

E-LEARNING MODULE

“ACKNOWLEDGING SKILLS, VALUING THE PROFESSIONS”

OBJECTIVE 1. SKILLS VALIDATION AND CERTIFICATION SYSTEMS

INTRODUCTION AND INSTRUCTIONS

The first unit of the training is devoted to certification and validation systems of skills acquired in prisons with special reference to artistic skills.

The whole material is divided into five subunits. Each unit presents the topic concerning several different countries. After reading the texts you have to mark the proper answers in the questions (tasks) below the texts. Questions are of different type: multiple choice, multiple matching, matching and true or false.

UNIT 1

SUBUNIT 1

USA

The United States has the largest prison population of any country in the world. Each dollar spent on funding prison education programs reduces incarceration costs by \$4 to \$5 during the first three years after an individual is released, the period when those leaving prison are most likely to return.

An American study found "One million dollars spent on correctional education prevents about 600 crimes, while that same money invested in incarceration prevents 350 crimes. Correctional education is almost twice as cost-effective as a crime control policy".

Educational programs offered inside prisons are typically provided and managed by the prison systems in which they reside. Funding for the programs are provided through official correctional department budgets, private organizations (e.g. colleges, nonprofits, etc.), and the prisoners or their families, if the prisoner is pursuing education through a correspondence program. Educational opportunities can be divided into two general categories: academic education and vocational training.

The Industries, Education, and Vocational Training Division, is responsible for education and vocational training programs within the Bureau of Prisons. Each Federal prison has its own education department that provides educational activities to Federal inmates. The Division manages literacy and occupational training programs, parenting programs, and Adult Continuing Education activities, which are formal instructional classes designed to increase inmates' general knowledge in a wide variety of subjects, such as writing and math.

The Division oversees the agency's leisure-time programs, which are designed to help reduce inmate idleness and to teach inmates how to make effective use of free time. Keeping inmates constructively occupied is essential to the safety of correctional staff, inmates, and the surrounding community.

Education - Educational credentials are increasingly important in order to obtain employment in a more competitive global economy. However, many prisoners have low levels of educational attainment. To help prepare prisoners for the workforce after they leave prison, many correctional facilities offer educational programs, including adult basic education (ABE), high school or general education development (GED) programs, college or post-

secondary programs, and vocational training. Research included in the Clearinghouse show that post-secondary education had a strong effect on reducing recidivism, while there was a more modest effect for ABE programs.

Inmates and ex-offenders are offered large variety of formal and non-formal education and vocational and art training.



Education – USA prisons



Lifeskills - programs for inmates - USA

Academic education usually is provided in the form of GED or literacy classes. These free classes assist the prisoner in learning to read, write, and perform basic mathematical computations. This is especially important in a correctional setting because, compared to the general population, prisoners are an under-educated group – who maintain less than 5th grade proficiency in reading and writing – coming from a culture of poverty, with few skills for handling everyday tasks, and little or no experience in a trade or career. Academic education in prison is to prepare the prisoner to take the official GED tests – the official high school diploma equivalent – and to hopefully further their education with more advanced studies.

After the student earns a GED, they are then usually offered the opportunity to further their education through in-prison programs. This continued education is coined Adult Continuing Education in the federal prison system and is also free to participants. These are courses which are led by inmate-instructors and encompass any number of topics. For example, at FCI-Petersburg, the Education Department offers Writing and Publishing, Personal Finance, Spanish, Basic Math, Legal Basics, and more.

College level education is also offered. In-person college-level programs offered through partnerships with local colleges and universities is the most effective, due to funding and staffing concerns the most used form for teaching college courses in prison is through mail correspondence.

Vocational training offers more opportunities in the prison setting. Much of what is offered will depend upon the local prison's programming. For example, at FCI-Petersburg, inmates have the option to learn Computer Aided Design, Carpentry, and a number of other vocations via "live work" employments (e.g. plumbing, electricity, landscaping). Other facilities offer Building Trades, Culinary Arts, Auto Body Repair, Auto Mechanics, Plumbing and Heating, Electrical Trades, etc.

CYPRUS

The legal situation in Cyprus is quite simple, taking into consideration the fact that Cyprus is a relatively small country and only one prison operates within it. The central prison of Nicosia, is the only correctional facility of the island. The number of prisoners currently fluctuates between 550-650, which means that the prison is over-populated. There are different educational programs offered to the prisoners.

The prison educational department does extended efforts to involve formal as well as non-formal activities as much as possible, and for this reason there are six different departments in the schools. These are classes that offer professional training as well as the possibility for the prisoners to take some formal exams (e.g. ECDL, IGCSE etc.), these are classes that offer informal learning (e.g. theatre team, chorus team, and orchestra team, sports (basketball and football teams).

In the context of these activities, various competences are developed which play an important role in their reintegration in the society and socializing.

The prison offers the opportunity to the prisoners to obtain certifications as frameworks which can determine their competences. Some classes can allow the prisoners to take some formal exams as mentioned above, as the prison has educational exam centers. For other classes, e.g. Adult Education, the prisoners get a relevant certificate. Another interesting thing is that prisoners can attend distance learning to obtain bachelor or even PhD (there are currently some prisoners who do that but only from Universities inside Cyprus). With the recent change in the prison administration, there is currently a technical school being developed and when the prisoners complete three years of study, they can get the relevant apolytirion (school certificate). The prisoners have also the opportunity to continue their school studies once they are released.

In the context of the Cyprus prison, the prisoners have the opportunity to take up several educational activities: computer classes, theatre classes, music classes, arts and crafts classes, dance/chorus/music classes, distance learning, hagiography (religious painting), copper engraving; all the aforementioned activities are offered to both women and men prisoners and the majority of them are closely connected with arts and theatre. Most of the prisoners who take up these activities are self-taught and there is a special shop in the prison where their creations are sold and there is the possibility to present them externally.

In the majority of cases, the educational activities that take place in the prison are confirmed. The theatre activities are coordinated and monitored by a professional actor and the theater team of the prison department participates in the Amateur Theater Festival (a prisoner was recently honored with the 'B' male role award). Concerning the rest of the educational activities, there is certification through the Adult Education Centers with the relevant certificate, since the prison collaborates with the Adult Education Centers of Cyprus.

In the prison, a technical school started to operate (there is no junior school or primary school), and also the prisoners can take up distance learning to obtain a bachelor degree or any other equivalent diploma. The most popular is the technical school and also distance learning is starting to be developed more. There are efforts being done to establish a junior school and a comprehensive school in the near future.

ITALY

The Italian Prison System is regulated by Law n. 354/1975, which reflects the constitutional principle of the art. 27, comma 2 of the Constitution and bases Penitentiary Treatment on the objective of rehabilitating inmates.

