

E-LEARNING MODULE

"ACKNOWLEDGING SKILLS, VALUING THE PROFESSIONS"

OBJECTIVE 2. MEASURES ALTERNATIVE TO DETENTION AND ACCESSIBILITY TO ARTISTIC ACTIVITIES



INTRODUCTION AND INSTRUCTIONS

The second unit of a training is devoted to artistic skills acquired in prisons and potential problems in performing them.

The material is divided into 5 subunits. First two subunits 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 and true or false.

Subunit 3 and 4 gather the data about artistic skills obtained from the surveys conducted among prisoners and educators realized within *Skills for freedom project*. The data is presented in tables.

Subunit 5 presents the summary of the research and the survey done in partner countries of the *Skills for freedom project*. 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 and true or false.

If you are interested and would like to deepen your knowledge, we invite you to analyse the full versions of the reports and surveys done by project partners that are available on the *Skills for freedom* webpage (www.skills4freedom.eu).



SKILLS4FREEDOM

UNIT 2

SUBUNIT 1

ITALY

Prison administrations have established university centers in different institutes of the country, thanks to the agreements signed with those universities that have proven to be sensitive to the cultural growth of inmates.

Among the cultural activities organized inside prisons, writing in its various forms (autobiographical storytelling, poetry, screenplays for theater and other audiovisual media and/or forms of informative communication - newspapers, websites, broadcasted radio and television), has become an effective tool for personal growth and social reintegration for convicted individuals.

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.

GERMANY/LITHUANIA

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.

IMPORTANCE OF / RATIONALE FOR PROVIDING EDUCATION FOR PRISONERS

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).

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.

POLAND

In all prisons in Poland the correctness of imprisonment is supervised by the Prison Service. In the ranks of prison staff are not only officers of the department of protection, but also educators, psychologists, doctors and therapists. Every convicted person has the right to choose a program (general or individual) and the punishment can be included in the therapeutic system. In penitentiaries different classes take place from cultural to educational, including classes in painting, graphics and theater. These actions sometimes have the form of meetings with representatives of arts (especially music), whose purpose is to present the possibilities for every human being to make use of the world of impressions.

Educational activities in the custodial environment are of limited nature as insulation environment has limited access to a wider offer in this regard. In case of art and theater interest is special. A key element is the will of existence in the world of art as a subject spectacle impression. Also, crafts workshops are very popular. However, the most common activities is drama. Convicts usually prepare productions of well-known plays and presentations related to religious holidays.

An example of this is creative self-realization of the convicted by poetry and musical spectacles. A special integration of the inmates with the environment of freedom is charity for sick children. Participation in such activities is very high.

An interesting initiative in this respect is a project dedicated to the children of prisoners, in which the latter ones can record their own interpretation of a fairytale or a fragment of the book they pass to their children.

UNIT 2

SUBUNIT 2

GREECE

Concerning educational programs related to theater and the arts in general, they either form part of the curriculum in the Second Chance Schools prison with theatrical performances and artistic events organized by the teachers of the school and the Prison Board, or theatrical and artistic groups are organized with the participation of prisoners in them and in collaboration with NGOs, national and local Theatres and volunteers -theatrolgists, actors and drama therapists from the community. Also, there have been several actions under implementation of European projects. Education in prison, aims at creative coverage of the dead time, upgrading social and basic skills, the acquisition of new skills, finding employment on release and reducing crime. The education of prisoners meets by definition particular **difficulties** and obstacles, as it takes place in a totalitarian-character institution where the particular civilization of prison is overcrowded sometimes with high mental illness rate, the excessive anxiety, fear, institutionalization, withdrawal and depersonalization (features all of confinement). All these, make any attempt to improve the prison conditions extremely difficult.

