INNOVATIVE WAYS FOR MOTIVATING PRISONERS FOR LEARNING (IOWA)

Erasmus Plus Programme – KA2 Cooperation and Innovation for Good Practices

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INTELLECTUAL OUTPUT


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Review

INNOVATIVE WAYS FOR MOTIVATING PRISONERS FOR LEARNING (IOWA)

This guide prepared on the basis of the project where 4 different institutions from 4 countries working together tried to find the solution of one of the general and one of the most important educational problems – motivation and motivating. There are a lot of theories, a lot of technologies and tools for motivating different groups of learners, but we can not say that the problem is solved. Especially when we are talking about such groups of learners as prisoners. And not only because of the specificity of this social group, but also because the great lack of materials (articles, books, studies, methodic and etc.) devoted to this topic – education in prison. Because of this the guidebook is very important and useful for teachers in penitentiaries. And, at first, especially because of the very detailed and comprehensive description of the methodology (with even presented questionnaires) that let us understand the portrait of prisoners as learners, their motives for and education in common learning (or lack of them), and also will let to other researchers to repeat the research in other time or circumstances. The results from different countries let imagine not only cultural differences in this area, but also let understand how important is at first to know the learners and their motivation, also share the experience of teachers in penitentiaries and to choose the best teaching/learning strategy and technology.

This guidebook provides teachers with instruments for learning on different educational schemes within prison that will give them new/other tools in their work in order to increase their incarcerated students' motivation. Adult educators will develop their language, communication, managerial and negotiation skills as well as team spirit for this purpose. A motivational approach to improve education in prison is about a two-way communication between the penitentiary teacher and offender in order to reach a common goal.

The guidebook also provides good practices and pedagogical approaches, as well as strategies for the teachers' involvement with the correctional institution that will manage to create an inclusive environment that eventually will make education within prison an attractive asset for those "within walls". The most important that all recommendations are based on the results of research, surveys and experiments which have been conducted by the partners in their countries.

Because of all reasons mentioned above the guidebook will be very useful for teaching staff in prisons and can function as a tool to motivate and encourage school attendance while in prison.

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The IOWA partnership consists of 4 organisations:

• P1: SIAULIU SUAUGUSIUJU MOKYKLA (LT)
• P2: ASTURIA (BE)
• P3: JESSHEIM VGS, AVDELING ULLERSMO (NO)
• P4: CEPER CONCEPCION ARENAL (SP)

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EXECUTIVE SUMMARY

The aim of this document is to present the methodological framework which is used in the IOWA project, for the development of the INTELLECTUAL OUTPUT (IO) METHODOLOGIES FOR MOTIVATING PRISONERS FOR LEARNING.

The methodological framework serves as a reference to the whole consortium for the following topics:

- Defining the scope: aims and objectives of the project and literature review to be undertaken as well as the target audience.
- General approach: structure and methodology of the IO.
- Development of a survey as a research tool.

Each of these steps is presented in more details in this document.
INTELLECTUAL OUTPUT
CHAPTER 1

Introduction & objectives of the partnership
1.1. INTRODUCTION

Education for inmates is a central theme in the legislation of each country as well as in international recommendations as far as rehabilitation - through education - is one of the recognizable goals in modern criminal punishment.

A basic rule that equals prison inmates’ right to education as any other citizen can be easily recognized by anyone involved in education in prison, but there is a need for a deeper knowledge about the educational backgrounds and needs of prisoners and recognition of different approaches towards education within a penitentiary institution if this basic right does not want to be simply taken for granted, a mere wishful thinking, but on the contrary showing determination to be fully developed.

Some teachers are not well prepared for the challenges of the prison population and cannot teach well in a penitentiary environment. As a result, good teachers do not lead to good learning because they have failed to recognize how incarcerated learners learn and their obstacles. Some education professionals are neither well prepared for their role as motivators nor fully aware of the pessimistic views many offenders may hold towards education and their lives in general.

1.1.1. THE IMPORTANCE OF MOTIVATION

Motivation is something prior to learning as well as the motor of learning. It is an attraction towards an objective that implies an action on the part of the subject and allows to accept the effort required to achieve that objective.

Many discussions of motivation begin by making a distinction between intrinsic and extrinsic motivation. Intrinsic motivation is characterized as an element which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but it may offer benefits in terms of perceived potential outcomes.

A basic analysis of these two elements of motivation will produce the following description (Deci and Ryan, 1991).

**Intrinsic motivation:**
- Self-determination: I am the origin of what I like.
- Competition: I can achieve it, I have the skills for it.
- Satisfaction: I like it.

**Extrinsic motivation where the activity is a mean, a path towards somewhere.** This can be illustrated by:
- A grade.
- A praise. Positive reinforcement.
- Incentives, which means that a person's actions always have social repercussions.

If actions are received positively, people are more likely to act in this way in order to get others recognition and vice versa.

1.1.2. MOTIVATION IN A PENITENTIARY INSTITUTION

In general terms, at external Adult Education Centers, intrinsic motivation surpasses extrinsic motivation. Consequently, if the student does not find a methodology that facilitates the fulfillment of the learning objective established, it may involve the voluntary change to a different Educational Center.

On the contrary in Penitentiary Institutions extrinsic motivation overcomes intrinsic motivation generally, which is why failing extrinsic motivation factors favor abandonment. Achieving a balance of these two motivations is the challenge of the teaching staff. The use of methodologies or appropriate strategies can result in permanence or abandonment from prison’s schools.

1.1.3. ORGANIZATION AND ENVIRONMENT AWARENESS

Taking into consideration some of the basic reflections done by some authors on the issue of motivation some questions bring to the scene the first steps to take by the teacher in prison: what motivates teachers? what moves learners? How do our learning organizations and systems affect the motivation of groups and individuals? and how might future changes in formal learning environments affect motivation? (Stirling. "Motivation in Education." Learning Development Institute. 2014. Web)
Knowing about the basics of a correctional institution environment can help our teaching efforts. Recognition of the peculiarities of those incarcerated and the place where they involuntarily remain can help to improve their motivation towards education and eventually affecting the prison environment as well, provoking a positive change in its ways.

Coordination between teacher and the penitentiary institution and cooperation among the different professionals involved in the correctional entourage are considered in this Guide. These two basic principles are recognized in order to pave the way towards an adequate educational effort.

1.2 OBJECTIVES OF THE PROJECT

The IOWA project tackles a number of objectives, all meant to motivate prisoners for learning. Although, the main objective is the development of a guidebook for teachers in penitentiaries. This guidebook provides teachers with instruments for learning on different educational schemes within prison that will give them new/other tools in their work in order to increase their incarcerated students' motivation. Adult educators will develop their language, communication, managerial and negotiation skills as well as team spirit for this purpose. A motivational approach to improve education in prison is about a two-way communication between the penitentiary teacher and offender in order to reach a common goal.

The guidebook provides good practices and pedagogical approaches, as well as strategies for the teachers' involvement with the correctional institution that will manage to create an inclusive environment that eventually will make education within prison an attractive asset for those "within walls".

1.3. STRUCTURE OF THE GUIDEBOOK

This project does not comprise the theoretical frameworks only, but it is based on the results of research, surveys and experiments which have been conducted by the partners in their countries.

The report consists of four parts in which the work of the partnership is presented, indicating the place of the mentioned issues in the theories of social and legal sciences. The problem of convicts' resocialization cannot be ignored since being legal persons both the prisoners and ex-prisoners are members of the society. While the latter one forms an element of social sciences, the imposed penalty is the domain of penal law.

In this part of the report the following elements are described: the procedure of the research approach, its subject and aim, the problems and hypotheses of the research, variables and indicators, the type of the conducted research, the methods, the techniques and tools of the conducted study as well as the organisation of the research approach. The second part of this report embraces the data relating to the manners of custodial sentence enforcement in the countries of the project partners and other lands selected (also including Asia and North America). This part of the report is based on the data provided by the Ministry of Justice of particular countries, prison services, governmental and non-governmental organisations, legal acts of these countries and other available materials, including prison statistics. The above-mentioned data include types of penal institutions, the number of prisoners population and the number of convicts engaged in formal education at prison school as well as the education through art. Moreover, the researchers have included in their report the information about the skills acquired by the prisoners over the period of imprisonment with the view to utilising them during the post-prison re-integration and re-adaptation.

The next part of this report entails the data obtained by the project partners who researched both the prisoners serving a sentence of imprisonment and the working with them educators. What is important for the project is the fact that all questionnaires were uniform which enabled the researchers to provide homogenous data.

As in the previous part, the reports of the project partners are presented in their original forms. Only the form of presentation (the technical side without the content-related interference) is standardised. The last element is the recapitulation of all theoretical and empirical activities undertaken. This part of the report contains a global summary of the obtained results complemented with a commentary. The final element is the recapitulation in which conclusions formulated on the basis of the whole collected material are presented.
INTELLECTUAL OUTPUT
CHAPTER 2

Literature review on motivation prisoners for learning

IOWA
Innovative ways to motivate prisoners for learning
2.1. LITERATURE REVIEW’S PLACE IN SOCIAL EN LEGAL SCIENCES STUDIES

Planning scientific research entails adoption of a specific scheme of gathering empirical data. The complex character of this research also calls for a proper placing it in the suitable paradigm. Therefore, while taking into consideration the paradigms typical of social sciences, the present study was placed in the following paradigms: structuralist (normative) and interpretative.

The first of them allows an explanation of the determining dependencies, assuming that each person, holding a specific position in the social structure, is subjected to the influence of objective factors, significantly affecting his/her life. The other one permits interpretation of the behaviour of the studied subjects. Since they function in a concrete environment while being affected by all sorts of impacts, this will be an occasion to present their experience in a subjective way.

This characteristic eclecticism combining the elements of the above-mentioned paradigms, is justified by the complicated character of the research, resulting from the multi-faceted (or multi-perspective) nature of the problematics relating to future social competences which the sentenced are supposed to acquire during their stay in prison and which will be useful in their lives outside it.

Such analysis always demonstrates the multi-factor, multi-faceted or multi-aspect character. It not only entails the activities of the pedagogical environment (above all the social environment of the penitentiary institution), but also their earlier functioning in other social groups, forming and shaping certain interpersonal bonds, which in the direct or indirect way contributed to committing a crime, as well as noting such activities which will be beneficial in gaining skills (competences) that are socially useful in the non-custodial situation.

Taking the above into account, the structuralist paradigm should be chosen due to a need of a profound analysis of the interpersonal relations between the offender and his/her family or society (also for the purpose of the earlier mentioned re-adaptation programs for the offender returning to their families and the society).

When it comes to the interpretative paradigm, its choice is dictated by the necessity of studying the examples of individual offenders. This is especially significant when it comes to decide which skills will be necessary in the non-custodial life.

The interpretative approach looks for the determinants (factors) of the social order in interactive processes. It also aims to find the causes of the interpretation of the meaning, which are developed across various interactive trends. This approach is supported by qualitative studies, looking at reality from the subject’s point of view.

2.2. REVIEW PROCEEDINGS

Studying a certain fragment of reality requires formulation of goals and research issues. Otherwise the studies would not have any sense. It is vital in science that the conducted research has specified aims and should be undertaken with the view to solving important problems.

Further stages of research proceedings are dependent on the adopted research model. When it comes to deductive studies, totally different procedures (in compliance with the previously accepted structuralist paradigm), referring to quantitative strategies, will be used. This means that formulation of hypotheses, variables and indicators will be necessary, whereas in the case of the inductive research model (used with the interpretative paradigm), it is recommended that quality strategy is used, as there is no formulation of hypotheses here.

Two models have been adopted in the research. These are:
• Deductive-hypothetical,
• Inductive.

The latter indicates that the quantitative-qualitative strategies have been applied.

Collecting empirical data is subordinated to quantitative-qualitative studies as well as to the previously accepted paradigms. The adopted study method is always connected with the appropriate techniques and research instruments, used in the research project. The choice of the right study instruments affects the
organization of the study area. In this phase the character and structure of the research tools, as well as the choice of research sample are taken into consideration. Hence, each party involved in the project should indicate the optimal number of convicts (penitentiary institutions) subjected to research. It would be reasonable to include two penal institutions of the closed-end type and one open prison, with the total number of the studied subjects.

2.3. THE OBJECT AND PURPOSE OF THE REVIEW OF LITERATURE

The object of the research is analysis of the factors, which had (and still have) significant importance for the convicts, especially their interests and capabilities of learning new useful skills, which they can successfully employ once they have left prison. These skills should help them avoid committing crime as well as live a successful life, performing important, socially useful roles.

Both the convicts and the rehabilitation systems in the countries joining the project are the subject of this review.