The term "rehabilitation" means the reintroduction of the inmate to a society life and the methodology to pursue this objective is the “scientific observation of personality,” which must be arranged in respect of the condemned from the very beginning of conviction.

Prisons for adults are divided into four categories:

1. Remand Institutions (156 prisons with 50.447 inmates in the prison system at 01.01.2014, of which 28.662 definitely sentenced, normally to sentences of less than three years)
2. Institutions for the Execution of Sentences (42 prisons with 10.822 inmates at 01.01.2014, of which 9.649 definitively sentenced, normally to sentences longer than three years in total)
3. Institutions for the Execution of Security Measures (7 institutes with 1.221 inmates at 01/01/2014)
4. Observation centers (no operating institutions) Created in 1961 by ministerial order as autonomous institutions or sections of other institutions specifically implemented to experiment scientific observation of the personality of detainees; this experimentation was started only in the institute of Rebibbia in Rome, and was later abandoned.

The importance of recognition of learning outcomes acquired in non-formal and informal environments have been stated for many years in Italy, giving origin to many practices and experiences, but lacking of an official framework until 2012.

The Italian Ministry of Education, University and Research (MIUR) is responsible for the qualification of formal learning (school and universities) in the educational system, while Regional governments are responsible for the Vocational system and their formal qualifications.

The process for the certification of competences acquired in non-formal and informal contexts is composed of three phases: identification, validation through II party assessment and certification (III party assessment).

The process has to be started by the individual interested in the certification of competencies. Identification's goal is to choose the competencies and or profile to be validated, collect the evidence to show the non-formal or informal learning and prepare a dossier to be presented for validation. The entitled bodies assess the application (with procedures that the Regions define); the applicant can then ask for certification that the entitling bodies can release after a specific assessment and issue the due qualification.

The entitling bodies are the following: Ministry of Education and Universities (for school and university qualifications), Regions (for VET qualifications), Ministry of Economic Development - UE Policies Department (for regulated professions – professional registers for doctors, lawyers, social workers for example), Ministry of Labour (for non-regulated professions such as trainers, sociologists and other professional profiles lacking of an official register). To be included in the National Repertory the qualification must be referenced to EQF and over time there will be progressive work of descriptive standardization to allow greater permeability between sub-systems and recognition of credits.” (European inventory on validation of non-formal and informal learning 2014 Country report: Italy). The entitling bodies will charge some other bodies of the system to be entitled ones.

The regional system are now going to be designed and tested; some Regions have already a

working system that allow the certification of some competencies or an entire profile in complete coherence with the standard training and qualification process at regional level

The final goal, to have a common reference system to recognize, validate and certificate competencies acquired in formal, informal and non-formal contexts, is going to be completed during 2016.

In the early 80s theater in jail - already present in some institutions with amateur experiences - embraced new meanings, developed new methods and set new objectives, which have strengthened themselves over the years. Such activity focuses on theater practice rather than on performance, stressing the focus on workshops and creative activities by prisoners and on the therapeutic and pedagogical function of theatre, a practice able to intervene on the relational and self-care aspects. The theater becomes also an important tool to raise awareness in society about the reality of the prison, either through representations in penitentiary institutions open to public audiences, or with performances by inmates in external theaters.

These experiences are possible thank to the collaboration between the directors and educational groups of penitentiary institutions and surveillance magistrates, who may grant exceptional permissions to the actors, giving a broad interpretation of Article 30 of the Penitentiary System.

Since the 80s the experiences of Prison Theater have multiplied, the prison administrations have opened new spaces, supported experimentation and training projects, promoted partnerships with local and cultural organizations. The companies who work in prisons are now over one hundred.

These experiences develop different forms of collaboration between the Department of Penitentiary Administration and various institutions, mainly local cultural institutions and local authorities. Groups and companies, with different operational and stylistic characteristics, produce shows in which the expressive and artistic quality is combined with the use of theatrical practice for educational purposes.

Many groups also perform in theaters in the cities and in other cases there are theaters inside prisons that open their doors to general audiences.

The detainees and convicted students, according to article 45 of Presidential Decree 230/2000, receive bonuses for financial subvention based on the type of course attended, school achievements, personal and social conditions. In 1st level education, an important role is played by the Italian language courses for foreign prisoners that grant linguistic and cultural integration.

The attached 2015 Monitoring of Theatrical Activities in Penitentiary Institutions shows that in the Italy there was a presence of theater workshops reaching 59% last year. The indicator for relations with local authorities rose up to 34%, with trainings legally recognized counting to more than a 4% establishment.

The use of attendance token was adopted on an 11% scale frequency but the assessment of theatrical experiences as a treatment tool went up to 99%.

The positive impact of the theater workshops on the atmosphere of the Penitentiary Institutions was evaluated with a 96% rate.



Theatre performance with children and inmates, part of a project of Teatro dell'Ortica



The fortress at Volterra, used currently as a prison and home of the theatre project “Compagnia della Fortezza”

SKILLS4FREEDOM

UNIT 1

SUBUNIT 2

TURKEY

The adequacy of any course in Turkey is measured by the Ministry of National Education. In order to measure the adequacy of the courses, the trainees attend theoretical and practical tests. The successful trainees, after these tests, are eligible to receive certificates bearing the logo of the Ministry of National Education which have a nationwide validation level.

Training opportunities and acquired skills

In 2013, 20.045 courses were opened in adult education in Turkey. These were in the field of vocational education (*job shadowing, apprenticeship-mastership, hairdressing, plumbing, cookery, tailoring, machine operatorship, courses for acquiring skills needed in industries*); with the aim of developing several skills (*computer, speaking, foreign language skills, babysitting, cookery, cake making, photography, graphic design, speaker, robotics*), art courses (*painting, playing an instrument, dance, pottery, theatre*). Besides, there are basic education service (between 1st-12th class) and distant training courses. Public Education Centres and Vocational Secondary Education Institutions are also responsible for organizing these kinds of trainings and courses in prisons. The trainings which VEC organise at the Detention Houses and Probation Centres are not different from the other trainings they organise at the other places and they provide them certificate as well.

For the rehabilitation of prisoners, painting, pottery, playing an instrument, dance, string, wood art and theatre courses are organised under the name of “art courses”. But the number of theatre courses is lower than the other art courses. For example, in 2015 in Buca Penitentiary, 46 trainings were organised and 420 inmates participated. 15 of these trainings were art trainings and 143 inmates participated. 14 of them were hand arts and one was playing an instrument.