The prison board, after consultation with the social workers and psychologists (failing education consultant), organizes lectures to prisoners with the help of members of universities, colleges, scientific, professional, cultural and social institutions. The group discussions of prisoners are encouraged with the participation of specialists who organize them and monitor them. Their self-education is also facilitated by social workers and psychologists (in the absence of training consultants) who organize places for reading; library is constantly enriched with literary professional and scientific books. The prisoners can participate as individual or in a group at artistic events in troupe, chorus, art exhibition and crafts, film and other projections.

TURKEY

In the penal institutions, Administration and Monitoring Boards in Probation Directorates, Assessment and Planning Offices are responsible for preparation of trainings organized with the purpose of convicts' reintegration. Education and Training activities in Turkey Prisons: Literacy Courses, Formal Education (Open Education Secondary School, Open Education High School and Open Education University with distant training), Formal Higher Education, Vocational and Technical Education, Social and Cultural Activities for example, conference-seminar, debate-quiz, theatre & drama, cinema, central broadcasting system, concerts, sports studies and tournaments. Institutions organise all the training and courses on the condition of participation in them of a minimum 10 inmates and demand of the prisons. With the approval of the director of the prison and the court, prisoners have the right to participate in those trainings.

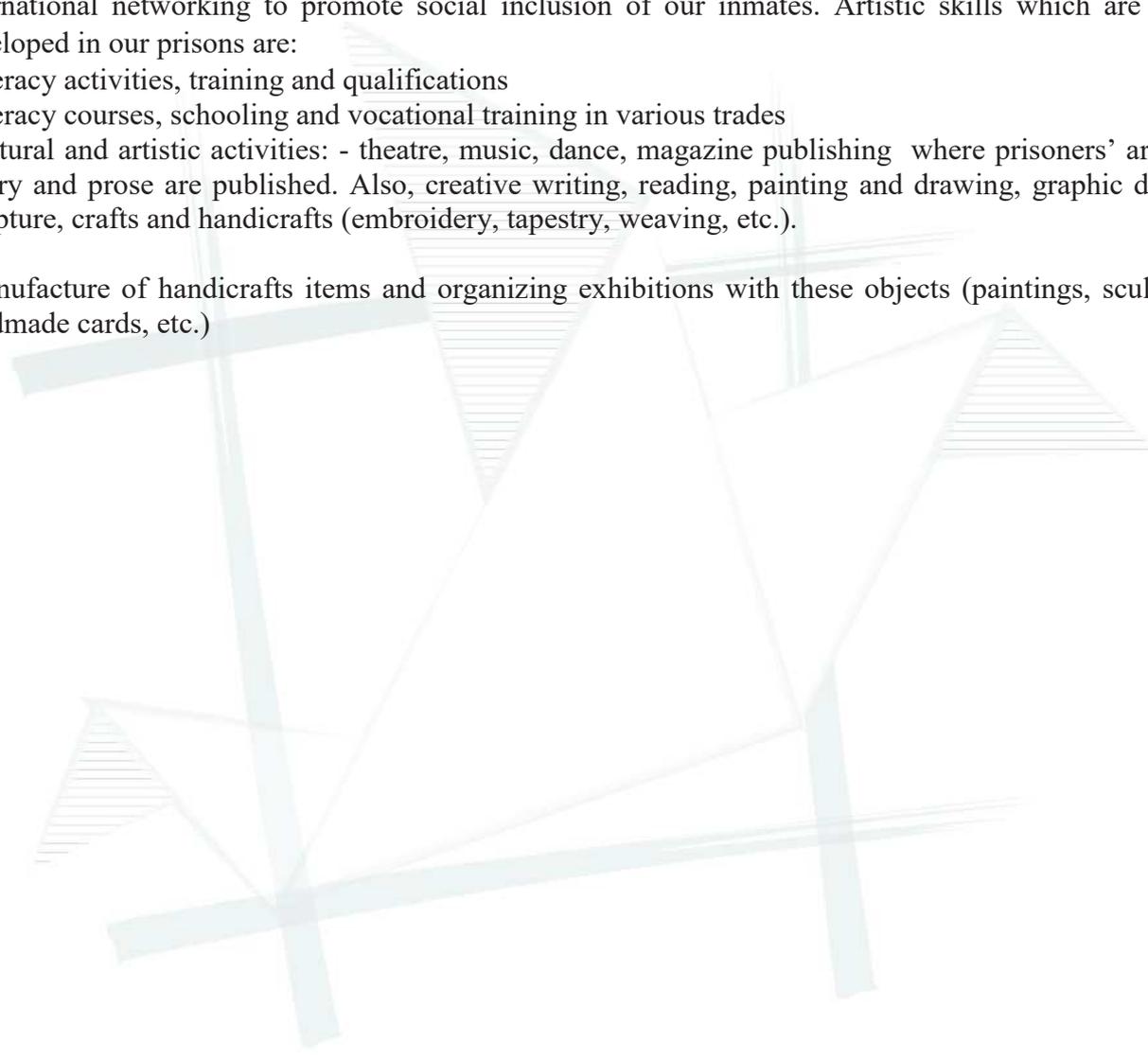


SKILLS4FREEDOM

ROMANIA

The project –Prisoners on stage – Theatre is a 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. Artistic skills which are being developed in our prisons are:

- Literacy activities, training and qualifications
- Literacy courses, schooling and vocational training in various trades
- Cultural and artistic activities: - theatre, music, dance, magazine publishing where prisoners’ articles, poetry and prose are published. Also, creative writing, reading, painting and drawing, graphic design, sculpture, crafts and handicrafts (embroidery, tapestry, weaving, etc.).
- Manufacture of handicrafts items and organizing exhibitions with these objects (paintings, sculpture, handmade cards, etc.)



SKILLS4FREEDOM

CYPRUS