By specifying the research aims in the cognitive area, the following aspects were made subject of the study:
• characteristics of social situation as well as relations with other people, which might have been the source of the feeling of relative deprivation,
• learning about the type of the existing social skills,
• determining earlier relations with the circles commonly regarded as pathological, especially criminal, alcoholics, drug addicts or persons prostituting themselves, which may indicate a certain processuality of criminal behaviour,
• an attempt to determine the range of social control elements functioning, particularly attachment, enrolvement, conviction and the others which constitute characteristic forms of social restraint, yet are indispensable for the creation of the right social attitudes, fostering skills modelling.

Both the description and an attempt at interpreting a vast array of factors influencing their whole life situation, made it possible to prepare a model of relations between the convicts and the society in which they had lived prior to serving a sentence and where they are supposed to return after they have served the penalty.

Perhaps this model will be instrumental in creating new rehabilitation programs which would embrace the studied offenders.

2.4. PROBLEMS AND HYPOTHESES

From the legal and social sciences point of view, crime in connection with the rehabilitation process and education with the view to educating prisoners how to live after serving a sentence is perceived as a very complicated problem. This is the consequence of a combination of many reasons, beginning with the qualification of the criminal act to the individual abilities of the offender who eventually leaves the penitentiary institution.

The objective and aims of the research, as mentioned before, helps in determining the research problem or rather its conglomerate, while taking into consideration (which is obvious) the basic criteria of the proper problem specification.

The main problem:
What factors are typical of offenders’ life (social) situation and to what extent (if any) are they in close or indirect connection with the committed crime? This is an extensive issue, hence it has been clarified by considering the problems in a detailed way:
1.1. What are the existing skills?
1.2. Have, if yes, the circles, commonly regarded as pathological, distorted the skills that the offenders previously had?
1.3. What is the real possibility of teaching new skills and competences necessary for the man in the non-custodial environment?
1.4. What is the form and range of teaching the necessary skills and what is their effectiveness?
The problems brought forward in this way must be confronted with the adequate hypotheses that will identify a particular orientation point enabling working within the research area. Such studies make the confrontation of a hypothesis with experience possible.

It is this strategy that is connected with hypothesis. The adopted in this study hypothetical-deductive model is instrumental in the choice of quantitative studies. The complementary approach mentioned at the beginning of this paper lets us address the problem as relating to the area of qualitative studies:

What were the living conditions, skills and competences of the studied offenders, including their functioning in the community (taking into account the character of social ties) until the moment of committing a crime?

In order to approach this problem, more detailed questions have to be asked, such as:

- What was the offender’s level of education?
- What social skill have the offenders gained?
- What was the social position of the offenders?
- What was the level of social control?
- Do the offenders feel the need to acquire social skills and new competences useful in their non-custodial life?

So formulated research problems indicate the inducive model, hence the conclusions will be drawn on the basis of the premises referring to individual cases. Owing to the methods assigned to the quantitative strategy, a closer and more complete look at the studied case will be possible. That is why no hypotheses or variables have been formulated with reference to the problems mentioned above.

At present there is a growing tendency to use qualitative strategies in educational science methodology as they enable a description and explanation (as much as this is possible in view of science development) of the processes and not only the extent of the phenomenon.

Human life seen as a unique, individual and comprehensive fact is the subject of qualitative studies. According to D. Silverman, researchers’ preference or choices were geared towards the quantitative strategy, where they refer to the analysis of words or pictures, observations of particular data appearing (or not) in a natural way, as well as to demonstrating preference of the meaning to the real behaviour. This naturally favours the inductive approach.

The qualitative data may often lead to new, not known before elements constituting a base for new findings. It has to be emphasized that creating a theory based on the qualitative approach rests on building a certain conceptual framework, which explains, rather than "interprets", (both in the form of narration and picture) basic issues which will be subjected to studies. This includes factors, notions or constructs as well as variables or assumed reciprocal relationships between them.

**Hypotheses**

Choosing the strategy of quantitative studies and adopting the hypothetical-deductive model creates grounds for the formulation of hypotheses. Therefore, in order to solve research problems it is necessary to define research hypotheses.

The main hypothesis states as follows:
It is assumed that the living conditions as well as competences and skills of the offenders being subject to study, including their functioning in society were average and inadequate.

In accordance with the previously demonstrated specific problems, their hypothetical solutions were suggested. These are:

- It is assumed that the level of education of the offenders varied, as well as their social skills.
- It is assumed that the offenders held different social positions.
- It is assumed that the level of social control, including the skills and social competences, was not adequate.

It is assumed that many offenders feel the need to change their lives by acquiring new skills and social competences.
Finally, this way of drawing conclusions will be complemented with the ones of general nature. They will be reached on the basis of individual cases analysis, which results from the adopted inductionism model. The latter allows obtaining the previously assumed aim by means of describing the facts revealing their unique character, as well as empirical regularities, that is the consequences and co-occurrence of particular events. Building theories stems from the studies consisting in the description and inductive generalization of the relationships happening between the observation categories, only to be later embraced in the particular set of statements which best explain the given phenomenon.

Breaching criminal law (that is the regulations of the substantive criminal law) is an indicator of the so-presented variable within the range, mentioned above, as well as confirming this fact by the valid sentence whereby the defendant has been found guilty and sentenced to prison (that is placed in the penitentiary institution).

Independent variables make up a certain group (conglomerate) of factors (elements) related to the life situations of the researched convicts.

On the other hand, independent variables embrace the variables which are associated with the social situation of the sentenced person, including his previous skills and social competences. Each of the mentioned groups of independent variables has been completed with specific variables. Within the scope of the first variable relating to the family situation of the convicts, the following specific variables were considered:

- referring to the social and family structure,
- referring to the social roles performed,
- referring to reciprocal social relationships,
- referring to the level of social control,
- referring to the symptoms of pathology in the sentenced person’s community prior to his placement in the penitentiary institution.

2.6. METHODOLOGICAL RESEARCH MODEL

The research problems presented before point out indirectly to the need of combined use of two methodological models. Therefore, an appropriate strategy of research activities organization and straightening of the obtained empirical data has to be adopted. Two strategies find application in social studies. The first one accepts the inductionism approach (including its all premises). It is recommended that the empirical studies are carried out first, next they are supposed to lead to the formulation of generalizations and theories based on the data gathered before. Induction is the basic method of this strategy, which allows making entirely new generalizations and verifying their validity while appealing to sensual impressions.

However, the other strategy suggests the course of action entirely different from the one mentioned above. This proceeding begins with designing a hypothesis, which at this point turns into a certain guideline, which makes it possible to arrange and conduct empirical study. This strategy is connected with the hypothesis which looks for the proper empirical studies method in the one commonly known as the hypothetical-deductive method. This in turn, allows criticism of the previously formulated hypotheses, owing to the deductive procedure, which makes the hypothesis and experience confrontation possible.

The indicated characteristics of research strategy justifies the application of both these methods altogether. The obtained conclusions will be formulated by means of the verification of the previously established hypotheses (in accordance with the hypothesis approach).

Finally, this way of drawing conclusions will be complemented with the ones of general nature. They will be reached on the basis of individual cases analysis, which results from the adopted inductionism model. The latter allows obtaining the previously assumed aim by means of describing the facts revealing their unique character, as well as empirical regularities, that is the consequences and co-occurrence of particular events. Building theories stems from the studies consisting in the description and inductive generalization of the relationships happening between the observation categories, only to be later embraced in the particular set of statements which best explain the given phenomenon.
2.7. THE TYPE OF THE CONDUCTED STUDIES

Contemporary researcher should demonstrate creativity enabling him not only to conduct studies and formulate conclusions but also to confront him with other goals as well. I presume that in the case of this research, it is important to undertake an effort to find a certain panacea, a solution which even to a minimum extent would allow the convict to return not only to society but most of all, to the group of the closest persons, the family. In this situation, a decision to resign from formulating a hypothesis regarding the second problem as well the problems that make it more specific was justified.

In the course of the research, the next stage is generated, namely choosing the appropriate research method and complementing techniques as well as the research tools. That is why at this point it is necessary to refer to the research problems and the type of the conducted research.

2.8. METHODS, TECHNIQUES AND RESEARCH TOOLS

Proper choice of the method, techniques and research tools is an essential condition guaranteeing effectiveness of research tasks which enable solving the indicated research problems. Taking into consideration the object, the aims of the research and the fact that complying with the methodological premises the research demonstrates the quantitative and qualitative character, the right research methods and techniques have been selected from an extensive catalogues of the ones already described by many authors.

The present work refers to the division of methods. Bearing this in mind it is worth mentioning the methods of collecting the data (both qualitative and qualitative) such as:

- survey,
- searching the secondary sources,
- statistical methods.

2.8.1. SURVEY

In this project we define a survey as “a technique of collecting information which consists in filling out, most often by the questioned himself, specific questionnaires usually of a highly standardized character, in the presence, or more often, without the interviewer”. This emphasizes that a survey is a method for collecting quantitative data. It consists in asking the interviewees the questions, where the respondents’ answers contain certain variables indicators. A set of questions and answers constitute the questionnaire of the survey, that is the instrument assigned to this method.

Using this method as a way of collecting the quantitative data is divided into two phases, that is:

- preparing a questionnaire,
- conducting a proper survey.

2.8.2. SEARCHING SECONDARY SOURCES

Secondary sources are represented by all sorts of information that the researcher is confronted with at the beginning of his work. This is the tangible trace of human activity. It is worth emphasizing that secondary sources may be classified as searched and searched for (if their place has been established among accessible data, yet when it is not possible to identify them at the beginning of the research, they have to be found and then searched). These sources are subjected to other operations, such as analysis and interpretation. Looking for such sources is the essence of a qualitative research method.

Secondary sources may be represented by all sorts of texts, regardless of the form in which they reach our consciousness. The most important is the message which has the information and the meaning.

2.8.3. STATISTICAL METHODS

Analysis of the collected empirical material has to be complemented with the statistics. In the evaluation mathematical average has been used.

\[ M = \frac{\sum x}{N} \]

- \( M \): mathematical average
- \( N \): total number of the group
- \( x \): \( d(\text{through } x_1 \text{ to } X_n) \) particular variable values \( X \)
2.9. RESEARCH ORGANIZATION AND PROCEDURE

The evaluation that has been presented in this paper was conducted based on the selection of the non-random test, which is applied when the researcher does not intend to generalize the conclusions with reference to the whole population.

Selecting the collectivity for the qualitative studies was conducted in several stages. The first of them was the choice of the closed penitentiary institutions where offenders serve their sentences. The next one was obtaining a permission from the directors of the selected institutions for such studies. In the third stage the offenders from such institutions were subjected to the study.

The research was conducted in penitentiary institutions of the countries participating in the project (Belgium, Lithuania, Norway and Spain).

The completion of the relatively comprehensive questionnaires took the interviewees from about 40 minutes. The questionnaire was prepared in such a way that a likelihood of misunderstanding a question or an instruction was excluded. Such situations may happen when the subjects have a choice of more than one possible answers. The data obtained will be used for comparative analysis and drawing general conclusions, relating to the whole group of offenders participating in the study.

Selection of the studied group was conducted in such a way so as to include all categories of the committed crimes. The collected data will provide the basis for the qualitative study.

Gathering empirical data is time consuming not only due to the extensive character of the questionnaire addressed to the prisoners. It cannot be collected for longer than one month for each of the project partners. The data is standardized so the compilation will have a comprehensive character. Consequently the obtained empirical material will be subjected to quantitative and qualitative analysis.

During the next stage the gathered material will be statistically prepared, which will be helpful in using the obtained results and allow comparison of all the received data.

The next operations after data collection include:

- data reduction,
- data representation,
- formulation of conclusions.

The first operation represents the selection process, simplification and transformation of the data which make take up different forms (mainly notes). Data reduction, however, occurs as early as in the phase of information gathering, preparing a summary, coding and sublimation of the topics defined by the aim of the research. Thus obtained data is then organized, separated or rejected. In this way the final verification is accomplished.

Data representation is an organized, compressed set of the obtained information, on the basis of which conclusions can be drawn and certain operations can be undertaken. In order to do it matrixes arranged in terms of notions and cause chains are prepared. This enables drawing conclusions referring to particular cases and making a cross-sectional analysis being basis of the model representation of the relations between the offender and the community in the non-custodial reality.

In the research pilot studies were abandoned as the tests previously described in all aspects, are available to all the project partners.
Survey with stakeholders on motivation prisoners for learning

Innovative ways to motivate prisoners for learning
3.1. BACKGROUND
After meeting in Turnhout in February 2018 all partners in this project from Belgium, Lithuania, Norway and Spain a survey was designed to be used as a collection data instrument for the current motivation and demotivation issues of the inmate population regarding education in prison as the first step and source of information for drafting the future Guidebook on motivation in prison.

3.2. OBJECTIVE
The purpose of the research is to determine the factors that enhance the motivation of the inmates/convicts' learning (which influence the decision to start learning and successfully acquire the education) and what are the learning disruptions that can lead to dropout from the learning process.

