()Familienfragen e()Schuldnerberatung f()Beschäftigung/Arbeit g()Möglichkeit zu studieren h()Sprachliche Unterstützung i()Sonstiges, was? _____</p>
<p>22. My participation in activities or programs while in prison 22. Meine Teilnahme an Angeboten oder Beschäftigung im Gefängnis</p>	<p>1[] I do not participate in activities 2[] Educational program 3[] Substance abuse program 4[] Psychological rehabilitation 5[] Prison work 6[] Family support 7[] Health care program 8[] Sport 9[] Cultural activities 10[] Other, what? _____</p>	<p>1[] Ich nehme nicht an Angeboten teil 2[] Bildungsangebote 3[] Angebote bei Drogenmissbrauch 4[] Psychologische Angebote 5[] Beschäftigung in Eigen-/Unternehmerbetrieben 6[] Familienunterstützung 7[] Gesundheitsangebote 8[] Sport 9[] Kulturelle Aktivitäten 10[] Sonstiges, was? _____</p>
<p>23. My wishes for prison activities or programs 23. Meine Wünsche für Angebote oder Beschäftigung im Gefängnis</p>	<p>1[] I am not interested in participating in activities 2[] Educational program 3[] Substance abuse program 4[] Psychological rehabilitation 5[] Prison work 6[] Family support program 7[] Health care program 8[] Sport 9[] Cultural activities 10[] Other, what? _____</p>	<p>1[] Ich interessiere mich nicht für eine Teilnahme an Angeboten 2[] Bildungsangebote 3[] Angebote bei Drogenmissbrauch 4[] Psychologische Angebote 5[] Gefängnisarbeit 6[] Familienunterstützung 7[] Gesundheitsangebote 8[] Sport 9[] Kulturelle Aktivitäten 10[] Sonstiges, was? _____</p>

<p>24. Does prison offer activities that meet my needs</p> <p>24. Hat das Gefängnis Angebote, die meinen Bedürfnissen entsprechen</p>	<p>a()totally b()mainly c()few d()not at all e()not sure</p>	<p>a()alle b()hauptsächlich c()wenige d()gar nicht e()bin nicht sicher</p>
---	---	---

D. EDUCATION		D. BILDUNG
<p>25. Self-rated ITC, reading/writing and mathematics skills</p> <p>25. Selbsteinschätzung der EDV-Kenntnisse, Lese-/Schreibe- und Rechenfähigkeiten</p>	<p>ICT skills a()very good b()good c()poor d()very poor e()not applicable</p> <p>Reading/writing skills a()very good b()good c()poor d()very poor e()not applicable</p> <p>Mathematics skills a()very good b()good c()poor d()very poor e()not applicable</p>	<p>EDV-Kenntnisse a()sehr gut b()gut c()schlecht d()sehr schlecht e()keine Angabe</p> <p>Lese-/Schreibfähigkeiten a()sehr gut b()gut c()schlecht d()sehr schlecht e()keine Angabe</p> <p>Rechenfähigkeiten a()sehr gut b()gut c()schlecht d()sehr schlecht e()keine Angabe</p>
<p>26. Self-rated literacy and numeracy difficulties</p> <p>26. Selbsteinschätzung der Lese- und Rechenschwierigkeiten</p>	<p>Literacy difficulties a()none b()some c()serious</p> <p>Numeracy difficulties a()none b()some c()serious</p>	<p>Leseschwierigkeiten a()keine b()etwas c()starke</p> <p>Rechenschwierigkeiten a()keine b()etwas c()starke</p>
<p>27. My participation in prison educational activities</p> <p>27. Meine Teilnahme an Bildungsangeboten im Gefängnis</p>	<p>1[] I am not participating 2[] Primary school 3[] Secondary school 4[] Vocational training with qualification 5[] Vocational training without qualification 6[] Higher education (including university) 7[] Training and guidance for rehabilitation purposes 8[] E-Learning 9[] Language for immigrants 10[] Other educational activities, what? _____</p>	<p>1[] Ich nehme nicht teil 2[] Hauptschulkurs 3[] Realschule/Gymnasialkurse 4[] Berufsausbildung mit Abschluss 5[] Berufsausbildung ohne Abschluss 6[] (Fach-)Hochschule, Universität 7[] Sozialtherapeutische Angebote 8[] E-Learning 9[] Sprachkurse 10[] Andere Bildungsangebote, welche? _____</p>
<p>28. My educational interests/ preferences</p> <p>28. Meine Bildungsinteressen/ -vorlieben</p>	<p>1[] I have no educational interests/preferences 2[] Primary school 3[] Secondary school 4[] Vocational training with qualification 5[] Vocational training without qualification</p>	<p>1[] Ich habe keine Bildungsinteressen/-vorlieben 2[] Hauptschulkurs 3[] Realschule/Gymnasialkurse 4[] Berufsausbildung mit Abschluss 5[] Berufsausbildung ohne Abschluss</p>