As much as the prison administration tries to make the educational activities as consistent as possible with the offered national educational programs for reintegration of prisoners, this does not in any case mean that the prisoners will definitely find some kind of employment. Even though the prisoners can benefit from them, there are no ways to measure their reintegration degree since there are no probation services in Cyprus which makes the reintegration procedure very difficult for the prisoners. When a prisoner is released in Cyprus, there is no support provided to the released ex-offenders, and as a result, the turn-over rates are extremely high for this reason.

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 the theatre. The skills gained from the aforementioned arts activities are social skills mostly and learning to collaborate with other people, skills that are indispensable in the prisoners' effort for reintegration after their release.

UNIT 2**SUBUNIT 3**

In this subunit we invite you to get closer with the data that were collected during the survey done among prisoners in partner countries' prisons. Prisoners were asked several questions. Here below we present you selected data. If you are interested in analysing full document, please do not hesitate to download it from the project webpage.

The data of subunit 3 concern only some of the questions of the survey: question 7 (Q7), question 9 (Q9), question 14 (Q14) and question 21 (Q21). In the first step please analyze the questions:

Q7 Did you have a possibility of doing the things mentioned below during your stay in prison?

- a. Taking up education [yes, no]
- b. Learning a new job [yes, no]
- c. Acquiring new skills, within artistic skills [yes, no],
if yes – what

Q9 Did skills acquired:

- a) have a positive effect on your daily life in prison? [yes, no]
- b) encourage you to deep interest in this artistic activity (theatre, music etc.)? [yes, no]
- c) encourage you to work in this field after prison? [yes, no]

Q14 Do you have artistic skills? [yes, no]

Q21 Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners? [yes, no]

In the second step analyse the answers of the prisoners.

ITALY

Q7. Did you have the possibility of doing the things mentioned below during your stay in prison?

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills
Yes	63,89 %	47,22 %	55,56 %
No	13,89 %	33,33 %	25,00 %
Without answer	2,78 %	0 %	0 %

From the point of artistic skills the following have been numbered: playing a music instrument (percussions), graphic design, theatre, dancing, poetry, writing and illustration.