3.3. METHODOLOGY
The educational department staff involved in the IOWA project designed a plan to fulfill the survey’s results including:
- Design of the layout of the questionnaire (English language as the common language for all participants of the project).
- Translation into Bulgarian, Dutch, Lithuanian, Norwegian, Polish, Russian, Slovak and Spanish languages (Appendix II), as part of a desire for having as many inmates as possible to understand and be able to answer the questionnaire.
- Information to prison management and to the national body responsible for all prisons in the different countries about the purpose and content of the survey.
- Request for authorizations for inmates’ involvement to the national/regional body for running the survey.
- Entering all data into a database to perform queries on the data.

There is hope behind this design that things can be done to change the mind of the participants in relation to education, supported on the idea that education is one of the keys to avoid recidivism, therefore it is important to seek tools to engage this group.

The results are analyzed beyond wishful think, providing recommendations, answers to practical situations that would evolve into different workshops and actions that can be developed in prison that ultimately are introduced into the IOWA Guide on motivation in prison.

The research instrument (questionnaire) consists of a demographic question block, a closed question block to find out learning situation of respondents, and three questionnaires for different respondent groups - prisoners who do not study and do not want to start learning (group A), inmates who are currently not attending school but considering learning opportunities, depending on certain circumstances (Group B) and convicts who studied at school at prison before or currently studying (Group C).

The task of the research is to gather and systematize information about the attitudes of people in prisons in terms of their needs and expectations, to make recommendations to teachers working in prisons, how to organize the educational process in this socially sensitive area purposefully and constructively, meeting the needs of imprisoned / convicted people maximally as well as strengthening their learning motivation.
The topic for this survey is motivation. It looks at different factors that could motivate you to start and complete a course of education, or what may cause you not to attend school. It is voluntary to participate in the survey.

The survey is handed out to prisoners over 18 years of age, in some selected prisons in Lithuania, Belgium, Spain and Norway. It is part of a European project [IOWA] where the goal is to get prisoners to start and complete an educational program while serving their sentence. The finished result will be a guidebook that can be used by teaching staff in prisons. The book can function as a tool to motivate and encourage school attendance while in prison.

The teaching departments from the different prisons in Lithuania, Belgium, Spain and Norway have prepared and will use the collected data from this survey. The project is managed by Lithuania.

The survey is anonymous. Do not write your name on the paper. Everyone involved in the project has a duty of confidentiality and all the material will be treated confidentially. All the forms will have been destroyed by the end of the project, no later than September 30th 2019.

You answer by ticking off one box for each statement. Select the option that best fits you. The school teaching staff, as well as prison staff will assist you in completing the form.

Thank you for helping us out!

Best regards
for project IOWA

Zulfija Guziene
Project leader
Lithuania

Gert Hurkmans
Project coordinator
Belgium

Maximo S. Bernal
Project coordinator
Spain

Øyvind Lunde
Project coordinator
Norway
ABOUT YOU

Gender
☐ Male  ☐ Female

Age group
☐ Under 20  ☐ 20-29  ☐ 30-39  ☐ 40-49  ☐ 50-59  ☐ Over 60

Citizenship
☐ National  ☐ Foreign

☐ Custody  ☐ Sentence

Length of sentence
☐ 0-6 months  ☐ 7-12 months  ☐ 1-2 years  ☐ 2-5 years  ☐ Over 5 years

Remaining time of sentence
☐ 0-6 months  ☐ 7-12 months  ☐ 1-2 years  ☐ 2-5 years  ☐ Over 5 years

EDUCATION

What is your highest completed level of education?

ATTENDANCE

Are you currently attending school?
☐ YES  ☐ NO

If yes, [After answering → go to paper C]

☐ Formal Education [Basic, Upper Secondary, Higher Education]

☐ Informal Education [Courses e.g. ICT, language, Arts&Craft...]

Are you planning to take part in any education while in prison?
[If YES → go to paper B] [If NO/DON'T KNOW → go to paper A]
☐ YES  ☐ NO  ☐ DON'T KNOW
This question is only for those who DO NOT want to start school.
[If you are involved in education or want to start, skip this question and continue to the next one.]

To what degree do the following statements relate to your reason[s] for not wanting to start school? [One tick per line]

<table>
<thead>
<tr>
<th>Statement</th>
<th>To a high degree</th>
<th>To some degree</th>
<th>Hardly at all</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not interested</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I was not aware of the educational opportunities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have learning disabilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have concentration difficulties</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My mental health is not good</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My physical health is not good</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Physical obstacles [e.g. glasses, hearing-aid, wheelchair]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I don’t feel comfortable in big groups</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The school is not offering studies I am interested in</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have previous bad experience with school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I do not need education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Combining work and school is too hard</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am not allowed to attend school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My sentence is served before I finish the studies</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel too old</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other factors:

This question is only for those who DO NOT want to start school. [If you are involved in education or want to start, skip this question and continue to the next one.]
To what degree could any of these statements motivate you to start school?  
[One tick per line]

<table>
<thead>
<tr>
<th>Statement</th>
<th>To a high degree</th>
<th>To some degree</th>
<th>Hardly at all</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get an acceptable job</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To achieve a better life</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To earn more money</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To get documentation/certification that would be useful after my release [language, ICT, vocational training]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To avoid criminality after release</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To prove that I am a smart person</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To strengthen my self-esteem</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interested in learning new things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To do something that is useful while in prison</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Encouraged by friends/family/others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>It makes it easier to serve the sentence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Because I meet friends/see other people at school</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>To meet the opposite sex</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Because I don’t want to work in prison</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To get access to computers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To achieve prison benefits [early release, money etc.]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The teachers are supportive</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Encouraged by information from school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Other factors:

This question is only for those who NOT already attending school.  
[If you already are involved in education, skip this question and continue to the next one.]
This question is only for those who: previously attended school in prison or is currently attending school
[If you are not involved in education, skip this question.]

To what degree did any of these statements motivate you to attend school?
[One tick per line]

<table>
<thead>
<tr>
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<td></td>
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</tr>
<tr>
<td>To get documentation/certification that would be useful after my release</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[language, ICT, vocational training]</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To avoid criminality after release</td>
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<td></td>
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</table>

Other factors:
3.4. NUMBERS AND LOCATION
A total of 10 prisons have participated in the survey with inmates distributed in the four partners’ geographical areas totaling more than 1200 surveys. The numbers in detail:
- 200 questionnaires were distributed in Šiauliai Remand Prison (Lithuania). 181 were returned accordingly;
- 220 did in the prisons of Turnhout, Merksplas and Wortel (Belgium). 200 questionnaire were returned;
- 719 questionnaires filled in Spain. Inmates participated from five different prisons both in open and closed regime penitentiaries, male and female, from Granada, Almeria, Jaen and Malaga (all prisons located in the Eastern part of Andalusia);
- 82 inmates, male only, answered the questionnaire in Norway.

Additional comments and observations coming from inmates were included in the questionnaires and considered to analyze the results and drafting recommendations.

3.5. MAIN RESULTS
Results may vary from country to country due to cultural or local factors but with a consistent line of action. A detailed analysis in each country results are included.

Based on those results coming from the different surveys a table of recommendations is included. They have been considered on the practical side of these guide, designing workshops and activities to be developed in prison as motivational tools to help building motivation and education in prison.
3.5.1 Promoting organization: P1: SIAULIU SUAUGUSIUJU MOKYKLA (LT)

During the research, 200 questionnaires were distributed in Šiauliai Remand Prison (hereinafter - ŠRP). 181 questionnaire were returned. The reciprocity rate is quite high - 90.5%. 97% of men and 3% of women participated in the study (see picture 1).

The largest part of respondents (40%) are aged 20-29. The second largest group is people aged 30-39 (25%). Only 5% of respondents are 50-59 years old and there are no respondents over 60. So the majority of respondents are aged 20-39 (see pic 2).

Psychologists call this stage of the age as the stage of development of a young adult. It is time when a person actively looks for his lifestyle, solves work and career issues. People of this age are open to change, so it is likely that by incorporating them into the learning process, one can expect to achieve effective changes in their social maturity, the status of identity, separated from the criminal environment, which may have influenced the formation of the individual's earlier behavior.

All respondents who participated in the study were citizens of Lithuania (foreign inmates studying in ŠRP did not participate in the study for some objective reasons).
As we can see in the chart (picture 3), 60% of respondents are in custody, 40% are convicted. The task of staff working in ŠRP and responsible for the development of social skills and competences of inmates is to involve people in the process of education, to motivate raising higher goals of life, and to develop strategies to achieve these goals in order to continue to pursue these activities in other imprisonment institutions (in case of further conviction). Interinstitutional cooperation between educational establishments in places of detention is also needed to make the education of convicts uninterrupterd.

As the majority of respondents who participated in the survey are detainees who are waiting for the end of the trial, the most frequently stated duration of their imprisonment is 0-6 months (35%), 23% of the respondents indicated that they were imprisoned more than 5 years ago. The prison term of various groups of prisoners is shown in the following graph (see picture 4):

As it is seen in the chart, even 24% of sentenced inmates will spend more than five years in prison, so it is very important that this long period would be perceived not only as a realization of criminal responsibility, but also as a period of socialization of personality that would help the person to integrate successfully into all spheres of social life after release as well as into labor market.
Graph No 5 shows that the majority of respondents indicated having basic (40%) or secondary (41%) education. Absolutely no education was given by 2 respondents (1%), 14% of the respondents have primary education and only 4% - higher education. Thus, the aim of formal education institutions implementing general education programs in a prison institution is to involve as many people who have not completed secondary education in education as possible.

It is seen in the graph No 6 that only 41 respondents (23%) indicated that they are currently studying, 6% are studying according non-formal education programs. 31% of respondents are planning to study at the time of imprisonment and 27%- do not want to study, 19% of inmates do not know if they want to study. These data show that the majority of respondents are not conscious of the necessity to study, their motivation for learning is low.

Questionnaire A (picture 7) was given to people who are currently not in education and do not intend to study. The aim of this part was to find out the reasons of their attitude. 30% of respondents point out that they completely agree with the statement that they are not interested in studying (however, 20% of respondents totally disagree with this statement); the majority of non-planning to study respondents said that they did not consider the fact that life-long education offers more opportunities (26% of respondents fully agree, 31% partly agree); also there are those who state that they do not need education (31% agree with this statement, 26% of respondents agree partly). The respondents indicate a very
it is expected that there would be more confidence in oneself as well as the need for personality development, which would stimulate the commencement of learning according to general education programs. Having analyzed the data of the survey, it is obvious that unwillingness to learn is not caused by learning difficulties (54% of respondents totally disagree with the assertion that they had learning difficulties, 23% of them disagree, 12% agree, 11% completely agree). Also it is not caused by difficulties in concentration, problems in mental health, or physical disability. Only 12% of respondents fully agree with the statement that it is difficult to concentrate, 8% of respondents do not want to study due to mental disability, 12% of respondents have health problems, 10% of respondents do not want to study because of physical disability. Often, the reluctance to learn is determined by previous negative experience. Having interviewed prisoners, it was turned out that only 7% of respondents fully agreed with the statement that they had negative experience with their previous learning, 31% agree with this statement partly, and 41% completely disagree.