<p>29. (ANSWER IF INTERESTED TO STUDY) Reasons for deciding to participate in prison educational activities 29. (Antworten, wenn ein Bildungs-/Ausbildungsinteresse vorliegt) Gründe, an Bildungsangeboten im Gefängnis teilzunehmen</p>	<p>6[] Higher education (including university) 7[] Training and guidance for rehabilitation purposes 8[] E-Learning 9[] Language for immigrants 10[] Other educational activities, what? _____</p> <p>1[] To satisfy my desire to learn 2[] To learn about a new subject 3[] To spend my time doing something useful 4[] To pass an exam 5[] To improve previous grades</p> <p>6[] Because I wanted to be part of the social environment at the school 7[] Because I had friends going to school 8[] Because I was encouraged to study 9[] To get more free time during the day 10[] To improve my self-esteem</p> <p>11[] Because it is better than working in prison 12[] To make it easier for me to avoid committing crimes after I am released 13[] To be better able to cope with life after my release 14[] To make it easier to get a job after I am released</p> <p>15[] Earn money 16[] To get out of my cell</p> <p>17[] To be an example to my children 18[] Other, what? _____</p>	<p>6[] (Fach-)Hochschule, Universität 7[] Sozialtherapeutische Angebote</p> <p>8[] E-Learning 9[] Sprachkurse 10[] Andere Bildungsangebote, welche? _____</p> <p>1[] Um meinen Wunsch, mehr zu lernen, zu erfüllen 2[] Um mehr über neue Themen zu lernen 3[] Um in meine Zeit im Gefängnis sinnvoll auszufüllen 4[] Um einen Abschluß zu erreichen 5[] Zur Verbesserung früherer Qualifizierungen 6[] Weil ich dabei sein wollte in der Schule 7[] Weil ich Freunde hatte, die zur Schule gingen 8[] Weil ich ermutigt wurde weiter zu lernen 9[] Um mehr freie Zeit im Tagesablauf zu erhalten 10[] Um mein Selbstbewusstsein zu stärken 11[] Weil es besser als arbeiten im Gefängnis ist 12[] Um es für mich leichter zumachen, nach der Entlassung keine neuen Straftaten zu begehen 13[] Um nach der Entlassung besser mit dem Leben klarzukommen 14[] Weil es einfacher sein wird nach der Entlassung einen Job zu bekommen 15[] Um Geld zu verdienen 16[] Damit ich aus der Zelle heraus komme 17[] Um ein gutes Vorbild für meine Kinder zu sein 18[] Andere Gründe, welche? _____</p>
<p>30. What motivates me to study? 30 Was motiviert mich zum Lernen?</p>	<p>1[] Family 2[] Change of the environment 3[] Thought of a better life 4[] Supportive person (mentor)</p>	<p>1[] Familie 2[] Veränderung der Umwelt 3[] Vorstellungen über ein besseres Leben 4[] Eine unterstützende Person (Mentor/in)</p>