In our country, supervision duty of every type of education and training services -except service-in training of the public or private institutions- has been given to the Ministry of the Provincial Directorates of National Education with the constitutional act. In this concept, every type of course content is analysed carefully by this institution. Correspondingly, certification is done by either MPDEC or the institutions licensed by MPDEC under the condition to give certificates approved by MPDEC. MPDEC certificates are prepared in accordance with the frame of international standard classification of education (iscd97). Since isced '97 has been accepted by the European Union countries, it is used as a reference in EU studies. In Turkey it has been used since 2003.

In Turkey, in order to profess by using Vocational Certificate, that certificate has to be approved by Vocational Qualification Institute (VQI). This institution issues as well the Europass Certificate which is more common at the European Countries. Vocational Education Certificate or VQI Vocational Competence Certificate is valid in the EU Countries and the countries that recognize Europass. It is a common format which involves detailed information

related to VQI Document, enables to be understood more easily especially by the employees and institutions outside the countries and carries learning outputs concerning competence units in the Vocational Competence Document.

In Turkish Adult Educational System, there is no difference between the courses and the certification applied to the convicts and non-convicts. The skills gained via these courses are recognized both at job markets within the country and the countries that use Europass. Since Turkey as a EU candidate country is not involved in free movement of workers, it becomes impossible for the inmates to work at EU countries.

CANADA

Currently, educational and vocational programs are available at most correctional institutions in Canada. Educational programs consist of Adult Basic Education (Grade 1 to 10), Secondary Education, Vocational, College, and University level programs. Prisoners generally pay for their own post-secondary education, unless it can be demonstrated that the education addresses a specific criminogenic need.

Through vocational programs such as plumbing, welding and small engines repair, prisoners are provided with job related skills training relevant to employment opportunities available in the institutions and in the communities.

One of the most recognized programs is CORCAN. CORCAN is a key rehabilitation program of the Correctional Service of Canada. It provides employment training to offenders in federal correctional institutions and enables them to gain the employment experience and skills they need to become productive citizens, successfully reintegrate into society and reduce their risks of re-offending. Through its five business lines Agribusiness, Construction, Manufacturing, Services and Textiles CORCAN provides offenders with work experiences and training which replicates private sector work environments as closely as possible. CORCAN programs are in place in 32 institutions across Canada, creating the equivalent of 2,000 full time trainee positions. Vocational skills training is an option for all offenders but those less fluent in English or French can also participate in these programs. Through various work assignments and vocational training opportunities linked to labour market requirements, offenders can also obtain trade certifications such as construction techniques, welding and culinary arts. Certification is provided by third party organizations such as Colleges and Industry Training Authorities. Vocational Education: Vocational programs provide training in a wide range of job-related skills that are relevant to employment opportunities that exist in the institutions as well as in the community. Some of the subjects currently taught by CSC vocational programs are; welding and metal trades, hairdressing, small engine repair, auto mechanics and auto body repair, electronics, carpentry and cabinet making, upholstery, plumbing, cooking, computer programming. The vocational education programs include a generic skills component that is applicable to a number of vocational fields. This component addresses, for example, industrial and shop safety and personal and interpersonal skills for success in the workplace. In addition, several provinces and territories have programs that include: foreign languages, human rights/civic education, liberal education/personal growth (e.g., artistic, cultural). In almost all provinces and territories, information and communication technologies

are used in the delivery of at least some of these programs. For certifications, the basic education programs for adults provide the same diploma, used from primary education facilities. Almost all provinces and territories track learner-level information and data on learning outcomes. For example, Quebec, British Columbia, and New Brunswick collect learner-level information on enrolment, attendance, and program completion. The latter two provinces also collect data on learning outcomes from teachers/facilitators, standardized tests for certification purposes, and standardized tests for statistics. Several Canadian provinces have major initiatives and/or have developed policies to support Prior Learning Assessment and Recognition (PLAR). PLAR is a type of assessment that is used to evaluate skills and knowledge, Recognition of Prior Learning (RPL) is a broad umbrella concept which includes three types of assessment processes that are used to evaluate the knowledge, skills and attitudes that people have acquired in their lives. Art and theatre courses run under the “Enhance Successful Offender Reintegration and Public Safety program” at some low and middle security penitentiaries. Some art courses which organize at Canadian penitentiaries are painting, playing a musical instrument, pottery, knitting, quilting, other hand crafts, theatre and some others. Also some of the inmates who attended theatre courses, involves the plays and find the chance of performing for a live audience.

Certification system

For VET Certifications, CORCAN, in collaboration with the Offender Programs and Reintegration Branch within CSC, offers a variety of vocational training initiatives to offenders across Canada. Vocational training is used to enhance the employability of offenders, and is required to be certified by a third party to ensure that once offenders are released, the certification will be recognized in the community. For apprenticeships program, CORCAN provides employment experience to offenders in areas that are in line with apprenticeship trades. In order to increase the benefits of on-the-job training in the institutions, many regions are working with the provincial governing body responsible for apprenticeship training, regulation and certification to have the hours worked by offenders registered towards a trade. For the basic education programs for adults provide the same diploma, used from primary education facilities.

ROMANIA

In Romania, the execution of custodial sentences is realized in penitentiaries established by a Government Decision, subordinated to the National Administration of Penitentiaries under the direct guidance of the Ministry of Justice.

The penitentiary network has a number of 33 penitentiaries for adults, 3 rehabilitation centre, 2 penitentiaries for minors, and 6 prison hospitals.

Vaslui penitentiary works since 1972 in Vaslui city, situated in N-E Romania. Vaslui penitentiary has a minimum-security regime and a population of 950 inmates.

Vaslui penitentiary has a Department of Education and Psychosocial Assistance - DEPA - with 14 specialists (1 social worker, 4 educators - officers, 1 psychologist, 1 priest, 1 sports monitor, 4 educational agents).

DEPA's role is to organize and develop psychosocial activities in order to facilitate the social and professional reintegration of inmates. It works in collaboration with government institutions and private partners (non-governmental organizations) in terms of protocols and

cooperation agreements.

Activities and programs developed with inmates by DEPA's specialists target the following areas:

- Education (literacy, school education, training courses, artistic activities, voluntary work, library, theatre, religious activities, journalism, movie making, physical activities),
- Social assistance (counselling, group work, mediation),
- Psychological assistance (counselling, group therapy).

The project –Prisoners on stage – Theatre as link between inside and outside, in which we have been collaborating with Teatro dell'Ortica was a real opportunity and a chance for our institution to be involved in social theatre as an occasion to improve our competencies in using art techniques and international networking to promote social inclusion of our inmates.

Cultural and artistic activities in our prison include: creative writing, reading, theatre, painting and drawing, graphic design, dance, music, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.).

Over time, in Vaslui Penitentiary *theatre therapy* was used and theatre was made with a special stage played on various themes such as conflict negotiation, fairness and justice, the birth of Jesus, etc.

