VALMOPRIS

Validation and Motivation for non-formal and informal learning in Prison

Socio-ecological Study of VINFL Interview

There are three parts to this interview:

1. Biographical information on prisoner **(page 2 - to be completed by interviewer/teacher)**

2. Section 1: Interview for prisoners **(pages 3-6)**

3. Section 2: Interview for stakeholders and teachers **(pages 7-10)**

**PLEASE ADVISE INTERVIEWEES THAT RESPONSES TO ALL QUESTIONS ARE OPTIONAL. THERE IS NO OBLIGATION TO ANSWER QUESTIONS

VALMOPRIS ID: _____

Date of the interview _____

Interviewer _____

Name of the centre/prison _____

Age (please circle):   **16-21**

                                            21-25

                                            26-34

                                            35-49

                                            50 and above

Sex ❏ M ❏ F

Highest Educational qualification (to date) _____

Nationality_____

Country of imprisonment _____

Has this prisoner been in prison before?

Is this prisoner on remand or convicted?

VALMOPRIS ID: _____

SECTION TO ADMINISTER TO THE INTERVIEWEE (prisoner)

I. Individual Level

1. Did you attend school before entering the centre/prison?

❑ Yes, regularly
❑ Yes, but not regularly / I left when I was young
❑ No

2. In your opinion, did you have discipline problems at school?

❑ Yes
❑ No

3. Did you ever have a job before entering the centre/prison?
(If "Yes", go to question 4; if "not" go to question 5)

❑ Yes
❑ No

4. What kind of job did you have before entering the centre/prison?
(You can indicate all types of job, including unofficial and seasonal work)

_____

5. What job would you like to do when you get out of the centre/prison? _____

6. What do you think are the three most important things someone in prison should learn in order to help them settle back into society?

❑   Manual skills (e.g., building things or fixing them)
❑   Creativity
❑   Communication
❑   Languages
❑   Taking responsibility
❑   Planning and arranging activities
❑   Leadership
❑   Managing money
❑   Computer skills

- ❑ Technological expertise
- ❑ Interpersonal skills
- ❑ Team working
- ❑ Others (specify _____)

8. When you get out of the centre/prison, would you like to:
   (please, answer in each row)

	Very much	Somewhat	Just a little	Not at all	I do not Know
Go on to study	❑	❑	❑	❑	❑
Find a job quickly	❑	❑	❑	❑	❑
Improve my skills and then search for a job	❑	❑	❑	❑	❑
Start a new life abroad	❑	❑	❑	❑	❑
Get back to my old life	❑	❑	❑	❑	❑

II. Interpersonal level

9. Before entering into the centre/prison, who did you live with? (Tick all the appropriate answers)

	Yes	No
With your mother	❑	❑
With your father	❑	❑
With your brother(s) and/or sister(s)	❑	❑
With your grandparent(s)	❑	❑
With other relatives	❑	❑
With your husband/boyfriend or wife/girlfriend	❑	❑
With your child or children	❑	❑
With your friends	❑	❑
Alone	❑	❑

13. On a scale from 0 to 10, how do you describe the neighborhood where you lived?
   (0 indicates the word on the left and 10 indicates the word on the right)

Ugly   **Beautiful**

0	1	2	3	4	5	6	7	8	9	10

Dangerous   **Secure**

0	1	2	3	4	5	6	7	8	9	10

Dirty   **Clean**

0	1	2	3	4	5	6	7	8	9	10

Messy   **Ordered**

0	1	2	3	4	5	6	7	8	9	10

14. On a scale from 0 to 10, how do you describe the house where you lived?
   (0 indicates the word on the left and 10 indicates the word on the right)

Noisy   **Quiet**

0	1	2	3	4	5	6	7	8	9	10

Dark   **Bright**

0	1	2	3	4	5	6	7	8	9	10

Small   **Spacious**

0	1	2	3	4	5	6	7	8	9	10

Dirty   **Clean**

0	1	2	3	4	5	6	7	8	9	10

Cold   **Warm**

0	1	2	3	4	5	6	7	8	9	10

Messy   **Ordered**

0	1	2	3	4	5	6	7	8	9	10

15. In your opinion, how much can a family influence someone's life choices?

❑ Very much
❑ Somewhat
❑ Just a little
❑ Not at all
❑ I cannot answer

b. Can you try to explain your answer?