	5[] Nothing 6[] Other, what? _____	5[] Nichts 6[] Anderes, was? _____
<p>31. (ANSWER IF NOT INTERESTED TO STUDY IN PRISON) Reasons for not participating in prison educational activities, if any (NUR BEANTWORTEN, WENN KEIN INTERESSE am Lernen im Gefängnis besteht) Gründe, warum ich nicht an Bildungsangeboten im Gefängnis teilnehme</p>	<p>1[] I do not receive any information about education activities 2[] I am not interested in getting an education in prison 3[] I already have enough education 4[] I am not willing to make the effort 5[] I have learning difficulties 6[] My culture does not allow me to study 7[] I prefer to work 8[] I have difficulties concentrating on my studies 9[] I have problems with reading and writing 10[] I have problems with numbers 11[] I cannot study in a large group, because: -> a()fear of social situations b()culture related reasons c()religion related reasons d()lack of motivation e()other 12[] I can only study in my own language 13[] Other, what? _____</p>	<p>1[] Ich erhalte keine Informationen über Bildungsangebote 2[] Ich bin nicht interessiert im Gefängnis zu lernen 3[] Ich habe genug gelernt 4[] Es ist mir zu anstrengend 5[] Ich hab Lernschwierigkeiten 6[] Meine Kultur erlaubt es mir nicht, zu lernen 7[] Ich arbeite lieber 8[] Ich habe Schwierigkeiten mich zu konzentrieren 9[] Ich habe Schwierigkeiten beim Lesen und Schreiben 10[] Ich habe Schwierigkeiten beim Rechnen 11[] Ich kann nicht in einer großen Gruppe lernen, aus -> a()Angst in sozialen Situationen b()kulturellen Gründen c()religionsbedingten Gründen d()mangelnder Motivation e()anderes 12[] Ich kann nur in meiner Muttersprache lernen 13[] Anderes, was? _____</p>
<p>32. Problems associated with prison educational activities 32. Probleme, die mit Bildungsangeboten im Gefängnis zu tun haben</p>	<p>1[] The prison does not offer any educational programs 2[] The prison does not offer any educational programs suitable for me 3[] The conditions for school and studying in the prison are poor 4[] Inadequate access to ICT equipment 5[] Transfers between prisons 6[] Inadequate access to literature 7[] I'll be released before I can finish my education 8[] There are too many distractions in prison 9[] Security routines in prison 10[] Culture related problems 11[] Books are outdated 12[] Education material is not</p>	<p>1[] Das Gefängnis bietet keine Bildungsangebote an 2[] Das Gefängnis bietet keine Lernangebote an, die zu mir passen 3[] Die Bedingungen für Schule und Studium im Gefängnis sind schlecht 4[] Unzureichender Zugang für IT Ausstattung 5[] Verlegung in eine andere Vollzugsanstalt 6[] Unzureichender Zugang zu Literatur/Büchern 7[] Ich werde entlassen bevor ich die Ausbildung beendet habe 8[] Es gibt zu viel Ablenkung im Gefängnis 9[] Sicherheitsbedingungen im Gefängnis 10[] Kulturbedingte Probleme 11[] Bücher sind veraltet 12[] Lernmaterial wird nicht in</p>

<p>33. POSITIVE experiences of participating in prison educational activities</p> <p>33. POSITIVE Erfahrungen durch die Teilnahme an Bildungsangeboten</p>	<p>offered in my language 13[] Other, what? _____</p> <p>1[] I was pleased with the variety of educational opportunities 2[] The prison education supported the aims of my sentence plan 3[] The prison education supported my personal needs 4[] I can utilize the education after release 5[] It made me feel better about myself 6[] I feel that the prison staff supported/valuated my education 7[] Other, mikä? _____</p>	<p>meiner Sprache angeboten 13[] Anderes, was? _____</p> <p>1[] Ich war mit der Vielfalt der Bildungsmöglichkeiten zufrieden 2[] Die Bildungsangebote im Gefängnis unterstützten die Ziele meines Vollzugsplans 3[] Die Bildungsangebote im Gefängnis unterstützten meine persönlichen Bedürfnisse 4[] Ich kann die Ausbildung nach meiner Entlassung gebrauchen 5[] Ich fühlte mich dadurch persönlich besser 6[] Ich habe das Gefühl, dass das Gefängnispersonal meine Ausbildung unterstützt/wertschätzt 7[] Anderes, was? _____</p>
<p>34. NEGATIVE experiences of participating in prison educational activities</p> <p>34. NEGATIVE Erfahrungen durch die Teilnahme an Bildungsangeboten</p>	<p>1[] Educational content was not what I expected 2[] I did not meet the requirements 3[] I feel that the prison staff did not support/valuate my education 4[] The education was not useful after I was released 5[] Waste of time! 6[] Oher, what? _____</p>	<p>1[] Der Inhalt der Ausbildung entsprach nicht meinen Erwartungen 2[] Ich konnte die Anforderungen nicht erfüllen 3[] Ich habe das Gefühl, dass das Gefängnispersonal meine Ausbildung nicht unterstützt/wertschätzt 4[] Die Ausbildung war nicht nützlich für Zeit nach meiner Entlassung 5[] Zeitverschwendung! 6[] Anderes, was? _____</p>
<p>35a) How do I value education in general? a) Wie schätze ich Lernen/(Aus-) Bildung generell ein?</p> <p>b) What does prison education mean to me? b) Was bedeutet mir Lernen im Gefängnis?</p> <p>36. Level of educational Counsellor's support 36. Unterstützung durch Bildungsberater</p>	<p>a()very important b()important c()not very important d()pointless e()do not know</p> <p>a()very important b()important c()not very important d()pointless e()do not know</p> <p>a()very good b()good c()poor d()very poor e()do not know</p>	<p>a()sehr wichtig b()wichtig c()nicht sehr wichtig d()sinnlos e()weiß nicht</p> <p>a()sehr wichtig b()wichtig c()nicht sehr wichtig d()sinnlos e()weiß nicht</p> <p>a()sehr gut b()gut c()wenig d()sehr wenig e()weiß nicht</p>