Respondents indicate that they do not feel bad studying in big groups and this is not the reason for their reluctance to study. Also the unwillingness to study is associated with the lack of such general competencies as learning to learn, coordinating social roles, time planning: 31% of respondents fully agree and 26% partly agree with the statement that combining studying and work is too difficult, 52% of respondents do not start learning because they will leave prison before a studying course ends. Only 19% of inmates are not studying and do not intend to study for objective reasons (they are not allowed to attend school). Although, as previously mentioned, the vast majority of respondents were young adults, 47% think they are too old to study. Less than half - 41% of respondents say they do not know why they do not study and do not want to study, and the majority - 59% of those who do not study say they know about the reasons for not learning and not wanting to study. Respondents answered to the open question about other causes of non-interest in education stating that secondary education has already been acquired, while other relevant and useful non-formal education programs are not proposed in ŠRP: "... there is no opportunity to study, to improve or to learn foreign languages" "there are no courses which are interesting for me, there is no possibility to learn foreign languages". Thus, the respondents indicate that the most important factors of learning motivation are the usefulness and attractiveness of study programs. Respondents are mostly interested in learning foreign languages (see picture 7).
Questionnaire B (picture 8) was provided to detainees/convicts who are currently not at school, but do not exclude the possibility to start studying. They were asked to evaluate the motivation factors of studying that influence their decision to learn. 76% of respondents totally agree with the statement "I want to get an acceptable job and achieve a better life", 22% of inmates partly agree with this statement. 64% of respondents completely agree with the factor "To earn more money", 33% of them agree partially. 67% of respondents agree completely with the statements "To get documentation/certification that would be useful after my release, 23% of respondents agree partly. Thus, it is seen that studying in the places of imprisonment is significant for respondents as it is connected with career decisions, improvement of quality of life, more successful integration into society after their release. The majority of respondents indicated that studying can help them to avoid criminality after release (87% of respondents indicated this factor as a significant one). A big number of respondents realize that studying is a possibility to improve personal self-esteem and personality growth. 63% of respondents fully agree and 25% agree partially with the statement that the important reason for studying is their willingness to strengthen self-esteem and to prove that they are smart people. 69% fully agree and 24% partly agree with the statement that their motivation factor is the desire to learn new things. A large proportion of respondents say that they are seeking to do something that is useful while in prison. 72% of respondents fully agree, 21% agree partially with this statement. As one of the most important motives for studying in prison, the individuals point out the possibility to seek social contact in this way, to meet the need for communication, 25% of respondents completely agree and 38% partly agree with the statement "Because I meet friends/see other people at school", as well as 26% of respondents totally agree and 35% agree partially with the factor "To meet the opposite gender". To some questioned detainees/ prisoners the significant reasons for choosing to study are certain factors of personal gain (making easier to serve the sentence, reluctance to work, the desire to access computers) and it is worth noting that encouraging to study by friends and family members is not very influential: 24% of surveyed inmates completely agree, 28% of respondents agree partly, 38% hardly ever agree, and 10% of the respondents totally disagree with the statement "Encouraged by friends/family/others" (see picture 8).
Questionnaire C (picture 9) was given to detainees/convicts who had previously studied in a prison or are studying at the moment. The most significant motivation factors for learning which were pointed out by respondents in this group are their wish of higher quality of life, the possible smoother integration into society after release, greater freedom in making career decisions, the desire to improve themselves as a personality, in addition to that learners pointed out that they were encouraged by information about learning opportunities (53% of respondents completely agree with this statement, 26% of respondents partially agree). Respondents state that learning is self-assessing, it creates preconditions for establishing social contacts. Essentially, internal factors of learning motivation predominate. It is noteworthy that respondents in this group consider external learning motivation factors to be less significant than respondents in Group B do. This fact shows their higher level of consciousness, social maturity, and the perception of studying as a value. Unlike respondents in group B, they do not emphasize the external motivation factors such as access to computers, meeting other people. The social maturity of this group also indicates the assessment of the statement "Do not want to work in a prison": 30% of respondents fully agree with this statement, 14% of respondents partly agree, which means that these people are ready to combine work with studying. It is also noted that for this group of interviewed people the important factor is support of friends and family members. Also respondents positively evaluate communication with teachers, they state that teachers are helpful and supportive (37% of respondents fully agree, 41% of respondents agree partly with the statement "Teachers are supportive") (see picture 9).
3.5.2. Promoting organization: P2: ASTURIA (BE)

During the research, 220 questionnaires were distributed in the prisons of Turnhout, Merksplas and Wortel. 200 questionnaire were returned. The reciprocity rate is quite high - 90%. 100% of men participated in the study (see tabel 1)

<table>
<thead>
<tr>
<th>GENDER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 1

The largest part of respondents (32%) are aged 20-29. The second largest groups are the people aged 30-39 and 40-49 (both 28%). Only 4% of respondents are 50-59 years old and there are 8% respondents over 60. Psychologists call this stage of the age as the stage of development of a young adult. It is time when a person actively looks for his lifestyle, solves work and career issues. People of this age are open to change, so it is likely that by incorporating them into the learning process, one can expect to achieve effective changes in their social maturity, the status of identity, separated from the criminal environment, which may have influenced the formation of the individual's earlier behavior.

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 20 y.o.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20-29</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>30-39</td>
<td>56</td>
<td>28</td>
</tr>
<tr>
<td>40-49</td>
<td>56</td>
<td>28</td>
</tr>
<tr>
<td>50-59</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>More 60 y.o.</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2

50% of the respondents who participated in the study were citizens of Belgium. Foreign inmates studying in the three prisons have more than 10 different nationalities.

<table>
<thead>
<tr>
<th>CITIZENSHIP</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Foreign</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 3

As we can see in the chart (table 4), 18% of respondents are under custody, 82% are convicted. The task of educational staff working in the three prisons and responsible for the development of social skills and competences of inmates is to involve people in the process of education, to motivate raising higher goals of life, and to develop strategies to achieve these goals in order to continue to pursue these activities in other imprisonment institutions (in case of further conviction). Interinstitutional cooperation between educational establishments in places of detention is also needed to make the education of convicts uninterrupted.

<table>
<thead>
<tr>
<th>JUDICIAL SITUATION</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under custody</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>Convicted</td>
<td>164</td>
<td>82</td>
</tr>
</tbody>
</table>

Table 4

Just a minority of respondents who participated in the survey are detainees who are waiting for the end of the trial in the prison of Turnhout with an imprisonment duration of 0-6 months (18%). The majority of the respondents have a sentence of 2-5 years (64%). 12% of the respondents indicated that they are imprisoned for more than 5 years.
<table>
<thead>
<tr>
<th>LENGTH OF SENTENCE</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>7-12 months</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>1-2 years</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2-5 years</td>
<td>128</td>
<td>64</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 5

As it is seen in the table 6, even 36% of sentenced inmates are enrolled in a course preparing themselves for release with new competences learned. 14% still spend between 7-12 months and 32% between 1-2 years in prison, so it is very important that this period would be perceived not only as a realization of criminal responsibility, but also as a period of socialization of personality that would help the person to integrate successfully into all spheres of social life after release as well as into labor market.

<table>
<thead>
<tr>
<th>REMAINING TIME SENTENCE</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>7-12 months</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>1-2 years</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>2-5 years</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 6

Table 7 shows that the majority of respondents indicated having lower secondary (22%) of higher secondary (36%) education. Absolutely no education was given by 4 respondents (2%), 10% of the respondents have primary education and only 10% - higher education. Thus, the aim of formal education institutions implementing general education programs in a prison institution is to involve as many people who have not completed secondary education in education as possible.

<table>
<thead>
<tr>
<th>EDUCATIONAL LEVEL</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Primary</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Lower secondary</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>Higher secondary</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>University</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 7

<table>
<thead>
<tr>
<th>ATTENDING SCHOOL AT THIS MOMENT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>100</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8

<table>
<thead>
<tr>
<th>FORMAL OR INFORMAL LEARNING</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal learning</td>
<td>100</td>
</tr>
<tr>
<td>Informal learning</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 9

It is seen in table 8 and 9 that all the participants of this survey are currently studying in one of the programs of formal learning inside the three prisons.

In table 10 24 respondents (12%) have indicated that they do not know if they are going to enroll in a new course of formal learning. A majority of these respondents are in custody so they don’t know if they are still in prison when the new courses will start.
<table>
<thead>
<tr>
<th>CONSIDERING TAKING PART IN EDUCATION</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>176</td>
<td>88</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DON’T KNOW</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 10

The results of questionnaire C in three prisons in Belgium (Wortel, Turnhout & Merksplas)

<table>
<thead>
<tr>
<th>MOTIVATION FACTORS</th>
<th>To a high degree</th>
<th>To some degree</th>
<th>Hardly at all</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get an acceptable job</td>
<td>68</td>
<td>52</td>
<td>28</td>
<td>52</td>
</tr>
<tr>
<td>To achieve a better life</td>
<td>84</td>
<td>48</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>To earn more money</td>
<td>40</td>
<td>48</td>
<td>48</td>
<td>64</td>
</tr>
<tr>
<td>To get documentation/certification that would be useful after my release</td>
<td>88</td>
<td>48</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>To avoid criminality after release</td>
<td>52</td>
<td>52</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>To prove that I am a smart person</td>
<td>28</td>
<td>52</td>
<td>44</td>
<td>76</td>
</tr>
<tr>
<td>To strengthen my self-esteem</td>
<td>40</td>
<td>64</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Interested in learning new things</td>
<td>112</td>
<td>48</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>To do something that is useful while in prison</td>
<td>108</td>
<td>44</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Encouraged by friends/family/others</td>
<td>20</td>
<td>48</td>
<td>36</td>
<td>96</td>
</tr>
<tr>
<td>It makes it easier to serve the sentence</td>
<td>96</td>
<td>40</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Because I meet friends/see other people at school</td>
<td>20</td>
<td>40</td>
<td>48</td>
<td>92</td>
</tr>
<tr>
<td>To meet the opposite sex</td>
<td>20</td>
<td>20</td>
<td>28</td>
<td>132</td>
</tr>
<tr>
<td>Because I don’t want to work in prison</td>
<td>8</td>
<td>28</td>
<td>32</td>
<td>132</td>
</tr>
<tr>
<td>To get access to computers</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>128</td>
</tr>
<tr>
<td>To achieve prison benefits [early release, money etc.]</td>
<td>20</td>
<td>24</td>
<td>32</td>
<td>124</td>
</tr>
<tr>
<td>The teachers are supportive</td>
<td>80</td>
<td>74</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Encouraged by information from school</td>
<td>28</td>
<td>72</td>
<td>44</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 11

Questionnaire C (table 11) was given to detainees / convicts who had previously studied in a prison or are studying at the moment. The most significant motivation factors for learning which – to a high degree - were pointed out by respondents in this group are their wish to learn new things (56%), to do something useful while in prison (54%), make it easier to serve the sentence (48%), to get a certification (44%) and to achieve a better life (42%). Supporting teachers are in a high degree (40%) or to some degree (37%) an important factor for the success of motivation prisoners for learning.

It is important to notice that 66% of the respondents have no problem with working inside a prison and meanwhile studying. That’s the reason why prison staff and management in the 3 prisons are planning education and work in sequence so that they don’t have to make a choice between those activities. Fortunately a minority of the respondents want to start courses to meet the opposite sex (66%) or to get access to computers (64%). A big group of participants hope to achieve some prison benefits (62%). It is also noted that for this group of interviewed people the support of friends and family members has a low impact on the motivation to enroll in a course (48%).
General results: The steps above mentioned resulted in a specific authorization for intervention in 5 prisons in Norway to spread the questionnaires designed within the IOWA project. Unfortunately, the authorization given did not reach us until mid-August, so only one prison has been involved as per today. Another prison will be visited shortly to try to have results from one more prison.

The questionnaire was designed to be answered by all inmates, both those already involved in school (group C), those who were not but could be (group B), and those who have rejected that possibility (group A). The reason for this is to better understand those who do not want to attend school. Perhaps there are things we can do to change the mind of this group of people. Education is one of the keys to avoid recidivism, therefore it is important to seek tools to engage this group.

Unfortunately, today only 82 inmates, male only, has answered the questionnaire. We hope to be able to include more answers in a later version of this document. In addition to that, surveys performed some years ago by University of Bergen asking many of the same questions, will then be discussed along with our results. However, the results as shown here is based on those 82 answers. This is of course too small number to state the trends as facts, but they might be indicators of the situation.

What is the picture? The following tables show the basic features of participating inmates considering age, nationality, judicial situation, prison time, time remaining in prison and educational level:

<table>
<thead>
<tr>
<th>AGE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under than 20 years</td>
<td>0,0</td>
</tr>
<tr>
<td>20-29 years</td>
<td>23,2</td>
</tr>
<tr>
<td>30-39 years</td>
<td>35,3</td>
</tr>
<tr>
<td>40-49 years</td>
<td>23,2</td>
</tr>
<tr>
<td>50-59 years</td>
<td>17,1</td>
</tr>
<tr>
<td>60 years and above</td>
<td>1,2</td>
</tr>
</tbody>
</table>

Only 23,2% of respondents were under 30 years. The majority was between 30 and 39 years (35,3%). Still 18,3% of them are above 50 years.

<table>
<thead>
<tr>
<th>NATIONALITY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwegian</td>
<td>76,8</td>
</tr>
<tr>
<td>Non-Norwegians</td>
<td>23,2</td>
</tr>
</tbody>
</table>

The clear majority of those who have answered, are Norwegians. This reflects the situation in the prison at the moment. Normally Ullersmo prison has a high percentage of foreign nationals, but at the end of the rental period of 242 cells in a Dutch prison, the percentage of foreigners in Ullersmo is low. In Norway the percentage of foreigners in prison is about 34% (2017).

<table>
<thead>
<tr>
<th>JURIDICAL SITUATION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convicted</td>
<td>96,3</td>
</tr>
<tr>
<td>In custody</td>
<td>3,7</td>
</tr>
</tbody>
</table>
The results for this question are interesting. We cannot state that those answering the survey are those who want to go to school, but the numbers here could indicate that those in custody are not interested in what goes on inside the prison. The persons in custody might think that their stay in the prison will be short.

<table>
<thead>
<tr>
<th>PRISON TIME</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>1.2</td>
</tr>
<tr>
<td>7-12 months</td>
<td>7.3</td>
</tr>
<tr>
<td>1-2 years</td>
<td>14.6</td>
</tr>
<tr>
<td>2-5 years</td>
<td>42.7</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>30.5</td>
</tr>
<tr>
<td>Did not answer this</td>
<td>3.7</td>
</tr>
</tbody>
</table>

As Ullersmo is a high security prison it would be expected that most of the convicted persons would have long sentences. The result of the survey shows that only 8.5% of respondents have a sentence of less than one year, and the majority has sentences of 2 years or more. This also shows the potential for proper formal education. The „Did not answer“-group suits the group of persons in custody.