These theatre plays which had the prisoners as the audience, their families and representatives of public institutions in the community and also students from various high schools in the city have been successful, especially appreciated for the ability of the actors to get involved and how prisoners were able to get inside the characters, to read and to send messages.

Theatre proved to be an effective method of rehabilitation, prisoners were able to experience different roles (positive or negative), to see and feel the public reaction towards socially accepted and unaccepted behaviour.

Drama therapy offers the possibility of discovering the creative potential that every prisoner has.

Annually, a theatre festival is organized by the National Administration of Penitentiaries involving all the penitentiaries in Romania with strong preoccupation in art and theatre. This fact proves once more that rehabilitation for those who made an error can be done using art and talent of people we work with.

Artistic activities carried out with prisoners are part of their education and rehabilitation. The theatre helps prisoners to become able to express themselves freely although they are deprived of their liberty. Theatre offers inmates the opportunity to develop their personality.

Roles they interpret in a play help them learn to cope with problematic situations without breaking the law. It helps to find optimal solutions for any contingency. Inmates learn to manage their resources efficiently and cope with risk situations.

Theatre offers inmates the opportunity to communicate and work together, to fulfil their tasks in this team and help colleagues to play the role that they received.

The theatre is a link between prisoners and the outside world. Presenting theatre outside prison allows prisoners to talk about themselves and about their community issues.

Also Vaslui Penitentiary organized a theatre scene where our team attended and also students from high school were invited to play.

Theatre can be a bridge between inside and outside. As noted above theatre is a way of communicating with the outside world.

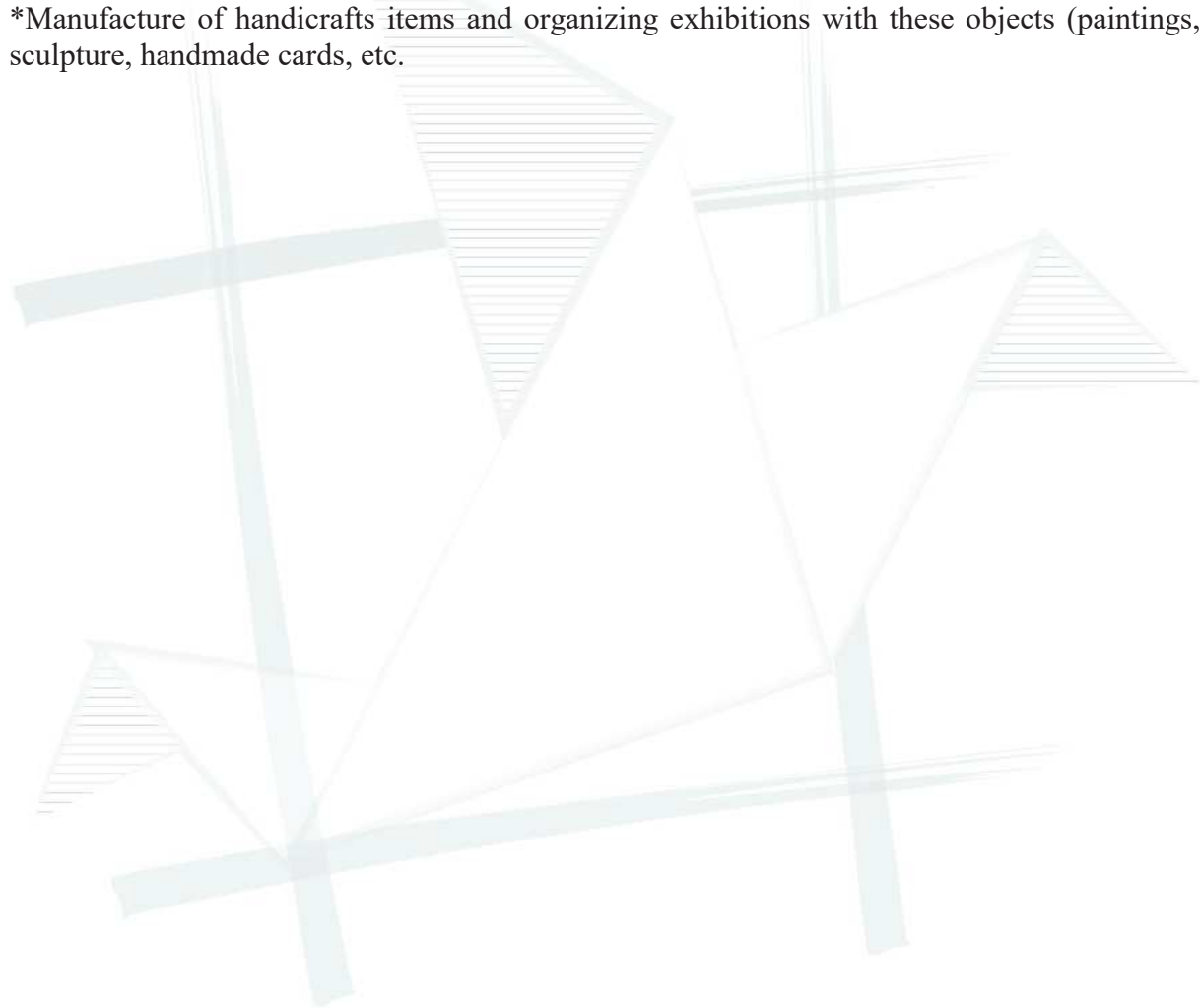
Acceptance and finding solutions to problems faced by prisoners is an important step towards a more secure and better life.

The theatre is therefore not only a way to combat prejudice but also a mean by which the community can know how to participate in solving the problems of people touched by social exclusion.

In Vaslui penitentiary we organise the following activities:

*Cultural and artistic activities- creative writing, reading, theatre, painting and drawing, graphic design, dance, music, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.). Poetry and prose composed by detainees.

*Manufacture of handicrafts items and organizing exhibitions with these objects (paintings, sculpture, handmade cards, etc).



SKILLS4FREEDOM

UNIT 1

SUBUNIT 3

BULGARIA

The democratic changes in Bulgaria in the early 1990s and, in particular, the country's admission to the Council of Europe in 1992 and to the European Union in 2007, are important preconditions for the development of legislation, which can introduce a modern European approach. The period between 1990 and 1992 marks the start of reforms in the rehabilitation work and the penitentiary personnel. Bulgarian legislation starts to adjust to the European, but the reforms in the prison system are practically unfinished.

To the persons in probation are available all opportunities for education and qualification as are to other members of society, without any additional preferences or support, besides the motivation conducted in the educational facilities.