<p>37. How did I hear about the last activity I participated in? 37. Wie habe ich vom letzten Angebot, an dem ich teilgenommen habe, erfahren?</p>	<p>1[] Staff 2[] Flyers 3[] Blackboards 4[] Other inmates 5[] Information sessions 6[] Other</p>	<p>1[] Personal 2[] Prospekte 3[] Wandtafeln 4[] Anderen Gefangenen 5[] Informationsveranstaltungen 6[] Anderes</p>
<p>38. My experiences with prison staff 38. Meine Erfahrungen mit dem Gefängnispersonal</p>	<p>1[] I have been supported by prison staff: -> a()security staff b()social worker c()prison director d()student counsellor e()teacher f()psychologist g()medical staff h()instructor i()other 2[] I have got information from staff about the activities and programs in prison --- 3[] I have not been supported by prison staff 4[] I have not got information from staff about the activities/programs in prison</p>	<p>1[] Ich wurde unterstützt durch das Gefängnispersonal: -> a()Sicherheitspersonal (AVD) b()Sozialarbeiter/innen c()Gefängnisdirektor/in d()Bildungsberater/in e()Lehrkräfte f()Psychologen g()Medizinisches Personal h()Ausbilder/innen i()Andere 2[] Ich habe durch das Personal Informationen über Angebote und Kurse im Gefängnis erhalten --- 3[] Ich wurde durch das Gefängnispersonal nicht unterstützt 4[] Ich habe durch das Personal keine Informationen über Angebote/Kurse im Gefängnis erhalten</p>

E. WHEN RELEASED		E. NACH DER ENTLASSUNG
<p>39. I have plans when released</p> <p>39. Ich habe Pläne für die Zeit nach der Entlassung</p>	<p>1[] I have no future plans</p> <p>2[] Working</p> <p>3[] Studying</p> <p>4[] Rehabilitation programs</p> <p>5[] Starting over</p> <p>6[] Reactivate family bonds</p> <p>7[] Other, what? _____</p>	<p>[1] Ich habe keine Zukunftspläne</p> <p>2[] Arbeiten</p> <p>3[] Studieren</p> <p>4[] Rehabilitationsmaßnahmen</p> <p>5[] nochmal von vorn anfangen</p> <p>6[] Reaktivieren von familiären Beziehungen</p> <p>7[] Anderes, was? _____</p>
<p>40. I had good experiences with the following services and support in the past</p> <p>40. Ich hatte gute Erfahrungen mit folgenden Diensten und Unterstützungen in der Vergangenheit</p>	<p>1[] Community services</p> <p>2[] Group support (i.e. AA, NA)</p> <p>3[] Institutions</p> <p>4[] 3rd sector services (NGO)</p> <p>5[] Schools</p> <p>6[] Other, what? _____</p>	<p>1[] Staatliche Einrichtungen (z.B. Jugendamt, Sozialamt, Bewährungshilfe)</p> <p>2[] Selbsthilfegruppen</p> <p>3[] Einrichtungen (z.B. Erziehungsheim, Klinik)</p> <p>4[] Angeboten der Sozialverbände (AWO, Caritas, Diakonie, Rotes Kreuz usw.)</p> <p>5[] Schulen/Ausbildungsbetrieben</p> <p>6[] Andere, was? _____</p>
<p>41. I will need services/support when released</p> <p>41. Ich brauche Angebote/ Unterstützung nach der Haftentlassung</p>	<p>1[] Community services</p> <p>2[] Group support (i.e. AA, NA)</p> <p>3[] Institutions</p> <p>4[] 3rd sector services (NGO)</p> <p>5[] Schools</p> <p>6[] Other, what? _____</p>	<p>1[] Staatliche Einrichtungen</p> <p>2[] Selbsthilfegruppen</p> <p>3[] Einrichtungen</p> <p>4[] Angeboten der Sozialverbände</p> <p>5[] Schulen/Ausbildungsbetrieben</p> <p>6[] Andere, was? _____</p>