<table>
<thead>
<tr>
<th>TIME REMAINING</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>18.3</td>
</tr>
<tr>
<td>7-12 months</td>
<td>12.2</td>
</tr>
<tr>
<td>1-2 years</td>
<td>24.4</td>
</tr>
<tr>
<td>2-5 years</td>
<td>25.6</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>12.2</td>
</tr>
<tr>
<td>Did not answer this</td>
<td>7.3</td>
</tr>
</tbody>
</table>

According to the numbers, this question seems to have been a bit more personal than the previous; the „Did not answer“-group is now at 7.3%. Another possible reason for this high percentage could be that the inmates think this is unnecessary or the same as the previous. Also note that many of those answering the survey have served much of their sentence. The „more than 2 years“-group is now lowered to 37.8%, while the „0-6 months“-group is very much higher than in the previous question. The result of this will probably have influenced the answers of the „My sentence is served before I finish the studies“-statement and perhaps also the „I am not interested“-statement.

<table>
<thead>
<tr>
<th>ATTENDING SCHOOL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32.9</td>
</tr>
<tr>
<td>No</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Only one out of three are currently attending school. This is somewhat less than the actual number of inmates attending school. This result is good because this gives better results on the statements for those who do not want to go to school, as well as for those who want to attend.
<table>
<thead>
<tr>
<th>Statement</th>
<th>To a high degree</th>
<th>To some degree</th>
<th>Hardly at all</th>
<th>Not at all</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not interested</td>
<td>17,4</td>
<td>13,0</td>
<td>0,0</td>
<td>65,2</td>
<td>4,4</td>
</tr>
<tr>
<td>I was not aware of the educational opportunities</td>
<td>26,1</td>
<td>13,0</td>
<td>13,0</td>
<td>47,9</td>
<td>0,0</td>
</tr>
<tr>
<td>I have learning disabilities</td>
<td>4,4</td>
<td>8,7</td>
<td>8,7</td>
<td>56,5</td>
<td>21,7</td>
</tr>
<tr>
<td>I have concentration difficulties</td>
<td>4,4</td>
<td>39,1</td>
<td>8,7</td>
<td>47,8</td>
<td>0,0</td>
</tr>
<tr>
<td>My mental health is not good</td>
<td>8,7</td>
<td>8,7</td>
<td>4,4</td>
<td>78,2</td>
<td>0,0</td>
</tr>
<tr>
<td>My physical health is not good</td>
<td>8,7</td>
<td>17,4</td>
<td>4,4</td>
<td>69,5</td>
<td>0,0</td>
</tr>
<tr>
<td>Physical obstacles [e.g. glasses, hearing-aid, wheelchair]</td>
<td>8,7</td>
<td>4,4</td>
<td>4,4</td>
<td>82,5</td>
<td>0,0</td>
</tr>
<tr>
<td>I don't feel comfortable in big groups</td>
<td>4,4</td>
<td>21,7</td>
<td>8,7</td>
<td>65,2</td>
<td>0,0</td>
</tr>
<tr>
<td>The school is not offering studies I am interested in</td>
<td>17,4</td>
<td>34,8</td>
<td>8,7</td>
<td>39,1</td>
<td>0,0</td>
</tr>
<tr>
<td>I have previous bad experience with school</td>
<td>26,1</td>
<td>17,4</td>
<td>8,7</td>
<td>47,8</td>
<td>0,0</td>
</tr>
<tr>
<td>I do not need education</td>
<td>13,0</td>
<td>34,8</td>
<td>4,4</td>
<td>47,8</td>
<td>0,0</td>
</tr>
<tr>
<td>Combining work and school is too hard</td>
<td>8,7</td>
<td>4,4</td>
<td>17,4</td>
<td>69,5</td>
<td>0,0</td>
</tr>
<tr>
<td>I am not allowed to attend school</td>
<td>17,4</td>
<td>0,0</td>
<td>4,4</td>
<td>73,9</td>
<td>4,4</td>
</tr>
<tr>
<td>My sentence is served before I finish the studies</td>
<td>26,1</td>
<td>21,7</td>
<td>0,0</td>
<td>47,8</td>
<td>4,4</td>
</tr>
<tr>
<td>I feel too old</td>
<td>4,4</td>
<td>21,7</td>
<td>8,7</td>
<td>60,9</td>
<td>4,4</td>
</tr>
</tbody>
</table>

N=23

This table shows something important. As much as 21,7% do not answer the statement about learning disabilities. Is this showing that nearly 45% of the inmates have some degree of learning disabilities? In addition to this, nearly 45% also stated that they have concentration difficulties. If this is the case, a lot of work should be focused on these problems. Another finding is that more than 50% of those not attending school think their previous education is not sufficient. They need more education. Still, they do not want to attend. This must be considered a big problem, and therefore a focus point. Nearly 40% state that they were not aware of the possibilities of attending school. Also, a serious challenge, but one that should be fairly easy to correct. School not offering the desired education also rates high (more than 50%) followed by earlier bad experience with school (nearly 45%).
Reasons for not attending/starting education in prison:

<table>
<thead>
<tr>
<th>Category</th>
<th>Statements and %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Attitude</td>
<td>I am not interested (17,4% to a high degree, 13,0% to some degree)</td>
</tr>
<tr>
<td></td>
<td>I don’t feel comfortable in big groups (4,4% and 21,7%)</td>
</tr>
<tr>
<td></td>
<td>I have previously bad experience with school (26,1% and 17,4%)</td>
</tr>
<tr>
<td>Category 2: Education offered</td>
<td>I was not aware of the educational opportunities (26,1% and 13,0%)</td>
</tr>
<tr>
<td></td>
<td>The school is not offering studies I am interested in (17,4% and 34,8%)</td>
</tr>
<tr>
<td>Category 3: Difficulties</td>
<td>I have concentration difficulties (4,4% and 39,1%)</td>
</tr>
<tr>
<td></td>
<td>My physical health is not good enough (8,7% and 17,4%)</td>
</tr>
<tr>
<td>Category 4: Detention and age</td>
<td>My sentence is served before I finish studies (26,1% and 21,7%)</td>
</tr>
<tr>
<td></td>
<td>I feel too old (4,4% and 21,7%)</td>
</tr>
<tr>
<td>Category 5: Need of education</td>
<td>I do not need education (13,0% and 34,8%)</td>
</tr>
</tbody>
</table>

Proposed actions and key issues to get those who do not want to attend school to start education:

„Spreading the word“ It is important that all inmates get information as early as possible. This could have an impact on two of the questions: „I was not aware...“, and „My sentence is served before...“

Career- and study guidance. Amongst the many who think they do not need education, several actually do. To be able to perform the work they had to leave when entering the prison, they might need new knowledge. Others think that the education they want does not exist in the prison. Perhaps it will be possible if the school is aware of their requests.

Previous bad experience with school. It is extremely important to aim at this group, as it is in this group you will find most of the illiterate and those who has not finished any education. Education is a necessity to get a job today. The jobs for those without any education are fewer than some years ago and is rapidly disappearing. To find good solutions in this field is quite difficult, but highly necessary.
For those currently not attending but wanting to start education, the top rating is to achieve a better life (83.4% to a high degree, 10% to some degree) followed by desire to learn something new (76.7% and 16.7%) and the desire to have something useful to do in prison (76.7% and 13.3%). The desire to get a good job also gets a high score (73.3% and 16.7%), and desire to have useful documentation is following closely (70.0% and 20.0%). 10% of the respondents do not want to rate the question of earning more money.

On the „No significant“-side, the do not want to work rates highest (70%), followed by meeting opposite sex (63.3%) and computer access (53.3%). The last is surprising as this has been stated as one of the benefits of attending school, as they can connect to a (rather limited) Internet.

**Proposed actions and key issues to get those not attending school, but who wants to attend school to start education:**

Relevant and up-to-date education is important to try to have more inmates attending school. They want to learn new things. This is a big challenge to the educational organizations, but one should be looking into solutions for this.
Career- and study guidance. Again, this is important. For the inmate to achieve a job after release, they might need to educate themselves to be able to enter the job market. A career- and study councilor would be able to guide the inmates to educate themselves to jobs where they are needed.

Useful documentation is also an important factor for starting school. This means that the documentation they receive should be of a character where they can and will use it later. This is not always the fact with papers that have the logo of the Criminal Justice department. To be able to get a certificate signed and stamped by the educational institution will be much more valuable, both as a document showing the continuity on the CV, but also as proof of knowledge and experience within a profession.

Intrinsic factors. These are factors where it is harder for us to change or influence the motivation. At the same time intrinsic factors are the factors that to a large extent controls whether the goals are achieved or not. Both „to strengthen my self-esteem“ (43,3% and 26,7%), and „to prove I am a smart person“ (46,7% and 10,0%) has rather high score.

<table>
<thead>
<tr>
<th>Group C: Already attending school (values in %)</th>
<th>To a high degree</th>
<th>To some degree</th>
<th>Hardly at all</th>
<th>Not at all</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get an acceptable job</td>
<td>66,7</td>
<td>18,5</td>
<td>7,4</td>
<td>7,4</td>
<td>0,0</td>
</tr>
<tr>
<td>To achieve a better life</td>
<td>70,4</td>
<td>25,9</td>
<td>0,0</td>
<td>3,7</td>
<td>0,0</td>
</tr>
<tr>
<td>To earn more money</td>
<td>51,9</td>
<td>14,8</td>
<td>14,8</td>
<td>18,5</td>
<td>0,0</td>
</tr>
<tr>
<td>To get doc/certificate that would be useful after my release</td>
<td>70,4</td>
<td>14,8</td>
<td>3,7</td>
<td>11,1</td>
<td>0,0</td>
</tr>
<tr>
<td>To avoid criminality after release</td>
<td>55,6</td>
<td>18,5</td>
<td>7,4</td>
<td>18,5</td>
<td>0,0</td>
</tr>
<tr>
<td>To prove that I am a smart person</td>
<td>48,2</td>
<td>18,5</td>
<td>14,8</td>
<td>18,5</td>
<td>0,0</td>
</tr>
<tr>
<td>To strengthen my self-esteem</td>
<td>48,2</td>
<td>37,0</td>
<td>11,1</td>
<td>3,7</td>
<td>0,0</td>
</tr>
<tr>
<td>Interested in learning new things</td>
<td>66,7</td>
<td>29,6</td>
<td>3,7</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>To do something that is useful while in prison</td>
<td>74,1</td>
<td>14,8</td>
<td>11,1</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>Encouraged by friends/family/others</td>
<td>25,9</td>
<td>18,5</td>
<td>14,8</td>
<td>37,1</td>
<td>3,7</td>
</tr>
<tr>
<td>It makes it easier to serve the sentence</td>
<td>63,0</td>
<td>25,9</td>
<td>3,7</td>
<td>3,7</td>
<td>3,7</td>
</tr>
<tr>
<td>Because I meet friends/see other people at school</td>
<td>11,1</td>
<td>25,9</td>
<td>40,8</td>
<td>22,2</td>
<td>0,0</td>
</tr>
<tr>
<td>To meet the opposite sex</td>
<td>11,1</td>
<td>3,7</td>
<td>14,8</td>
<td>66,7</td>
<td>3,7</td>
</tr>
<tr>
<td>Because I don’t want to work in prison</td>
<td>18,5</td>
<td>7,4</td>
<td>7,4</td>
<td>66,7</td>
<td>0,0</td>
</tr>
<tr>
<td>To get access to computers</td>
<td>14,8</td>
<td>25,9</td>
<td>14,8</td>
<td>44,5</td>
<td>0,0</td>
</tr>
<tr>
<td>To achieve prison benefits [early release, money etc.]</td>
<td>11,1</td>
<td>18,5</td>
<td>14,8</td>
<td>55,6</td>
<td>0,0</td>
</tr>
<tr>
<td>The teachers are supportive</td>
<td>33,3</td>
<td>37,1</td>
<td>18,5</td>
<td>7,4</td>
<td>3,7</td>
</tr>
<tr>
<td>Encouraged by information from school</td>
<td>22,2</td>
<td>22,2</td>
<td>22,2</td>
<td>33,4</td>
<td>0,0</td>
</tr>
</tbody>
</table>

N=27

This table shows the results for those already attending school, or who have previously attended school inside prison. This again shows the desire to achieve a better life as one of the highest (70,4% to a high degree and 14,8% to a certain degree) as well as the interest in learning new things (66,7% and 29,6%),
corresponds well to the survey for those wanting to attend school. On the other hand, it is of no importance to meet the opposite sex (66.7%), there is little desire to avoid work (66.7%), and it is of little/no importance to achieve prison benefits (55.6%). Also, here the possibility to work on a computer scores surprisingly low.