The mission of the prison school is to increase the skill and education level of the inmates and thus providing opportunities for pre-professional and professional training. The educational process targets to develop the overall personality of the individual as all inmates are encouraged to participate in its every aspect. The creative and cultural activities are widely covered and provide the space for emotional expression and development.

In Bulgaria education is compulsory by the age of 16. The compulsory education consists of pre-school, primary education, secondary education, and higher education.

The higher education system in Bulgaria consists of different graduate and postgraduate programs, acquired in colleges and universities after graduating secondary school. Most of those programs are not available to inmates, except for those which allow distance learning.

All activities for acquiring education and qualification in prison are overseen by The Minister of Education and in accordance with the Public Education Act.

Almost all activities for acquiring education and qualification are available to inmates through special schools under General Directorate "Execution of Punishments", although not all prisons have such, and the activities are primarily focused on secondary or professional education. In regards to higher education and arts, such opportunities are not available.

The main factors in rehabilitation and correction of the inmate behavior are considered to be social, educational, and manual labor activities. That is why the mechanism of education and qualification is included in the social and correctional part of the Execution of Punishments and Detention Act. The act provides the equal access of the inmates to the above activities as well as their right to basic, professional and social education in return for a decrease in sentence.

25 years ago there have been schools in each prison, however after the democratic changes, only 6 remain. The only newly opened school in the last 10 years is the one in Bobov Dol in 2013. There are six prison schools and some of them have branches in other prisons:

- "Deprived of liberty but not education" – this is the slogan for the school in Central Sofia Penitentiary. The student there this year are 100 and divided into 4 classes: from 1 to 4 grade. Their age is from 18 to 68.

- In Sliven Penitentiary, there is an evening school from 1 to 12 grade. It includes educational workshop, computer room, rooms for extracurricular activities and a library. The primary education is from 1 to 4 grade. 1/3 of population attends educational process. Students from 5 to 12 grade acquire a professional education with qualification "tailor" and "dressmaking operator". The school has branches in Burgas and Varna Penitentiary.



Start of the school year in Sliven Penitentiary



Theater production - Sliven Prison - a performance held outside prison - in the town

- Stara Zagora Penitentiary has a professional school, that provides the qualifications "woodworker" and "plumber". The school accommodates an average of 500 students per year.



Professional education in Stara Zagora Prison

- Lovech Penitentiary has an evening school, which includes professional classes after 5th grade with qualification "locksmith" and "plumber".



Classroom in Lovech Prison

- Bobov Dol Penitentiary – since 2013 a secondary school has been opened, which covers from 1 to 9 grade.
- Vratza Penitentiary has a secondary school with an option for professional qualification.

For all educational activities in prisons schools, inmates get diplomas and certificates for a qualification, which are acceptable to potential employers. Students take exams (sometimes a practical exam) to obtain a certificate and to get a secondary school diploma, they take a final exam on a subject chosen by the student.

Since 2010, the activities in almost all prison schools are growing, which is one of the main tools for resocialization and reintegration of the inmates in society. Professional education is preferred as it includes qualifications which give a better chance on the labor market.

Additional, inmates can get certificates for acquiring skills and education through educational projects.

At the same time, in order to obtain a certificate of acquired professional qualification, they have to have a primary education diploma, and in some cases – secondary education, which creates a vicious cycle. The problem is further complicated by the lack of will in many inmates to get education and qualification. In some prisons, however, the biggest incentive for inmates is the decrease in the sentence and, in some rare cases, genuine interest.

After successfully completing professional training, inmates receive a diploma for acquired qualification, while for completing other skill courses, they receive a certificate from the organization, which initiated the project. Formal educational and training activities with the inmates can be conducted only by prison schools while other projects can also be handled by non-governmental organizations.

Theatre and art activities in the prison are informal and voluntary. They are not considered a serious activity, but rather a way to pass the time or as an addition to certain holiday celebrations. There is not active work for acquiring artistic skill or competencies in terms of

professional growth. Most inmates conduct some cultural or artistic activities, but they are not reported as it depends on the desire of the prisoner and is not in relations to The Ministry of Justice.

GERMANY

The principal goal of incarceration is to help inmates lead more independent, productive lives in society once released. As a result, life in prison aims to inculcate fundamental skills that offenders will need in the community. In some prison systems, vocational education is delivered alongside work activities while in others vocational training forms a part of the prison education service. It is difficult to offer the same range of vocational programmes in prisons as in the ordinary education system outside prison and for the training offered to keep pace with developments in the skills in demand on the labour market. However strong links between work and training can enable students to learn theory in the classroom and conduct practice in the prison workshops. For example in Germany, the small-scale computer-recycling project ‘ECO-PC’ enables female prisoners in Berlin and Brandenburg prisons to undertake ‘on-the-job’ learning and to work towards an individualised certificate through learning units in subjects such as IT basic skills, German and mathematics.

In German prisons normally existing various models of formal or informal education.

For some more information:

Models of school education and vocational training:

www.knastzeit.de/?page_id=9

Different possibilities and chances of external studies:

www.justizportal-bw.de/pb/,Lde/1242172

www.jvafuerfrauen.niedersachsen.de/portal/live.php?navigation_id=26638&article_id=89465&_psmand=179

www.bbv-eberswalde.de/berufliche-bildung/arbeit-und-qualifizierung-im-jugendvollzug.html

Art Therapists working in prisons, especially in Saxonia: www.kunstimgefängnis.de

Certifications in skills gained in cultural projects are existing in a basic format:
www.kompetenznachweiskultur.de

LITHUANIA

The poor material conditions of detention and serious levels of overcrowding in most of the establishments define the situation in prisons in Lithuania, an impoverished regime for remand prisoners, and insufficient health-care staff resources. Three different types of regime – lenient, ordinary and strict – exist for sentenced prisoners, each of them providing a

different situation as regards activities and contacts with the outside world. Depending on the behaviour of the inmates, the prison administration decides which one should apply to them. A limited number of activities was being offered to inmates. In Alytus prison(1,460 places) 230 prisoners had been enrolled for vocational training in 2012-2013. The same number of inmates was able to attend school. There were 87 positions available (occupied by 131 inmates) for work on maintenance in the prison and 181 inmates were working for a state company in various workshops. The authorities indicated that the premises used for artistic activities had been improved and expanded, allowing 35 inmates – instead of the eight previously – to participate in such activities. They further indicated their intention to set up an additional training on computer literacy as well as to offer the possibility to register at the Alytus science university.

The research indicates that there are no traditions to carry out social arts projects at Lithuanian correctional institutions, but regardless of the experience the artists would be interested to work with inmates.

