

Youth and Adult Education in Prisons

Experiences from Central Asia, South America, North Africa and Europe

Tania Czerwinski, Eva König, Tatyana Zaichenko (Eds.)

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The reports, studies and materials published in this series aim to further the development of theory and practice in Adult Education. We hope that by providing access to information and a channel for communication and exchange, the series will serve to increase knowledge, deepen insights and improve cooperation in Adult Education at an international level.

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69

IPE
International Perspectives
in Adult Education

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Tania Czerwinski, Eva König, Tatyana Zaichenko (Eds.)

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Editorial

Education is a human right, and this is also valid for people in prison. In most of the countries in which DVV International (Institute for International Cooperation of the German Adult Education Association) operates, the right to education is now also guaranteed for the incarcerated. However, although it looks good on paper, the reality on the ground is different.

Worldwide, up to today, the incarcerated have no access or very limited access to education, and even more rarely to good education. This is despite the fact that education is an essential prerequisite for successful rehabilitation and social reintegration and offers a real prospect of a future without crime to the incarcerated.

To improve the educational opportunities, especially for disadvantaged groups, is a central concern of the work of DVV International. And the incarcerated, in Africa, Asia and Latin America, but also in Europe, belong to the most disadvantaged groups. The reasons for this are – in addition to the circumstances that led to the incarceration – the situation of incarceration per se, which means and provokes social exclusion, and consequently restricts rights and opportunities for personal development or doesn't even allow them. The latter, however, is a prerequisite for the creation of one's own future so that life after release can be self-directed.

Lack of access to learning opportunities is a primary key obstacle. Existing offers are also often sporadic, qualitatively deficient and only rarely correspond to the actual needs of the incarcerated. On top of that comes a lack of support, lack of coordination and, not infrequently, resistance from the authorities responsible, the prison directorships and their staff. And last but not least, the internal structures of a penal institution are anything but teaching and learning-friendly.

At the same time, however, prison inmates have an exceptionally low level of education. A majority of the incarcerated have massive basic education deficits, most have no school-leaving qualifications, and the proportion of men, women and youths who can neither read nor write and who may be classified as functional illiterates is significantly higher than in the rest of society. This is valid for Germany and other European countries, and to a much greater extent for the penal institutions in countries on other continents.

The need for education in prisons is therefore enormous. But what does education for the incarcerated mean? What should be considered? What requirements must be met and what actors are important in order to guarantee the right to education to the incarcerated, not only on paper, but in reality? What approaches, concepts and measures are there for this? And what can they accomplish?

These are some of the questions and topics that are discussed in this issue and which provide, at the same time, an insight into the work that DVV International does in these places. The focus is on experience and project measures in the countries of South America and Central Asia, and therefore from those regions where DVV International already has long-standing experience in the field of education for the incarcerated.

DVV International has been engaged in Bolivia since 1998 in close cooperation with government and civil society actors for better educational opportunities for prisoners. Three of the articles in this issue describe innovative approaches and initiatives with which it has been possible to succeed, since 2010, to officially anchor education for the incarcerated as a national educational mission and to improve sustainable quality education in prisons. Key success factors for this were, not least, professional qualification for the teaching staff as well as the role of local Adult Education centres and their networks as key actors in this process.

The Bolivian experience has in the meantime also benefitted other countries in the Andean region and is supported through a cooperation project with the Latin American campaign for the right to education on the political level, which gives the educational concerns of the incarcerated “a voice”.

The contributions from three Central Asian countries sum up experiences and “lessons learned” from over 10 years of work in favour of an improved educational programme for the incarcerated and also introduce integral project plans that combine vocational training with general education and self-development and thus improve the educational opportunities of incarcerated men and women as well as that of the teaching, management and security personnel through the attainment of qualifications.

What all the initiatives mentioned here have in common is the concern to guarantee the best possible educational opportunities for the incarcerated. The needs and problems are similar. The proposals which have been worked out to provide solutions are different, depending on the country and context, and also show that there is still much to do, not only in the countries of the so-called South, but also in Europe and in Germany.

And so, the introductory article by Anna Costelloe can also be read as a summary: That an offer focused solely on education for labour market-oriented skills and abilities is insufficient. And this also applies in

relation to the ones addressed. To focus only on the incarcerated is not very promising of success. What is needed are more holistic approaches to education which take into account the specific requirements and needs of the incarcerated, but also those of their immediate environment, within and beyond the prison walls. Their urgent plea for a good quality education also means a right to education in terms of Lifelong Learning – for the incarcerated as well, and this from the first day of incarceration through and beyond the day of their release.

This also describes the engagement pursued by DVV International in the context of its work to improve “education in prisons”. The individual contributions provide suggestions and examples from the actual work on site. To make these results and findings available beyond the respective country’s borders and useful for colleagues, also in other regions, and so, to stimulate and to promote the professional exchange between continents, as well as in the context of South-South cooperation, is a central concern of this issue, and also offers the opportunity for one to develop one’s own approaches. Previous experiences also show: Good education opportunities are important pieces that fit into the mosaic of successful rehabilitation, and can help one to overcome the hurdles even after release from prison. But this will require support, care and practical assistance; and this means new alliances and partners for DVV International as well.

Our heartfelt thanks go to the authors for their contributions, and especially to all those colleagues who, day after day, in their work on site, are dedicated to providing the incarcerated with an opportunity to get a good education and thus a perspective for a free and self-determined future, for themselves and for their families.

Eva König

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Anne Costelloe

Prison Education: Principles, Policies and Provision

This chapter examines some of the rhetoric and reality behind education in prison with a main focus on Europe. It begins by exploring what is meant by prisoner education and claims that different interpretations explain how and why provision varies considerably from country to country. It upholds the view that education in prison must be in line with the best practices and principles of Adult Education and Lifelong Learning available in the wider community. The chapter concludes by suggesting that provision that is not embedded in an Adult Education philosophy not only disregards various international conventions and stipulations, but perhaps even more importantly, overlooks the transformative possibilities afforded by education for the prisoner.

Definitions and taxonomy

How we define prison education has a fundamental impact on how we develop and deliver prison education. This starting point is important because within Europe alone prison education means different things to different people. What is called prison education in one country may not be considered so elsewhere. For example, in some countries most non-work activities are labelled education, while elsewhere only specific interventions aimed at addressing offending behaviour are considered to be education, meanwhile other countries provide mainstream education endeavours that may or may not be adapted for the prison context¹. Therefore, any attempts to provide an overview of practice and provision must begin by taking apart the various definitions in order to examine their underlying assumptions. It is essential to do so because differences in interpretation can lead to misunderstanding, but conversely identifying the differences will help explain the rich tapestry and variation that is prison education across Europe.

So, what then do we mean by prison education? Perhaps it is best to begin by exploring what is not prison education. Here the old chestnut of the difference between education and training raises its ugly head. Yet in the prison context it is very important to clarify this distinction because so much of what is deemed education in our prisons is in fact training or work-training². While training is of no less importance than education, it is not the same thing. Therefore, when referring to provision in prison the distinction between education and training must be made explicit. This is essential because education and training have very different aims, ob-

1/ According to a recent European Commission report (2011), the different approaches to prison education in Europe can be categorised into three broad typologies. 1) Provision that is embedded in a traditional and mainstream secondary school curriculum but oriented towards the interests and needs of adults. 2) Vocational education and training programmes that aim to equip prisoners with the skills and competencies required in particular occupations or on the labour market. 3) Non-formal learning courses such as arts and crafts, or offence-focused programmes such as anger management, thinking skills, pre-release courses, etc. Of course in reality, combinations of these elements exist, with countries giving different weightings to the different types of provision.

2/ For the purpose of this article, I take training to be the learning of a skill. It is learning how to do something and is focused on employability. Education, on the other hand, is concerned with understanding, and with the values generated from that understanding, and is focused ultimately on developing the capacity for critical reflection. Training tends to be measured by what you can do when you have completed it, education is measured by what you know and your ability to apply and analyse that knowledge.

jectives and methodologies. And it is the differences that determine their effectiveness and how that should be measured and judged.

Furthermore, the distinction should be made clear because countries have signed up to a number of international rules and conventions that specify the principles and practices of the education to be provided in our prisons. Any claims to be providing educational opportunities as laid down in these rules, but which are in fact training endeavours, are distortions and in breach of the conventions. Accordingly, policy makers and providers should remind themselves of the distinction between education and training, appreciate that they are not somehow interchangeable, and ensure that they are providing prisoners with the opportunity to avail themselves of both ventures.

International rights and obligations

While the definition of prison education may be contested, the obligation of governments to provide education for all prisoners is unequivocal. “Education as an imperative in its own right” (Muñoz 2009: 8) is enshrined in many international conventions and recommendations. Therefore, all prisoners (regardless of age, gender, nationality, etc.) have the same right to education as other citizens. At the European level, Protocol No. 1 to the Council of Europe’s *Convention for the Protection of Human Rights and Fundamental Freedoms* (1950) states that “no person shall be denied the right to education”, while Article 14 of the European Commission *Charter of Fundamental Rights* (2007) recognises that “everyone has the right to education”.

More specifically, the Council of Europe has approved a number of recommendations relating to prisoners, notably the 1990 *Recommendation on Education in Prison* and the *European Prison Rules* (revised in 2006), both of which uphold a prisoner’s right to education. The European Union’s Annex to the Council Resolution on a renewed *European Agenda for Adult Learning* (2011) invites EU member states to focus on “addressing the learning needs of ... people in specific situations of exclusion from learning, such as those in ... prisons”. Similarly, the United Nations *Standard Minimum Rules for the Treatment of Prisoners* refers to the importance of education and training for all prisoners, and its 1990 *Basic Principles for the Treatment of Prisoners* includes specific reference to the right of prisoners to take part in education. Thus we can see that education has been mandated as a right for prisoners by a number of bodies.

In addition to the duty to provide education in prison, the international conventions also specify the type of education that should be delivered.

The United Nations stipulates that prison education should be aimed “at the full development of the human personality” (Muñoz 2009: 7). This recalls the Council of Europe’s policy on prison education, in particular its aim “to develop the whole person bearing in mind his or her social, economic and cultural context” (Council of Europe 1990: 8). The emphasis on educating “the whole person” grounds prison education firmly within the ideology of adult and community education, and is underpinned succinctly by the Council of Europe’s insistence that “the education of prisoners must in its philosophy, methods and content be brought as close as possible to the best adult education in the society outside” (Ibid: 14). This is echoed in the European Union’s reference to prison education in the context of its adult learning policy priorities as outlined in its *European Agenda for Adult Learning 2012-14*.

Principles and practices

The assertion that prison education should be framed within a holistic approach, and thereby adhere to the principles of Adult Education, indicates quite clearly what these international bodies understand the purpose of prisoner education. Essentially, by grounding provision in an Adult Education philosophy, they believe that prison education can cultivate the knowledge, skills, values and motivation necessary for positive citizenship. To endorse this is to recognise and value the transformative power of education, particularly in terms of personal growth and social capital. Furthermore, it indicates once again how important it is to limit the substitution of education with training and/or offence-focused programmes. If the aim of prison education is to develop the prisoners’ capacity to critically reflect on their assumptions and values and transform their actions accordingly, then much of the employment-focused and value-free forms of “education” provided in some countries does not constitute education as it is understood generally in the field of Adult Education, or indeed “prison education” as understood by the Council of Europe and others.

Of course, such training courses and addressing offending behaviour programmes are useful and necessary interventions for many prisoners but they should not be used to dismiss or replace educational programmes. Instead they should be provided as part of a suite of interventions, augmenting and working alongside education, to aid the prisoner’s successful reintegration into the community. However, in some countries they have replaced educational programmes, often because they are seen to be more immediate and cost-effective. This premise can stem from the notion that they are “easier to measure”. Needless to say, the danger here

lies in making the measurable important, rather than making the important measurable. Similarly, we must be wary of equating cost-effectiveness with effectiveness and accept that complex educational “outcomes” frequently fall beyond the scope of simplistic economic analysis. It is thus important to take cognisance of the United Nation’s view that because prison education “is uniquely and pre-eminently concerned with learning, fulfilling potential and development it should therefore be a fundamental concern ... not simply a utilitarian add-on should resources ‘allow’ it” (Muñoz 2009: 7).

But what exactly does Adult Education have to offer the prisoner? Why is it so important to ensure that prison learning opportunities allow the prisoner to experience all that Adult Education has to offer? Readers are no doubt more than familiar with the benefits of adult and community education, how it instils the knowledge and skills to improve and enrich our lives and offers a second chance for those who failed or were failed by compulsory education. Readers will understand the personal benefits, how it bolsters confidence and self-belief, improves life chances and choices and opens new possibilities particularly in terms of employment and further learning. All of which apply equally to the prisoner; but perhaps the real strength of education in the prison context is that it not only teaches social responsibility but fosters personal transformation. It is the emphasis on personal growth that has the potential to promote and bring about real and lasting change that can transform a prisoner’s life. This is why personal development should be seen as an aim, a process and a result of prison education and valued accordingly. This is also why it is more accurate to think of prisoner education as an end in itself and not just a means to an end (as is the case with training and offence-focused programmes). And this is why it offers a far richer and more authentic form of learning.

Conclusion

Fostering profound and lasting change in the prisoner’s conscientisation, world-view and direction results from the development of higher order and critical thinking skills³. Bolstering higher level cognitive functioning can lead to perspective transformation and result in learning and action that transforms lives. Perspective transformation entails three significant di-

3/ According to Brookfield (2011), critical thinking is reflecting on the assumptions underlying our and others’ ideas and actions, and contemplating alternative ways of thinking and living. The relevance of this for prisoners cannot be underestimated.

mensions: psychological, convictional and behavioural, which lead to and mirror three incremental changes in the learner (see Clarke 1993). These are changes in understanding of the self, changes in our belief systems, and changes in behaviour⁴. Thus the intendment of Adult Education for the prisoner lies in its capacity to transform perceptions of self and others. It is these perceptions that determine conduct and behaviour.

If English and Mayo (2012) are correct in asserting that the primary aim of Adult Education is to provide opportunities to acquire the capacity and knowledge to navigate effectively and purposefully in the world, then we can see how it can enable prisoners to live more successfully. When education in prison is designed and delivered with the aim of fostering social capital as much as human capital, it can facilitate significant life changes by enabling the prisoner to make choices that maximize their human potential and expand their sense of a larger humanity. Provision that is focused on perspective transformation can bring about changes in prisoners' perceptions, attitudes, and world-view that are more likely to be truly transformative and lasting. In essence, prison education that is designed, delivered and focused on this objective will equip prisoners with the tools needed to critique their lives, examine how they got to where they are, and build a *better future*.

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^{4/} If an individual is not changed significantly by a situation, Mezirow (2000) the pioneer of transformation learning, would question whether real learning has taken place.

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Council of Europe: Recommendation No. R (89) 12 of the Committee of Ministers to Member States on Education in Prison

Adopted by the Committee of Ministers on 13 October 1989 at the 429th meeting of the Ministers' Deputies

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

- Considering that the right to education is fundamental;
- Considering the importance of education in the development of the individual and the community;
- Realising in particular that a high proportion of prisoners have had very little successful educational experience, and therefore now have many educational needs;
- Considering that education in prison helps to humanise prisons and to improve the conditions of detention;
- Considering that education in prison is an important way of facilitating the return of the prisoner to the community;
- Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;
- Having regard to Recommendation No. R (87) 3 on the European Prison Rules and Recommendation No. R (81) 17 on Adult Education Policy,

recommends the governments of member States to implement policies which recognise the following:

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;
2. Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;
3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;
4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;
5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;
6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;
7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;
8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;
9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;
10. Prisoners should have direct access to a well-stocked library at least once per week;
11. Physical education and sports for prisoners should be emphasised and encouraged;

12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;
13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;
14. Wherever possible, prisoners should be allowed to participate in education outside prison;
15. Where education has to take place within the prison, the outside community should be involved as fully as possible;
16. Measures should be taken to enable prisoners to continue their education after release;
17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.

Adult Education in the penitentiary system of Uzbekistan – experiences and lessons learned

After acquiring independence and performing a number of reforms in various fields in Uzbekistan, changes also came to the penal system, beginning particularly in the year 2000. By administering punishment, in any case the specific rights of those incarcerated are being restricted (freedom of movement, contact with the external world, education and labour, electoral franchise, etc.). The fewer the restrictions, the greater is the observance of human rights, and the level of liberalisation of legislation and democratisation of society is also greater.

“Man and his deed are two distinct things. Whereas a good deed should call forth approbation, and a wicked deed dis-approbation, the doer of the deed, whether good or wicked always deserves respect or pity as the case may be. Hate the sin and not the sinner is a precept which though easy enough to understand is rarely practised, and that is why the poison of hatred spreads in the world.”

Mahatma Gandhi

In the past few years in the Republic of Uzbekistan, more than 100 elements belonging to less grave offences were transferred into the category of crimes which do not represent a grave danger to society; punishments such as deprivation of freedom for men and women over 60 years old have been significantly reduced; deprivation of freedom is also not enforced for minors for the execution of a crime which does not result in grave danger to society; an institution for reconciliation has been adopted; procedures and lengths of criminal cases and their trial in courts, etc., have been simplified and reduced.

But, unfortunately, reform of general and vocational education in penitentiary institutions is still at the discussion stage.

This article outlines the ten-year experience of cooperation between the DVV International Regional Office for Central Asia in Uzbekistan with the penitentiary system in Uzbekistan in the area of extending access to inmates for the obtaining of vocational education, acquiring life skills, and working not only with inmates themselves but also with the personnel of penal institutions (teachers of general comprehensive schools, vocational colleges and officers of the system). In addition, the article presents opportunities and approaches for involving both inmates and those who have been released in the training process.

Today it is difficult to understand what led to the idea of the deprivation of freedom, punishment and pain-infliction, the use of inmates as cheap labour or the rehabilitation of offenders. However, in the third century AD, one famous Roman lawyer wrote that “prison should only serve as the place of confinement but not punishment”.

The Standard Minimum Rules for the Treatment of Prisoners (United Nations Organisation 1955) consider inmates as persons who are part of the same society that exists outside of the penal institutions. Their return

to life in society should be facilitated by providing them with training opportunities which can be continued after release.

In 2003, the Regional Director of DVV International for Central Asia in Uzbekistan, Uwe Gartenschlaeger, initiated the project: "Establishing training and production systems in Penitentiary Institutions of the Republic of Uzbekistan". After holding discussions on opportunities for cooperation with the Main Department for Penal Execution under the Ministry of Internal Affairs of the Republic of Uzbekistan and the Penitentiary Institutions Administration, the project was started and is continuing now with the financial support of the German Federal Ministry on Economic Cooperation and Development (BMZ).

More than 10 years have passed. Experience has been accumulated and lessons learned (the work had to be started practically from the ground up).

In the initial stage of project implementation the target group consisted of women inmates, many of whom had not managed to obtain either proper education or a profession and had little experience, a negative experience or no experience of studying, productive activity or training of any kind. The main purpose of the project has been to support the efforts of inmates to return to socially useful ways of living through re-training and profession-oriented education. After conducting a needs analysis of the institutions and inmates, areas were identified where further training could be implemented.

The main criteria for the selection of course participants was the voluntary principle (regardless of the fact whether the person was soon to be released or still had a long sentence to serve).

The education process involved not only guest trainers but also teachers from a vocational school located in the penitentiary institution (PI). Through involving teachers of the vocational school in the project activities we were able to assist them in the elaboration of plans and curricula for vocational training taking into account the different educational levels of inmates, age-related differences and peculiarities of their existing work experience. From that, the handbook on "Guidelines for Adult Education in the Penitentiary System" was developed and included the following sections: "Andragogy. Andragogic communication", "Role and objectives of a trainer", "Specificity of general education and vocational training of inmates", "Personality of the inmate", "Psychology of the activity of the general education school or the training and consultation unit for teachers of the vocational school at the penitentiary institution", "Didactic methods and approaches used in the training process".