**Proposed actions and key issues to get those who attend school to also finish it, taking the required (if any) exams:**

Relevant and up-to-date education is also important when trying to have more inmates completing education. As for group C, they want to learn new things. This is a big challenge to the educational organizations, but one should be looking into solutions for this.

Career- and study guidance. Again, this is important. For the inmate to achieve a job after release, they might need to educate themselves to be able to go into that job. A career- and study counselor would be able to guide the inmates to educate themselves to jobs where they are needed. Getting to an education that seems to be reasonable also helps the inmate complete education.

Supportive teachers should also be mentioned. The feeling of being seen by the teacher and get help when needed is very valuable. Also, teachers that listen to the inmates and take their opinion into consideration when it comes to study techniques are very much appreciated.

Intrinsic factors. When started at school it seems that the intrinsic factors are just as important as they are for those wanting to start education. Both „to strengthen my self-esteem“ (48.2% and 37.0%) and „to prove I am a smart person“ (48.2% and 18.5%) are on the same level, or even higher than in question group B.
General results: The steps above mentioned resulted in a specific authorization for intervention in all the prisons of Andalusia to spread the questionnaires designed within the IOWA project. During the end of May and June questionnaires were filled out in five different prisons including all the relevant target groups: inmates who were involved in school (group C), those who were not but could be (group B), and those who have rejected that possibility (group A). All surveys were monitored by at least one of the teachers belonging to Granada’s team in order to facilitate inmates with information on any doubts that may have risen, encouraging as well for additional observations and comments to be included in the sheets provided. This resulted in:

- 719 questionnaires filled.
- Additional comments and observations coming from inmates were included in the questionnaires.
- Inmates participation from five different prisons both in open and closed regime penitentiaries from Granada, Almeria.

<table>
<thead>
<tr>
<th>Prisons</th>
<th>Inmates surveyed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS GRANADA</td>
<td>87</td>
<td>12,7%</td>
</tr>
<tr>
<td>CP ALBOLOTE</td>
<td>367</td>
<td>51%</td>
</tr>
<tr>
<td>CP JAEN</td>
<td>93</td>
<td>12,9%</td>
</tr>
<tr>
<td>CP ALMERIA</td>
<td>92</td>
<td>12,8%</td>
</tr>
<tr>
<td>CIS MALAGA</td>
<td>45</td>
<td>6,3%</td>
</tr>
<tr>
<td>Surveys discarded/erroneous</td>
<td>35</td>
<td>4,9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>719</td>
<td>100%</td>
</tr>
</tbody>
</table>

What is the picture? The following tables show the basic features of participating inmates considering gender, age, nationality, judicial situation, prison term, time remaining in prison and educational level:

<table>
<thead>
<tr>
<th>GENDER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77,6</td>
</tr>
<tr>
<td>Female</td>
<td>22,4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 20 y.o</td>
<td>1,3</td>
</tr>
<tr>
<td>20-29</td>
<td>26,3</td>
</tr>
<tr>
<td>30-39</td>
<td>30,5</td>
</tr>
<tr>
<td>40-49</td>
<td>25,7</td>
</tr>
<tr>
<td>50-59</td>
<td>14,2</td>
</tr>
<tr>
<td>More than 60 years old</td>
<td>1,9</td>
</tr>
<tr>
<td>NATIONALITY</td>
<td>%</td>
</tr>
<tr>
<td>--------------------</td>
<td>----</td>
</tr>
<tr>
<td>Spanish</td>
<td>79,5</td>
</tr>
<tr>
<td>Non-Spanish</td>
<td>20,5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUDICIAL SITUATION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under custody</td>
<td>13,4</td>
</tr>
<tr>
<td>Convicted</td>
<td>86,6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRISON TERM</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>8,3</td>
</tr>
<tr>
<td>7-12 months</td>
<td>12,1</td>
</tr>
<tr>
<td>1-2 years</td>
<td>15,6</td>
</tr>
<tr>
<td>2-5 years</td>
<td>35,2</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>28,9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME REMAINING</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>22,6</td>
</tr>
<tr>
<td>7-12 months</td>
<td>17,6</td>
</tr>
<tr>
<td>1-2 years</td>
<td>26,2</td>
</tr>
<tr>
<td>2-5 years</td>
<td>21,6</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>12,5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>9,5</td>
</tr>
<tr>
<td>Primary</td>
<td>44,7</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
</tr>
<tr>
<td>Higher</td>
<td>12,9</td>
</tr>
<tr>
<td>University</td>
<td>2,9</td>
</tr>
</tbody>
</table>
Considering the above-mentioned description different meetings for analysis were held in Granada. The strategy set did encompass:

- Stablishing the main results coming from surveys, highlighting those items more relevant in the different groups A, B and C.
- To pair a set of conclusions on each one of those results.
- Different recommendations related to those conclusions that could lead to improvement and introduction of different styles of education in prisons.

A set of good practices according to previous experiences and current efforts that are underway in local prisons, as well as relating them to the different workshops already presented within the IOWA project. Specific analysis was also taken into consideration coming from other experts who collaborated with the local team. Our acknowledgment to Mr. Sergio Arias (prison psychologist) and Mr Antonio Rodriguez Sanjuan (social educator). We are grateful on their time shared and insights.

The main results found after the statistical analysis of the data are presented bellow (A). In the next section (B), a series of good practices that are currently being carried out in Spanish prisons in relation to this topic are proposed as well as recommendations and proposals for improvements.

**Main results**

1. Most respondents have a sentence of one or two years.
2. The bulk of the prison student body is on a basic education level.
3. There is a significant number of women who are illiterate.
4. Most of university students are women.
5. There is a striking number of women who do not attend school because “they are not allowed to attend”.
6. The main age group is between 25-40 years old. In that interval it is prominent that many students do not have the Certificate of Secondary Education.
7. There is a significant percentage of residual illiteracy in the prisons analyzed.
8. In general terms, the longer the sentence the more interested prisoners are in attending school.
9. A high percentage of respondents want to learn, do something useful, have a better life and avoid reoffending.
10. Most of those who still do not attend school (Group B), are interested in registering because it makes it easier for them to comply with the sentence and prevents them from reoffending.
11. In group A of the survey (those who do not want to come to school) the most frequent justification is "combining work and school is too hard" followed very closely by "I do not need education".
12. Foreigners are more interested in attending school than nationals.
13. Regarding physical or psychological problems, the inmates point out:
   - Lack of concentration due to the use and abuse of narcotics.
14. Not to feel comfortable in large groups.
15. Due to physical obstacles such as lack of glasses or hearing aids.
16. The item “To meet the opposite sex” as a reason to go to school is not significant.
17. They are not especially interested in computers related with education.
18. A high percentage of group B (77%) want to study to obtain penitentiary benefits.
Conclusions, recommendations and good practices

- Most participants have a sentence of one or two years. For this reason, it is important to provide information about the school from the very moment of admission and to explain the registration procedures clearly in order to make the best use of that prison time.

- The bulk of the prison student body is in Primary School. Students who do not have a certificate and do not want to come to school should be a priority target.

- There are a significant number of women who are illiterate. Based on our knowledge of the prison population and the prison reality, this fact could be partially explained for the existence of a high percentage of Roma women and women from marginal environments who have never attended school.

- The majority of university students are women. The issue of gender related to University studies would need further analysis. But on a different perspective on this issue, a scheme involving inmates with university studies in prison participating on a peer to peer aide to other student inmates with lower learning skills or educational level could be helpful to create a good atmosphere under the teacher’s supervision. In addition to this, University studies should not be discarded as an option for any inmate as prisons run programs on higher education for inmates that can be a powerful motivational instrument as a goal to achieve under a prison term.

- There is a striking number of women who do not attend school because “they are not allowed to attend”. In many cases partners, who are also in prison, forbid them to attend school in order to prevent them from relating to the opposite sex. This data is related to the level of training: the lower the academic level the greater the prohibition. This is consistent with the fact that a high percentage of those inmates are gender-based violence offenders. Some recommendations in relation to this would be:
  - Improve and expand the existing school Gender Equality Plan.
  - Expand information on programs for the prevention of intimate-partner violence for women and on the treatment program for gender-based violence offenders that are currently running in the Spanish prisons.

3.6. OVERALL PARTNERSHIP RECOMMENDATIONS

1. Organise the teaching process in prisons in accordance with the requirements of the theory of andragogy. In addition to this including a practical view to adapt to the specific reality would help to reach our target group. Organise the teaching process in prisons having researched needs and peculiarities of learning motivation.

2. Pay attention to the psycho-educational aspects of the training of detained and/or convicted learners.

3. Learn about the competences of the students in penitentiary institutions.

4. Foster co-operation between educational institutions in prisons, ensuring continuity in the education of people displaced from one place of imprisonment to another. And also, later on after release, so that an educational reference is provided (school, educational center, etc... near his/her address/place of residence/socialization area).

5. Provide information about the educational programmes from the very moment of admission and explain the registration procedures clearly in order to make the best use of that prison time. Some think the education they want is not provided in the prison. Research in their interest and “marketing education” is a part of motivation.

6. Students who do not have a certificate and do not want to come to school should be a priority target.

7. Involve inmates with upper studies in prison on a peer to peer aide to other student inmates with lower learning skills or educational level in order to improve the learning environment (always under a teacher’s supervision).
8. University studies should be an option for any inmate. This can be a powerful motivational instrument, and a goal to achieve under a prison term.


10. Organise career guidance. A high percentage of respondents want to learn, do something useful, have a better life and avoid reoffending.

11. Present the school offer as an opportunity after the prison term. Allow the prisoner to contact a school for adult education after release.

12. Show the value of education and vocational training. More education leads to a better job and personal reintegration.

13. Allow a link between work and education. Coordination with prison authorities makes the combination of work and education easier.

14. Integrate foreigners into education. Language courses offer a very good opportunity for them to be involved.

15. Cooperate with Social Workers and Health Units regarding those inmates with physical or psychological problems, bad experiences, conflicts, marginalization and drug addiction. This cooperation can be the starting point to get these inmates involved in education.

16. Learn about specificities and research on the adaptation possibilities. On the issue of specific groups and needs, those should be attended. Don’t leave any student behind.

17. Pay attention to a gender issues approach as an additional tool for motivation. Co-education, in those premises with male and female convicts, if possible, is considered as a positive instrument for education and support for good examples in life as well as providing social skills.

18. Use IT if possible in all classes. These instruments can be appealing for inmates to be introduced into school.

19. Inform teachers on education and prison benefits alternatives. Inmates have shown greater interests to study if penitentiary benefits of some sort are involved. Benefits could be both: those related to shortening sentence time and those that relate to how life in prison evolves (type of cell, different prison units, access to prison facilities, peers, payment for attending school, etc...).

20. Provide career- and study guidance. Amongst the many who think “I don’t need education”, several actually do and it will enhance their working skills. To be able to perform the work they had before entering prison, they might need new knowledge.

21. Make the teachers aware of their role in recruiting and motivating the inmates for starting and completing school.

<table>
<thead>
<tr>
<th>Solutions for each recommendation</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building environment on prison education</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2. Gender equality</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td></td>
</tr>
<tr>
<td>3. Intercultural competence</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Solutions for each recommendation</td>
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<td>02</td>
<td>03</td>
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16. The prison educational coordinator
17. Conversation class for basic education students
INTELLECTUAL OUTPUT
CHAPTER 4

Guidebook with workshops for motivating prisoners for learning
4.1. INTRODUCTION TO THE GUIDEBOOK
The second phase of the InOvative Ways to motivAte prisoners for learning (IOWA) involved an experimentaon, carried out by the following partner organizations: Asturia, Siaulu Suaugusiuju Mokykla, Jessheim VGS Avedling Ullersmo and Ceper Concepcion Arenal, to put into pracce all the elements learned during the previous phase of research and training, during which concepts, logics and fundamental tools were deﬁned for the realizaon of intervenons in prison to motivate prisoners for learning at the purpose of developing social and working skills. The aim of the experiment, in addion to the fact of bringing to reality, information, ideas and models debated and assimilated in the ﬁrst phase between the partners, was to elaborate and provide essential information for the construc conduc for motivaong prisones for learning. This guidebook can also be used by prison administraons to manage educational projects that develop the skills and professionalism of the prisoners. Therfore the must gather the best pracces experimented by the partners with respect to:
• Deﬁnion of the learning paths valid for the acquision of the target skills by the prisoners,
• Training courses for stakeholders involved in the process of motivaong prisoners for learning,
• Disseminaon of good pracces to public and private penitentiaire stakeholders.

These are the general contents of the guidebook that determined the objecves of the experimentaons:
• Did the experimentaon aim to motiva new prisoners for learning?
• Did the experimentaon aim to motiva prisoners to retain in to courses?
• Did the experimentaon aim to motiva prisoners to enrol into a next course?
• Did the experimentaon have any kind of relationship with methodologies used in the “outside”?

4.2. THE EXPERIMENTATIONS
This part summarizes the workshops and performances carried out by project partners with prison inmates in Belgium, Lithuania, Norway and Spain.