BULGARIA

Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills
Yes	25,4%	54,2%	40,7%
No	35,6%	25,4%	17%
Without answer	33,9%	15,25%	37,3%

GERMANY
Q7. Did you have a possibility of doing the things mentioned below during your stay in prison?

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills
Yes	80 %	80 %	83,3 %
No	6,7 %	6,7 %	6,7 %
Without answer	13,3 %	13,3 %	10 %

c/ Acquiring new skills, within artistic skills
If yes – what _____

Data below is for participants who gave affirmative answer to the previous question

Skills	%	N of answers
Singing	2,94%	1
Writing	5,88%	2
Theater, acting	41,2%	14
Dance	5,88%	2
Music	8,82%	3
Computer	2,94%	1
Art/ Paint	20,58%	7
Foreign language	2,94%	1
Sport	5,88%	2
All kind of skills	2,94%	1
Sum	100%	34

CYPRUS
Q9. Did acquired skills:

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc.	c/ encourage you to work in this field after prison?
Yes	90%	75%	20%
No			

TURKEY
Q9. Did acquired skills:

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc.	c/ encourage you to work in this field after prison?
Yes	86.7 % (26)	33.3% (10)	40 % (12)
No	13.3% (4)	66.7 % (20)	60 % (18)

BELGIUM
Q9. Did acquired skills:

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc.	c/ encourage you to work in this field after prison?
Yes	70.59%	81.40%	71.76%
No	10.59%	5.81%	11.76%
Without answer	18.82%	12.79%	16.47%

POLAND
Q9. Did acquired skills:

	a/ have a positive effect on your daily life in prison?	b/ encourage you to deep interest in this artistic activity (theatre, music etc	c/ encourage you to work in this field after prison?
Yes	12 (34,28%)	6 (17,14%)	3 (8,57%)
No	23 (65,71%)	29 (82,85%)	32 (91,42%)

ITALY
Q14. Do you have artistic skills?

	%	No. of participants
Yes	52,78 %	19
No	47,22 %	17

BULGARIA
Q14.Do you have artistic skills?

	%	No. of participants
Yes	64.5 %	38
No	30.5 %	18
Without answer	5 %	3

GERMANY
Q14.Do you have artistic skills?

	%	No. of participants
Yes	86,7%	26
No	10%	3
Without answer	3,3%	1

CYPRUS

Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?

	%	No. of participants
Yes	100%	30
No		

POLAND

Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?

	%	No. of participants
Yes	28,57	10
No	71,42	25

TURKEY

Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?

	%	No. of participants
Yes	86.7 %	26
No	13.3 %	4

BELGIUM

Q21. Do you think that presenting artistic outputs realized by prisoners (theatre performance, artwork etc.) might influence the positive attitude of the community towards prisoners and ex-prisoners?

	%	No. of participants
Yes	65.88 %	56
No	20 %	17
Without answer	14.12%	12

UNIT 2

SUBUNIT 4

In this subunit we invite you to get closer with the data that were collected during the survey done among operators in partner countries' prisons. Operators were asked several questions. Here bellow we present you selected data. If you are interested in analysing full document, please do not hesitate to download it from the project webpage.

The data of subunit 4 concern only some of the questions of the survey: question 5 (Q5), question 10 (Q10), question 11 (Q11), question I.1 (I Q1), question II.5 (II Q5) In the first step please analyse the questions:

Q5. During the time of the sentence, do prisoners have the ability to:

- a) take up education [yes, no]
- b) learn a new job [yes, no]
- c) acquire new skills [yes, no]
- d) be active in the field of art [yes, no]

Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?
[yes, no]

Q11. If yes, what skills they want to learn?

I. Factors typical of prisoners' life (social) situation

Q1 What is the level of the prisoners' existing skills, within artistic skills?