Having clarified that the PI for women had inmates with good vocational training and previous training experience (e.g. in decorative and

applied arts, clothes design), we persuaded the administration to entrust them to perform defined practical blocks (they were added to the staff of the vocational school and received a salary). During the process of work, everybody ascertained that receiving vocational skills from those who had studied and from inmates who led the training was an important way to increase self-esteem. Later on, using the same approaches, we also began to work with male inmates.

After analysing the successes and failures, we always tried to contribute something new to the project. With the purpose of improving the quality of courses conducted (their scope has been constantly increased, see Table 1), the material base has been strengthened in 3 PIs: 2 hair salons for women were equipped, the purchase of sewing, knitting, welding and computing equipment was supported, equipment for producing macaroni products as well as a photo and video camera were purchased (now, inmates can make their own social films).

Furthermore, sports (table tennis, chess, checkers, sports hoops, volleyballs, volleyball nets, badminton, table tennis sets, sportswear and sports shoes), and medical equipment (supports for intravenous infusions, blood pressure monitors with phonendoscope, quartz lamps for hospital department of the institution) were purchased.

After starting the implementation of the project, we gradually began to introduce training programmes for inmates: psychological support, blocks on art-therapy with the invitation of external experts, doctors, psychologists, lawyers, employees of government structures. The purpose of these programmes was the development of skills in paying attention and listening, believing in themselves, in their own strength and the opportunity to begin a new life after release. In these programmes, participants had discussions about the changes which had taken place in contemporary social life, and gave advice and recommendations on the psychology of communication. In the art-therapy trainings, inmates draw, listen to music, watch motivating social films and study methods of self-relaxation.

Every year on December 1, the women inmates celebrate World AIDS Day. In 2010, with the efforts of women prisoners, a theatre play and a poster and essay competition were organised. The project assisted in the preparation of the play (costumes were sewn in the courses on modelling and sewing women's clothes), and in the poster and essay contest (stationery, educational materials on healthy lifestyle, medical reference books, popular literature). The winners received gifts such as hygiene kits, paints, albums, markers and confection.

A special feature of serving sentences in the PIs of the former USSR (living in dorms in big contingents) is that it almost excludes the possibility of staying alone with one's thoughts. In order for women inmates to have



Presentation of the project results in 2011. All textiles were made by incarcerated women on vocational courses supported by the project

the opportunity to think about their life, in 2013 a diary with the title “Time manager” was developed and included a calendar, motivating postcards, poems and articles with various issues, such as “What should be done in order to obtain self-esteem?”, “The best make-up”, “How to get over your own fears and problems”, “Why can you *not* be liked by other people?”. After each text the diary contained plain sheets to give the inmate the possibility of writing personal notes. Women have already asked for the continuation of this action because they liked the idea, and now they are proposing themes which can be included in the next diary.

Statistical data on inmates for 2003-2013

Table 1

Professional and educational seminars for inmates	Number of participants
Decorative and applied arts (macramé, beads knitting and beads plaiting, producing accessories for concert costumes and handbags)	202
Barbershop/hair salon	52
Design, fitting and tailoring (children's wear, national wear, women's and men's summer wear, concert costumes and exclusive draperies)	394
Computer skills development courses	37
Knitting (on machine, by hand)	33
Confectioner	35
Producing macaroni products	6
Textile painting. Batik technique	32
Photo and video shooting	6
Total number of participants in professional seminars	831
Educational seminars on preparation for release	186
Trainings in art-therapy	34
Total number of project participants among inmates	1017

During the project implementation process the first lessons learned were:

1. Obligatory knowledge of the national legislation (Constitution, Education Law, Criminal Code, Rules for visiting PIs ...) and international standards in this sphere. If representatives of the penitentiary system see that you are a dilettante, it won't be possible to do much.
2. Mandatory agreements with the ministries and other parties involved in the project, clearly describing mutual activities and rights and obligations of the parties.
3. Studying of specific terminology which is accepted in the communication with the personnel and inmates in order to always understand the conversation.
4. Having obtained access to PIs, first of all examine the needs of the institution itself in terms of providing access to education for the inmates.
5. Having examined the work of the school or the vocational school in the institution, gradually propose one's own external trainers and new programmes (in order to introduce new learning opportunities and train host teachers).

6. Select trainers who have work experience with various vulnerable target groups and introduce them to the rules of the PIs visited. If the NGO employee has acquaintances or relatives within the respective PI it is better to not send him/her to this institution.
7. Don't promise anything to anybody, and if promised, stand by one's word. Don't break the daily routine of the institution and don't have special relations with anybody.
8. Try to propose requested training programmes for inmates. Provide psychological support to inmates and ensure a positive attitude. Never ask the reason for which the person has been incarcerated (not only from the ethical point of view but also so that the trainer does not have any negative attitudes toward the person who committed the crime).
9. During the courses on designing, fitting and tailoring, decorative and applied art, one should produce only beautiful, exclusive articles (through creative approaches, women get an opportunity to feel free even within the conditions of imprisonment).
10. Provide assistance to the staff and educators, not only in the organization of the learning process for inmates, but also in the organization of leisure time for the inmates, considering performances, creating social videos, sport events and other various competitions.
11. Annually, with the results of the year, give a presentation of the project results in the PIs, with an invitation to the managers of Main Department for Penal Execution under the Ministry of Internal Affairs of the Republic of Uzbekistan, representatives of state authorities and public authorities (they should assess the results and see the potential of inmates which can be used, not only in conditions of imprisonment but also after release).

By implementing the project and working with inmates, we always seek to assess the efficiency of our efforts and methodological approaches. Surveys of training participants showed that during the vocational training courses about 70 % hoped to get a specialty and more than 50 % wanted to psychologically facilitate their presence in the institution, and 40 % wanted to feel more confident. The possibility to learn something new plays a significant role in the development of an inmate's personality, helps to restore communicative abilities, lowers internal barriers, convinces them that not everything is lost and practically everybody has the power to return to a socially useful life.

The other part of the project became capacity building activities for the PI's staff (teachers from the vocational and general education schools and the correctional officer staff). These activities were another important goal of the project.

Understanding that the effective functioning of PIs mainly depends on the professional competence, psychological development and stability of the personnel, observance of professional and ethical principles and norms, capacity building programmes were developed (see *Table 2*). Special attention was paid to the psychologists of PIs who work in direct contact with the inmates. For them the handbook “Principles of penitentiary psychology. Psychological features of inmates” was developed. The greatest interest was raised by the sections on “Conflicts and group excesses in inmates’ environment”, “Programmes and methods of studying personalities and inmates’ environments as preparation work for release”, “Organisation of psychological support in Penitentiary Institutions”.

Positive results of seminars for PI employees (based on the results of evaluation surveys, individual interviews with the PI employees and administration), as well as the high motivation revealed for professional development of the employees has shown the necessity to continue working in this direction. As hand-out material for the PI employees in 2013 we also

Statistical data on employees for 2003-2013

Table 2

Educational programmes for the employees	Number of participants
Adult Education methods	25
Healthy life-style promotion	20
For teachers: Guidelines for Adult Education in the Penitentiary System	14
Principles of penitentiary psychology. Psychological features of inmates	39
Computer literacy courses	50
For the employees of education departments: Features of Adult Education in the Penitentiary System	20
For penitentiary system psychologists: Principles of penitentiary psychology. Psychological features of inmates	24
Study trip for PI administration staff for exchanging experience with Germany, Federal State of Brandenburg	5
For penitentiary system psychologists: Contemporary diagnostics and correction methods of the psychological and emotional condition of inmates	24
For employees of education departments and heads of penitentiary services: Professional and ethical principles and norms in service activities of penitentiary system employees	21
Total	242

developed and distributed diaries, which included the articles on “Importance of the role of staff in Penitentiary Institutions”, “Psychological features of inmates stipulated by their age and gender” and others. In addition, the diary proposed a reading list, as well as a list of documentaries and fiction films to help the interested to find additional material.

The lessons learned include the following:

12. It is mandatory to work with the PI personnel at the same time (not only with the officers but also with the teachers of general education schools or vocational schools, if any). Do not forget to congratulate them on holidays.
13. Working with the officers and teachers try to begin with “easy-going themes”, e.g. “Principles of androgogics”, “Penitentiary psychology”, “Specificity of working with various target groups” by gradually complicating themes and the training process.
14. Try to perform trainings outside of the PI’s borders – this contributes to more relaxed behaviour of the employees.
15. In case the country has specialised training institutions for the penitentiary system personnel, try to involve this resource as well – this will ensure the sustainability of the training activities.

The effectiveness of the implemented activity within the penitentiary system is evaluated by how the life of the inmate is formed after release. It is well known that serving a sentence with deprivation of liberty is associated with a number of negative factors which complicate social adaptation into society: the more time in prison, the more difficult this process is. Life is changing so rapidly that people who were in detention for several years practically arrive in an absolutely new environment after release, with new laws, another level of life, changed social values. There is one more issue. During the time in prison, the person acquires some social immaturity because one is not required to search for work in order to earn money for food and clothes, since these issues are being solved by the institution’s administration. Hence there is low motivation in applying for help, bad communicative skills and fear of making decisions or applying to any official structures as well as low awareness about available types of assistance and support.

In 2012 one of the women released had an opportunity to work with this target group, having won the competition for small grants announced by the DVV International Regional office for Central Asia. Thanks to her initiative and good awareness of the situation, she conducted the seminars for released women under the title “Life is continuing”, with the involve-



Further training for prison staff on professional ethics

ment of lawyers, psychologists, representatives of governmental structures (Centres of social adaptation, Ministry for Labour and Social Protection) and public authorities. At the meetings the participants were encouraged to share problems they faced after release. Among the problems they have experienced were: registration at the former place of residence, registration and obtaining documents, obtaining free law consultations and medical care, limitations due to impossibility to work in a profession, low salaries, psychological problems associated with the rejection of an ex-inmate by relatives and friends, impossibility to help the family due to the absence of work. Some women shared their successful experience of solving problems. The main conclusion to which the participants came is that the preparation course for release should start from the first day of serving a sentence, not just several months prior to release. After release

people should know at what “doors they should knock for the help”. This work should be regular and should involve both social organisations as well as governmental structures.

In 2013/2014 this idea was implemented by one of the NGOs within the “Social bureau” project for providing psychological, medical and judicial assistance to released women, actively involving representatives of governmental structures, public authorities and women’s committees in the activities, without which the solving of many problems is impossible.

The lessons learned are:

16. Involve representatives of mass media to cover project activities more actively but at the same time monitor the qualitative provision of information.
17. Implement more measures (roundtables, exhibitions ...) in order to attract more attention of new stakeholders to the existing problems.
18. Use any opportunity in order to give voice at the government level to existing problems.

Conclusion

Penitentiary institutions in different countries have multi-faceted and ambiguous experiences of the vocational training of inmates. But there are no doubts that the process of training provides additional opportunities for inmates to sustain themselves while in a condition of isolation from society, contributes to capacity and labour skills development and reduces anti-social behaviour and increases perspectives for successful re-socialisation, which means it reduces the possibility of recidivism.

Resolution 1990/20 of UN Economic and Social Council states:

- a. Education in prison should aim at developing the whole person, bearing in mind the prisoner’s social, economic and cultural background;
- b. All prisoners should have access to education, including literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities.”

As well, the penitentiary system should still solve several important problems in terms of extending the variety of professions, production development, introduction of blocks on life skills into vocational education

courses, increasing effectiveness of the work on vocational guidance, re-equipping classrooms and production workshops.

The Basic Principles for the Treatment of Prisoners (UN 1990), Principle 8, states:

“Conditions shall be created enabling prisoners to undertake meaningful remunerated employment which will facilitate their reintegration into the country’s labour market and permit them to contribute to their own financial support and to that of their families.”

Education is the central element in the system of social rehabilitation of inmates. In educational programmes for inmates, specificities of each person should be considered and possibilities for general cultural development provided. As a rule, after release the ex-inmate faces employment problems, and in penitentiary institutions they are affected by alienation from the normal way of life, absence of living perspectives and opportunity to change something. Increasing social status of any person – inmate or released – causes a change of patterns, increases self-esteem and, most important, contributes to the understanding that his or her efforts will surely lead to success, both in the search for a new occupation and solving vitally important issues.

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Nadezhda Romanenko

Adult Education in the penitentiary system – a chance for a better future. Project experience in Kyrgyzstan

The article describes the present situation and problems of vocational education in penitentiary institutions in Kyrgyzstan as well as the DVV International experience in increasing the quality of vocational education in 3 penitentiary institutions through improving conditions for training. The intervention includes renovation of classroom and workshop facilities, provision with updated training materials and handbooks, and capacity building measures for the pedagogical staff of 3 vocational schools in penitentiary institutions in Kyrgyzstan in the area of training methods, developing training programmes and materials as well as modern production technologies.

“It’s never too late to learn. I really wanted to take part in the CHANCE project. I cannot even imagine how I would feel now if I had not participated in the project.”

Inmate, participant of the project

Article 32 of the Constitution of the Kyrgyz Republic guarantees the right of every citizen to education, including inmates. Article 80 of the Criminal Code says: “In penitentiary institutions (PI) compulsory basic education or vocational training for inmates who do not have a profession (speciality) must be conducted, in which the inmate may work while in the penitentiary institution and after release. The attitude of inmates to the provision of basic vocational education and training will be taken into account in determining the degree of their correction”.

Since 2002 the penitentiary system of the Kyrgyz Republic has been under the responsibility of the Ministry of Justice, Main Department of Penalty Execution (MDPE). The Main Department of Penalty Execution administers 31 independent penal institutions with different security conditions: *11 restricted-access colonies, 15 colony-settlements*, which are institutions of an open type with accommodation in dormitories, and *5 pre-trial detention centres*.

The system of vocational education maintains 6 vocational schools under the Main Department of Penalty Execution. These vocational schools are public education institutions providing new skills and professions to improve the production skills of the prisoners. Penitentiary institutions (PI) have their own production facilities in several areas where inmates are employed. The total trainee number is 1307 people, representing 13.5% of the total number of prisoners, of which 7.5% are women.

The Kyrgyz penitentiary system faces similar problems to other governmental structures in the country and went into a steep decline after the collapse of the Soviet Union. Core problems are the desperate conditions, insufficient nutrition, overcrowding and low production of the prisons. The low material provision, overcrowding of PIs, complexity of the division and control of the prison population and inadequate training of prison staff does not correspond to the requirements of contemporary prisons.

The staff of the PIs and vocational schools have hardly any access to further qualification and are underpaid due to the lack of funding allocated to prisons. In order to improve the situation, various types of capacity building measures for the staff are needed. The collapse of PI’s production, the lack of access of inmates to education and the low qualification of the staff are the major issues to be solved by the action.

Limited access of the inmates to education is due to the weak material base of the institutions: old equipment and facilities, lack of teaching materials, as well as outdated learning methods. Basic vocational training in PIs has to be developed now, especially for the practical training of prisoners. Inmates' lack of qualified professions is one of the factors of their antisocial behaviour. Due to meagre qualifications the released inmates are not paid well. Accordingly, the probability of recidivism increases in order to rid themselves of the burden of searching for legal jobs and to once again get free food, accommodation, medical and other governmental services in the PIs.

The provision for vocational education is one of the activities of the MDPE and is incorporated in the national programme of penal reform of the Kyrgyz Republic, "Umut-2", which runs until 2015. The programme contains a set of activities for the improvement of the system with the participation of various interested departments and structures as well as international organisations. One of the measures set forth in the programme is to "Provide training in vocational schools of penitentiaries in requested occupations."

The Institute for International Cooperation of the German Adult Education Association (DVV International) in partnership with the Kyrgyz Adult Education Association (KAEA) implemented the EU-funded project "CHANCE. Adult Education in the Penitentiary System: a chance for a better future" for 18 months in the 3 penitentiary institutions of the Chui region of Kyrgyzstan.

The project was aimed at contributing to the liberalisation processes of the penitentiary system in the Kyrgyz Republic through supporting the social reintegration process of prisoners through vocational education, life skills training, as well as infrastructure strengthening and capacity building of personnel in pilot penitentiaries and vocational schools.

The project action was implemented in the 2 pilot vocational schools of 3 PIs and increased the quality of vocational training in these pilot schools through upgrading the professional level of teachers and masters, renovation of facilities and the instalment of modern equipment for practical training of prisoners who were course participants. Vocational training for inmates was organised in those professions which were requested for the PIs, where the production process is developing, and also for after release: "Electrician for repair and maintenance of electrical equipment", "Brick firing", "Seamstress, tailor, sewing equipment operator", "Electric welder", "Baker-confectioner". These professions were chosen due to the fact that PIs provide the opportunity to engage inmates in production activities to produce goods and provide services to the prison population. Having received professions on vocational training courses the inmates became involved in production which is organised in the prisons. For this



Presenting vocational training results made by an incarcerated woman



Participant of a life skills course, which was a crucial part of the vocational training programme

work, inmates get salaries, which are credited to their account. After release they will be able to work and adapt more quickly to society.

“For the past six months I have gotten used to learning. I get up in the morning and know that I must go to school, go and learn to cook a meal. I can even say that I am having a rest from the world of crime. This project is a real chance for each of us to have a new life!”

Inmate

“And I don’t want to spend the money I have earned. I want to save all the money so that when I am free, I will have start-up capital for a new life.”

Inmate

“Now I’m a professional. I’ll start a sewing business when I get released. This is my chance!”

Inmate

“This is a real chance for each of us. Before this, the days stretched on and on, but now they are speeding by. We feel the support, one can even say, the faith people have in us. When we first walked into our classrooms, we had a feeling of uncertainty: What if we won’t manage to do this? But all doubts are in the past; now we are professionals with a vocation and certificates!”

Inmate

Training in development of life skills enabled them to better adapt to new living conditions and the environment in the penitentiaries and to better re-integrate in society after their release. 90 inmates participated in six trainings consisting of 5 modules each: 1) Non-conflict communication, 2) Law and legislation, 3) Self-management, 4) Healthy life style, 5) Art-therapy.

“The project also involves people who do not work in here. Special thanks goes to psychologists who held trainings. We have become more legally savvy.”

Inmate

The technical capacity of vocational schools was significantly improved during the project action:

- 13 classes for theoretical training and workshops for practical training where old equipment was repaired and new equipment installed;

- Teachers and masters from vocational schools increased their professional level in the field of industrial training at a number of trainings devoted to: “Development of training programmes”, “Development of training materials”, “Methods of Adult Education”, “Modern production technologies”.

The capacity of the staff of the PIs, psychologists and social workers, were strengthened through the trainings on penitentiary psychology basics. They were provided with methodology, approaches and tools for working with the prisoners on an everyday basis by taking into consideration the specifics of their psychology.

“I realised that I had a biased attitude toward NGOs. Project CHANCE made me reconsider the role of NGOs in Kyrgyzstan.”

PI Administration

“For MDPI such a project was carried out for the first time. Generally, for the first time in Kyrgyzstan, we received free repair and equipped vocational schools, workshops and classrooms, trained masters and trainers, as well as training modules which include new learning approaches in the work with inmates. Before, we even didn’t know about interactive training methods with the use of creative approaches or training methods. Earlier the vocational training for inmates was paid.”

Member of the Steering Committee

“If I was the head of MDPI, I would introduce the project to all institutions and would increase the number of professions in the vocational training.”