Eight experimentaons were carried out. These are some relevant summary data:
• Total number of prisoners involved: 150.
• 8 experimentaons with adult inmates.
• 8 projects were carried out in closed prisons.

In the following section we report the essenal data of the 8 workshops, with the most signiﬁcant data divided by homogeneous items.

Each descripon of the experimentaon consists of:
• a summary of the type of motivaonal activity carried out,
• information and quantave data of the experimentaon and the context in which it was carried out,
• a descripve part of the key elements, as experienced by the project partners.

Reading this information can already be an inspiraon for those who want to improve the motivaon of prisoners for courses inside the prison. In the ﬁnal includes a synthesis and speciﬁc consideraons.
1. BUILDING ENVIROMENT ON PRISON EDUCATION

Promoting organization: P4: CEPER CONCEPCION ARENAL (SP)

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**Activity:** “A 13 pack advice from an old teacher”

**Target group:** Existing and new teachers involved in prison education.

**Equipment:** meeting room, documents on guidelines and procedures, advice list, breakfast/lunch preparations for a shared time and discussion among teachers.

**Timeline:** 3 hours workshop on teachers and previous coordination meetings with prison Representatives.

**References:** you can find the material attached at the end of this template.

**Short description:**

A proactive role towards education in prison leads to a more motivated inmate population for education. An active role should be promoted to get teachers – new and experienced – activated prior to beginning a course in prison.

This workshop concentrates on building an educational environment in prison focusing in three different strategies:

- **A general strategy to build a positive environment** related with education in prison;

- **Instruments to increase the number of inmates participating** into educational activities;

- Another goal includes **strategies to strengthen the cooperation between Prison and Educational authorities** as a pillar for therefore mentioned environment.

Under the label of “Institutional procedures” a process to get inmates involved in education is described. Building these procedures aimed at creating an adequate environment in prison, considering a cooperation principle between Educational agents and Prison staff, including: guidelines for teachers that goes beyond their particular subject, trying to get them involved in different aspects of prison life and learning about prison issues.

It is important that penitentiary benefits related to education are presented to inmates. Good information on this issue relates with higher motivation. Coordination with penitentiary officials is important related to this item, as well as having teachers and the school informed on education and prison benefits alternatives. **A basic training for teachers on prison rules is advisable.**

A system that rewards the effort of our students could be considered. Benefits could be both: those related to shortening sentence time and those that relate to how life in prison evolves (type of cell, different prison units, access to prison facilities, peers, etc...).
Suggested teaching method - step by step

General steps on building environment for education in prison.

1. Organise a common meeting before the course starts to share teachers’ perspectives on prison education. The Head of the School and/or Education Coordinator are an important figure at this meeting.

2. Bring someone who can explain the prison rules. A prison representative is advisable. Experienced teachers can explain on this issue. The key premise would be: learning about how the prison works can help the educational environment in prison.

   Advisable: Ask the Governor or Head Prison figure to allow prison staff into this breakfast/lunch working activity.

3. Design material and explain its content on:
   - strategies to enroll inmates into education (TABLE A) and
   - on coordination with prison representatives (TABLE B)

   A set of strategies and contents are proposed and coordinated with prison officials. A procedure or guidebook designed as a reference on a joint effort Prison/School (Examples beneath)

4. Elaborate a catalogue on prison rules and benefits related to education. Explain and hand them to teachers. Learning about the prison context will help to build and adequate educational environment and promote student’s motivation.

   Some of these benefits are directly related with their sentence length as part of a broader concept of “good behavior” that might be taken into account by judicial or prison authorities (NOTE: some legal systems will not allow this. If so, go to next paragraph)

   Some other benefits can be described as “soft benefits” and relate to daily life within prison like: cell type, living in a different prison unit, access to prison facilities (library), contact with other peers (students, male and female students, foreigners and nationals), economic rewards (money, grants), material rewards (books, school material).

   It is important to understand that the burden of this benefits cannot be on the teacher’s shoulders but on the prison itself. The teacher teaches, but that teaching can be improved with a better understanding of the prison rules and conditions.

5. Presentations on both procedures:
   A.- Strategies to enroll inmates
   B.- Coordination instruments with the prison

   Discussion: Organized participants into small groups (if prison officers are present encourage them to participate in those groups). Before or after breakfast/lunch organized for this activity, allow each group to comment and discuss on a set of advices, the so called “13 Pack Advice coming from an Old (experienced) Prison teacher” (TABLE C).

   Allow a public exchange on comments and ideas coming from each group after that.

TABLE A. Environment building strategies

1. Create a positive social climate in the classroom. Instruments to consider to help on this issue: posters, drawings, pictures of the different parts of the world, music, candies, a flower… (always coordinated with prison representatives).

2. Prioritize activities with special groups such as: illiterate, youngsters, isolation, nursing, etc...

   Special follow-up in those units with special programs: Therapeutic Unit, Drug Program, etc...
3. Teachers are encouraged to carry out or collaborate in the development of cultural, music or sports activities open to all inmates which facilitate the inmate population to have contact with the school and its incorporation during the course.

4. Importance of the use of audiovisual media in the development of educational activities to make the activity more attractive and facilitate the assimilation of the contents.

5. Tutoring educational activities with special emphasis placed on study techniques and knowledge of the evolution of students to detect academic, personal or penitentiary difficulties and correct them as soon as possible. Design monthly reviews of the progress of each student and on a quarterly basis for the whole group to detect dysfunctions and correct them.

6. Coordination of the education representatives with prison officials responsible for activities so that there are no inmates’ leaves out of school frequently for prison chores, job duties, etc…. always trying to ensure that inmates who carry out education as a priority activity in their treatment program remain according to its content.

   Coordinate with prison professionals to avoid transfers to different units or prisons, specifically of those inmates that could be affected in the course of their studies.

   Coordinate with prison officials on information options for inmates after their release so that there is an educational reference outside after their prison term.

7. Individual follow-up of each student and in case of three absence without justification speaking to them to know the real motives and helping them as much as possible.

8. Adapt the educational programs to the peculiarities of the environment on a given penitentiary.

9. To maintain recruitment strategies (indicated below. Table B.3) that facilitate coordination with other professionals and the incorporation of new inmates.

**TABLE B. On prison officials’ coordination**

1. It is advisable that teachers are allowed to interview all convicts since first entry into prison (individually or in groups) IF NOT POSSIBLE arrange a coordination instrument with some prison official to get information on new inmates and their educational possibilities. This instrument is meant to get all inmates acquainted with the possibility of education inside prison.

   Education is presented as a way to go through their sentence. An effective coordination instrument requires periodical meetings/talks with the prison representaive (weekly, beginning/end of the month, etc). This coordination instruments is also a bonding tool with prison officials.

2. Coordination of teachers with prison staff (Activities Coordinator, Social Worker, Psychologist, Prison Jurist, Officers, etc), in order to motivate inmates to attend school, especially those whose intervention programs have as a priority an educational activity related to the school (young inmates, adults seeking for job oppotunities, foreigners language skills…).

   If access to the general inmate population is difficult, labelling groups under a priority intervention can help to get a more fluent information from prison officials, focusing on education on certain groups.

3. Carrying out a recruitment campaign before the course/academic year stars. The following resources and activities can be used, among others:

   - Informing about the school offer in the Penitentiary, as well as rewards and penitentiary benefits that can be obtained by participating in them.
   - Preparation and distribution of posters, banners, brochures and information sheets.
   - Informing about the different educational activities through the Prison’s magazine.
- Creating an informative video about the school that will be projected periodically to inmates. Other audiovisual media if possible such as radio, etc.
- Inmates / students of previous courses (peer to peer motivation) as well as school assistants can collaborate in informing the inmate population of the advantages of attending school, while distributing information sheets.
- Teachers collaboration in the organization and development of cultural and sports activities that take place on special occasions (National day, Spring arrival, a religious festivity - Xmas, Ramadan’s End, local festivity-) Communication between teachers and inmates proves easier within this celebration context.
- For those inmates who do not know the language, encourage the collaboration of inmates as interpreters so that they get to know about the educational offer.
- Direct information from teachers, in particular those assigned as tutors, to those inmates that have more difficult access to education such as: isolation, close regime, nursing etc.

4. **Organize a public event at the beginning and at the end of the course**, with the presence of educational and prison authorities (Governor and School Director are important figures at these events). This is an opportunity to report on the educational activities planned for the course and to present doubts and queries that have been solved.

   Teachers are introduced, a ceremony where titles or diplomas are delivered. Monthly or quarterly rewards are handed to inmates that can be included at this event alongside some cultural, sport activity that facilitates the joint celebration.

5. **Carry out at least one recruitment campaign for each quarterly term**, considering what is indicated about the recruitment campaign. These consecuves recruitment campaigns will be carried out preferably in remand centers or with a high mobility of the inmate population, and if there are significant statistics of drop outs.

6. **Encourage educational planning to be included in the general prison planning**, to adapt it to the peculiarities of the environment in terms of individualized treatment, classification and internal rules, as well as favoring its connection with other programs in prison.

   The educational planning must be presented (sometimes need approval) by the Treatment Board, Chairman Board at the penitentiary, the Governor himself, as well as by the Coordination person or Follow-up Commission established with both educational and prison representatives.

   In any case, the aim will be to meet the basic needs based on available resources, and to make the necessary arrangements for its improvement or provision in cases where deficiencies are detected.

7. **To establish rules on the incorporation** to class of inmates / as well as to remain throughout the course. Those rules are coordinated with prison representatives. They should be clearly explain to inmates before participating in educational activities.

**Expected outcome**

- Be able to build and environment among teachers working in prison and share strategies within prison, from the top (directors, coordinators) to the rest of the teachers on their particular subjects;
- Coordination instruments with prison officials so that teachers can learn how the prison works helping them to understand the peculiarities of educating in prison. A better understanding of the prison leads to better teaching;
- Build and educational environment inside prison as a first step to build motivation on inmates to participate in the prison school. Education as an attractive way of life in prison.
Involvement of teachers, prison staff and others

You can bring this activity as far as your prison allows you to. It requires a previous design of procedures alongside prison official's approval to be shared with teachers. These procedures are the result of a coordinated effort. Therefore, prison staff, teachers, the Head of the School and the Head of the Prison are aware of building an adequate environment for education in prison. This goal facilitates the good functioning for the prison itself.

Resources and material

This material “labelled” as advices come from the experience of a 40 year term teacher working in prison who previously worked as a prison officer. This list has been also coordinated with prison authorities especialized in Treatment in Prison.

Fell free to adapt or introduce new advices to share and debate with other teachers and prison staff. The goal is to arise awareness on education in prison, a better enviroment, as a tool to make a better prison as a whole and more conscious teachers on their work inside prison.

References:

• 13 pack advice list coming from and Old Teacher
• Subtratamiento_granadacis@dgip.mir.es
A 13 PACK ADVICE COMING FROM AN OLD TEACHER

ON INMATES

1. Build on a relationship with students-inmates from the very beginning. An initial position with clear roles on the teacher and student place in the classroom (never based on authoritarianism but on professional authority). Evolve to calculated steps based on cordiality, even relaxed ways in some occasions. Invest time on a steady building up process of about three months from the beginning of the course.

2. Talk to them with respect, especial care at the beginning of the teacher-student relationship. Always demand a respectful treatment towards the teacher. Respect is not only an object to be demanded but a value fed on a fair and honest behavior towards them.

Teaching is also done through our acts and behavior. Good manners and respect towards themselves and others (peer students).

3. Promote a relaxed atmosphere of study and well-being in the classroom. Are you allowed to bring a flower inside the classroom? Do it if so.

ON PRISON AND OFFICERS

4. Build on a positive relationship with Prison Officers. They don`t have an easy job, they can help to make school activities easier. You can find officers who are willing to share time and know more on school activities.

5. Explain on the benefits of education developed in prison as similarly as possible as outside prison. Coeducation inside prison (men/women) is not that big deal. With clear rules it promotes a safer and better environment in prison.

6. Coordinate with the prison on classrooms´ spaces. A Prison Educational Area on its own, as an autonomous space designed especially for classes. Help on the security concerns to build on these spaces.

7. Consider and ask for the possibilities of new/other technologies in class: computers, television, internet (within the logical limitations for security reasons). Those instruments help to make the classroom more attractive.

8. A prison teacher should be alert so that the penitentiary benefits/rewards related to education are recognized and increased if possible. This is a great motivation to inmates-students who attend classes and builds on good behavior through participation in the school.

ON TEACHERS WAYS

9. Keep in mind that a prison teacher is not just a teacher. In prison the teacher is much more than that from the inmate’s perspective. A professional figure to whom prisoners often bear high esteem. Sometimes, a teacher does more than mere “teaching”. It is a human reference for prisoners. Please do not limit blindly to study plans.

10. Simplify Study Plans contents if necessary. Adapt to their reality, they can get lost at the beginning, bear in mind that many of them have a past of school failure.