<p>42. a) My strengths/weaknesses as a student are: 42. a) Meine Stärken/Schwächen beim Lernen sind:</p> <p>b) The kind of support that would help me the most, is: b) Unterstützung, die mir am meisten helfen würde, ist:</p> <p>c) Any other comments: c) Weitere Bemerkungen</p>		
		<p><i>Thank you for giving a female inmate's voice!</i></p>

<p>The survey was for me <input type="checkbox"/></p> <p>Die Befragung war für mich <input type="checkbox"/></p>	☹☹	☹	☺	☺	☺	☺☺
--	----	---	---	---	---	----





“Finding Education for Female Inmates”

Questionnaire 2. / Staff

Date __/__/2014

Datum _____ / / 2014

Country _____ / Prison _____ Form no _____ / _____

Fragebogen 2./ Mitarbeiter

Land _____ / Justizvollzugsanstalt _____ Formular Nr. _____ / _____

1. Occupational Group 1. Berufsgruppe	1[] Educational Activities 2[] Social Work 3[] Medical Staff 4[] Psychologists 5[] Security Staff 6[] Prison management 7[] Rehabilitation Staff 8[] Other, what? _____	1[] pädagogischer Dienst/Werkdienst 2[] Sozialdienst 3[] Medizinischer Dienst 4[] Psychologischer Dienst 5[] Allgem. Vollzugsdienst 6[] Anstaltsleitung / ADL / VDL 7[] Resozialisierungspersonal, falls 1, 2 oder 4 nicht zutreffen 8[] Andere, welche? _____
2. I work with 2. Ich arbeite mit	1[] Only female inmates 2[] Both female and male inmates	1[] Ausschließlich mit weiblichen Inhaftierten 2[] Beides: mit weiblichen und männlichen Inhaftierten
3. In your opinion, are female inmates compared to male inmates more or less motivated for educational activities? 3. Sind weibliche Inhaftierte Ihrer Meinung nach im Vergleich zu männlichen Inhaftierten mehr oder weniger motiviert hinsichtlich Bildungsangeboten?	1[] More 2[] Less 3[] The same	1[] Mehr 2[] Weniger 3[] Gleich
4.a) What reasons do you think motivate female inmates to	1[] Small group 2[] Large group 3[] Age difference	1[] Kleine Gruppe 2[] Große Gruppe 3[] Altersunterschied