Crew Leader

The sustainability of the project will be ensured by:

- 20 trained masters/trainers in industrial training
- 6 modules of the developed curriculum/experimental curriculum in the following professions: 1) “Brick firing”, 2) “Electric welder”, 3) “Seamstress, sewing equipment operator,” 4) “Seamstress – cutter, sewing equipment operator”, 5) “Pastry baker”, 6) “Electrician for repairing and maintenance of electrical machines and equipment.”
- 8 vocational training courses conducted for inmates:
 - 164 inmates who participated in the vocational training
 - 90 inmates who have been trained in life skills
 - 17 trained psychologists and social workers

At the project closing Steering Committee meeting all the partners discussed the project results, and specified recommendations with the purpose of developing the vocational training programme at penitentiary institutions:

1. Reduce the duration of vocational training courses and preferably organise short-term vocational training courses at penitentiary institutions with a duration of maximum 3-4 months.
2. Strengthen the infrastructure of project penitentiaries with the purpose of training additional professions.
3. Organise regular training programmes on life skills development
4. Develop and establish mechanisms of cooperation between the VET-Agency (vocational education and training) and the MDPE.
5. Implement regular professional development courses for trainers and masters using modern training methods and equipment.
6. Diversify the list of professions taught at vocational schools in penitentiary institutions according to the needs of the institutions and labour market demands.

“The project has ended. I think it would be useful to give maximum coverage of the project results in the media and within the agencies themselves. This is a unique project that promotes humanisation and liberalisation of the penitentiary system through Adult Education.”

Key Respondent

Civil society efforts to effectuate the social-economic and cultural rights of prisoners and ex-prisoners in Tajikistan

Access to education, including vocational, civic and personal development programmes in Tajik prisons is very limited. The available general and vocational schools are not sufficient for inmates to receive guaranteed secondary education and proper vocational training. A majority of prisoners are denied their right to vocational education, guaranteed by the Tajik Law on Education. This article describes initiatives being implemented by civil society organisations to contribute to the fulfilment of the basic human rights of the imprisoned women in Tajikistan through capacity building of penitentiary staff and adult educators in order to offer educational programmes for prisoners and ex-prisoners in 4 cities of Tajikistan.

Tajikistan has signed and ratified the International Pact on Social, Economic and Cultural Rights, which recognises the right of all peoples to self-determination, including the right to freely determine their political status, pursue their economic, social and cultural goals, and manage and dispose of their own resources. These rights are an integral part of human life. They are neither privileges, nor gifts received from the governing or the authorities, they cannot be deprived by arbitrary rule, it is impossible to deny exercising them and it is impossible to take them away just because the person committed a crime and is imprisoned. Inmates placed in penitentiary institutions should not be kept away from the changes happening in society, they should feel a part of these changes, otherwise this will lead to estrangement, exacerbation, embitterment and an aggressive attitude toward society after release. At present the government operates 19 penitentiary institutions, known for their desperate conditions, insufficient nutrition, overcrowding and low production. The Ministry of Justice continued to deny access to representatives of the international community and civil society seeking to investigate claims of harsh treatment or conditions in prisons or detention facilities. According to the HRI Report¹ 70 % of women in prison were convicted for drug trafficking offences. The most significant human rights related problems in prisons include torture and abuse of detainees, violence and discrimination, harsh and life-threatening prison conditions.

In 2002-2004 the Tajik non-profit organisation Bureau on Human Rights and Rule of Law (BHR) implemented the programme "Observance of Human Rights in Penitentiary Institutions". The programme included monitoring, development and implementation of educational, legal and information activities in the closed establishments of the penitentiary system. Monitoring of human rights of inmates, completed in 2002-2003 with the financial support of the Swiss Cooperation Office in Tajikistan and in close collaboration with the Main Department on Penal Execution under the Ministry of Internal Affairs of Tajikistan, covered low, medium and high security prisons throughout the country.

During monitoring visits the inmates and penitentiary administrations were interviewed. There were significant deviations in responses related to the rights and duties of inmates among the penitentiary institution staff members, which is explained by whether or not they participated in various trainings and refreshment seminars dealing with their professional sphere. It was obvious that the penitentiary staff requires professional development trainings, including seminars on the international standards

^{1/} The *Harm Reduction International Report 2012* collected data from 51 European and Central Asian countries. <http://bit.ly/WAoOle>

of human rights. During the monitoring, BHR interviewers noted that the penitentiary institutions have relevant facilities and classes equipped for trainings and educational seminars for the inmates, however the educational process is left behind.

Unfortunately, since 2004, representatives of civil society organisations of Tajikistan have had limited access to penitentiary institutions in order to conduct independent monitoring, though the Penal Execution Code of Tajikistan includes legal provisions on interaction of penitentiary institutions with public organisations.

In this context, the initiative of the country office of DVV International in Tajikistan appeared to be significant. DVV International, in collaboration with the Main Department of Penalty Execution of the Ministry of Justice of Tajikistan, developed and in 2014 launched the project “SECRET: Social, Economic and Cultural Rights of prisoners and Ex-prisoners in Tajikistan”. While designing the project, the requirements of the national legislation and international documents ratified by the Republic of Tajikistan were considered. The project is being implemented together with two local partners – the already mentioned Bureau on Human Rights and Rule of Law (BHR) and the Non-Governmental Organisation Jahon. It is aimed at the realisation of social, economic and cultural rights for one of the most disadvantaged groups of the population – female prisoners and ex-prisoners of both genders. The two-year project is funded by the European Commission (75 %) and the German Federal Ministry for Economic Cooperation and Development (25 %).

The project activities were implemented in the town of Nurek (Female Prison #3), as well as in the cities of Dushanbe, Khorog, Khujand and Kurgan-Tube (the work with ex-prisoners). The role of DVV International was to strengthen human and technical capacity for the implementation of educational activities in the Female Prison #3 in Nurek, and to build human and institutional capacity for the MOJ Main Department on Penal Execution and two local partners.

The project was launched with a press conference, where local journalists and the representatives from the EU Delegation to Tajikistan were invited. The attendees were told the project goals and objectives as well as main activities to be completed.

The second significant activity was the training “National and International Standards in the Penitentiary System” conducted for the staff of penitentiary institutions. The training agenda included the review of successful experiences in the penitentiary system of other countries (experience of similar projects in Uzbekistan, Kyrgyzstan and Germany), studying and analysis of the international documents regulating work in penitentiary systems and securing basic rights and freedoms not only for inmates, but



Training of prison educators in Dushanbe 2014

also for the staff of penitentiary institutions. The participants were able to deliberate on how to harmonize the national legislation of the Republic of Tajikistan with the international standards. One of the main conclusions made by the trainees was that low professional and legal preparedness of the penal staff leads to use of coercive methods: harassment, violence, threats and other illegal measures.

The role of partners in the project is very important. Jahon is in the process of conducting a survey on “Accessibility and availability of education – basic human right in the penitentiary system”. The survey findings will be discussed at the round table with participation of all stakeholders.

Following the results of the pre-training assessment of female prisoners, 16 short-term professional courses in 4 professions will be organised for 150 female prisoners. Considering the specifics of the work with prisoners, the following human capacity building events will be scheduled: psychological orientation for teachers of professional courses, a TOT



Training of prison staff on international standards of detention of the incarcerated

(Training of Trainers) on adult learning methodology and coaching for vocational masters/instructors to be prepared by the female prison staff. The civic education and personal development trainings for female prisoners are an important component of the project. In addition, a set of events will be arranged in the female prison during the Education Days planned by Jahon.

Within the project, BHR will conduct a survey among 150 respondents (ex-prisoners) to determine common problems and difficulties faced by the people who have been released, as well as to understand existing victimisation patterns and monitor the experiences of ex-prisoners who come into contact with social assistance justice systems. The methodology includes interviews with ex-prisoners and their relatives, local government bodies dealing with ex-prisoners and civil society organisations and groups involved in reintegration of ex-prisoners. Following the survey, a roundtable will present the findings of the final report from the Survey on

Challenges for Ex-prisoners and will facilitate constructive dialogue on proposed recommendations to address the current challenges and abuses faced by the ex-prisoners after release. The following stakeholders will be invited: representatives from the Ministry of Labour, Migration and Employment of RT, Ministry of Justice of RT, Main Department on Penal Execution, parliamentarians, as well as human rights monitoring organisations, international organisations and non-state actors. The report findings will be widely spread through mass media and other stakeholders.

For ex-prisoners, BHR will prepare two publications. A handbook on legal aid to ex-prisoners will be a colourful publication comprised of practical recommendations and tips on how to protect and apply their legal rights according to the national legislation. This publication will help the ex-prisoners to better re-integrate into their communities and escape from being abused. A handbook on social adaptation and professional development opportunities is aimed at supporting the recently released prisoners to re-establish community relations, to expand their professional links, to find jobs and opportunities for further professional development, to apply their right to labour and use their state-secured social benefits. The second handbook will be designed in collaboration with the state-owned National Adult Training Centre network, which will further render assistance with free or discounted vocational courses for the target groups.

One of the main tasks of the local Non-Governmental Organisations serving as partners for the project will be rendering legal consultations to recently released prisoners through five social reintegration service desks established in the cities of Dushanbe, Kurgan-Tube, Khujand and Khorog. Legal consultations will cover the following areas: housing and labour rights, social benefits for released and unemployed, family relations. If necessary, the lawyers will also serve as advocates to represent the interests of or provide legal support to ex-prisoners in lawsuits. Within the project, psychological consultations will address the problems faced by the ex-prisoners to help them with reintegration into the social and economic life of their communities and to offer personal development seminars.

We believe that the project will address the current problems related to limited access to educational courses and personal development workshops, will facilitate better social reintegration of recently released people, as well as contribute to the development and consolidation of the democracy and the rule of law and fundamental freedoms in the Republic of Tajikistan.

Nina Kekukh, Galina Veramejchyk

Belarus – from pilot project experience to systemic action

The article presents the experience and results of the project “Adult Education for resocialisation and professionalisation in correctional facilities of the Gomel region” implemented by the Gomel regional public association “Community Development Projects” with the support of the Representative Office of DVV International in the Republic of Belarus during 2010-2013. Apart from the description of the project stages, educational courses and instruments of evaluating the results, the prospects for Adult Education development in the penitentiary system of the Republic of Belarus will be indicated.

“There should be room for education in a penitentiary institution, for it is necessary to banish the darkness of mind that vice and crime are rooted in...”

S. Poznyshev

Currently, Belarus has 20 correctional colonies, 3 prisons, 50 open-type correctional facilities, and 9 detention facilities where prisoners serve their sentences. According to the International Centre for Prison Studies, in 2008-2012 Belarus was 11th in the world with the number of prisoners (438) per 100,000 people¹. Though a certain decrease was observed in 2012 (335/100K as of 01.10.2012), the overall number remains high enough, exceeding similar indexes of many European countries. Moreover, the specialists note the high repeat offender rates. “... According to the 2010-2011 data, over 60 % of all prisoners have previous convictions. ... of all individuals convicted of robbery, about 74 % have a criminal record, as well as 73 % of those convicted of brigandage, 67 % of those convicted of theft, and 65 % of those convicted of extortion. Repeat offender rates for violent crimes give us the following picture: 49 % of those convicted for causing grievous bodily harm with intent were previously convicted, as well as 59 % of those convicted of rape and 42 % of those convicted of hooliganism. Also, a significant number of individuals are convicted repeatedly for child support evasion.” (Krasikov, Pastushenia et al 2012: 14).

In accordance with the current legislation of Belarus, the functions of the administration system for criminals include not only administering punishment but also implementing a number of educational events aimed at socialization of inmates before they return to society. The main legislative documents that regulate the primary, secondary and vocational education of inmates are the Criminal Executive Code of the Republic of Belarus and the Code of the Republic of Belarus “On Education”.

Five adult evening schools are currently in place, providing primary and secondary education in correctional facilities. Besides that, there are 21 vocational colleges that provide training in 28 jobs: welder, tractor driver, turner, miller, etc. The teaching process is overseen by the agencies of the Ministry of Education, and upon completion of the course, the inmates receive diplomas of education of a standard, state-approved form.

Besides that, educational work is carried out with the inmates on a daily basis starting their first day in the correctional facility: personal

1/ <http://www.prisonstudies.org/country/belarus>

conversations, lectures, debates, quizzes, sports events, video and radio shows, and an individual behaviour correction plan is drafted with the advice of a psychologist. Thus both educational work and providing conditions for vocational studies in a correctional facility do not merely seek to neutralise criminal inclinations, but also to make sure the individual returns to society confident that he can still find his place in life.

As one of the principle methods of correcting behaviour, education has a great potential in terms of preparing the inmates to live a law-abiding life upon release. That is why it is important to create conditions not only for primary, secondary and vocational education, but also for further training (both formal and informal).

In 2009, the Representative Office of DVV International in the Republic of Belarus together with the Gomel Regional Public Association “Community Development Projects” held consultations with the following prospective partners: Legal Clinic of Gomel State University named after F. Skorina, Gomel Regional Directorate of Department for Execution of Punishment and a number of regional correctional facilities. The main aim of this was to form a team to promote Lifelong Learning in the penitentiary system and prepare a pilot project to test the selected approaches to education in correctional facilities. Through a joint effort, a project was drafted called “Adult Education for resocialisation and professionalisation in correctional facilities”.

Experience of the project “Adult Education for resocialisation and professionalisation in correctional facilities”

The project was implemented in 2010–2013 in two Gomel-based penitentiary institutions: Correctional colony № 4 and Open-type correctional facility № 17.

In the female correctional colony № 4, there are about 2,000 women serving terms for various crimes: from theft to graver offences. In the colony there is an area for underage girls as well as a home for the children of convicted mothers (which is unique for the penitentiary system of Belarus), who stay with their mothers until the age of 3 and are then handed over to relatives or orphanages.

Since the Criminal Executive Code stipulates that it is mandatory for inmates sentenced to a term in correctional colony № 4 to be involved in labour, there is a clothing factory there, where most of the women inmates work.

Open-type correctional facility №17 got involved in the project two years later (in 2012). It has about 300 male inmates serving time in the

form of restriction of liberty, as well as the inmates who had restriction of liberty inflicted upon them as a substitute for a harsher punishment. The inmates in this facility mostly work at enterprises in the city.

The project structure included three main stages: analysing needs of inmates, developing and holding educational events, analysing the social impact of the implementation of the training programme for male and female inmates.

Stage 1. Needs analysis, organisational and technical preparation

This step included several components:

- a) Analysing the demands of the inmates as the prospective participants of training programmes. To study the needs, a questionnaire was developed and distributed within the two correctional facilities with the help of the authorities. All in all, the questionnaire was filled out by 247 female and 87 male inmates.

As the questionnaire showed, the preferences of male and female inmates in terms of topics mostly focused on interpersonal communication: conflict management and conflict-free behaviour, emotion management, relations with other people (family, friends, colleagues, employers) and overcoming social deviations (e.g. alcohol and drug addiction).

100 % of the inmates who filled out the questionnaire indicated they needed to acquire knowledge and skills on computer literacy, saying that without proper knowledge of the computer, modern life deprives you of many possibilities, including communicating with people as an equal. Moreover, inmates showed a need in mastering the jobs that are on demand in the labour market: master of manicure and pedicure, masseur, hairdresser, cook, car mechanic, construction worker, etc.

- b) Discussing the topics and content of the curricula, and organisational issues with the staff of correctional facilities (course duration; time, place, and frequency of the classes).
- c) Motivational events: advertising educational programmes for female inmates through the internal cable TV studio “Vector”, personal conversations between the staff and prospective trainees, information meetings with the inmates.
- d) Selecting trainers possessing a number of competences: knowledge of different ways of working with adults (Andragogy), confidence, constant professional skills development, ability to quickly react to problems (conflicts) and resolve them in a timely manner, creativity, as well as allowing for the trainee’s peculiarities in the course of work.



Manicure and pedicure diploma course for female prisoners

e) Forming the groups with regard to gender, social status, age and level of the trainees, e.g. male inmates who had repeatedly violated the established order of serving their sentence, as well as individuals requiring more attentive supervision (potential offenders) were invited to enrol in the social and psychological support programme. The social adaptation level of the target group members was evaluated as insufficient, whereas the level of “criminal contamination” was reported to be relatively high. It manifested not only in the violation of the regimen, but also in the absence of a stable place of work, and unwillingness to restore the old socially useful ties as well as establish new ones. In the female correctional colony, training groups were formed of female inmates with 6-8 months left until release. In both cases the main principle of enrolment was voluntary consent of the prospective trainee.

Stage 2. Developing and Implementing the Training Programmes

The project team viewed the training primarily as a means of social rehabilitation of the inmates. Thus, the most important tasks were: improve the trainees' level of education, help them acquire new social skills and abilities, support socially useful ties among the inmates throughout the term of their sentence and help them to prepare for release.

For female inmates kept in correctional colony №4, the following training courses were developed and implemented:

Course Title	Course Duration	Number of Trainees
Social and psychological support course: positive approach; a way to a healthy life; adapting to freedom and the lessons of offense; confidence and diffidence; how to deal with stress; psychological environment in a team; family relations; learning to quarrel properly; aggression, where does it come from? What is behind it? How to react?; how attitudes impact behaviour in conflict or stressful situations	32 hours	39 women have undergone training within the social and psychological support course
Legal seminars (workshops – trainings): Working abroad – risk zone; me and my home; how to draft a petition for supervisory judicial review; pardon; employment; social rights of the inmates; social and property rights of the inmates.	32 hours	58 women have received legal assistance
Computer training courses	32 hours	35 people have been trained
National arts and crafts school	40 hours	67 women have mastered the techniques of national arts and crafts
Certified manicure courses	36 hours	10 female inmates got the certificate of a master of manicure

Male inmates serving their sentence in the open-type correctional facility №17 had fewer training programmes organised for them over the 2 years due to a difference in conditions between open- and closed-type facilities (part of the inmates were permanently at work outside the facility):

Course Title	Course Duration	Number of Trainees
<ul style="list-style-type: none"> • How attitudes impact behaviour in conflict or stressful situations (positioning of an individual: passive, confident, aggressive; manifestation of positioning; analysis of one's own behaviour and the behaviour of other people on specific examples). • Proper conflictology (ability to speak about one's feelings; constructive ways of expressing negative emotions; positive attitude to oneself and people around). • Stress in our life (alcohol as a habitual way to relieve the stress; cultural differences and norms of behaviour; reasons for stress; alternative, non-destructive ways of relieving stress and their impact on the human body). • Social adaptation (ability to establish social contacts: employer, colleagues, neighbours, friends; realistic and unrealistic expectations of society upon release; what people around us pay attention to in the first place; what posture and gestures say). 	26 hours	45 men have been trained through the course;
Computer training courses	32 hours	24 people trained
Organising a course in music and singing and creating a music ensemble.		12 male inmates are involved with the music ensemble rehearsing regularly 2-3 times a week

Stage 3. Analysing Results and Social Impact

The project can be characterised as a pilot one. Its main objective was to test the approaches and tools, form a support group within the professional community and broader public, and develop an action plan of how to promote the right to education within correctional facilities on a broader scale. Thus monitoring and evaluation of the achieved results were of crucial importance. By results and social impacts we mean positive changes (social development, changes in attitude to oneself and the people around) experienced by the trainees both during their stay in the correctional facility and upon release.

In order to get systematic feedback, opinion polls were conducted among the trainees on an annual basis. They were conducted by an external sociologist who used a questionnaire with three groups of questions focusing on:

- opinions of the content of the training programmes;
- suggestions for the coming year;
- opinions of the prospects and problems of resocialisation upon release.