- a) high
- b) medium, low
- c) none

II. Living conditions, skills and competences of the studied prisoners

Q5 Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

- a) yes
- b) no
- c) difficult to define

In the second step analyse the answers of the prisoners.

CYPRUS
Q5. During the time of the sentence, do prisoners have the ability to:

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills	d) be active in the field of art
Yes	5	5	5	4
No				

POLAND
Q5. During the time of the sentence, do prisoners have the ability to:

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills	d) be active in the field of art
Yes	100%	100%	21,42%	21,42%
	28	28	6	6
No	0 %	0 %	78,57%	78,57%
	0	0	22	22

ITALY
Q5. During the time of sentence, do prisoners have the ability to:

	a/ Taking up education	b/ Learning a new job	c/ Acquiring new skills, within artistic skills	d) be active in the field of art
Yes	93,94 %	78,79 %	81,82 %	84,85 %
No	3,03 %	15,15 %	15,15 %	9,09 %
No Answer	3,03 %	6,06 %	3,03 %	6,06 %

GERMANY
Q5. During the time of the sentence, do prisoners have the ability to:

	a) Taking up education		b) Learning a new job		c) Acquiring new skills, within artistic skills	
	%	P.*	%	P.*	%	P.*
Yes	86,6 %	26	56,7%	17	80%	24
No	6,7%	2	23,3%	7	3,3%	1
Without answer	6,7%	2	20%	6	16,7%	5
Sum	100%	30	100%	30	100%	30

P.*: participants
POLAND
Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?

	Nb	%
Yes	26	92,85
No	2	7,14

GERMANY
Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?

	%	No of participants
Yes	83,3%	25
No	13,3%	4
Without answer	3,3%	1

ITALY
Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?

	%	No of participants
Yes	96,97 %	32
No	0,00 %	0
Without answer	3,03 %	1

CYPRUS
Q10. Do prisoners like to learn some new skills during their stay in penitentiary institution?

	%	No of participants
Yes	100%	5
No		

POLAND
Q11. If yes what skills they want to learn?

Data is for participants respond affirmatively to the previous question

	No. of participants	%
Literacy training	1	3,57 %
hobbies	3	10,71 %
Hand-arts	5	17,85 %
Vocational training	15	53,57 %
Social skills (effective communication- anger control)	10	35,71 %

CYPRUS
Q11. If yes what skills they want to learn?

Data is for participants respond affirmatively to the previous question

	No. of participants	%
Painting	2	40%
Copper engraving	1	20%
Artistic skills	4	80%
Social skills	5	100%
Professional skills	5	100%

ITALY
Q11. If yes what skills they want to learn?

(the number of respondents is indicated)

	No. of participants
Nothing in particular	7
Professional/Working skills	21
Life skills (parenting, learning to learn)	7
"Cultural" skills or Standard Schooling	2
Artistic or Creative skills	9
Theatrical skills	1
Playing a music instrument	2

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GERMANY
Q11. If yes what skills they want to learn?

Data is for participants respond affirmatively to the previous question

New Skills	%	No. of participants
Divers	10,7%	5
rhetoric	2,2%	1
expression	2,2%	1
critical mindset	2,2%	1
teamwork	4,3%	2
basic education	21,7%	10
professional education	2,2%	1
art skills (acting, Painting, etc.)	34,8%	16
sport	13,1%	6
advanced training	2,2%	1
organization	2,2%	1
future orientation	2,2%	1
Sum	100%	46

*some respondents give more than one answer

I. Factors typical of prisoners' life (social) situation.
ITALY
Q1. What is the level of the prisoners' existing skills, within artistic skills?

	a/ high	b/ medium, low	c/ none
No.	1	22	10
%	3,03 %	66,67 %	30,30 %

*Respondents often remarked the low level prisoners' existing skills.

BELGIUM
Q1. What is the level of the prisoners' existing skills, within artistic skills?