SURVEY OF CURRENT PRACTICES

RESPONSES RECEIVED FROM INDIVIDUAL ARTISTS

	DE	LT
Overall <i>(inc. organisations – see below)</i>	28	22
Artists wanting to work in prisons (with organisations)	7 (1)	16
Artists with experience of working in prisons (with organisations)	10 (6)	6

RESPONSES

GERMANY: A reasonable response was received from both inexperienced and experienced artists

LITHUANIA: Only just over a quarter of respondents are working/ have worked in prison.

AGE-RANGE

GERMANY: The average age of those working prisons was 40-45.

LITHUANIA: The age of artists who want to work in prisons differs, but mostly of them are over 40 up to 60 years. Those who already were engaged in prison arts projects age is over 30 (dance) and over 40 up to 60 (art, drama, multimedia)

MAIN ART-FORMS

GERMANY: Over half worked in drama/theatre, a few in film and literature, none in the other art-forms.

LITHUANIA: The majority artists who are interested to work in prisons are visual art professionals (12), 2 – dancers and 1 – specialist in multimedia. Artists who have worked in correctional institutions are visual art specialists (4) and dance specialists (2).

PRISON CATEGORIES

GERMANY: Most artists work in male and juvenile prisons, a few with women and long-term prisoners

LITHUANIA: Arts professionals mainly prefer to work with female inmates, slightly less willing to work with men and juvenile.

COMMENTS FROM ARTISTS WHO WOULD LIKE TO/ HAVE WORKED WORK IN PRISONS

BENEFITS OF ART

I see the artistic process as very appropriate for getting to know yourself anew and for learning to express yourself. The collective pressure of a project with the reward of a public

performance, the negotiation of roles, putting yourself in another's shoes, being allowed to give creative ideas a free run – all this is an experience of great potential for everyone, but especially for those who no longer believe in themselves and in whom others no longer believe. [DE]

Art intensifies the examination into the working of mechanisms which unfortunately are no longer questioned and enables the individual and also society as a whole to wake up and ask existential questions about human existence. [DE]

“There has always been an interest in every man's inner world. I observe client change through art therapy sessions. Often the client has a great "hidden" artistic talent, mostly concerned with learning about the subtleties of life.” [LT]

I would like to share my knowledge or competence to everybody. I wish to show, then a person is deep in the creative process, he/she is able to forget matters of every day's life, open out, to see ourselves, our hidden emotions, the more self-confidence. During the previous project "Come and learn" I could realize that, in half of the year because of creativity of women they could reveal thoughts, feelings and found a common language

“outside”. [DE]

In Germany- educational work takes place in many prisons. Artistic projects are not so frequent. The biggest problem is often the number of prison staff to attend such projects. In prisons in LITHUANIA - not many opportunities for educational and artistic projects.

UNIT 1

SUBUNIT 4

BELGIUM and ESTONIA

With a century-old tradition of expanding educational access to everyone, particularly historically underrepresented groups and non-traditional students, the centers for adult education in Belgium are natural partners for projects that are offering adult secondary vocational education.

The centers of adult education in Belgium also tend to cost less, with tuition rates of € 1,50/hour for regular inscription in 2016 and free for inmates, compared to other private institutions outside prison. This low cost makes the centers of adult education programs particularly attractive to prisons, since community and federal funding for correctional education has not kept pace with the growing prison population.

Further, centers for adult education have a reputation for greater course flexibility and more direct contact with local community populations, especially industry. Often businesses requiring additional training and professional development for their employees approach their local institutes to provide such education. This tendency to seek out new client bases while responding to social changes is important for prison secondary vocational education.

MODULAR STRUCTURE OF THE PROGRAM

The structure supporting vocational adult education, whether centralized (coordinated at the community level), decentralized (coordinated on an institution-by-institution basis), or a combination of the two, can affect program content and the transferability of the credits, certificates, and degrees earned by inmates. In general, the more decentralized a system is, the more difficulty it has with ensuring that courses and programs articulate among formal institutes and are recognized by business and industry.

As the government has succeeded in getting employers to recognize their prison-based educational programs, they are stimulating the correctional facilities and the various centers of adult education to provide inmates the same modular courses as outside prison. Moreover, since most correctional programs are offered on-site rather than through distance education, the absence of a standard modular system could create transfer issues for inmates since inmates are often transferred from one facility to another and therefore may be unable to continue the course or program in which they were previously enrolled. A similar transfer issue could occur when inmates are released from prison; their hometown is generally not the same town where they were incarcerated and enrolled in college courses.

The region “Kempen” in Belgium is an example of a centralized model with a standard modular system for correctional courses. Since 2007, the collaboration between the centers of adult education and the prisons has provided classes to more than 1,000 inmates annually. This partnership was created by VOCVO, a new authority with mandate assigning responsibility for the design of correctional education in the region “Kempen”. VOCVO dictates everything from the management structure of the partnership to the programming parameters, such as how new prison programs are established, which agency has responsibility for which tasks, and inmate eligibility and participation regulations.

An important priority for VOCVO, is parity of course quality offered to inmates and non-incarcerated individuals. Moreover, to ensure that correctional education programs maintain a coordinated and systematic focus, a joint course/program approval process has been adopted by the centers for adult education. Before a course may be recommended by VOCVO for

approval, it must be reviewed by all the active partners. In making these recommendations, the partners consider the appropriateness of the program for the offender population (e.g., licensing requirements and safety issues), regionwide labor market demands, availability of funds and space, and offender average length of stay at a facility. Courses and programs also must lead to specific certificates or degrees. Inmate certificates and degrees, as well as institute transcripts, are identical to those offered outside of prison and recognized by the government.

In an attempt to address low completion rates due to inmate transfers, the centers of adult education have an agreement with the local prisons to hold inmates enrolled in the vocational program for industrial painters until they complete their coursework. On occasion, however, other factors (e.g., drug treatment) “trump” this agreement. When considering these transfers, the centers of adult education work closely with VOCVO to determine the best solution with the results of Table 1.

Table 2. Certificates Awarded in the vocational program for industrial painters in the prison of Wortel

	1 st sem 14-15		2 nd sem 14-15		1 st sem 15-16	
	# Students	Certificates awarded	# Students	Certificates awarded	# Students	Certificates awarded
Basic painting and wallpaper work (40 hours)	10	8	10	5	10	8
Wallpaperwork (80 hours)	10	6	10	7	12	9
Decorative painting (80 hours)	12	9	11	9	11	8
Manual opaque painting (60 hours)	11	9	10	5	8	7
Manual non-opaque painting (100 hours)	9	7	10	4	9	6

What is the legal status of the certification ?

In Belgium the modules offered by an institute of formal adult education in general and vocational education are based on state-controlled curriculums. As the institute of adult education is offering the same modules in prison as outside the prison, the successful students inside prison have the same certificates as outside the prison.