According to the 2013 poll, 68.4 % of the respondents assessed participation in training programmes as “very interesting”, and 21.1 % as “rather interesting”, i.e. almost 90 % of the trainees assessed the content of the trainings positively, and all of the respondents confirmed the high level of satisfaction with their participation in the trainings.

This said, 55 % of male and female respondents consider the practice-oriented nature of a training programme to be the most important thing about it, though the number of those who voted in favour of keeping the theoretical training part of the curriculum (38 % of men and 26 % of women) is still quite high. The absolute majority of male and female respondents (80 % and 68 % respectively) are convinced that it is important to allow for the individual peculiarities of the trainees, while forming the groups by having individual consultations.

Upon detailed scrutiny of course topics, 63.1 % of female respondents and 38 % of male respondents indicated the importance of mastering a new job and getting additional qualifications. The analysis of responses to individual questions, however, allows us to make the conclusion that the inmates consider education to be not only an additional guarantee of their professional competence, but also an important factor in developing their social competences, raising their status and self-esteem. This is especially important for the female group. Thus, according to the poll, among the most useful topics were “Evaluating life situations and finding ways to solve life problems” (47.3 %) and “Establishing contacts (e.g. with employers and colleagues)” (47.3 %).

About 47 % of women and 38 % of men underlined the importance of completing or continuing their education, and almost 30 % mentioned the necessity of organising additional training to enter an educational institution in the future.

All in all, the results of the poll show that the inmates are highly interested in improving their level of education. However, the working specialists mention the “unstable” motivation of this target group. Probably, in order to sustain it, we need to think of a mixed system that would combine multiple choices of different courses, with individual consultations and a number of additional incentives.

Another important instrument was the monitoring of individual trainees carried out by the project team, the trainers involved and the staff of correctional facilities.

- The female trainees learned to understand the nature of their feelings: offense, aggression, anxiety, fear, and the reasons for the negative attitudes of their friends and relatives. According to the correctional colony staff, the behaviour of the inmates became calmer and conflict-free, they were reported to be willing to self-educate. Step by step, the inmates developed intrinsic motivation to educate themselves, learning became a conscious need to acquire new knowledge, skills, and change oneself.
- It is evident that they strive to change their situation, overcome problems, and make amends. They became more socially active – started to participate in public events held in the correctional colony.
- Not only did the trainees acquire theoretical knowledge, but many of them also started applying it successfully. For example, one of the inmates improved relations with her husband and child and avoided divorce; another trainee who had lost both her father and her sister in one year managed to provide psychological support to her mother using her conversational skills.

The specialists of GRPA “Community Development Projects” try to follow up on the life of the trainees upon release. Last year, they managed to interview 6 ex-trainees from female correctional colony №4: two of them live in Minsk, 4 in Gomel and the Gomel region.

Irina N. attended computer courses and the “school of national arts and crafts”. She reports to be using all these skills and knowledge in her life. Currently working as a shop manager, she applies her computer literacy skills. Irina thankfully remembers the computer course trainer who taught her to work with software like WORD and EXCEL. And the ability to make soft toys, postcards, and different accessories comes in handy when she communicates with her two small children. They eagerly spend time together making presents for friends and relatives.

One more ex-trainee became a registered craftswoman; two of the manicure course ex-trainees got jobs as manicure masters. All of the respondents confirmed the necessity of education while serving the sentence, and stated that various short-term professional training courses broaden the range of employment opportunities upon release and help to generally improve the individual's situation.

The monitoring of male inmate trainees in open-type correctional facility №17 shows that they didn't commit any gross violations throughout the training period. This allowed 5 out of the 15 inmate trainees enrolled in the 1st year social and psychological support programme of the project to get an early release during the 1st year of punishment, and only 1 of them committed an offense upon release. This is a good result, given that the group was comprised of difficult trainees – inmates with long criminal records, those who had committed grave offences, etc., that is, individuals with a high risk of repeated offence.

Moreover, the administration of open-type correctional facility №17 reported a significant decrease in conflicts among inmates, their striving for social recognition, which manifested in a more responsible attitude to work and restoring relations with their nearest and dearest (including three cases of creating a family).

Future Development Prospects

In November 2012, an international academic and practical conference “Improving Educational Access in Correctional Facilities” was held in Grodno. The conference was initiated by DVV International, GRPA “Community Development Projects”, School of Law at Gomel State University named after F. Skorina, as well as the Gomel regional Department for Execution of Punishment. The invited participants included penitentiary system specialists, experts and researchers from the Academy of the Ministry of Internal Affairs, community partners (NGOs, community centres, church) and experts from Germany, Ukraine, Uzbekistan, and Kyrgyzstan. This conference became the first big forum for the discussion of problems of current importance and the development prospects for education in correctional facilities, as well as increasing the capacities of civil society and community partners to participate in the accomplishment of this important task. The available expertise and theoretical background were presented within three sections: post-release follow-up of the inmates; professional and further training of the inmates; further training and professional development of penitentiary facilities staff.

Over the two days of the forum, the participants came to the conclusion that to ensure the right to education, we need to:

- promote cooperation and partnership for a continuous education (Life-long Learning) system, including that of the penitentiary system. Involvement of NGOs, other social partners or even individual specialists helps

to sustain and restore the social competences of the inmates, i.e. they get a chance to go beyond the already established rules and forms of communication;

- create conditions that allow for individual interests. This may be promoted by introducing specialisations/modules to choose from, according to the level of education, social experience and gender of the inmates;
- broaden the scope of professional education by introducing short-term training courses (from 2 weeks to 3-6 months). In this case, the inmates will be able to master several professions from different areas: construction, transport, etc.;
- systemically promote forming and sustaining the motivation to learn. Apart from the incentives currently in place, initiate the discussion of making participation in education and training programmes an additional factor to be taken into account when making a decision about decreasing the term of punishment or early release;
- develop additional professional competences among the penitentiary system staff, as required to solve a problem of such scale. Accordingly, the issues of penitentiary pedagogics and organising diverse trainings for inmates should become a constant topic for professional development programmes.

In 2013, first steps were taken towards the implementation of the recommendations formulated by the participants of the conference. First of all, one should mention the series of workshops for the correctional facilities of the Gomel region, carried out by GRPA “Community Development Projects” in cooperation with the Academy of the Ministry of Internal Affairs. Apart from that, a joint project was developed, called “Education Opens Doors” that will allow sharing the experience of the previous project with other correctional facilities of the Gomel region and lay solid foundations for further improvement of state policy on punishment execution and education accessibility within the penitentiary system of Belarus.

References

Krasikov, V.S.; Pastushenia, A.N. et al (2012): Materials of the international academic and practical conference “Improving Educational Access in Correctional Facilities”. Gomel: Bark. Available (in Russian) at <http://bit.ly/1wad1V2>

Adult Education in prisons – the beginning of penitentiary reform in Ukraine

The penitentiary system is one of the few, if not the only one in Ukraine, where reforms have not been carried out since the collapse of the USSR. Therefore, it is necessary to introduce new forms and methods of work in the penitentiary system.

This article reveals the core of Adult Education in prisons as exemplified by introduction of new approaches and methodologies in the Poltava region as an active tool for the beginning of penitentiary reform. The resocialisation programme and preparation of prisoners for release involve work with both prisoners and prison officers.

The courses consist of 8 thematic blocks which allow the prisoners to rethink their existing life experiences and to plan the future steps after release. For prison officers it is the introduction of the European experience into local practice that is of most interest.

As exemplified by the Poltava region, the organisation “Light of hope” and its partners have focused on Adult Education for those who serve their sentence in prison. Comprehensive work on the reintegration of former prisoners that includes training, retraining, and advanced training towards further employment was conducted. The concept of “socialisation” includes acquisition of the methods and tools that enable a person to self-determine and to effectively operate in certain social situations.¹

In order to effectively influence the situation from different angles, our specialists conduct separate classes with correctional officers, the staff of the penitentiary system. The main emphasis is given not to the heads of the penitentiary system, but to those who are directly involved in individual and group work with prisoners, psychologists and deputy chiefs of sectors for socio-educational and psychological work. During the seminars, workshops and exchange of experience, the primary focus is laid upon preparation of prisoners for release and the peculiarities of social support for former prisoners.²

The basis for “Life skills”, a training course for prisoners, was taken from a Swedish model, which was adapted to the conditions of Ukraine. The programme in practice is a complex of measures aimed at reestablishing a person. Help in resocialisation of prisoners means assistance in the creation and establishment of public relations, psychological and social adaptation to life in society, development of social skills, and correction of life attitudes that previously contradicted the interests of society. In our opinion, this technique is supposed to be a launching pad for prevention of further recidivism. We provided a developed and piloted course consisting of 16 hours of group and 16 hours of self-work that will help prisoners start a new life outside of prison, and present alternatives to recidivism. After his/her release, the former prisoner is able to stay in the Adaptation Centre, where, in cooperation with social workers, he realises his individual plan of “return to society”. In order to improve the chances for success and competitiveness in the labour market, the ex-prisoner has the opportunity to be trained or retrained at the Training and Production Centre and start working in a paid public job. These are the first steps that give a successful start to the beginning of a new life.

The initiative, launched together with the Penitentiary Service in the Poltava region, has now grown into a comprehensive model of assistance provision to prisoners (training in penal institutions, work of the Adapta-

1/ Related information (in Russian): “New forms of organisation of Adult Education” study guide http://kco-kras.ru/wp-content/uploads/2012/09/Mkrtchan-_Litv_NFOOV.pdf

2/ Related information (in Ukrainian): <http://lightofhope.com.ua/ukr/news/92430018/?page=6>

tion Centre, Training and Production Centre, and creation of jobs). For the moment, we are being supported by DVV International, UNODC, Elena Pinchuk Fund "ANTIAIDS", and the Administration of Penitentiary Service in the Poltava region, Poltava city authorities and the Employment Bureau.

Olga Borisenko, a deputy mayor of Poltava, noted in her speech at the opening of the Training and Production Centre, that the successful practice of cooperation of charity organisations and local government bodies can be a model to be emulated in other regions of Ukraine. "Ex-prisoners can not only master the working professions, currently the most sought-after in the labour market, but also be employed. And this is exactly the target group which is now able to receive the necessary assistance," said Olga Borisenko.

From next year, the Training and Production Centre plans to help in the execution of orders for the production of furniture and sewn products for various city institutions (schools, kindergartens, and hospitals). This is an important step in the formation of tolerant attitudes towards ex-prisoners because all products will be made by their hands, and they can prove their social significance and break the chain of existing isolation.

Eugenij Maslak, a teacher of a carpentry course noted in his interview:

"Even after the first third of the lessons, students began showing interest in the profession, taking the initiative and asking additional questions for clarification. Many of our graduates had experience in working with machines, and because the machines were the soviet models, the prisoners carried out their work in prison without any enthusiasm. But here, when they saw the equipment and the enthusiastic teachers who were interested in the transfer of knowledge and willing to answer questions, the savour of the ex-prisoners for the acquisition of knowledge and skills increased. Most ex-prisoners came to the first class full of confidence that they already could do everything, and judging from their previous experience of formal education, would simply be provided with study materials and so the course would end. After talking with them and making their acquaintance, the question arose of how to improve their skills and learn something new. Some of the sixth class students offered to have an additional class where they could show their designs and their visions of production, layout and choice of materials. Then they became interested in the furniture products which are now very popular among consumers. Having started work on modern equipment, the students gradually began to realise that right now they can get skills and the right experience, something that they previously didn't have. After all, modern equipment, unlike outdated domestic analogues, allows them to perform work more



View of the prison complex in Poltava City

efficiently, and besides, to exercise their vision: to add new elements, to offer new alternatives of versions of both elements and construction as a whole.” Another significant point, according to the teacher, is the environment in the group. “All students are equal to each other. They all have their own destinies, the term that they spent in prison, but they have an equal chance to start life anew, acquire a profession, recover the existing and establish new social ties, settle down to a married life.”

Impact at the micro level

Direct work with our clients starts at the point when they are serving their sentence in prison prior to release. Individual and group work is conducted with them. Prisoners partake in the training course “Resocialisation”, which is based on the topics requested by prisoners themselves. Weekly classes on the themes: “Family and building relationships with people”, “Economic security”, “Employment”, “Problems of free time and sober relaxation”, “Concept of ethics and morality”, “Housing”, “Communication skills”, “First



Vocational training on sewing for female prisoners

steps after release” are provided. There is a general idea in our society that prisoners are kept in hard conditions in a penal institution, and this is in fact true. But the real problem begins with the release from prison.

For most prisoners it is not a return to desired freedom but a dramatic leap in the dark. There is a real problem, especially for those who have served long sentences. They are afraid to go outside the gates of the colony because they don't have a single idea about life in freedom. In most cases, having left the colony (especially after a long period) the person feels inferior and rejected by society. Loss of a place to live during their stay in the colony, lack of qualifications, documents, and means of subsistence negatively affect their psychological state before leaving the colony. A so-called “prison mentality syndrome”, when a former prisoner sees the world differently than the average Ukrainian who has never had anything to do with the penitentiary system, has a huge impact. The ex-prisoner suffers from depression because the entire set of problems that he will face seems insurmountable; they overwhelm and paralyze his/her activities.

A way out of the current situation is the quality implementation of the programme courses “Resocialisation”, participation in which will enable the prisoner to restore or acquire important life skills that will allow him to plan further actions and help to fully reintegrate into society. Annually more than 250 people participate in the courses, 98 % of which evaluate them as important and necessary.³

Impact at the meso level

Work is carried out in 2 areas: growth of the capacity of the organisation, which involves strengthening of the methodological and technical base, and improvement of professional competence of employees, as well as increasing activities of the Adaptation Centre for ex-prisoners and Training and Production Centre. Experts developed modular training programmes for “Carpentry”, “Sewing”, and “Welding” which include both theoretical and practical parts.

Modular training programme	Theoretical part (hours)	Practical part (hours)
Resocialisation – life skills	16	16
Carpentry	70	80
Sewing	66	34
Welding	20	30

Before the development of modular training courses for prisoners, the following work was carried out:

- Ex-prisoners need assessment via various questionnaires.
- To indicate the subject matter of courses, monitoring of city industrial capacities was done, which revealed an interest in blue-collar jobs. In total, 400 companies specialising in the manufacture of furniture operate in Poltava, among which is the most powerful sewing factory of Ukraine, “Vorskla”, with a constant need for qualified seamstresses. 30 % of the available jobs in the labour market are in trades, primarily welding and carpentry.

^{3/} Related information (in Ukrainian): <http://www.kvs.gov.ua/peniten/control/main/uk/publish/article/695092>

- Courses requested by the students themselves were added to the modular training programmes. Increase in hours of practice was associated with necessity of skills acquisition on modern equipment by the students. While serving their sentence, prisoners had working hours in the prison workshops on Soviet-type equipment that does not meet the needs of modern times.
- Modern equipment was acquired over the course of training preparation.
- Course teachers improved their qualification of work on modern equipment.

Regular internships and training for local government representatives and employees of non-governmental organisations in the development of educational and social services for prisoners/ex-prisoners are conducted at the premises of our organisation. These events are based on the needs and the necessity for exchange of experience and the introduction of new practices to existing approaches. As a general rule, the training looks like an interactive model, most of the time is given to the group and individual work, development of new proposals and options for their approbation for the purpose of their further implementation in work.

Thus far we have:

- 4 developed, tested and indorsed professional courses that include practical and theoretical parts;
- 4 trained expert teachers who mastered methodology of Adult Education and understand the specifics of work with prisoners/ex-prisoners;
- 3 workshops with modern equipment for sewing, carpentry and welding apprenticeship training;
- Basis for the exchange of experiences and internships for representatives of public organisations of Ukraine, Penitentiary Service, as well as local authorities.

Impact at the macro level

For social policy formation in Poltava, we cooperate with local authorities. We placed the main emphasis on improving social standards for the most vulnerable groups, as exemplified by former prisoners. The priority for further general work should be placed on educational services for ex-prisoners. The Poltava city budget has already allocated finances in the sum of 200,000 Ukrainian hryvnia for the provision of this target group and the needs of the Adaptation Centre for former prisoners. In 2013 we also



Life skills training for female prisoners in Poltava City

managed to attract another partner, Poltava City Employment Centre, that allocated funds in the amount of 56,000 hryvnia from the fund of obligatory state social unemployment insurance to be paid for public works of our clients, and owing to this, 35 jobs were found for former prisoners.

Our practice of education and methodology of work with prisoners has already been recognised as the best in Ukraine, both by the Penitentiary Service of Ukraine and experts from leading international organisations like UNODC and the Council of Europe. Our experience and methodology of work served as a basis for the draft law “On Probation”, which has already been passed in its first reading in the Verkhovna Rada of Ukraine.⁴ Positive results of our work with prisoners speak in favour of implementation at the national level: in 2013, of 168 released prisoners with whom we were working, only three committed a new offence. “This can be called a

^{4/} Related information (in Ukrainian): <http://www.kvs.gov.ua/peniten/control/main/uk/publish/article/691792>; <http://www.kvs.gov.ua/peniten/control/main/uk/publish/article/681309>; <http://www.kvs.gov.ua/peniten/control/main/uk/publish/article/679374>

breakthrough, and positive dynamics without any exaggeration. Reduction of the amount of recidivism allows us to say that the Poltava region is indicative for other regions when it comes to work with those who are serving their sentence in prisons and with ex-prisoners,” said Nikolai Isayev, the head of the State Penitentiary Service of Ukraine in Poltava region.⁵ The results obtained allowed Poltava region to become a leader in the implementation of effective practices in Ukraine. “Today we can truly be proud of this project because there exists no single analogue to it in Ukraine. I am referring to the effective practices for the target groups. As far as we are concerned, we are interested in the fact that new jobs will be created for socially-vulnerable groups after completion of the educational courses, and ex-prisoners will be able to feel more confident in the labour market. Owing to the coordinated work of local government bodies, charitable organisations and the penitentiary system, we can say that a European level of resocialisation for prisoners has been created,” said the deputy mayor of Poltava, Olga Borisenko.⁶ The Training and Production Centre has the first graduates and the first success stories of ex-prisoners. A 32-year-old woman, Vera, who in the past had a criminal record and a good chance to commit a new offence, currently has clear plans for the establishment of her own business⁷.

The charitable organisation “Light of Hope” has further plans in the direction of Adult Education, especially in the increase of modular training programmes and expansion of existing practices to all regions of Ukraine through non-governmental organisations that work in the same direction. The representative office of DVV International in Ukraine was the first organisation to sponsor our activity and ICAR – “Unity”, with support from the world organisation Pact, followed⁸. Negotiations with other national and international organisations, public organisations, and officers of the Penitentiary Service interested in advancement of educational services for prisoners, are continuing. By promoting the idea of Adult Education in penal institutions, we hope to be a catalyst for reform of the penitentiary system in Ukraine.

5/ Related information (in Ukrainian): <http://www.misto-tv.poltava.ua/news/15888/>

6/ Related information (in Ukrainian): <http://www.rada-poltava.gov.ua/news/25583560/>

7/ Related information (in Ukrainian): <http://www.dvv-international.org.ua/?q=node/191>

8/ <https://www.pactworld.org/ukraine>, together with USAID launched a programme to Ukraine to fight HIV/AIDS

Where time doesn't pass – skills training in Tetovo Prison in Macedonia¹

As in other countries, a high proportion of prisoners in Macedonia have not completed school and have had no professional training. Remedial education is therefore a critical element of rehabilitation, coupled with offers of professional qualification to assist their integration into the labour market at the end of their incarceration. As described in the Tetovo project, computer skills, language training and health care are included just as much in the training package as the craft of wood carving. Not only technical skills are important for the prisoners. On top of that, the gain in pride and self-esteem helps them to endure imprisonment and increases their chances of rehabilitation.