Without answer 23.5%

	a/ high	b/ medium, low	c/ none
%	-	52.9%	23,5%

POLAND
Q1. What is the level of the prisoners' existing skills, within artistic skills?

	a/ high	b/ medium, low	c/ none
No.	1	10	17
%	3,57	35,71	60,71

TURKEY
Q1. What is the level of the prisoners' existing skills, within artistic skills?

	a/ high	b/ medium, low	c/ none
No.	3	24	3
%	10	80	10

II. Living conditions, skills and competences of the studied prisoners
ITALY
Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

	a/ yes	b/ no	c/ difficult to define
No.	29	0	4
%	87,88 %	0 %	12,12 %

TURKEY

Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

	a/ yes	b/ no	c/ difficult to define
No.	14	1	15
%	46.7	3.3	50

BELGIUM

Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

	a/ yes	b/ no	c/ difficult to define
%	41.2 %	0 %	47.1 %

POLAND

Q5. Do the prisoners feel the need to acquire social skills and new competences, within artistic, useful in their non-custodial life?

	a/ yes	b/ no	c/ difficult to define
No.	4	8	16
%	14,28	28,57	57,14

UNIT 2

SUBUNIT 5

Subunit 5 presents the summary of the research and the survey done in partner countries of the *Skills for freedom* project. 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 and true or false.

If you are interested and would like to deepen your knowledge, we invite you to analyse the full versions of the reports and surveys done by project partners that are available on the *Skills for freedom* webpage (www.skills4freedom.eu).

Skills for freedom aims at assessing the skills developed through art and theatre in the community of people sentenced to imprisonment. However, the purpose of the project is supposed to have much more far-reaching outcomes for the participants since teaching some skills for the sake of pure art is not satisfactory from the educators and the very recipients of the education process point of view. What was underpinning the whole project was the issue of combining inmates' existing and the newly-acquired skills and their use in the post-prison life, making the process of rehabilitation and re-integration easier and offering the ex-convicts a more valuable and fulfilling life.

In Italy the prison authorities are facing the difficulties in view of the social and political tension caused by increased immigration and consequently overpopulated prisons. The rehabilitation process can be achieved through a number of measures undertaken throughout inmates' stay in prison, consisting in the scientific observation of prisoners' personality. Such methodology of working with convicts facilitates their social rehabilitation since a particular treatment program tailored to the convict's personality is adopted and carried out over the period of his imprisonment. The mentioned program involves education and prisoner's progress is constantly evaluated. Education is offered to prisoners in two ways: formal and non-formal tuition which is formally recognized through the system of certification. Art and artistic workshops teach them the skills that will help them in their future life and will improve its quality through self-development.

In Bulgaria, although through the period between 1900 and 1992 rehabilitation reforms were implemented, the process of reforms in prisons has not been finished until now which led to occasional riots and protests in jails in the 1900s, in 2001, 2005 and 2007. With the growing number of offenders sentenced to incarceration and the diminishing number of the latter, the problem of overcrowded jails is one of the burning issues of the penitentiary system. At the moment custodial sentences are served in prisons, juvenile correctional facilities and prison camps associated with the latter. Depending on the gravity of the committed crime, convicts are allocated to different types of incarceration and solitary

confinement which is strictly connected with the rights and obligations they have. Those staying in the minimum security correctional camps have access to cultural, sport, religious or other events located at the premises of the camp. They can also attend schools and courses which allows them to receive education and then appropriate degree or certificate. The array of courses and all sorts of correctional activities related to the national programme for the reintegration of inmates is definitely impressive. Apart from formal education informal training courses are offered to inmates. Participation is voluntary, yet as long as the skills acquired through the learning process are useful in the post-custodial life, these courses will attract prisoners' attention.

In Turkey inmates if they want to enter into educational, vocational training, social or cultural activities have to undergo different procedures. The adequacy of all the courses is monitored by the Ministry of National Education. Those who successfully complete these courses receive certificates with the logo of the aforementioned institution.