In Estonia general education and vocational training study is based on state-controlled curriculums. For graduates prisons have school-leaving certificate which is equal to ordinary school certificate.

After finishing social course the participants get course-certificate or class-certificate.

After finishing official language course – official language certificate.

After informal course – pertinent attestation.

MONGOLIA

Mongolia is one of the Asian countries, which the criminal justice system of the Executive is close to the Polish law. In August 2016 the revised Penal Code will come into force, in which the most severe penalty is life imprisonment. The Criminal Code of Mongolia, being in force at the time of writing this report, provides a penalty of elimination. In the light of information from the Human Rights Report of 2013, the conditions of imprisonment in the country have improved in comparison with the previous years. The system of execution of imprisonment does not differ from assumptions in Poland (prisons of the closed-end type, formative and open, separate juvenile and women). The Government of Mongolia does not oppose to the visitations of representatives of international organizations in penitentiary units, takes action, the aim of which is to improve the conditions of detention units.

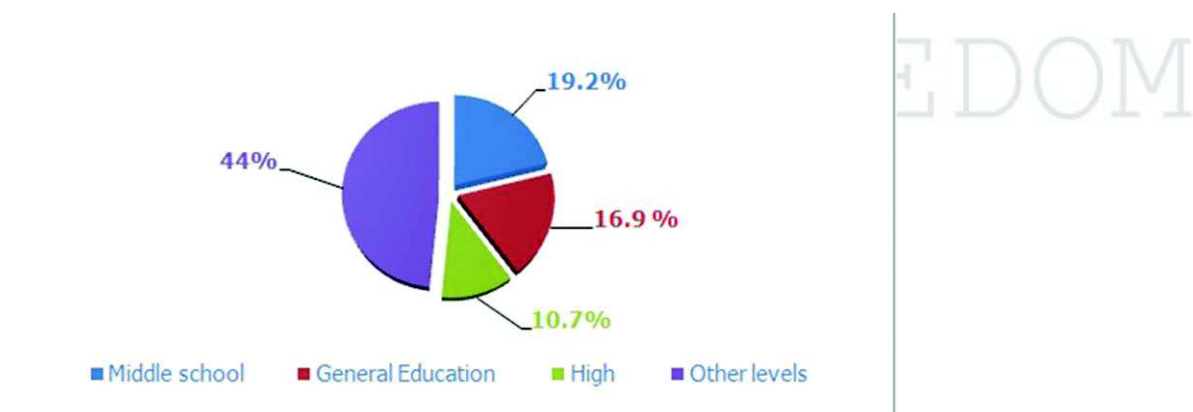
In Mongolia, as in Poland, there is no framework that would determine the kind of competences of the sentenced to imprisonment. The baseline is the level of education at the time of seat in the prison, and new skills, which condemned have acquired in the course of detention that would allow them to take the job.

Educational activities, including those that contain general education, take place in many forms. They are adapted to the needs of society, as well as to individual needs and opportunities. It is obvious that not all of the needs of individuals can be satisfied under the conditions of the isolation of prison, not only for security reasons. The activities of criminal rehabilitation programs lead to skills improvement, particularly with reference to young offenders. In the course of activities they not only learn, but also realize their interests in the forms of artistic creation, particularly by painting.

Shaping new skills is focused primarily on the convict's development and his adaptation to life outside the prison. Education obtained during the imprisonment is certified. It has the same value as the one gained in the conditions of freedom.

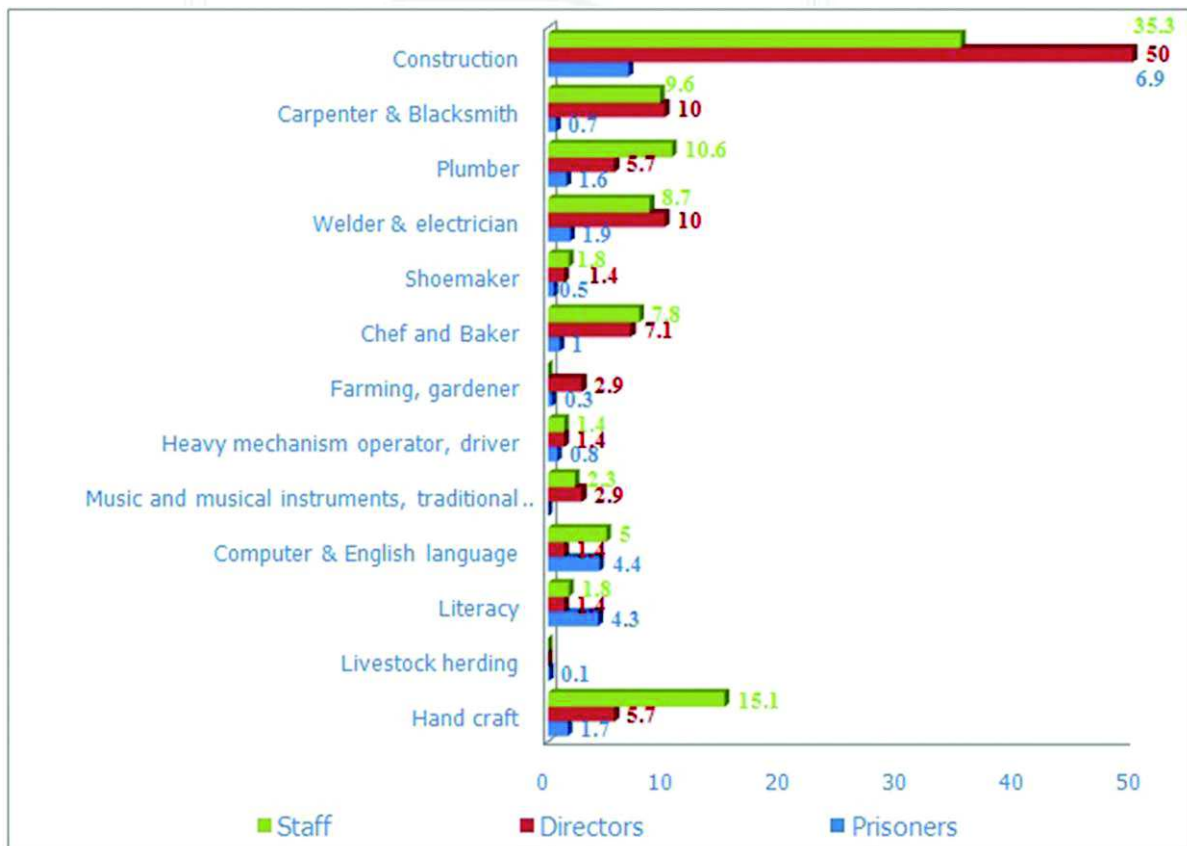
Vippasan meditation deserves a special attention in the process of rehabilitation. It has been successfully implemented in the prisons of Mongolia. The course lasts for 10 days, during which participants learn how to proceed in accordance with the law and tradition. Successful participants have big chances for not returning to crime.