^{1/} This article has been published in: *Adult Education and Development*, issue 77 (2011). Supplement. Non formal skills training. Adult Education for decent jobs and better lives.

The Tetovo Prison

The city of Tetovo is in the northwest of the Republic of Macedonia and is the fourth largest city in the country. It has an area of 262 km² and a population of 86,580, and if one includes the surrounding villages then there are approximately 200,000 people. Tetovo is a multiethnic city with Albanians (70.32%), Macedonians (23.16%), Roma (2.72%), Turks (2.17%) and other ethnic groups (1.61%).

The Tetovo prison is located in the immediate vicinity of the most visited attraction in the city – the colourful mosque on the Pena river. The prison is among one of the partially-open institutions. Here, prisoners are housed with sentences of up to three years as well as recidivists with a prison sentence of up to 6 months. The Tetovo prison is a prison for men from the Tetovo and Gostivar region, with a capacity of 48 prisoners. Currently, the number of inmates is nearly twice as high. 90% of the prisoners are ethnic Albanians, most of the others are Macedonians and Roma.

The building is in need of renovation. In recent years, only the kitchen and dining room have been renovated. Management and security rooms are located in one building, only a door separates the offices from the cells of the prisoners. The cells themselves are small and 5-6 prisoners share about 14 square meters. The overcrowding is clearly visible. In the courtyard there is a small sports field where the prisoners spend a lot of time – at least during good weather – playing football or chess. A few extra rooms are available, including classrooms for computer applications and languages as well as the woodcarving workshop. The equipment in the classrooms was procured, for the most part, with financial support and as part of the DVV International project.

Rehabilitation programmes

After a prisoner has been admitted, classification follows according to the Prisons Act (Official Gazette of the Republic of Macedonia No. 2, 09.01.2006). Factors such as the type of offence, personality, lifestyle and educational level are considered. Particular attention is paid to the question of whether the prisoner seems prone to violence and whether he is a drug addict. Both are the exception in Tetovo prison. The prison psychologist regards this classification as a useful tool. From the first day of detention, she directs her attention to individual prisoners in order to be able to better prepare them for their day of release. A life in freedom, without crime, is to be thought of from the start. Other forms of sentencing – for example free forms of accommodation in juvenile detention or house arrest with locator

beacon – have not yet been used in Macedonia. The instruments are too new and competent judges too insecure to use these options.

A doctor and a nurse look after the health of prisoners; a small pharmacy is available. Drug-addict prisoners are under the special supervision of the medical centre in Tetovo, where the appropriate treatment is prescribed. Currently there are 14 inmates participating in a methadone programme. The prison staff emphasise the difficulty of working with such prisoners. They are striving for a separate section for drug addicts, alcoholics and other ill prisoners; additional investment in this area is not foreseen.

The rehabilitation programme is implemented by two teachers/psychologists and tries to communicate to the prisoners the will and the ability to lead a responsible life. Conceptually, the rehabilitation programme also includes training and employment of prisoners. The actual conditions for this are modest. A regular employment within the prison is possible for only a few prisoners, for example, in the kitchen area. 2-3 inmates are in an open prison, so they can work outside during the day in a company. However the interest in such cooperation is limited. Due to the poor economy and an unemployment rate which is over 30 %, only very few companies are willing to employ a prisoner.

Training needs and legal framework

The training needs in this as in other prisons is colossal. In Tetovo, the majority of prisoners have a primary school education, but only a few with qualifications beyond that. In other prisons, the average is still significantly worse. The Prison Act (Official Gazette of the Republic of Macedonia No. 2, 09.01.2006), Article 135 stipulates that prisons are obliged to organise the basic education of prisoners, while the Ministry of Education and Science is responsible for the funding. The institutions can also offer other forms of vocational education for the prisoners. The reality is somewhat different. In 2009, the Ministry of Education and Science started an initiative which should have facilitated and financed remedial elementary education for every prisoner, but due to lack of funds the project was not realised.

The relevant Department of Justice seeks to improve the general conditions in the prisons. This reform of prisons includes two components: improvement of accommodation capacities and strengthening the capacity of staff working in penal institutions. In recent years, several prisons, or parts of them have been renovated with funds from the European Union and with the support of other international organisations.

Recommendation R (89) 12 of the Committee of Ministers to member states on education in prisons, adopted in 1989, according to Article 15b of the statute of the European Council, maintains that the right to education is basic and the prisoners should be given the opportunity to be educated. The Republic of Macedonia aspires to EU membership and will therefore take all the necessary steps in this area.

Course conducted

In 2008, DVV International started a project to train prisoners in collaboration with the Tetovo prison. Before beginning the project, a training needs analysis was conducted to determine the knowledge level and the training needs of the prisoners.

The objectives of the project are:

1. To increase the education level of prisoners so that their path to integration in society is made easier. A contribution is thus made to protect society from further criminal offences.
2. To provide the same opportunities to disadvantaged groups and ethnic minorities for personal development. A contribution is thus made toward an active anti-discrimination policy in education.

In this cooperation, five training courses for prisoners have been carried out. In March 2008, the first two training courses, which lasted 10 months, began. A total of 24 prisoners who attained key competencies in the areas of computer applications and foreign language (English) were trained. The participants had a large and growing interest for the computer and English courses. Therefore, in 2010, with a similar educational approach, two more training courses in the same areas were carried out for 22 prisoners. A computer course encompasses 120 hours, an English course 100 hours. The prisoners were already in possession of a primary or secondary school education and were taught in Albanian.

Content relating to health care was integrated in the courses. Lectures by experts were given or films were shown which covered, for example, topics such as AIDS, prevention of hepatitis, tuberculosis and drug prevention. Following the lectures or films, discussions were held with question and answer sessions. The substantive issues were also directly linked to the computer lessons, in which the learners created PowerPoint presentations with photos and text about the previously dis-



Products of the woodcarving classes in Tetovo prison

cussed topics. The training sessions were completed successfully by all participants.

The lessons took place in a room used for these purposes, renovated and provided with several computers, tables, chairs, a blackboard and the necessary materials. In addition, even a small library was set up for the prisoners. The computer room is of course also still available for use during free time. The prison educator however also openly acknowledges that it is not easy to motivate the inmates for learning outside the formal course framework. Listening to music and playing computer games are the most common applications that are used when they are free to choose.

In 2011, on the basis of a needs analysis, 20 prisoners were taught skills in woodcarving. The classes last for 3 months (10 lessons per week). An additional room was adapted for this purpose and changed into a workshop with the necessary equipment for the practical part of



Products of the woodcarving classes in Tetovo prison

the course. In the practical part of course, the prisoners design, model and carve the workpieces with the assistance of an experienced instructor. This results in products like chess pieces and boards, boxes for wine bottles, small chairs and decorative pieces. A group of prisoners modelled a mosque. The project was presented with pride during our visit to the project, followed by a good-humoured assurance that they could at any time also make a church for the guests.

Trainers and lecturers who teach in Tetovo, are trained to work with prisoners and dealing with professional standards, and there exists a close cooperation and technical exchange with other institutions of Adult Education, especially with the Workers' University in Tetovo. Above all, the development or adaptation of curricula for all courses is discussed intensively and professionally coordinated.

Beyond the curriculum

As elsewhere, beyond the curriculum, much is learned or practiced. Some examples are: maintaining a daily rhythm, finishing what has been started, dealing responsibly with tools and organising themselves in groups. One of the occupants, tool and workpiece in hand, summarised it so: "This is how time flies by." He speaks German and immediately took the opportunity to talk, because any change is welcome. In the woodcarving group we encountered an inmate who was perhaps learning or mentally disabled. He draws assembly plans with passion and has status in the group. Apparently Integrated Learning takes place here naturally.

The prison psychologist reported that the courses offer the prisoners the opportunity to focus on something other than their imprisonment. She describes a general calming effect stemming from the course offers on the overall climate in dealings among and with the prisoners. She finds it hard to state this effect clearly, nevertheless the relief is plainly visible in her face. Part of her work is with groups and individual interviews with the prisoners, sometimes with up to eight talks in one day which often centre around conflicts between the prisoners. This work also makes demands on her psychologically and emotionally. She stresses that this has improved since the courses have been on offer. The prison director confirmed this unburdening effect of the course offerings on daily operations. Although not planned, even this effect is important in the context of the country of Macedonia. The public sector is often characterised by lack of initiative. Dedicated staff members, like in the Tetovo prison, are not to be taken for granted. It is therefore even more important that positive effects from such initiatives can also be drawn for their own work.

And after that?

A major weakness of the rehabilitation programmes lies in the inadequate or total lack of cooperation between prison and Social Services. In theory, the released prisoners should have a contact person in Social Services who is already familiar with the prisoner's life history. This would be particularly important for the prisoners in the methadone programme, but also in the areas of housing and education more advice or care would be useful. The question of further schooling, or a remedial education qualification should be addressed immediately after release. So far, such cooperation is a future pipe-dream.

So, the ex-prisoners disappear into the army of other unemployed and welfare recipients. It is therefore difficult to determine, even for DVV International, to which extent the released prisoners have been able to use what they have learned and to actively employ this knowledge in finding a job. A systematic survey has so far not been made and is confronted by the particular problem that many participants have neither an address nor telephone number at the time of release and have not attended the courses in the framework of an existing social context.

The available responses are therefore more likely due to chance, because Tetovo is not a very big city. The prison psychologist reported that she now and then meets an ex-inmate on the street and then a conversation results. She recalls a prisoner who attended the computer course and now works in a computer store. Another described more concretely that the skill he got about how to write a good CV (part of the computer course) was able to be translated directly to a job search which was successful. He found employment with a Greek company. A third was able to get his middle school certificate and reported that knowledge of English he acquired while in prison was crucially necessary in this. We asked the prison psychologist how she assesses the impact of her work and evaluates the training and get a clear answer: "Whoever doesn't come back is a success."

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www.ich-will-lernen.de – the DVV learning portal in German prisons

Many German prison inmates either have completed secondary school with very low grades or have no secondary school certificate at all, and most have no training toward a profession. There is therefore a significant need for training, especially in the field of literacy and basic education.

E-learning is an excellent tool for differentiated instruction which is oriented on the conditions and circumstances of lifelong offenders and helps like no other instrument in a successful transition from prison to everyday life. With e-learning, not only technical contents can be taught as needed, but aspects of self-directed learning can also be transmitted, like how to use media competently.

Education in German prisons is now on an equal footing with the work prison inmates have to carry out. Penal law in this context bestows a special advantage on the incarcerated who have no school-leaving certificate.

Although current data on the living conditions of offenders in Germany is not available, a special analysis which was performed for the Federal Working Group for Offenders in the years 2003/2004¹ is, however, insightful and shows significant differences with the non-offender population. 14.2 % of the offenders interviewed did not have a middle-school certificate, compared with 3 % for non-offenders. 49.3 % of the offenders in this survey had no higher school-leaving certificate, whereas among non-offenders it was 44.6 %. Of the offenders interviewed, 36.5 % had an advanced learning certificate, compared to 48 % for non-offenders.

Of the offenders over 25, 28.9 % had no vocational or professional certification, whereas for non-offenders it was less than half as high: 10.1 % of men and 16.3 % of women did not have vocational or professional certification.

It can, and must, therefore, be assumed that from the 56,562 prisoners presently in German penal institutions, a considerable number of them need literacy and basic education. They all have a right to access education during their incarceration rather than to fulfil work assignments.

Against the proven background of improved prospects on the labour market after imprisonment through better education conditions and therefore greater success for the transition from incarceration to subsequent everyday life, these opportunities, for those responsible as well as for inmates, have apparently been increasingly accepted and/or supported. In addition to vocational education programmes, offers of basic education and further training are also included in the education spectrum in prisons.

The topic of e-learning has been gaining in importance in this context for several years. Since 2002, for example, inmates of the JVA Berlin-Tegel have been able to graduate from the University of Hagen and thus make use of their online environment. Heavily regulated Internet connections were set up and the online activities of the authorised prisoners are also strictly controlled. Study-related contacts among students are possible and allowed. The state of Lower Saxony has gone much further in recent years. There, prisoners can use selected websites and also send short

^{1/} BAG-S special analysis: of the lifelong incarcerated. The surveys were from 2003 to 2004 as part of the grant from the Volkswagen Foundation research project "Costs and benefits of imprisonment and avoidance of imprisonment". Carried out at the TU Darmstadt in the Department for Empirical Research in Economics under the direction of Prof. Dr. Horst Entorf.



Homepage of www.ich-will-lernen.de

messages via PC through a special system, a service that is, however, connected with significant costs for the users.

The German Adult Education Association (DVV), with its online portal www.ich-will-lernen.de ["I want to learn"] offers a versatile and long-proven supplement and extension for web-based basic education in prisons.

www.ich-will-lernen.de

With funding from the Federal Ministry of Education and Research (BMBF), the German Adult Education Association developed a learning portal for adult literacy. www.ich-will-lernen.de first went online in 2004 and since then has been expanded and further developed. Today it offers more than 31,000 exercises for literacy and for preparation for the school-leaving



Example picture of the topic "work"

certificate exam and is available for use anywhere. Since 2007, the online portal www.ich-will-lernen.de has been available to prisoners and teachers in correctional facilities as an attractive and modern way of training.

The multi-award-winning learning portal is suitable for beginners as well as for students with prior knowledge. Users can sign in anonymously online and are accompanied on their learning journey by online tutors. Training institutions can use the learning portal as a blended learning tool and create online courses to support their teaching.

www.ich-will-lernen.de is aimed at functional illiterates as well as students and people who have left or dropped out of school and want to make up their school-leaving certificate.

The platform concept comprises a total of 16 levels of learning. From learning individual letters up to remedial learning for a school-leaving certificate, one can continuously move forward to the next learning level.

After a placement test, the six levels of learning in the literacy area can be completed. After that, one is automatically passed into the school-certificate area.

While the exercises in the literacy area have real world references, the school-certificate area has a world-of-work orientation and instead of the strict user guidance in literacy, here learning areas and exercises can be selected autonomously. The design of these two areas has been closely correlated and learning levels 5 and 6 in the literacy area gradually prepare learners for the change. The first level in the school-certificate area is used for repetition, strengthening and deepening of the basics.

The entire learning material is enveloped in 57 different types of tasks, such as adventure, dominoes, crossword puzzles, number pyramids, lightning calculation, ratios, math flashcards and lots more. There are such a wide range of software features, whose design with different pictures and graphics is so variable, that hardly one exercise is like any other.

The various design elements combine with intuitive operation so that it is very quickly clear to the learners which interactions are required of them.

The literacy offer includes writing and numeracy modules, supplemented by the area “organise everyday life and learning”, in which operations such as “organise moving house” are practiced. The exercises are audio-assisted and have references to the everyday world in different scenarios. They create topics, for example, out of visiting a bank or shopping in the supermarket.

Exercises are presented in scenes relating to organisation for everyday life such as in “Life and Money” – a learning offer for basic economic education – which connects the area “reading and writing” with the area “computing”.

In the preparations for a school certificate, exercises are offered in English, mathematics and German as well as work-related learning. The exercises are suitable for use in Adult Education as well as for school work. The learning content offered takes into account the curricular requirements of secondary schools and can be used nationwide.

In “Life and Money”, comprehensive information and training material for economic literacy is available both for literacy and for the school certificate area. This is a topic that is often highly relevant, especially for prisoners because, according to the above-mentioned special analysis, more than 60 % have debts.

The exercises on topics such as consumption, household debt or pension, are related to concrete life situations of the learners. Economic daily life skills are strengthened and self-initiated, responsible handling of own resources is supported. Learners learn to better assess their scope

of action and experience how to actively and responsibly handle their economic life.

In addition to the actual learning areas, entertainment is also offered: games, various reading texts and daily news which changes repeatedly – provided by the Agence France-Presse GmbH and automatically imported into the system.

Social participation and media literacy

To learn reading, writing and numeracy with all this is not seen as an end in itself but as a precondition for equal participation in society. In addition to the fact that competence building in the basic education sector improves prospects on the labour market for the learners, a goal of literacy and basic education is also political and cultural participation. Therefore, in the run-up to parliamentary elections in 2009, for the first time interactive exercises with their own content on the issue of “elections” were developed and published and additionally offered in the learning portal. For the general election in 2013 an updated version was presented. To ensure the technical correctness of the tasks, they were submitted to the Federal Voting Officer for inspection.

Especially in regard to the transition to (working) life outside prison it is important to give the prisoners the opportunity to also further develop their media skills. Not only that it is no longer possible to manage without a PC and the Internet in many professions and work fields, even, and especially in regard to the housing and job search after imprisonment, it is of great importance for prisoners to be correspondingly equipped for the journey. Media competence is today certainly one of the essential building blocks for a successful transition from prison to everyday life. Learning with the DVV learning portal provides significant help and also helps inexperienced learners to get familiar with a certain routine and give them mastery in dealing with media while also making them comfortable with the Internet as a place of learning.

A special content block “Media Literacy” will support this facet of the learning portal even more in the future.

With Alpha-VZ into Web 2.0

Social networks are no longer able to be excluded from today’s media world. For learners without writing practice it is not indubitable to participate in them. DVV has therefore created a social network, Alpha-VZ, as an

additional offer to the learning portal. It is an offer for learners in the field of literacy and basic education. People who only learn to read and write as adults are able to step into web 2.0 with Alpha-VZ.

It has all the basic social community features. Communication in the network gives an impetus to apply what they have learned and to improve their writing and reading skills. Alpha-VZ makes the users familiar with the opportunities and risks of virtual networking and shows them how they can protect their data.

Alpha-VZ is unfortunately not available in the Intranet version for prisons.

Currently and in focus: Football World Cup

The editors of *www.ich-will-lernen.de* attach great importance to the pursuit of current issues. So in 2014 a cooperation is planned with *Aktion Mensch* [Action for Humanity] and the publisher *Spaß am Lesen* [Pleasure in Reading] that revolves around the topic football [soccer], that is, the World Cup. It is based on the book of the film "The Miracle of Bern". It has been presented in simple language by the publisher and is available in hard copy and as an e-book on the learning portal. There are also specially created learning units on various topics such as travel, fathers and sons, and of course football.

There is an adaptive system in the learning portal that gives learners assignments on a weekly basis and that corresponds to their (progressing) skills. In addition, teachers can assign their course participants individual tasks.

Learners who work with the portal without being bound to a course are supervised by trained online tutors from DVV. The incarcerated who want to learn further after their release can continue to use the portal and prepare for a school-leaving certificate, for example. They will then have all the functions of the Internet service available and they can, even without being in a course, have the assistance of an online tutor. Since when registering neither a real name nor personal data is requested, nobody can know from which context the learners come.

The portal is designed as a blended learning tool, i.e. for use in the context of classroom courses. It offers excellent opportunities for internal differentiation in the classroom situation itself, but may also be used for further practice of independent work by the students. An extensive evaluation of different application scenarios by the University of Klagenfurt in 2013 has shown in which bandwidth the didactic concepts of the platform can be used as a teaching-learning tool: from a practice instrument

integrated in classroom phases to self-directed learning use in the learning café. Practical assistance is available for download as a handout at www.grundbildung.de.

Training courses for teachers

To fully utilise the learning portal according to plan as a didactic tool and integrate it into courses, it is useful to be familiar with its many facets and possibilities. To support course directors and teachers, the German Adult Education Association offers training courses. Training courses can be booked for individual learning areas or as a total package.

From the summer of 2014 there will be an online training environment from DVV which will also in the future provide training opportunities to work with www.ich-will-lernen.de.