The state of education among the prisoners in Belgium is not satisfactory, according to the official data, due to various factors affecting the quality and effectiveness of the offered teaching and training. There are some measures undertaken to address the low rate of courses completion, one of which is entering into cooperation with centres for adult education.

According to the official information the inmates in Polish penitentiary institutions can enter into education of all sorts and at all levels both in prison schools and the outside of it in educational establishments. What is important with regard to the Polish law is the lack of the framework that would define the competences of convicts. Thus these competences should be measured before inmates embarking on the course and after finishing it which would reflect the true level of the skills and knowledge acquired.

On comparing the penitentiary systems in Lithuania and Germany as well as access to educational and vocational courses it has been found that there are considerable differences which put the prisons in Lithuania at a disadvantage. This is mainly due to poor material conditions and high level of overcrowding in most of the prisons as well as insufficient health-care staff resources. It is mostly up to the administration of the prison to decide who and how many inmates can enroll in the course. As a result of the research it was assessed that there is no tradition of introducing social arts projects into the Lithuanian prisons, however the artists signaled their interest in working with inmates. In Germany, though many artists expressed their willingness to work with inmates and satisfaction of having had that experience, they complained about the insufficiently prepared prisons for that sort of activities. Consequently, the artistic projects are not so frequent in this country.

Vaslui Penitentiary in Romania presents itself as a model penitentiary institution offering the inmates a vast array of courses and programmes that would facilitate the rehabilitation and reintegration process. These programmes comprise educational activities, group projects, the schemes aimed at developing a wide spectrum of social skills, as well as psychological activities.

The situation in Cyprus penitentiary institutions is not very beneficial for prisoners. Although educational programmes for reintegration are provided, there is no guarantee that the ex-convicts will get employment with the qualifications and skills obtained in the course of serving the sentence of imprisonment. What is more, there is lack of probation services in this country, which makes the process of reintegration very difficult and consequently the rate of re-offending is very high.

It is important to determine whether the prisoners have the opportunity to study during their imprisonment, including the field of art. The results of the prisoners’ answers in this field are summarized in Table H.

Table H. Educational opportunities in prison (positive responses) - percentage; multiple choices

Country	Taking up education	Learning a new job	Acquiring new skills, within artistic skills
Italy	63,89	47,22	55,65
Germany	80,00	80,00	83,30
Bulgaria	25,40	54,20	40,70
Turkey	43,30	43,30	16,70
Belgium	88,37	43,02	33,72
Poland	65,71	57,14	17,14
Cyprus	60,00	85,00	60,00

What is particularly noteworthy are the convicts’ opinions regarding the new skills obtained through artistic education. The data is presented in Table J.

Table J. Skills achieved through artistic education (number); multiple choices

Category	No of respondents
Overcome shyness	29
Know and better manage your emotions, control your emotions,	57
Better express your feelings and mood	48
Learn more about your vocal and body potential	36
Learn more about your senses	49
Strengthen your self-esteem	70
Learn to behave in a team work; cooperate,	117
Easier accept the need to comply with the imposed rules	60
Face the public, self-present,	58
Other	10
Not applicable.	72

The categories concerning the social skills (teamwork) were chosen most often. Therefore, taking training in this area will enhance the motivation to work in the desired direction. This kind of the chance can be obtained through artistic activities such as theater or learning music in a team.

It may be said that those serving a sentence are interested in participating in the skills raising projects (Italy 86.11% of respondents; Germany - 90% of respondents, Bulgaria - 79.7%, Turkey - 80%; Belgium 81.450%; Poland-28, 57%, and Cyprus - 100%). As the most interesting skills, the respondents indicated:

1. Cyprus - social skills;
2. Poland - practical skills training (not artistic)
3. Belgium - musical skills
4. Turkey - practical skills training (not artistic);

5. Bulgaria - all kinds of new skills;
6. Germany - raising the level of existing skills (of any kind);
7. Italy - practical professional skills and the social ones.