<p>participate in activities (may choose more than 1) 4. a) Was motiviert weibliche Inhaftierte Ihrer Meinung nach, Angebote wahrzunehmen (Sie können mehr als eine Option auswählen)?</p>	<p>4[]Increase low self-esteem 5[]Crime type 6[]Length of time in prison 7[]Support with mental problems 8[]Group/peer pressure 9[]Family and cultural rules 10[]Being a mother 11[]Cost-free 12[]Easy access 13[]Content of the activity 14[]Potential of the positive results/possibilities 15[]Other, what? _____</p>	<p>4[]Verbesserung des Selbstwertgefühls 5[]Art des Verbrechens 6[]Länge der Haftstrafe 7[]Unterstützung bei Lern-/psychischen-Problemen 8[] Gruppen"zwang" 9[]Familie und kulturelle Regeln 10[]Mutter-Sein 11[]Kostenfrei 12[]Einfacher Zugang 13[]Inhalt des Angebots 14[] Erkennbarkeit eines persönlichen Nutzens 15[]Andere, welche? _____</p>
<p>4.b) What reasons do you think demotivate female inmates to participate in activities (may choose more than 1) 4. b) Was demotiviert weibliche Inhaftierte Ihrer Meinung nach, Angebote wahrzunehmen (Sie können mehr als eine Option auswählen)?</p>	<p>1[]Small group 2[]Large group 3[]Not much choice in the activities 4[]Age difference 5[]Low self-esteem 6[]Crime type 7[]Length of time in prison 8[]Fear of gossip 9[]Language barrier 10[]In conflict with walking, visiting hours, sports, work, other activity 11[]"Girl's toilet issue" symbiotic relationships 12[]Mental problems 13[]They don't see positive results or possibilities 14[]Group/peer pressure 15[]Family and cultural rules 16[]Being a mother 17[]Content of the activity 18[]Other, what? _____</p>	<p>1[]Kleine Gruppe 2[]Große Gruppe 3[]Keine große Auswahl an Angeboten 4[]Altersunterschied 5[]Geringer Selbstwert 6[]Art des Verbrechens 7[]Länge der Haftstrafe 8[]Angst vor Gerüchten 9[]Sprachbarrieren 10[]Überschneidung mit Besuchszeiten, Sport, Arbeit, anderen Aktivitäten 11[]"Wenn du nicht gehst, gehe ich auch nicht" - symbiotische Beziehungen 12[] Lern-/psychische-Probleme 13[]Sie sehen für sich keinen erkennbaren Nutzen 14[]Gruppenzwang 15[]Familie und kulturelle Regeln 16[]Mutter-Sein 17[]Inhalt des Angebots 18[] Andere, welche? _____</p>
<p>5. Do you think that education in prison is a strategic priority in your organisation? 5. Denken Sie, dass</p>	<p>1[]Yes 2[]No 3[]Don't know Describe: _____</p>	<p>1[]Ja 2[]Nein 3[]Weiß ich nicht Erläutern Sie: _____</p>

Bildung im Justizvollzug einen wichtigen/vorrangigen Stellenwert in Ihrer Organisation hat?		
6. In your opinion, does the current offer meet the real needs of female inmates? 6. Wird das aktuelle Angebot Ihrer Meinung nach den wirklichen Bedürfnissen der weiblichen Inhaftierten gerecht?	1[]Yes 2[]No 3[]Don't know Describe: _____	1[]Ja 2[]Nein 3[]Weiß ich nicht Erläutern Sie: _____
7. What type of education is offered for female inmates at the moment in your prison and in other female prisons in your country? (may choose more than 1) 7. Welche Art von Bildung wird derzeit in Ihrer JVA und in anderen Frauengefängnissen in Ihrem Land für weibliche Inhaftierte angeboten (Sie können mehr als eine Option auswählen)?	1[]Mother tongue 2[]Other languages 3[]ICT 4[]Personal development 5[]Cooking/Everyday life skills 6[]School education 7[]Vocational training, which? 8[]Education opportunities outside prison, which? _____ 9[]Other, what? _____ 10[]No comment	1[]Muttersprachlicher Unterricht 2[]Andere Sprachen 3[]Informations- und Kommunikationstechnik 4[]Persönliche Entwicklung 5[]Kochen/Alltagsfähigkeiten 6[]Schulische Bildung 7[]Berufsausbildung/Qualifizierungskurse, welche? 8[] Bildungsmöglichkeiten ausserhalb der JVA, welche? _____ 9[]Andere, welche? _____ 10[]Kein Kommentar
8. Does the organisation you work for have proper facilities for providing education? 8. Hat die Organisation, für die Sie arbeiten, angemessene Räumlichkeiten/Möglichkeiten um Bildung anzubieten?	1[]Yes, which? _____ 2[]No 3[]Don't know	1[] Ja, welche? _____ 2[]Nein 3[]Weiß ich nicht
9. Do you feel that	1[]Yes	1[]Ja