For penal system facilities the learning portal is not only available as a standalone Intranet version but also in the offers from ELIS (e-learning in prisons).² ELIS also dates back to 2004 and refers to a platform which works both as a digital library and the repository of a wide variety of online materials ready for use in prisons. Participants include the states of Berlin, Brandenburg, Bremen, Hamburg, Hesse, Mecklenburg-Western Pomerania, Lower Saxony, Rhineland-Palatinate and Saarland, with a total of about 45 penal institutions. The offer can now also be used in the Republic of Austria. The technical and organisational support lies with the IBI (Institute of Education in the Information Society) at the Technical University of Berlin.

The first Intranet version of www.ich-will-lernen.de for prisons was installed in 2007 and has since been used successfully in more than 50 correctional facilities. It has slightly reduced functionality compared to the web version, i.e. communicative facets such as chats or forums are not available and the support provided by online tutors from DVV can also not be used from the facility.

An updated version will be released soon, which now also includes the completed version of “Life and Money”. The resources needed were provided by the Federal Ministry of Education and Research (BMBF). We hope to be able to convince more prisons to use the offer and then the portal can be a sustainable support for learners in prison and in the time thereafter.

^{2/} ELIS has since been institutionalised, i.e. the participating states now provide operating funds for the programme.

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Further information

www.grundbildung.de
www.dvv-vhs.de

Mohammed Belghazi

The experience of DVV International in the education system in the prisons of Morocco

Since 2008 DVV International has conducted a policy to support State efforts to eradicate illiteracy and to develop Adult Education. One of the key activities was the introduction of the Reflect approach. An initial experience with Reflect in prisons was conducted in 2010 in Tangier. This initiative has been strongly welcomed by the associative structures and the prison authorities of Tangier. The very positive results have encouraged the associations and authorities to invest it with ample importance.

The initial DVV International project was primarily concerned with experimenting with Reflect for literacy in Morocco. Reflect is an approach to Adult Education based on a set of principles and basic elements drawn both from the theoretical foundations of Paulo Freire and PRA (Participatory Research Adapted Method) and from the evolution of the approach through a multitude of trials and other applications. Reflect was tested and developed in pilot programmes in Uganda (Africa), Bangladesh (Asia) and El Salvador (Latin America) between 1993 and 1995. The result was more than satisfactory and, quickly, Reflect was propagated and applied – today in over 60 countries worldwide.

Starting with 6 classes in 2009, the experimentation went quickly and was augmented to reach 27 experimental classes in 2013. The success of Reflect in Morocco with NGOs practicing literacy, particularly in the northern region, and the enthusiasm shown by the beneficiaries for learning, encouraged one of them, the association “Aid and Relief,” to propose to the prison authorities in Tangier to extend the experiment to the prison in the city. The success was immediate. But this experience only lasted a year. A number of conditions in the penal institutions did little to foster the conducting of literacy programmes as a matter of priority. Despite the difficult conditions in Moroccan prisons, the general hope is to see the situation evolve in order to allow the incarcerated to live through their incarceration in dignity and prepare them to return to society equipped with new tools to work with.

Prison conditions in Morocco

The number of inmates in prisons in Morocco is around 70,000. Of these, 46 % are on remand. Often these are offenders awaiting trial. However, the small number of prisons in Morocco¹ makes life very difficult, if not infernal. Many national and foreign Non-Governmental Organisations (NGO) have long denounced the conditions of detention in Morocco and criticised the judicial system for not using the principle of the presumption of innocence and rather pursuing a continuation of a state of freedom.

The year 2012 saw a turning point in the management of prisons in Morocco. In effect, the CNDH (Conseil national des Droits de l’Homme) [National Council of Human Rights], under the powers conferred upon it by the Dahir [Royal Decree] of 1st March 2011 and which mandated them to visit and inspect, among other things, penal institutions, to carry out a thorough and objective investigation in 2012 which was supported by

1/ In Morocco, there are 73 prison establishments, however only 3 central prisons, 58 local prisons, 8 prison farms and 4 centres of reform and rehabilitation.

a report that put a finger on the many judicial, administrative and human dysfunctions which make Moroccan prisons sad places of non-compliance with human rights.

The report also calls for urgent and serious reform of penal policy. The report underlines that while an appalling overcrowding reigns in prisons, the excessive use of remand detention particularly complicates the situation. The report suggests a streamlining of remand detention and to prioritise judicial review, at the same time to stop short sentences and replace them instead with fines and invite justice to seriously consider establishing, in the near future, alternative punishments. The Moroccan government, since 2005, has resorted to measures of grace. But it has not participated to decongest prisons which often hold triple their capacity.

The principal actions for humane conditions of detention

The five-year plan of the General Delegation of Prisons and Rehabilitation, 2012-2016, mobilised very substantial funds – about 220 million Euro – in order to effectively participate in the improvement of the space in prison and to make conditions of detention humane. This mobilisation is one of the direct consequences of the action of civil society and the investigation conducted by the CNDH. Also, the King of Morocco, who is conducting an irreversible policy of democratisation of the country, has personally taken on the task of making prisons more humane.

The General Delegation of the Prison Service has also published a report in which it outlines the priorities of the new strategy which is conceived based on a set of principles, notably good governance and improving the conditions of detainees. The report confirms that the delegation now acts with a new approach that advances the construction of alternative penitentiaries situated outside urban areas which adhere to international standards that respect human rights and preserve the dignity of the incarcerated.

Meanwhile, in response to a number of entreaties by Moroccan NGOs which defend Human Rights, the new strategy also emphasises the development of the human resources working in prisons. To this end, a training institute for officers and employees of the General Delegation was built. This is a positive response to initiate the process of humanisation of prisons because prison staff in Morocco has always operated according to the rules of the exercise of authority on the basis of punishment and deprivation which was often a pure and simple outright disregard of the basic rights of prisoners. In this sense, the five-year plan of the General Delegation gave an impulse to significant action in the development of hu-

man resources by improving the management toward a ratio of a minimum number of prisoners per guard. The plan also includes the improvement of conditions for the staff, particularly increasing their benefits to align with those of the public sector.

On the other hand, the five-year plan of the General Delegation returns to cooperation projects with the various state departments concerned, especially national education, vocational training and literacy.

Education in Moroccan prisons

In the light of data on the status of Moroccan prisons and prison conditions, it is easy to discern that the education system is the poor relation. Indeed, for many years, only agricultural prisons offered a meagre possibility to learn about the land and crops. But truth be told, this learning offer is very minimal insofar that the eight Moroccan prison farms accrue prisoners from rural areas. The regime of incarceration, so to say, is not very different from their world as regards the practice of cultivating the land. New learning is especially concerned with the handling of new tools and the use of fertilisers, etc. Other prisons, particularly those of Rabat-Salé and Kénitra, accrue prisoners of conscience, and have developed introductions to the school and university system for inmates, which allows them to continue their education at a distance. However, a surge of interest in the education of prisoners was recorded after the publication of the NHRC report.

The year 2012-2013 was particularly optimistic for education in the prison environment. The report of the General Delegation presented the information that the number of prisoners enrolled in education, literacy and vocational training programmes had risen exceptionally to 14,353, an increase of 20 % compared to the previous year.

Taken as a whole, this figure means nothing in reality. The fact is that of about 70,675 prisoners in Morocco, 79.33 % are illiterate. However, in the context of education, it is vocational training which accounts for over 50 % of enrolment in training. Literacy comes in second place with 28.63 %.

In this context, taking into account that 46 % of Morocco's prison population is on remand awaiting trial, one can easily figure out the difficulty of conducting a regular learning programme open to all. But that's not the only problem. In fact, the imposed lengths of imprisonment and the actual lengths pose a problem in themselves, in the sense that sentences of two years or less are practically a majority, around 50 %, for those convicted. However, this population is rarely ready for any training programme. The CNDH report indicates that in this respect it is recidivists among this population that are recruited. It is therefore urgent and important to pay

close attention to this category of prisoners through specific training aimed primarily at their socialisation and integration into the productive economy.

The age factor, too, is a key element in the success of prison education programmes. Thus we see that the prison population corresponding to the active portion – 86 % belong to the 21-50 age group – is inherently dominant. This is what explains the enthusiasm for professional training. Moreover, the system of education in prisons remains a voluntary matter in the sense that the prison population is hardly assigned any obligation whatsoever. The available data do not reveal attendance rates, especially as regards literacy, nor the level of learning. As regards the question of gender, the female prison population in 2013 stood at 1,800, or 2.5 % of all prisoners. Offences for which women are charged in Morocco vary across the regions of the country. However, two major trends are largely discernible: prostitution and trafficking (smuggling and illicit substances). For the latter point, it is the northern region, near the Spanish border, which accounts for the highest rate.

The Reflect approach among the inmates in Tangier

It is precisely in the north of Morocco, in Tangier in 2010, that DVV International initiated an experimental Reflect literacy class in prison. The results are simply amazing. In traditional literacy training, conventional classes in prisons generally began with 20 to 25 women, but soon the classes would gradually clear out due to the most ridiculous of reasons. However, the Reflect experiment recorded a positive result, quite unexpectedly. Actually, women in prison in Tangier, at the first meeting, were not so ready to join the Reflect class. Tired, most likely, of the very school-like didactical classes of the conventional system, they were not, in the beginning, particularly interested in the new approach. There were, in fact, only 2 who bothered to attend class. But after the second session, there were 10, then the number increased and stabilised at around 30 inmates. Reflect classes in this prison could be increased if there were more classes for the training of women.

The success of the Reflect approach in prisons is mainly due to the fact that the Reflect class is primarily a space for dialogue and exchange. The good level of training of the facilitator allowed her to ensure that the communication element there was a psychosocial pivot that supports opening up learning for writing and reading. The CNDH report reveals that the situation of women in prison in Morocco is very deplorable. Indeed, intimidation, contempt and insults are daily occurrences and there is no space dedicated to meet or strengthen their specific needs for privacy.



The Reflect-method uses the so-called "problem tree" as a tool for visualisation and analysis

With this in mind, long before the publication of this report, based on field experience, the Aide and Relief association sought the support of DVV International to conduct a Reflect class in the prison in Tangier.

In the final evaluation report of the Reflect experience in this class, the facilitator, Ms. Bouchra Barouk emphasises that the assimilation of the inmates into the spirit of Reflect was almost immediate. This is one of the positive aspects of this approach. The facilitator also emphasised, among the other strengths of Reflect, that the approach created and strengthened the relationship between the beneficiaries, offered them the opportunity to express themselves freely and unreservedly about the experiences that led them to incarceration, allowed them to highlight capabilities and inclinations hitherto buried, such as theatre, singing, cooking, sports, etc.

The Reflect experiment in the prison in Tangier was carried out in full compliance with the theoretical and practical foundations of the approach to learning through the aspects of reading, writing, numeracy (math) as well as civic education. The facilitator also complied with the foundations in the choice of themes that emanated strictly from the beneficiaries. They were equally free in choosing a topic for debate, and in demarcating the confines of discussions. Three major themes were identified, namely: “ethics and good relations”, “society” and “family and health”. These three themes brought forth 27 axes for discussion that allowed recipients to address the debate on vices and their negative impact on individuals and society, including addiction to drugs, cigarettes and alcohol, lying and betrayal. The discussions also touched on the value of friendship, respect for others, duty to family and society, etc.

The echoes of this great success quickly reached the General Delegation, which contacted the office of DVV International in Rabat in order to expand this experience both in Tangier and in other penal institutions. But, due to unexpected events which led to the restructuring of the General Delegation, the Reflect process in prisons has been put on hold. Now, contacts have been restored and discussions will resume in order to establish a new line of training for facilitators of Reflect and monitoring of the development of the approach. The year 2014-2015 will certainly be one for the relaunch of Reflect in Moroccan prisons. Moroccan officials see it as an approach that transmits socialisation and reintegration.

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Wilfredo Limachi

The education of the incarcerated – an action commitment from DVV International in Bolivia

The incarcerated constitute one of the most vulnerable and neglected groups of people in Bolivian society. The reasons that caused a person to be incarcerated are augmented by the social exclusion engendered by incarceration. The right to education in the context of incarceration is a key right because its realisation makes possible the exercise of other rights, those which allow the inmate to construct a life plan, readjust and reintegrate into society. A brief report is presented of the actions taken by DVV International to ensure the right to education, focused on the training of educators working in the prison context.

The right to education in the prison context and with inmates

National and international standards on human and social rights express very clearly the rights which all persons have, regardless of age, culture and where they live, to have access to the processes of formal and non-formal education because they provide better learning opportunities for social interaction, participation and contribution to public life, which allows them to take advantage of their potential and develop in order to attain better living conditions in society. Therefore, states have a social obligation to provide their residents with all the possibilities and facilities to begin the educational process and to ensure its continuity throughout life. However, this basic and universal principle of life, such as the right to education, faces difficulties in its realisation in Bolivia due to various limiting factors such as poverty, social exclusion and economic and cultural disparities generated by an exclusionary social and economic system.

This context of exclusion and marginalization in turn generates social and educational situations of vulnerability in this group of people since it negatively affects their chances of living a full life and engenders limited access to education, which also causes the vicious cycle of a poor quality of life due to lack of access to education and vice versa. In this situation of social and educational vulnerability, one encounters young people and adults in prison who have to live in incarceration due to various problems related to the commission of crimes or allegations of crimes – many of them on remand without having been convicted.

The implications of life in a prison system with the deprivation of freedom of movement and confinement, with rules and limitations regarding daily activities, by nature all-encompassing and conditioned to be difficult and thus discouraging of the full exercise of the right to education – these limitations worsen the condition of exclusion in which the incarcerated find themselves in Bolivia.

The initiative of DVV International to make relevant and contribute to the fulfilment of the right to education of the incarcerated

In this situation of educational exclusion of the incarcerated and the absence of educational policies for the incarcerated, DVV International, through its office in Bolivia, consistent with the principles of quality education for all, in 2005 and in concert with the Bolivian Ministry of Education and its Directorate General of Alternative Education (DGEA), initiated the development of a series of activities to: bring to light the problem of the right to education of the incarcerated; discuss the meaning and character-

istics of education in the context of prison; institute policy proposals for this group of people in concert with the Ministry of Education and the Directorate General of Prisons, and to generate capabilities and new effectiveness in the educators who serve this group of people. All this was done with the intention to help consolidate an educational structure capable of responding to the specific needs and educational demands of the incarcerated.

Through this exercise in visibility, debate and formation of proposals, the following actions were developed, which in turn describe the six main tasks or steps in order to implement the Bolivian initiative:

National Education Workshops in Prisons. The first task that provided a situational context of the incarcerated and the context of prisons was the “First National Workshop on Education in Prisons – 2005” held in the department of Oruro, followed by other workshops and meetings in the following years where facilitators from the centres and programmes working in prisons analysed the specifications of educational work, revealed their problems and shared their ways of learning and pedagogical work with this group of people. These activities helped create an atmosphere of teamwork, establishing criteria and discussion of common concepts and generating a strong commitment to the right to education of inmates by actors linked to the topic of education in prison.

Study of Youth and Adult Education (YAE) in Prisons. Another important task was the embodiment of the “Study of Youth and Adult Education in Prisons”, published as the first in the series of “Studies with Proposals for YAE” by the Bolivian office of DVV International. Executed with an ethnographic and participatory approach, this study permitted an understanding of the subject of custody, described the situation of life in confinement and established the institutional elements of the centres and programmes which offered processes for education in prisons. All the information and the conclusions gave an impulse toward the theorising of the issue and forged the path to be followed in order to establish compliance with this right in the prison environment.

National Education Programme for Incarcerated Youths and Adults. As a consequence of the recommendations of the study, discussions and building processes for the “National Programme for Education of Youth and Adults” were organised with the participation of the actors involved in the issue of education in prisons, including the Directorate General of Prison Regimen, the Directorate General of Alternative Education and the principals and teachers of the education centres working in prisons. The document elucidates, among other things, work strategies shared between the

education system and the system of prison regimen in order to generate relevant proposals for education, accessible and conscious of the specific needs of working with the incarcerated and in the prison context.

Constitution of the Thematic Network of Youth and Adult Education in Prisons. The creation of a thematic network of educational centres working in prisons, with the participation of teachers in prisons, mostly responds to the goal of having educators for the incarcerated who are organised and capable of generating an educational movement that demands both from the state and the prison institutions actions aimed at developing and strengthening the right to education and improving the quality of educational services by the educational actors themselves. Also, in the same vein, the Red de Instituciones de Educación en Contextos de Encierro (RIECE) [Network of Institutions of Education in the Prison Context] was formed as a mechanism for generating contributions from institutions and civil society for the enhancement of the right to education in the prison context.

Diploma in Youth and Adult Education for the Incarcerated. In order to offer specialised training, a diploma in education focused on the incarcerated was developed. The diploma course was conducted in two versions and was coordinated by the Grupo de Estudios sobre Educación en Cárceles (GESEC) [Study Group on Education in Prison] of La Plata, Argentina and academically recognised by the University of Cordillera de La Paz, Bolivia. Since the completion of its first version in 2008, it has enabled the promotion of training and development of teaching and learning in more than 60 educators of the incarcerated, in that they apply their learning in the context of the education of this group of people. This training process permitted the establishment of a clear framework of reference on the specific topic of education of prisoners and in the context of prison and the need for the specialisation of the teachers to work educationally with the incarcerated.

Support for the Project of Education in the Prison Context. Once the actions for the discernability of the issue of the right to education of the incarcerated had been promoted, the strategic guidelines for the consolidation of Youth and Adult Education in prisons had been raised, DVV International, through its office in La Paz, supported technically and provided specialised personnel to the Ministry of Education and the Directorate General of Adult Education with the aim that this field of education be strengthened by the state through the structure of internal educational centres in prisons, with a curriculum variegated for this group of people and with a methodology appropriate to the context of life in prison.

Providing educational policies in favour of the vulnerable – Key Elements

This experience of collective creation, participatory and of real impact on educational policies by civil society through DVV International in Bolivia shows a coming together of scenarios, principles, roles and actions that allow for the strengthening of the visibility, the pedagogical analysis and the building of proposals for action for which the state assumes the obligation to guarantee the right to education of the incarcerated. The aspects and elements that make up this experience are the following:

- Actions in the education of the incarcerated correspond to two areas: the realm of the education system and the realm of the prison regimen system, both dependent on state institutions. In the educational system, this corresponds to providing educational offerings to the incarcerated which allow them, regardless of their penal status, to continue their education, diversify their education and expand their opportunities so that they can build their life projects. In the realm of the prison regimen, it corresponds to configuring the aspects of the confinement situation in order to allow greater physical and subjective possibilities for the exercise of the right to education for the incarcerated. This double dimension of education work within the context of prison and with the incarcerated requires close coordination of state authorities in the educational system and the prison system, and from this viewpoint this experience could bring about action in terms of its governing bodies (Directorate General of Alternative Education and the Directorate General of Prisons), which would allow for concrete diagnostic action and a development of the proposed Strategic Programme.
- For an action to make strategic sense and correspond in a manner consistent with reality and the needs of people it is necessary to develop research and diagnostic processes, because only if the problem from the actors is explicit and the characteristics of the educational situation are set is it possible to propose strategies and actions to strengthen policy design and its effectuation in standards and implementation. This is the reason why, in this experience, in the construction of education policies, the discussion and theoretical basis was supported by analysis and research.
- This action, regardless of who initiated the discernability of this issue, allowed actors to have a voice and to attract contributions according to their specifications, whether pedagogical (teaching), institutional (DGs) and social (institutions of civil society), and to make their contributions in



Inmate presenting his work for his daughter, Prison Morros Blancos, 2014

the construction of the theoretical, in the discussion of strategies and in the development of educational conduct for educational activities. The participatory nature of the action of building educational policies shows the collective essence of educational change.