16. In your opinion, how much can a group of friends or peer group influence someone's life choices?

❑ Very much
❑ Somewhat
❑ Just a little
❑ Not at all
❑ I cannot answer

b. Can you try to explain your answer?

17. How would you describe your relationship with your teachers during your stay in prison?

❑ Satisfactory
❑ Indifferent
❑ Unsatisfactory

18. In the box below there are some statements. For each of them, please, express your level of agreement, choosing one of the following options: "*Strongly agree*"; "*Somewhat Agree*"; "*Somewhat Disagree*" ; "*Strongly disagree*", "I do not know"

	Strongly agree	Somewhat Agree	Somewhat disagree	Strongly disagree	I do not know
In prison, I have access to different education programmes (such as cultural, creative, sports and religious activities)	❑	❑	❑	❑	❑
The education in prison meets my needs	❑	❑	❑	❑	❑
The education in prison is mainly practical	❑	❑	❑	❑	❑
I get formal qualifications for all the education I do in prison	❑	❑	❑	❑	❑

Please provide some information about the types of education you find most helpful in prison:

VALMOPRIS ID: _____

SECTION TO ADMINISTER TO THE INTERVIEWEE (teacher and stakeholders only)

iii. Organisational level

1. In your institution (prison), do you believe that the education is considered to be:

❑ Very important
❑ Important
❑ Neutral
❑ Unimportant

2. In the box below, you will find some concerns associated with education in centres/prisons. For each of them, please indicate how important these are for you in your own work.
Express your score on a scale from 0 to 10 where 0 means "*not important*" and 10 "*very important"*. You can use all the scores between 0 and 10.

Security	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Education	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Formal education	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
In- and non-formal education	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Developing key competences for the inmates/prisoners	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Finding different methods for motivating inmates/prisoners	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Adapting the education to the inmates'/prisoners' particularities and needs	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Adopting the same perspective of education as those at the institutional level (institutional levels refers to management level including: prison, security, education)	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

3. In your institution, is there a specific regulation or process for implementing education programmes?

❑ Yes
❑ No

iv. Community level

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4. In your institution, is collaboration with NGO's and other institutions from the community considered to be:

❑ Important?
❑ Neutral?
❑ Unimportant?

5. Are NGOs and institutions from the community delivering any programmes/activities for prisoners, inside the institution, such as:

	Yes	No
Health programmes	❑	❑
Employment programmes	❑	❑
Formal educational programmes (qualification-based)	❑	❑
Non-formal education programmes (e.g competences for an independent life etc)	❑	❑
Recreational programmes (please provide details)	❑	❑

Other, please provide details:

6. Are NGO's and institutions from the community delivering any programmes/activities for prisoners, outside the institution, such as:

	Yes	No
Health programmes	❑	❑
Employment programmes	❑	❑
Formal educational programmes (qualification-based)	❑	❑
Non-formal education programmes (e.g competences for an independent life etc)	❑	❑
Recreational programmes (please provide details)	❑	❑

Other, please provide details:

	Yes	No
Health programmes	❑	❑

Employment programmes	❑	❑
Formal educational programmes (qualification-based)	❑	❑
Non-formal education programmes (e.g competences for an independent life etc)	❑	❑
Recreational programmes (please provide details)	❑	❑

Other, please provide details:

v. Societal/Policy level

7. Which perceptions best reflect the concept and reality of former prisoners' social reintegration?

❑ Social reintegration is not necessary
❑ Society does not consider the social reintegration of prisoners to be an important issue
❑ Society rejects the idea of prisoners social reintegration

8. Are you aware if there is there a strategy for former prisoners' social reintegration at a national level? If you answered yes to question no 8, then please answer question no 9 .If not, please, go to question no 10.

❑ Yes
❑ No

9. In this strategy, are you aware if is there a specific section for non-formal education in prison?

❑ Yes
❑ No

10. Are you aware if there are procedures in place for former prisoners who would like to continue their education after release?

❑ Yes
❑ No

11. In your country, are there specific alternative educational programmes for former offenders (and other groups at risks) after their release?

❑ Yes
❑ No

12. In your country, is there specific support in place to help former prisoners access the labour market?

❑ Yes
❑ No

If you answered yes to questions 8-12, it would be helpful if you could provide some information on the procedures and support in place.

13. Do you believe that there are sufficient procedures and support networks in place to allow former prisoners to continue their education after prison?

- ❑ Yes
- ❑ No
- ❑ I do not know

Please explain your answer:

END

Thank you very much for your time.