The above-mentioned skills such as correct social behavior, preparation for job interviews (Italy); theater and self-presentation (Germany); preparation for job interviews and self-presentation (Bulgaria); the same result was obtained in Turkey; preparation for job interviews and learning to play instruments (Belgium); preparation for job interviews and self-presentation (Poland); a similar result was obtained in Cyprus, have been found to be the most desirable by the convicts participating in the skills training.

Conclusions:

On the basis of the studies carried out by the project partners from seven countries among the inmates the following findings can be established:

1. The convicts are significantly interested in acquiring new skills;
2. Skills training is part of the resocialization process in all its dimensions, including art;
3. Artistic skills, such as music, drawing, painting and theater should be developed since they are mainly of convicts' interest;
4. The development of soft skills (soft-life skills) focuses on social aspects, such as the implementation of education (learning) and social roles;
5. The development of hard skills, focused on vocational training;
6. Since both types of skills (hard and soft) are not contradictory, they can enhance the convicts' education process.

The educators find the skills acquired by the convicts under the prison isolation conditions to be essential to their lives outside of prisons, which is clear from the answers given by respondents. When it comes to the question of convicts' willingness to participate in new educational projects, the answers were varied. Generally speaking it could be assumed that about 60% of the respondents expressed such an interest, which may be related to the type of work with convicts (formal, outside formal). The projects on social skills and artistic skills (Italy); artistic skills and education nationwide (Germany); unions (Bulgaria); music (Turkey); professional (Belgium); music (Poland); professional and social (Cyprus) were most popular with the respondents.

Another important element was to assess the skills of the convicts. The respondents assessed these skills at the secondary level, giving it the most positive answers. It can therefore be assumed that the existing skills have some kind of added value in the process of rehabilitation.

It was important to determine the impact of the convicts' environment prior to imprisonment (environmental impact). The respondents see this kind of relationship as particularly detrimental, indicating the environment of drug addicts and alcoholics. Such answers were obtained in Italy, Germany, Turkey, Belgium, Poland and Cyprus. In Bulgaria the environment of drug addicts was indicated as the most harmful, followed by that of alcoholics and finally the homeless people.

The people who work with convicts expressed their opinion as to the level of learning opportunities in prisons, finding it to be low. The exception in this respect are the answers obtained in Cyprus, which indicated a high level. It seems, however, that in such a small group of respondents (5) the outcome of this may be random or random positive.

When it comes to the convicts' level of skills, assuming that they represented the junior high school level of education, it received high rates. According to the respondents, the prisoners were mostly interested in obtaining all sorts of skills, gaining knowledge, learning the skills of cooperation, knowledge of the rules of social life or the ability to control their emotions. All of these skills were highly rated in all the national reports.

The last three questions addressed to educators focused on the social aspects regarding the convicts (the social position of the convicted person, the level of social control against the conviction and the position of the convicted person after serving a prison sentence with reference to the acquired skills).

The low level of the social position of the convicted person was the most often chosen answer. The low or medium level of social control was regarded as explaining the fact of a conviction. This result is consistent with the findings of representatives of science, in particular criminology and sociology of crime and criminal psychology. The last question was about the needs of prisoners acquiring new skills. The most numerous are positive answers and those in which respondents are not able to express an opinion (difficult to determine).

Conclusions:

1. On the basis of the national reports it can be stated that the people working with reference to prisoners education should have some experience of that kind of work, however, is difficult to determine what in fact characterizes the formal or not formal status.
2. The respondents indicated the importance of teaching new skills to the prisoners through art.
3. In the opinion of educators the skills gained by convicts under prison isolation conditions are important for their lives in the post-custodial environment.
4. Prisoners regarded the skills of different nature, including knowledge, skills of cooperation, knowledge of the principles of social life, control of emotions as the most important ones.
5. Art education is part of the broader area rehabilitation and generates positive results.