Inmate working as hairdresser, Prison Morros Blancos, 2014

Lessons we can learn from the Bolivian experience

This experience of creation and consolidation of education policies aimed to protect the vulnerable, such as the incarcerated, revealed a set of principles for actions which can serve as lessons to be learned, these are:

- The actors involved in the education of the incarcerated, meaning state, social and educational, made contributions according to their specific capabilities and this gave an impulse to and created a movement for the right to education for the incarcerated and an appropriate education in the prison context. Actions have greater significance if the actors are committed to their implementation.
- Enforcement processes must have – in this case for the right to a quality education for the incarcerated – proposed strategies and actions based on consistent studies of the situation of both the inmate and the prison context. Educational policies should be based on research and analysis of the complexity of all the components involved in the situation to which one wants to respond.
- To bring about changes in education it is essential to train educators specialised in the contexts in which they will be working and in the methodologies to serve a specific group of people, in this case in the prison context and the incarcerated.
- The prison context must be understood as an integral living space so that the education offered, whether humanistic or vocational, should encourage changes in the person, but also require changes in the institutionalised prison system regimen, enabling the process of rehabilitation and social reintegration.

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María Teresa Altamirano

Innovative actions and the role of Adult Education Centres in the field of education in the prisons of Bolivia

The implementation of education for the incarcerated in Bolivia was the result of initiatives from civil society and state institutions that were motivated by the need for education in prisons. It was also due to the demands of those who are incarcerated who saw in education a way to move up and improve their lives in prison. In the following, innovative measures to improve the offers of education for the incarcerated in Bolivian prisons are presented, including, in particular, the role of the educational centres and networks as a key actors in this process.

In Bolivia, education in prisons was incorporated in the early 1980s within the supply of Adult Education initiatives from civil society institutions and the Ministry of Education. Throughout this process, until the adoption of the Law on Education “Avelino Siñani and Elizardo Pérez” in 2010, it has not been recognised as a specific field for education of the incarcerated within the curricula of the of Youth and Adult Education (YAE) and thus the educational activities were conducted without taking into account the educational criteria for working with the incarcerated.

Beginning in 1998, in collaboration with DVV International, the beginning of work to support certain experiences of education in prisons, such as the “Morros Blancos” of the city of Tarija, the “Martha Mendoza” Centre of the city of Sucre and the “Bolivian German” Centre in the city of Oruro, all of them Alternative Education Centres (Centros de Educación Alternativa – CEA) which, under the Plan of the Transformation of the curriculum of Primary Adult Education, implemented learning modules and other curricular activities for the incarcerated who were in the prisons of Tarija, Chuquisaca and Oruro departments.

In 2005 a series of diagnostics, reflection and training activities for teachers in alternative education centres working with the incarcerated was initiated with coordination between the Ministry of Education and DVV International. Thereafter the importance of education in prisons and education as a human right for the incarcerated began to be noticed.

The problematics of educational work in prisons

As noted above, the absence of recognition of Education in Prison as a distinct field within Youth and Adult Education (YAE) has made educational actions carried out inside prisons have weaknesses and difficulties at both the administrative and at the pedagogical level, as we can see:

- Education centres for working with the incarcerated were created without their own pedagogical criteria, since there were no specific rules. Therefore educational work was done in prisons from existing educational centres and in only a few cases from centres created for this specific purpose.
- Both the prison regimen which the prisons depend on and the National Education System which the Education Centres depend on, failed to establish agreements to support the educational activities within prisons, so that educational work created problems at the management level, in the use of time, the class environments and the lack of material for the development of learning.

- At that time the teachers working in prisons had no training and no adequate information for learning activities with the incarcerated, and they also had no technical criteria to solve problems that arise within the regimen of incarceration. This had its influence on the quality and satisfaction of educational, social and cultural needs of the incarcerated.
- The materials and tools needed to offer humanistic, technical and community education are quite scarce, which requires that the incarcerated participants and the educators resolve these difficulties, which affects the motivation of the participants who are learning.
- The lack of incentives for the education of the incarcerated, and the devaluation of the right to education affect the motivation of the participants, because the incarcerated often prefer to work and thus benefit from the mechanisms of reduced sentences instead of participating in educational activities.

The curriculums offered for Adult Education in prisons

Faced with this problematic situation, teachers in mutual agreement with participants often have to develop their own activities to meet the educational, social and cultural needs of the incarcerated.

The Alternative Education Centres located in sites near to prisons developed a set of educational activities to meet the needs of the incarcerated, these being different in each centre and department. The vast majority of centres concentrated their educational offers in the following actions:

- *Literacy and post literacy* for people who failed to become literate at one time or are in the state of being functional illiterates.
- *Primary Adult Education* to allow the incarcerated to acquire skills and knowledge necessary for life and to continue studies at the secondary level.
- *Adult Secondary Education* to promote the development of competencies and skills necessary for life and to enable them to access higher education through obtaining a baccalaureate.
- *Productive Technical Education* which enables the acquisition of job skills for their livelihood within prisons and facilitates the generation of productive and service initiatives within prisons. This offer is complemented in many cases with the productive activities performed internally, both by individual initiative and collective incentive.
- *Social and cultural expansion activities* through fairs, festivals, meetings and competitions, most of which are coordinated with the Alternative Education Centre and often focus more attention than educational activities.

- *Complementary activities.* The incarcerated often receive training, workshops and are accompanied on social, legal and psychological issues by other people and institutions, but these actions are not integrated within the offer of the Alternative Education Centre.

Contributions from DVV International in the development of education in prisons

Within this process of strengthening education actions in prisons and its recognition as a distinct field within Youth and Adult Education, the role that DVV International has played through its local office in La Paz has been essential, and it has allowed adult educators and centres that serve the prisons to get technical support in terms of training, materials and in some cases equipment for technical workshops. To have a better understanding of the contribution of DVV International to the experience of education in prisons, mention can be made of:

- Development and implementation of modular and flexible educational materials so that they can accompany the learning process of the participants, which has generated a number of innovative initiatives to improve learning and respond to social and cultural needs of the incarcerated.
- Support for the training of teachers regarding education in prisons through seminars, workshops and diploma courses in which most teachers received training, but now because of the mobility of teachers, more training and specialisation procedures are required.
- Technical support in the establishment of the Alternative Education Centre “Ana Maria Romero de Campero” within the Qalahuma project aimed at youth and adolescents in conflict with the law.
- Support for the creation and organisation of networks related to education in the prison context, such as the Red de Centros de Educación en Cárceles [Network of Education Centres in Prison] and RIECE the Red Interinstitucional de Educación en Contextos de Encierro [Inter-institutional Network for Education in the Prison Context], which became key instruments and actors for innovative processes to ensure the right to education for the incarcerated.

The establishment of networks as an innovative strategy in the development of education in prisons

The Bolivian Network of Centres of Education in Prisons was established in 2008 in a workshop entitled “National Meeting of Adult Education



Closing session of the workshop Painting on Fabric and Woodcarving 2011

Teachers in Correctional Institutions”, an event promoted by DVV International and within the framework of research on the same topic. It was comprised of Alternative Education Centres which on their own initiative lent educational aid to correctional institutions which were close by. The network was born, as Janneth Jemio its coordinator said at the time, in reaction to a “lack of social spaces where actors can discuss policies and practices in the context of incarceration, in addition to ensuring adequate information and forms of approaching education for the development of the incarcerated.”

Since its inception, the network has developed a work platform, an educational methodology in prisons, in addition to proposing a community focus on actions to improve education in prisons with the participation of their own civil society actors, such as giving an impulse to projects which create information, access to employment opportunities in skilled labour that can create opportunities for inmates. At the same time it was proposed to impact key aspects, for example such as:

- the development of regulations for the network,
- development of Lifelong Learning in psychology in prisons

- the development of a diversified curriculum for the incarcerated, and
- achieve an agreement for Adult Education in prisons.

Within this framework, educators – directors and facilitators – fulfil the task of stimulating education and training in the prison context and the network represents a macro space for analysis, reflection and coordination.

Convinced that a comprehensive approach is needed, the network, since its inception, has generated a space for theoretical exchange, for educational practices and for management experience with teachers, directors of the Adult Education Centres, institutions working in prisons, authorities from the Ministry of Education as well as from the Correctional Facility Regimen in the Ministry of Justice.

Counting from the beginning on an active and direct involvement of all stakeholders, the Network of Centres of Education in Prison, as a thematic network within the National Network of Alternative Education Centres, has in its turn played a major role in organising the articulation for conducting educational activities in the context of incarceration. Currently it is however necessary to give greater strength to this network so that it can support the actions of curricular transformation framed within the Education Act “Avelino Siñani y Elizardo Pérez”.

RIECE was born as a joint initiative of DVV International and the Organisation of Ibero-American States (OEI) in Bolivia and with the participation of representatives of seven institutions¹ which in turn develop educational and social activities with the incarcerated.

In this framework, the network aims to coordinate efforts and institutional synergies and generate a greater impact on the actions to improve offers of education in Bolivian prisons. In the period since its inception, RIECE has transformed itself into a place for analysis and inter-institutional debate on education in prisons with the aim of building policy proposals and actions to improve the right to education of the incarcerated. Currently, this is being coordinated by the Bolivian Campaign for the Right to Education.

Networks, because of their articulating and mobilising character, have the potential to generate a dynamic of social participation and creation of proposals to improve the situation, and in this particular case make visible the thematics related to the incarcerated and jointly develop actions and advocacy policy.

1/ Proyecto “Qalauma”-MLAL, Pastoral Penitenciaria de La Paz, Centro de Desarrollo Ciudadano, SEAMOS, Save The Children and CIDEM.

Prospects and challenges for strengthening the right to education in prisons

So that Education in Prisons can fulfil the objective of implementing the right to education and facilitate the processes of rehabilitation, it is necessary to contribute to their empowerment through the following:

- Specialisation of youth and adult educators who work in prisons so that all staff have the capacity to meet the educational needs of the incarcerated.
- Development of educational materials and guides for both teachers and participants.
- Regulation and establishment of a diversified curriculum in accord with the conditions and characteristics of each centre, within the framework of the Education Act.
- Strengthening the network of educators so that there is a link between educators in prisons and so that proposals are developed for the Plurinational Education System in Bolivia.

The challenges in the educational field in order to improve living conditions in prisons are as follows:

- Building – from the educational offers – training processes for work and production which also involve the building of mechanisms and spaces for marketing of products and the provision of services outside prisons.
- Make education into a tool for social rehabilitation which ensures the building of life projects whether in prison or outside prison after serving a prison sentence.
- That education will be established as a right, which allows the concept of freedom to work, taking into account the heart (feelings), head (reasoning ability) and hands (ability to work).
- To achieve the actions and challenges, the strong support of the government and civil society is required, both in improving the exercise of rights and in the improvement of decent living conditions in prisons.

Wilfredo Limachi

Diploma course – teacher training in the context of incarceration. A Bolivian experience

The specialised training of educators in the context of incarceration constitutes essential work for the inmates and their right to get access to relevant education in that context. This requires that teachers of the incarcerated have specific training in both content, methodologies and teaching tools. It also requires that educators make a social commitment to the education of the incarcerated. DVV International, in coordination with the Ministry of Education of Bolivia, developed a diploma course as specialised offer for the training of educators in the context of incarceration, whose approach, characteristics and results are described below.

The context of imprisonment and its implications for the lives of the incarcerated

The corrections establishments in Bolivia, commonly referred to as jails, prisons, detention centres and penitentiaries, are public institutions for the enforcement of custodial sentences for persons who criminally transgressed against either public or private ordinances. Bolivian criminal law states that these establishments are geared to “protect society against crime and make amendment, rehabilitation and social reintegration of the convicted through an understanding and respect for the law”¹.

The reality is that the typically comprehensive and all-pervading character of the Bolivian correctional facilities are organised according to their own standards; they are a mechanism for division that physically separates people in order to comply with the law; they insist on the recognition of the place occupied by the incarcerated; they impose a “punishment” for the offence committed as a basis for “compensation for damages”; they adopt their own symbolism which reinforces the view of punishment; they exercise vigilance and restraint from contact with external environments and, within their institutions, underpin the correctional concept and not the ideal vision of a mechanism for re-education which is actually designated to the correctional facilities.

Daily life in Bolivian correctional facilities ensues amidst the integration processes of the newly incarcerated, the acceptance of the condition of imprisonment, attempts to be released through legal channels, the struggle for a position of power in that social environment, the finding of ways to generate income, the seeking of contact with the external environment and the on-going struggle to display an attitude which demonstrates reintegration. There is no evidence of a vision of the development of processes which build social groups, but rather of individuals fighting for their own survival.

The right to education and its contribution to rehabilitation and social reintegration

The incarcerated in Bolivia are a highly vulnerable and complex population due to the social image built up around them, the socio-cultural marginali-

1/ Art. 3, Ley de Ejecución Penal y Supervisión, Ley N° 2298 de 20 de diciembre de 2001. [Art. 3 Penal Law Application and Supervision, Law No 2298 from December 2001]

zation, the educational marginalization exercised by society, state institutions and by subjective construction in the context of incarceration. In this sense, education is one of the mechanisms which operate on personal development and the strengthening of the structure of the self.

Education, regardless of the characteristics of the subjects and contexts of life, constitutes one of the fundamental human rights, consolidated through international agreements, the constitutional policy of the Plurinational State of Bolivia and the laws on education. Compliance is mandatory. At the same time, the deprivation of liberty, in its legal conception, involves only the cessation of the right to free movement and does not affect the performance of other social and economic rights.

In the context of life in the prisons of the country, education is a “key right” that facilitates knowledge and the full exercise of all other rights, which permits the acquisition of basic skills to continue learning and the capacities to respond to problem situations and to develop skills and work competencies so that people can generate productive initiatives, so education, as a process of personal development, can also be oriented towards reintegration and decreased recidivism.

The need for specific training skills for working with the incarcerated

The development of experience for teaching in Bolivian prisons, theoretical reflections on the role of the educator teaching in the context of incarceration and education expectations of the incarcerated expressed in the diagnoses and studies on the subject require the need to understand the role of the educator from a more complex and diverse perspective. Since responding to the needs and educational conditions of the incarcerated not only requires didactic teaching skills but other skills related to social, psychological, legal work, leadership and group initiative, aspects that guarantee a relevant educational work in the context of incarceration.

The work of the teachers as well as the skills needed for educational work in correctional facilities is particularly different to open contexts (in contrast to the context of incarceration) because learning develops in special institutional settings and the situation of the participants is different. In this sense, it is necessary to reflect on the need to establish a specific approach to teaching work in prisons in the fields of training, allocation of workload, monetary compensation, and recognition and understanding of years of service.



Participants of the first diploma course in prisons, 2008



Participatory technique – first diploma course in prisons, 2008

The Bolivian experience of specialised training of educators for the incarcerated

In the face of demands for the improvement of the quality of the conditions of educational work in the context of incarceration, the Ministry of Education, through its Directorate General for Alternative Education (DGEA) and DVV International, established the priority development of training human resources to meet the demand for educators specialised in teaching the incarcerated. To this end and in the context of diagnoses, studies and areas of consensus, two versions of “Diploma Course for the Education of Incarcerated Youths and Adults” were developed with academic recognition from the University of the Andes (La Paz, Bolivia), whose approaches, characteristics and results are described below.

This initiative, shared between the different actors involved in Youth and Adult Education, responds to the need to address the exclusion of the right to education for inmates and to improve the quality of learning in prisons, the same as those which were raised in the paper of the National Education Programme for Incarcerated Youths and Adults², which since has become the guiding instrument for strengthening the right to education for this vulnerable group of people.

a) The context of the training programme

The training process was preceded by a series of actions that gave meaning to the process. Initially, DGEA and DVV International began a process of clarification of the problem through meetings and discussion seminars about the context of incarceration. That was continued with a study on the situation of education in prisons and this cycle culminated in the formulation of the National Education Programme for Incarcerated Youths and Adults in order to respond to the education problem. In the framework of the program, a plan for the design of the diploma course was begun, whose main proposals were:

- establish a pedagogical movement of educators who contribute to the permanent visibility of the problem of education during incarceration;
- contribute to the formulation of action plans and policies that recognise the uniqueness of this educational work; and
- gradually improve the pedagogical activities, thus generating approaches, methods and tools most appropriate to the educational context of incarceration and the needs of the incarcerated.

2/ See DGEA, Programa Nacional de Educación en Situación de Libertad, La Paz, 2007.

b) General approach and training objectives

The framework of the specialised training for educators of the incarcerated was oriented on three guidelines: 1) the principle of the right to education and the understanding that its realisation opens better possibilities for the exercise of other rights; 2) the context of incarceration implies certain different pedagogical conditions that require specificity both in pedagogical organisation and administrative design and finally, 3) the educational needs of the incarcerated exceed the educational content provided in the proposed curriculum by the education system.

With this in mind, an academic objective was planned that will “develop specialised training for the educators of youths and adults, in the theoretical, curricular, methodological and instrumental aspects of the educational work with the incarcerated and reflect on the reality of Adult Education in the prisons of Bolivia from the perspective of the human right to education” (DGEA-DVV International 2008).

c) Participants in the diploma course

In the framework of priorities, the training process was primarily aimed at educators of young people and adults who, despite not having been specialised for work in prisons, were developing their educational activities in various prisons. Secondly, it was aimed at educators from institutions and organisations of the state and civil society involved with the subject, and finally at teachers and technicians who required training for advocacy purposes. This prioritisation responded essentially to the intended purpose of generating a pedagogical movement that ensures advocacy processes, enforceability and proposals through to the pedagogical action of the educational centres that work in prisons.

d) Organisation of the diploma course and the knowledge and learning which was developed

In the diploma course it is considered important to address the areas of knowledge for educational work in the prison context and with the incarcerated with a modular approach consisting of 7 modules addressing the following issues and content:

The “why” and “what for” of public education in prisons: This module addresses the human rights perspective, education as a human right of the incarcerated, the meaning and obligation of public education and the demand for quality education in the context of incarceration.

The typical features of imprisonment and of jail: In this module an analysis is made of aspects related to the prison regimen system (What is prison for?), the prison itself and the point of view of the media and the situation of prisons in Bolivia.

The educational centres in correctional facilities: This module is comprised of the subjects offered in current public education in prisons; the public education institution, its role and constitution as a distinct space in prison; the public institutions and their commitment to public education in prisons; the organising of education centre networks which serve people in prison; and the institutional relations of education centres with prison management.

The subject of educational action: This module develops knowledge about the characteristics of the educational, social and cultural dimension, the communication and psychological dimension. It also addresses the character of the vulnerable groups (women in prison and education) and the subjects of incarceration and their legal status.

Educational itinerary in prison: The module focuses on formal and non-formal educational experiences in prisons, university in prisons and the educational and cultural programmes in prisons.

The types of pedagogical models for education in prisons: This module addresses the pedagogical perspectives and experiences in education in prisons, the different learning methodologies in the context of incarceration, the prospect of education in and for human rights and the design of the specific curriculum for the prison context.

Description of the task and role of a teacher in correctional facilities: This is the module which develops educational practice in correctional facilities, the pedagogical method of teachers, their role in the correctional facilities and the social-educational intervention of the teacher.

e) Methodology and pedagogical dynamics of the diploma course

The first diploma course started with planning and negotiations in May 2008, organised in coordination between the Directorate General of Alternative Education (DGEA) and DVV International. The second version was negotiated in 2010. Both courses were recognised as diploma-level by the University of the Andes of La Paz, which institution, in addition to certifica-

tion, provided pedagogical technical support. Both courses were coordinated pedagogically by the Study Group on Education in Prison (GESEC) of La Plata, Argentina and teachers/tutors comprised of professionals from GESEC and Bolivian experts on the subject of prisons.