In the light of the available data it has been established that sentenced to imprisonment in Mongolia study and receive education from primary to higher levels.



Certificates and diplomas from certain schools are the same as those acquired by the graduates in the conditions of freedom.

Convicted participate in training organized by external entities. Prisoners may choose the type of education out of the 13 options that are addressed to them: craft professions, farming and livestock herding, computer classes, learning English language, dance, music etc.



Source: Present Conditions of Human Rights In Mongolian Prisons

Acquired education allows you to obtain employment after completion of the sentence. According to available data, the choice of the type of education belongs to the convict.

UNIT 1

SUBUNIT 5

POLAND

In Poland most of the convicted show interest in learning the profession and feel the need to develop their interests on the basis of painting, meditation, music, prose or the theatre. For example, in one of the detention centres in West Pomeranian Voivodeship, convicted participated in the project which aim was to train dogs, Warmian Masurian and painted frescoes (Barczewo). Interesting is also a venture of a Tibetan meditation which has been taking place for years in Wierzhów prison. To some extent these interests shape the new competences, but it is difficult to determine how many of them will be used after serving the penalty. Educational competencies are referred to the relevant school leaving certificates or a course, with no sign that education was held in prison.

Acquired skills

Each gained skills in structured learning (schools, vocational courses) are certified in Poland. These documents have the same rank as the documents certifying skills (education) in the environment outside prison. They are widely accepted. Unfortunately, the convicted, after serving a custodial sentence in Poland, have often difficulty to find employment because of prior criminal convictions. Most employers require a statement of criminal record of his future employee and Polish law does not prohibit such a requirement. No certificate contains the indications that it has been issued under the conditions of imprisonment.

The level of reintegration and rehabilitation of convicts in Poland is difficult to estimate, taking into account the described forms of education or training. It seems reasonable argument that any form of positive action that brings even a small percentage of positive behavior, is worth an effort.

GREECE

The Penitentiary Code of Greece in other matters regulates, provides measures for the education of prisoners either in prisons or in educational institutions outside prison. In general, it provides access for detainees in all three levels of education and in professional training. Primary education is compulsory for young prisoners and illiterate adults are encouraged to attend primary education or vocational training or retraining. Those who have completed primary education may continue their studies in secondary education by having study leaves that are granted and this applies also for higher education.

Furthermore, they take special measures for the training of foreigners and for those who have special educational needs. Prisoners are encouraged and facilitated with distance learning training and studying in Open Universities domestic or foreign, while function of the programs and the lifelong education or specialized training such as IEK, is provided. Also, they are encouraged and facilitated to get involve at Second Chance Schools (S.C.S), which

constitute state adult education structures and they can be completed with a two-year course of study.

For the young prisoners, the primary education is obligatory. Illiterate adults are encouraged to attend primary education or vocational training or retraining.

Nowadays, the official standard education that is provided in prisons is performed through the institution of **Second Chance Schools**, which have been created and operated only in (7) prisons of the country, attended by adult prisoners. There are still **3 Schools of standard education for minors**. Second Chance Schools started operating in prisons in 2014 providing the ability to adult prisoners that have not finished the 9-year compulsory education to be equipped with knowledge and skills and gain high school diploma. Studying in S.C.S of prisons is beneficial in calculating the penalty as one day in school equates to 2 days penalty. In these, prisoners acquire knowledge and skills and qualifications equivalent to secondary school certificate without mentioning that it was acquired in the prison. The purpose of the course is to develop skills in Greek language, mathematics, communication, foreign languages, information and culture (music, theater, painting, etc.) and the development of social skills.

Moreover, since 2014, the Professional Training Institutes (IEK) in prisons started functioning to provide professional training to graduates of Secondary Education prisoners. The professional training in IEK offers prisoners the opportunity to creatively use their time investing in the learning process, to contact and cooperate with experienced trainers to immediately apply new knowledge and skills which they acquire from their participation in the workshop and enjoy the results of their efforts experiencing positive emotions, to distinguish an object education creating effect which combines knowledge with art, to work as a team to achieve common goals and improve their quality of life by putting their newly acquired professional skills in the same service and of those around them, nurturing human relationships, while preparing the ground for their social reintegration, acquiring substantial and recognized professional supplies. It is remarkable to mention that since April 2013, distance learning of student prisoners has started operating through the educational platform of HPC at the National University of Athens (e-learning), with training in areas of "agronomy", "food" and "environment" certificate. Finally, the student prisoner, if he/she wants, he/she can participate to the exams and if s/he has the success, s/he can continue in higher education or sabbaticals, according to the Correctional Code.

Also, in the summer of 2015, the Gymnasium - Lyceum of EEKNA, together with the General Secretariat for Lifelong Learning, Youth and School Committee of Oropos, operated Summer school on school premises, where young prisoners attended music lessons, art and physical education. EEKNA has participated in various European projects aimed at helping young offenders reintegrate within the society and developing their skills. Moreover, **at EEKNA, many theater, music and general performances have taken place**. The prisoners had the opportunity to attend theatre shows which they enjoyed and helped eliminate stereotypes.

Finally, in regards to who is engaged in the rehabilitation of prisoners within the prison, these individuals are social workers and psychologists and certainly the teaching staff. After the release, the only official body for Post-custodial care created in our country is EPANODOS-

Center Rehabilitation for the Released and was created to facilitate and support all efforts for social and professional integration of the released (professional assistance, preparation and promotion of overall social reintegration of prisoners and the released).

It is worth noting that from 2010, local **Lifelong Learning Centers (L.L.C)** began to operate, forming a basic adult education structure, where the municipalities undertake to implement local programs for lifelong learning which address all adults, unemployed and employees, regardless of gender, education level, country of origin, religion, place of residence, youths, students, etc.

In June of 2015, **the EPANODOS-Center Rehabilitation Released, KETHEA IN ACTION, the 18 ANO** and the **TECHNODROMO**, organized the Onassis Cultural Foundation, an artistic, educational and scientific tribute on "The Art removes the shadow of fear in and out of jail." This polymorph tribute combining theater, speech, education and scientific approach, aimed to highlight the importance of art in reintegrating prisoners, ex-prisoners and adults, who are in rehabilitation process. Workshops were included for professionals, performances by theater groups of collaborating institutions and scientific conference about the contribution of theater art in social reintegration and eminent scientists and artists participated from Greece and abroad.



SKILLS4FREEDOM