<p>motivating inmates is a part of your job when it comes to educational matters? 9. Haben Sie das Gefühl, dass es zu Ihrem Job gehört, Inhaftierte zu motivieren, wenn es um Bildungsfragen geht?</p>	<p>2[]No 3[]Don't know</p>	<p>2[]Nein 3[]Weiß ich nicht</p>
<p>10. Do you think that you have the necessary skills to motivate inmates? 10. Denken Sie, dass Sie die notwendigen Fähigkeiten haben, um Inhaftierte zu motivieren?</p>	<p>1[]Yes 2[]No 3[]Not necessary Explain: _____</p>	<p>1[]Ja 2[]Nein 3[]Nicht notwendig Bitte erläutern Sie: _____</p>
<p>11. What do you need to motivate? (may choose more than 1) 11. Was brauchen Sie, um zu motivieren (Sie können mehr als eine Option auswählen)?</p> <p>12. Which circumstances/prison conditions should be changed to encourage female inmates towards a successful release? (may choose more than 1) 12. Welche Umstände/JVA-Bedingungen sollten geändert werden, um weibliche Inhaftierte hinsichtlich einer erfolgreichen Entlassung zu fördern (Sie können mehr als eine Option auswählen)?</p>	<p>1[]Motivation 2[]Communication skills 3[]Time 4[]Information about programs 5[]Training 6[]Co-operation with different occupational groups 7[]Other, what? _____</p> <p><u>Organizational changes:</u> 1[]Female prisons 2[]Separated wings 3[]Less security 4[]More personal 5[]More offers in: -> a()social and psychological therapy b()education c()vocational training d()work 6[]Other, what? _____</p> <p><u>Personal and situational reasons:</u> 7[]More personal aid, counselling 8[]„Age-dependent“ treatment options</p>	<p>1[]Eigene Motivation 2[]Kommunikationsfertigkeiten 3[]Zeit 4[]Informationen über Angebote 5[]Kurs/Weiterbildung 6[]Kooperation mit unterschiedlichen Berufsgruppen 7[]Anderes, was? _____</p> <p><u>Organisatorische Veränderungen:</u> 1[]Frauengefängnisse 2[]Abgetrennte Flügel/Bereiche 3[]Weniger Sicherheit 4[]Mehr Personal 5[]Mehr Angebote in: -> a() sozialer und psychologischer Therapie b()Bildung c()Berufsausbildung/Qualifizierungskurse d()Arbeit 6[]Andere, welche? _____</p> <p><u>Individuelle Bedarfe:</u> 7[]Mehr persönliche Hilfen, Beratung 8[]Altersgerechte Behandlungsoptionen</p>

<p>13. Which conditions prevent changes in the situation of female inmates? (may choose more than 1)</p> <p>13. Was behindert Veränderungen der Situation von weiblichen Inhaftierten (Sie können mehr als eine Option auswählen)?</p>	<p>1[]Prison regulations 2[]Lack of personnel 3[]Lack of finance 4[]Not enough skills of inmates 5[]Not enough skills of personnel 6[]Not enough skills of inmates and personnel 7[]Other, what? _____ _____</p>	<p>1[]Gefängnisvorschriften 2[]Mangel an Personal 3[]Mangel an finanziellen Möglichkeiten 4[]Unzureichende Fähigkeiten der Inhaftierten 5[]Unzureichende Fähigkeiten des Personals 6[]Unzureichende Fähigkeiten der Inhaftierte und des Personals 7[]Andere, welche? _____ _____</p>
<p>14. What do we need to change and improve in the correctional educational work for female inmates? (may choose more than 1)</p> <p>14. Was brauchen wir um die Bildungsarbeit im Justizvollzug für weibliche Inhaftierte zu verändern und verbessern (Sie können mehr als eine Option auswählen)?</p>	<p>1[]Suitable processes/better coordinated communication 2[]More personnel 3[]Qualified personnel 4[]Infrastructure 5[]Suitable management 6[]Supportive political framework</p>	<p>1[]Zweckmäßige Abläufe/besser koordinierte Kommunikation 2[]Mehr Personal 3[]Qualifiziertes Personal 4[]Infrastruktur 5[]Geeignetes Management 6[]Unterstützende politische Rahmenbedingungen</p>
<p>15. My personal wishes for my work with the women in prison:</p> <p>15. Meine persönlichen Wünsche für meine Arbeit mit Frauen im Justizvollzug:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>Thank you for giving your opinion!</i></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>Vielen Dank, dass Sie Ihre Meinung geäußert haben!</i></p>

IMPRINT

Editor: The president of the Johannes Gutenberg-University Mainz

Authors: FEFI Project Partners,
Iris Thimm-Netenjakob,
Astrid Sanger,
Meike Coldewe,
Dr. Beate Horr

Layout: Birgit Wieczorek / Sebastian Ruf

Zentrum fur wissenschaftliche Weiterbildung der JGU/
Center for Continuing Academic Education

55099 Mainz, GERMANY

E-Mail: info@zww.uni-mainz.de

www.zww.uni-mainz.de

ISBN 978-3-00-053057-9