The diploma course participants represent mainly Centres for Adult Education in Prison, technical educational institutions dedicated to the topic of imprisonment and technical staff from state institutions, culminating in a total of 65, in both courses, most of whom are currently in charge of education programmes and processes in prisons.

The diploma course is carried out in the classroom and through hybrid or blended learning. In the course of the different sections (classroom or hybrid education) of the diploma course, processes have been developed for analysis, reflection and discussion among participants through the exchange of ideas, opinions, views and experiences, thus arriving at a favourable climate for intellectual discussion and an interdisciplinary approach toward the proposed contents.

In the *dynamics of classroom work*, carried out in three workshops with participants of the diploma course and in the charge of the academic coordinator and of teacher/tutors, activities for small group discussion have developed on the issues and problems through practical group work from decisions made about texts and materials presented: such as videos, films, newspaper articles, reports of specialised agencies, regulations, etc. Exhibitions with dialogue have been held with participants, promoting exchange, socialisation of the conclusions and the involvement of the facilitator who systematises the various individual and group productions.

As regards the group of participants who organised themselves through the diploma course, it can be seen that they constitute a rewarding diversity as regards their places of origin, their professional development and workplace.

The *dynamics of hybrid or blended learning* consists of reading the materials contained in a CD, group work, chats between participants and tutors and discussion forums. The attempt was to do it through educational centres and cluster centres of nearby areas in each department – like athenaeums – which was largely realised. This is evidenced by the strengthening ties between participants, as well as the development of observation and reflection on the field and giving, in most cases, teams of fellow teachers from different perspectives a fresh look at public education in prisons as well offers of each centre.

Contributions and results of the diploma course

As regards an evaluation of the results and achievements of the diploma course, we can mainly point to the following results which contributed to the purpose of the course.

At the level of pedagogical actions in correctional facilities – the participants gained:

- An understanding of the specific pedagogical framework of educational work in the prison context and for the incarcerated, which has provided new approaches, principles, methodologies, tools to develop learning with the incarcerated.
- A more comprehensive understanding of the content and topics to be developed with the incarcerated, as well as the activities that encourage a greater engagement and generate not only issues related to the curriculum but also the psychological, social and cultural aspects that relate to the requirements of everyday life in prison.
- Increased sensitivity to the social and educational problems of the prison population which affects the moral commitment to educational change and the struggle for the right to education for this group of people.

At the level of strengthening the specificity in the education system – the diploma course:

- Facilitated the organisation of the Thematic Network on Education in Prisons, which reflects the specifics of educational work in the context of the Education of Youth and Adults and managed to build on imaginary collectives about education in the prison context.
- Contributed to the recognition of the specificity of educational work within the education system, because government education authorities gradually took on the subject as part of the policy of educational transformation. The Ministry of Education of Bolivia is currently facilitating the development of specific curriculum and its regulation.
- Has made visible in society both the problem of the right to education in prisons, as well as the need to generate proposals and programmes to respond to the right to education in prisons and a better quality of learning.

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Voices from Inside – the story of an experience about the Human Right to Education

This article briefly presents the experience of the initiative “Ampliando Voces – Miradas y Propuestas para la Educación de Personas Jóvenes y Adultas en la perspectiva de sus sujetos” [Amplifying Voices – Perspectives and Proposals for the Education of Young People and Adults from their standpoint as individuals], putting an emphasis on students who were incarcerated and highlighting an initial batch of testimony collected in prisons. The initiative was started by the Campaña Latinoamericana por el Derecho a la Educación [Latin American Campaign for the Right to Education] (CLADE) and forms part of their activities in defence of human rights and the strengthening of democracy. It also seeks to develop a channel of expression to encourage students who are incarcerated so they can justly assert their right to education provided by the state.

The *Amplifying Voices* initiative began in 2011 with the premise that the demands and views of the individual subjects of Youth and Adult Education (YAE) should be at the centre of the debate on educational policies and practices. Thus, a comprehensive process of listening, gathering of testimonies, reflections and suggestions of young people and adults in the most diverse contexts of Latin America and the Caribbean was proposed, until this developed into a permanent course of action for CLADE¹, the multifaceted network of civil society organisations acting for the right to a free public education for everyone, without discrimination, as a responsibility of the state.

The recognition of human rights goes hand in hand with the struggle for the strengthening of democracy; and the link between democracy and human rights is contained in the main instruments of human rights. Article 21 (3) of the Universal Declaration of Human Rights states: “The will of the people shall be the basis of the authority of government.” The International Covenant on Economic, Social and Cultural Rights, and subsequent standards also establish the fundamental importance of the rights of different groups for effective democracy.

Based on such recognition, CLADE acts for the right to education, at the same time advocating for participation in education policies at all levels: from its design to the monitoring of its implementation and evaluation – and always including the educational community: students, teachers and other education professionals, mothers and fathers. Paradoxically, the voices of the actors who are directly affected by education policies are the least heard.

The *Amplifying Voices* initiative is organised around a website² where students and teachers of YAE can publish their stories in video, audio or in writing, participating in an exchange with the various countries of the region. Their testimonies or interviews are organised around three central questions: 1) What are your expectations about education? 2) What obstacles did you face in the educational process? 3) What recommendations do you have for the state?

Besides giving visibility to these messages through the online platform, CLADE communicates the demands and recommendations of these actors in the different areas of policy advocacy in which it participates, in particular in meetings and conferences at the regional and international

1/ Initiative of CLADE, who counts on allies like CEAAL (Consejo de Educación de Adultos de América Latina) [Council for Adult Education in Latin America], GESEC (Grupo de Estudio de Educación en Cárceles) [Study Group for Education in Prisons] and DVV International.

2/ <http://www.campanaderechoeducacion.org/vocesepja>

level, which provides opportunities for dialogue with heads of state and representatives of governmental entities³.

The testimonies reveal topics fundamental to the development of educational policies for YAE (Hirano, Modé, Croso et. al. 2013), especially since most of the interviews mentioned the various forms of discrimination as a major obstacle. In this regard, discrimination in the context of incarceration is particularly noted, which is compounded by the difficulty of recognising the legitimacy of the human right to education in these contexts (Zaffaroni 1982, Muñoz 2009). This finding led to incorporating a specific position for the incarcerated in *Amplifying Voices*, an experience whose trajectory, lessons learned and results will be shared in this analysis.

If it is true that little is heard from the educational communities in general, a look at the specific situation of schools in prisons made it clear that we are talking about one of the most isolated contexts in terms of educational policy, for which there is little attention from government and a lack of monitoring by civil society. What is noted is a systematic set of violations of the human right to education, which in no way should be renounced due to the curtailment of freedom to come and go which is presumed by incarceration (CLADE 2012 and 2013).

And what do they say from prison?

It's from here that from 2012 the campaign went on to also mobilise for dialogue with educators and incarcerated students. An initial challenge was access to penal institutions, always subject to a series of conditions. Initially, in partnership with its national forums⁴, it was possible to visit some prisons in Bolivia, Brazil and Argentina. Without a doubt, a growing interest was seen among educators to participate in the exercise, not only interviewing students but also contributing with what they had seen and their points of view. In a call in partnership with the Study Group on Education in Prisons (GESEC) it was possible to reach 35 educators willing to share insights. A look at the evidence collected to date (CLADE 2014), from both students and educators, presents key elements for the development of policies that might actually give new meaning to educational processes in prisons.

³/ For example, the campaign was presented at the XXI Ibero-American Congress on Education, organised by the Organisation of Ibero-American States (OEI) in September 2011, and to the Ministers of Education of Latin America and the Caribbean, Portugal and Spain, with the recommendations received so far through the project.

⁴/ In particular with the Campaña Boliviana por el Derecho a la Educación (CLADE).

It is very interesting to see this possibility, which represents the educational process, in the light of the broader picture of the situation of daily life in prisons. While it was not the main objective of the interviews, the vast majority of the testimonies pointed toward a context of insecurity and insensitivity, the logic of prison being absolutely foreign to their purpose, and the consequences that prison systems impose on the incarcerated: fear, exclusion and powerlessness. One obvious dimension is acute discrimination, just because they are incarcerated. As the testimonies suggest, this tends to leave a permanent mark way beyond the prison experience.

Quotes^{5/}:

“... to be deprived of liberty is tough, the police will not allow us to move around, there is a lot of control, especially when there’s chaos [fight]. ... There is a question of authority, you know? A pretty complicated thing, they don’t let you walk. There are kids [boys] who are poorly educated, but there are prisoners who are not. The police are bad, they don’t let you work. You have to deal with different classes of people, and there are situations when you have to hold on and shut up and just move on.”

P., Argentina, 2012

“To the authorities I can say – all the young people here, I would like to tell you ... they are not bad ... but when somebody is detained, they treat them more like an animal in a cage – we just want, like the teachers, all to be well, like at school where there is no discrimination, like the teachers are with us.”

E., Bolivia, 2011

Thus it is that educational processes appear to first rescue the close link between education and a different perception of the future, which has special connotations for the incarcerated. Special emphasis is placed on the “be recognised” and “recognise yourself” as a subject of rights, as part of a project, “not being outside”. Education is seen in turn as offsetting some of the most pernicious effects of prison life, provoking thought and the opening of new ways of seeing the world, as illustrated by the following interviews:

5/ In the case of the students, it was decided to work only with the initials of their names.

“... And here I was given the opportunity because they send me [to school] every day ... I would have preferred to go to school before I was locked up there. If I show you my newsletter, I have it here, I’m good at school.”

C., Argentina, 2012

“... It was the only way to minimise the feeling of being on the margins of society ...”

B., Brazil, 2010⁶

“When you study, you begin to learn what your rights are, that you’re only a prisoner, you will not always be a prisoner, that’s going to end. Other than that you have a right to be like anyone else. And education is the way. When one wants to be educated within the system, one is not only looking to learn, but to get knowledge about one’s self. Education helps you to have a better life perspective, it opens opportunities ...”

M., Brazil, 2006⁷

The educators who act with YAE in prisons have shown themselves to be key interlocutors and the testimonies they recorded carry valuable elements for the promotion, protection, preservation and expansion of the right to education in the context of incarceration. In particular they recall the importance of a level playing field for the educational process in the particular situations in which they act and they highlight important demands such as autonomy (expressed as a freedom to work) and a higher level of participation in the design of education programmes.

“... what also arises from the base, who consult me or anyone, is what is right or wrong, what to do, what not to do, which projects to generate and so forth ...”

Bernardo, educator in the context of incarceration, Argentina, 2012

“Well, essentially, to have a little more freedom to work; education is liberating, as Paulo Freire said, and I decided to change to the practice of what is effective and real, education in prisons.”

Cruz Alvarez, educator in the context of incarceration, Argentina, 2012

6/ Testimony presented by Yamamoto, Aline et al. *Cereja discute: educação em prisões*. São Paulo: AlfaSol, 2010.

7/ Testimony presented by Ação Educativa. *Boletim Ebulição* n° 19. Observatório da Educação, julho/agosto 2006 (<http://www.controlesocial.org.br/boletim/ebul19/>)

As well, the teachers, particularly in Argentina, expressed what it means to experience education in prisons for the people involved and the specific sense which it gives to their lives. Very specially, it highlights unique values as regards affectivity, building interpersonal relationships, to the development of values and the generation of empathy – also the feelings of pride, wellbeing, satisfaction and gratitude.

“... There the discourses that one was teaching and transmitting were living discourses because they enabled effects on society ...”

Maria Massa, educator in the context of incarceration, Argentina, 2012

“... There is nothing more humanising than to be able to give a person, whose humanisation has been truncated and who was marginalised from the world of work, was marginalised from the symbolic world, was marginalised from the material world, the elements with which they can defend themselves ...”

Edgardo Suárez, educator in the context of incarceration, Argentina, 2012

These assessments are echoed by the testimonies of the students, some of whom seem to appreciate the efforts of their teachers. Interestingly, they compare them with schools that they have known outside of prison and engage them with more sensibility.

“... The teacher pays more attention to us because we are few; they are with you all day, you ask them something and follow-up on it ... at school there are 30 kids [boys] and she explains one thing at a time; she continues on with the class and ... those that fall behind are lost ...”

C., Argentina, 2012

“Here you are obliged a little more in order to come and learn. Before, teaching was just responding to assessments, the teachers didn't care, they were there to get a salary and nothing more. There, in the school outside of prison, it happened to you and you didn't learn. Here, the teachers give importance to students, are good people and teach us. I never thought I would have a school in which people treat you this way.”

P., Argentina, 2012

“I like the teachers, they are very good people, very brave ... [I recommend] that they recognise the teachers and what they did to become teachers. They don't recognise the teachers and the effort they make.”

A., Argentina, 2012

One can also see the combination of difficulties, obstacles and challenges in light of the various interrelated characteristics that define the right to education: accessibility, availability, adaptability and acceptability. In the stories, they shed light on some of the most common restrictions and there is an emphasis on administrative factors such as the formalities required for educational proposals or for the accreditation of previous studies. In turn, the obstacles that involve the application of security measures, punitive or transfers, as well as the lack of relevant resources, adequate infrastructure and appropriate schedules. Also, aspects which are repeated are the poor training of teachers for work in the context of incarceration, including the impact on their most personal areas appropriated by the prison system; as well as the need for adequate wages.

“... Generally young people are assigned according to their stance of wanting to study or wanting to get ahead [...] The greatest difficulty has been that procedures are complicated for being able to study elsewhere or even within the prison.”

Jose Jorge, educator in the context of incarceration, Bolivia, 2011

“... if he was troublesome in the module, they don't bring him, then he misses the class. Participation also depends on your behaviour, if he is punished or not. Here it is seen as a benefit, not as a right; the challenge is to accept it as a right that I have to education, which overrides these situations that are part of what we are living through together ... we don't have tools on how to work with our emotions in the situations the prison system presents us with.”

Darío, educator in the context of incarceration, Argentina, 2012

“... the professionals, the teachers are not trained for this kind of context because you have to learn about various psychological and institutional segments ... there are many problems at the educational level, starting with salary, with human resources, with teacher training.”

Edgardo Suarez, educator in the context of incarceration, Argentina, 2012

Final considerations

Amplifying Voices is a recent initiative which CLADE wants to make permanent. The testimonies and stories presented are a living record of how the voices and perceptions of the subjects of YAE should be the starting point for policies that give them respect, as well as the sensibilities that

should guide such policies. They make clear the impact of education in the lives of the subjects and the relationships established between themselves and with the world around them.

In the context of incarceration, the exercise of listening and engaging in dialogue is particularly valuable. It reveals how discrimination impacts the incarcerated, and how it is deeply connected to other forms of discrimination which they have suffered – whether for their socioeconomic status, gender, or race/ethnicity, among other things. And it focuses attention on the fact that the de-humanisation in prison cannot be regarded separately from that which is outside. In that sense, *Amplifying Voices* reminds us of the importance of the human right to education as a value in itself, and why it cannot be restricted in the context of incarceration:

“Except for those limitations that are demonstrably necessitated by the fact of incarceration, all prisoners shall retain the human rights and fundamental freedoms set out in the Universal Declaration of Human Rights ... All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.” (United Nations Organisation 1990)

So, to the extent that they reveal discrimination, the testimonies also show how the educational process can contribute to the promotion of human dignity. The condition for this is to just treat them as exercises of an inalienable human right.

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United Nations: Basic Principles for the Treatment of Prisoners

Adopted and proclaimed by General Assembly resolution 45/111 of 14 December 1990

1. All prisoners shall be treated with the respect due to their inherent dignity and value as human beings.
2. There shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. It is, however, desirable to respect the religious beliefs and cultural precepts of the group to which prisoners belong, whenever local conditions so require.
4. The responsibility of prisons for the custody of prisoners and for the protection of society against crime shall be discharged in keeping with a State's other social objectives and its fundamental responsibilities for promoting the well-being and development of all members of society.
5. Except for those limitations that are demonstrably necessitated by the fact of incarceration, all prisoners shall retain the human rights and fundamental freedoms set out in the Universal Declaration of Human Rights, and, where the State concerned is a party, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and the Optional Protocol thereto, as well as such other rights as are set out in other United Nations covenants.
6. All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.

7. Efforts addressed to the abolition of solitary confinement as a punishment, or to the restriction of its use, should be undertaken and encouraged.
8. Conditions shall be created enabling prisoners to undertake meaningful remunerated employment which will facilitate their reintegration into the country's labour market and permit them to contribute to their own financial support and to that of their families.
9. Prisoners shall have access to the health services available in the country without discrimination on the grounds of their legal situation.
10. With the participation and help of the community and social institutions, and with due regard to the interests of victims, favourable conditions shall be created for the reintegration of the ex-prisoner into society under the best possible conditions.
11. The above Principles shall be applied impartially.

Closing Remarks

In the previous articles we have seen that in different countries around the world where DVV International is currently working, there are many like-minded people who understand the need and importance of education and training for youths and adults in prisons. And it is not just about teaching the prisoners, but also about the need to work with the personnel in prisons and the teachers. Each country has its own approaches and capacities to address these challenges. And although in Germany there is *www.ich-will-lernen.de*, an Internet portal which became available in 2007 to prisoners and staff as an attractive and modern way of teaching (as described in the article by Regina Eichen), in the countries of the former Soviet Union, in Africa or Latin America we are as yet still far away from such a possibility.

All the articles that have been published in this issue deal with problems faced by partners and employees of DVV International who are working with prison systems. These authors are trying to find answers mainly to the following questions: What prevents the effective development of educational projects in prisons at the national level? (The “closed” penal system? The lack of stable funding of related projects working with the prison system?) What determines success in establishing the system of training of prisoners, staff and teachers? How efficient are the modern methods of Adult Education in prisons?

If we talk about common problems, the following conclusions can be made:

- Many countries don't have a developed legal framework which codifies the fundamental differences in the organisation of the educational process in general education and vocational schools in penitentiaries and regular schools at large.
- Not all of the countries engaged have state educational standards which take into account the psychological features of the final beneficiaries as well as the special circumstances of educational institutions in prisons.

- A unified state system of prison teacher education has not been developed. Therefore, prisons do not have enough qualified teachers to deal effectively with the challenges they face. A state system for training the prison staff is absent.

For these reasons, in their countries each project team has to develop or adapt existing modules, mainly of basic vocational education for training prisoners, teachers and staff, which leads to time expenditure and material costs, and complexity arises from the selection of specialists capable to qualitatively implement such work.

- The logistical base in prisons is being updated slowly: general and vocational schools do not always provide enough textbooks; sufficient budget funds to update or create a database of modern means of training: computer classes, multimedia systems, software, television and video equipment, as well as other training equipment are also not being allocated.

One is tempted to conclude that the available resources in prisons are more often used in order to improve protection, safety and order, and not to invest in the prison workshops, vocational training, tools for providing the educational process, sports and leisure, on the assumption that security can be achieved by applying more restrictive and disciplinary measures, but not by improving the prison environment, providing constructive employment of prisoners and encouraging positive relationships between staff and prisoners.

Reading the articles, one can see how much has been done: networks and associations are being established, publications are being issued, conferences, trainings and seminars implemented, innovative training programmes for prisoners, staff and teachers created, and there are unique specialists who are working efficiently in this field.

The European Prison Education Association (EPEA) wants to establish the 13th of October as an 'International Day of Education in Prison'. We hope that, together, we will overcome the stereotypes society has created about prisoners and ex-prisoners, raise the status of teachers and staff who work in this system, and that the problems faced by organisations working in prisons will be focused on by everyone in civil society in order to find relevant and just solutions.

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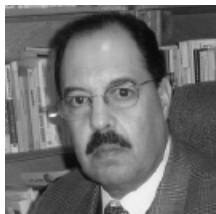
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