An easy start focusing on contents they might find useful can help. Encourage inmates to learn meaningful and useful contents for them beyond study programs (An example: Road Safety Education to obtain a driver’s license).

11. The school in prison should also be a Cultural Center, where in addition to teaching, it promotes, disseminates and organizes all kinds of cultural activities: theater, cinema, poetry recitals, music concerts, conferences of interest to them, internal contests on drawing, literature, etc... Some inmates have never or very rarely had accessed or participated in these types of activities. Their time in prison is a good
chance to show them their value and promote their interest in them.

12. Provide inmates with options to continue studying beyond prison.

13. “In prison we receive men and women. Whatever crime they have committed, stays at the front gate.”

Comments on these advices:

Your own advice
2. GENDER EQUALITY
Promoting organization: P4: CEPER CONCEPCION ARENAL (SP)

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Activity: “We are different, we are equal”

Target group: The issue of equality between men and women should be considered as a cross-cutting issue to be addressed at all levels and in all areas.

Equipment: Video player, photocopies, flip-chart, markers.

Timeline: 2 half-hour preparatory sessions (advisable). One or two sessions of the workshop “We are different, we are equal”.

References: Material attached at the end of this template.

Short description:
This workshop aims to work on gender equality as a motivating element in learning from two different perspectives.

On the one hand, the use of active, participatory and interactive methodologies that motivate learning getting the students’ attention (with a question, a word, a phrase, an image that provokes the curiosity of what will happen next...). That is, to achieve an intrinsically motivating activity.

On the other hand, achieving an equal climate in class, preventing control behavior and raising awareness of the need for equality between men and women contribute to improving school attendance and the performance of both men and women.

The workshop “we are different, we are equal” can be the beginning to raise awareness about the existence of gender inequality and that stereotypes contribute to maintaining it.

It would be also necessary to work with a gender perspective in the different educational areas throughout the course, for example, making visible the contribution of women in the development of society in the same way that made with men throughout history.

Suggested teaching method - step by step

1st Preparatory Session: "How we are" (Competences in linguistic communication and social and civic competence are worked).

1. Brainstorm about people’s qualities. The answers are written on the board.

2. Split students into small groups and ask them to classify the written words as they indicate physical or character qualities. A spokesperson from each group will read the group classification. The answers are written on the board. If necessary, the group that does not agree with the classification made will argue their disagreement.

3. Activity of self-knowledge and knowledge of others. Oral description "How I am, how my partner is": each student will choose at least 3 qualities of each type and will orally express how he/she sees themselves and their partner. In low educational level groups they do orally.

2nd preparatory session "Why I am the way I am ..." (basic skills in science and technology, competence in linguistic communication and social and civic competences are worked).

4. Genetic qualities that define people. In groups of 2 or 3 students they write on a paper sheet at least 6 qualities that they believe are genetics. Write the answers on the board.
Expected outcome

- Improvement of linguistic communication. Dialoguing, debating, and giving opinions.
- Basic skills in science and technology.
- Digital competence when using computers to search for information and the development of power points.
- Active listening skills.
- Social and civic competences. Cooperating in group work, respecting the opinions of others.
- To think critically and evaluate attitudes and beliefs about gender.
- Participants will explore the nature of gender roles, their nature, the way they are transmitted and
their manifestations in society.

- Raise awareness about the existence of gender stereotypes and how they lead to discrimination.
- Learn to detect everyday sexism and how this is a manifestation of gender inequality.

### Involvement of teachers, prison staff and others

It is important that all teachers are involved in the realization of these activities by integrating them in the different subjects. It is also important to avoid sexist expressions in the classroom and revise textbooks in order to integrate women equally in teaching materials. It would be desirable the collaboration of specialized personnel as prison psychologists in this workshop.

### Resources

https://www.youtube.com/watch?v=pJvJo1mxVAE “The mind in diapers”
https://www.youtube.com/watch?v=qv8VZVP5csA “Inspiring the future without stereotypes”
Movie: “Hidden figures”
3. INTERCULTURAL COMPETENCE

Promoting organization: P4: CEPER CONCEPCION ARENAL (SP)

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**Activity:** “Intercultural classroom”

**Target group:** Intercultural competence can be worked at all levels and in all areas in which there are foreigner students but it is especially advisable for language class (English, Spanish, national language for foreigners...).

**Equipment:** Video player, photocopies, flip-chart, markers.

**Timeline:** One session (2 hours).

**References:** Material attached at the end of this template.

**Short description:**
Currently in many prisons in Europe we find a large number of foreign inmates and this same proportion appears in prison schools.

Frequently, foreign students in prisons see the school as a strange and unknown place. This, together with the fear of rejection and xenophobic or racist attitudes that may appear in the classroom, makes that many potential foreign students decide not to attend class or do so with a low level of motivation.

This workshop aims to increase the motivation of foreign students to learn through intercultural activities that connect with their own culture and experiences making the learning process meaningful for them. At the same time, it aims to increase the knowledge of other cultures, increasing the acceptance of differences and reducing rejection and creating a climate of tolerance in the classroom.

**Suggested teaching method - step by step**

1. Ask the students to prepare two lists with: 1. Those features or characteristics that they have in common with the other members of the group. 2. The traits or characteristics that differentiate them from their peers.

2. They meet in small subgroups of 3 or 4 people and together, they elaborate two unique lists (common features and different traits).

   Start a debate by asking various questions, such as: What criteria among the many possible (sex, age, physical appearance, personality or character, tastes, hobbies, ideas, origin ...) are those that we use most frequently to identify with other people? and to differentiate ourselves? have they been easier to find identification criteria or criteria of difference? What differences do we accept in others and what differences make us feel distant from other people?

3. Write on the board the different nationalities present in the class. Ask your students to write down on a sheet of paper the positive and negative characteristics of each nationality. Ask students to share the answers and write them on the board. The expected outcome is that they will not reach agreements.

4. Conduct the debate with questions of the type: Why there was no agreement in the answers? Did the students identify with the characteristics attributed to their nationality? Has this happened to you in your life before? You can introduce here a definition of stereotypes.
Culture is like an iceberg. Distribute an image of an iceberg. Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.

Have students write above the water line the numbers of those features of culture that they, as a group, consider being observable features. They should write the numbers of the "invisible" features below the water line. Do the first few features with them. Provide examples, e.g., values cannot be directly observed; holiday customs are visible.

Ask students whether they see any item below the water line that might influence or determine any item above (e.g., ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music).

The workshop can be completed with other intercultural activities throughout the course to give an intercultural dimension to the educating practice. For example, analysis of songs, movies or texts with intercultural or racist content; learn a short phrase in the language of each nationality present; organize the day of a culture when the students make a small presentation about their culture, etc.

**Expected outcome**

- Improvement of linguistic communication. Dialoguing, debating, and giving opinions.
- To think critically on concepts relating to Cultural Competence.
- Active listening skills.
- Social and civic competences. Cooperating in group work, respecting the opinions of others.
- Improvement of cultural awareness.
- Increased cultural intelligence.

**Involvement of teachers, prison staff and others**

Intercultural activities can be integrated in different subjects so the collaboration of all the teachers would be necessary. School staff should be encouraged to give an intercultural dimension to the educating practices. The prison and school authorities should promote educational resources related to intercultural learning. Collective intercultural activities can be organized in prison with the collaboration of the prison management and prison staff.

**Resources**

**Some films:** Bread and Roses; Dirty Pretty Things; In This World; American History X; This Is England; A Class Divided; The prince and Me; Green Card; Mind Your Language.

**Some songs:** Clandestino - Manu Chao (Spanish); Same Love – Macklemore & Ryan Lewis; Where Is The Love? – The Black Eyed Peas; Alors Regarde Patrick Bruel (in French); Different people - No doubt; Human-Dionne Farris; Black or white - Michael Jackson.
4. INTERNAL/EXTERNAL PERSONAL AND CULTURAL REFERENCES FOR MOTIVATION

Promoting organization: P4: CEPER CONCEPCION ARENAL (SP)

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Activity: “My life’s story”

Target group:
Inmate population with reading and writing difficulties or very basic skills. On more advanced groups can be also introduced as a motivation building strategy based on simple personal experiences.

It is intended for small groups but it can be design for larger groups previous evaluation on the group dynamics.

Equipment: paper, pen/pencils, room with ample space, a board. (Computers Optionally).

Timeline:
Generally, once a week working session can be enough, although if necessary, it can be increased or included in any other moments of the teaching-learning process in the classroom. These working sessions should be chosen according to the program’s needs.

It is implemented according to two different dynamics, one focused by responding to individual work sheets, and the other on a group work. Evaluate your group first for group activities enhancement.

Short description:
The focus is on very personal references, external or internal, to build on motivation and to participate in school in prison.

It is chosen to include the "My Life’s Story" as an instrument of motivation because it is the closest way to talk about what they know and a simple way where students can start to initiate a process of self-knowledge that leads them to be interested in improving personally and academically.

The "Life´s Story" concept is a way of motivation, a work project is proposed, eminently practical and above all based on personal experiences.

Sessions are based on a methodology of personal inquiry. In this way, the students will be able to advance in the improvement of reading, writing, reading comprehension and calculation, talking about themselves, their memories and personal situations.

It is designed as an open program in permanent review. Contents would be added accordingly with new experiences that flourish in the classroom where it is applied.

Suggested teaching method - step by step

This Work Project consists of three parts with their corresponding working sessions. General planning would be:

A. Presentation Activities
B. Development Activities
C. Farewell Activities

It is carried out in several phases that will be reached depending on the needs of the group. It combines individual and group work activities/sessions:

Individual work
- Individual worksheets are made by the students to be filled under supervision/aid from the teacher.
- The worksheets are included in the Individual Project of each student – his/her Story of Life.
Team work
• It is proposed according to the tasks performed and the group dynamics. It is important always respecting individual’s rhythms. Each student is different due to their special characteristics.
• First the student is asked to explain orally, to a classmate or companion, the exercise he has worked on.
• Volunteers are then asked to present the exercise orally to the rest of the class.
• Organization wise, it is intended working in small groups, establishing couples who work together, and therefore can help each other by completing the exercise/work sheets. To facilitate this, students will be allowed to choose the partner they feel most comfortable with. Always consider the teacher supporting role.
• At all times It will be observed and demanded an attitude of total respect towards those people who voluntarily expose their work to the rest of the group/classroom

1. Presentation Activities (5). Beginning Course:
   • My name is _________?
   • This is me!
   • The best adjective to describe myself.
   • One sentence with my name. (see illustration)
   • I cut out words.

2. Development Activities (15). During Course:
   • What do you look like?
   • Unfinished sentences.
   • My hands talk. (see illustration)
   • Anonymous autobiography.
   • A bit of the Ho´oponopono.
   • I draw my outline.
   • Emotional and academic autobiography.
   • The magic bazaar.
   • My coat of arms.
   • Our genealogic tree.
   • “The hunter”. Jorge Bucay.
   • “The world”. Eduardo Galeano.
   • Give us sentences and images.
   • I´m an iceberg.

3. Farewell Activities (5). Course’s end:
   • I feel good!
   • My life Project.
   • Lovediagram (Cariñograma). (see illustration)
   • Thanks to my classmates!
   • One certificate for you.

NOTE: Each session has its own development matrix (examples below). With the three activities described it is possible to develop a short version to work motivation based on personal feelings and experiences. Give it a try! For the entire project development, you can get in touch through e-mail (Below, at the end of this unit description.) and I will put it at your disposal.
### Session illustration matrix

#### Presentation Activity

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<th>SESSION (written and oral)</th>
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<tr>
<td><strong>TITLE</strong></td>
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<tr>
<td>&quot;A sentence with my name&quot;</td>
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**ACTIVITY**

- I write my name vertically in piece of paper. I choose any name which I want to be called with.
- I write an adjective beginning with each letter of my name.
- With the words I’ll try to make a sentence or a small paragraph describing myself.
- Read these sentences and talk about them

Discussion topics:

- Do the sentences describe me?
- Have I used my name or my nickname?
- How I include my surname?...

### Development Activity

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<td>&quot;My hands talk&quot;</td>
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**ACTIVITY**

- They draw their right and left hand on a piece of paper (A3 sheet) and on each finger they answer a question. Then they are cut out and pasted in the class, once decorated.

- The positive aspects are placed in one of the hands (the one that each one chooses):

  1. Thumb: Reasons why you are at school.
  2. Index: What is your greatest desire?
  3. Heart: Aspects that you value most about your character.
  4. Ring: That which currently worries you the most.
  5. Little finger: Things that you think you can contribute to the group.

- The negative aspects in the opposite hand:

  1. Thumb: What do you think you would be doing if you were not at school?
  2. Index: What attitude you would never repeat.
  3. Heart: Aspects that bother you the most
  4. Ring: What is last issue you worried.
  5. Little finger: What do you think can bother your group?
Farewell Activity

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<tr>
<td>“Lovediagram”</td>
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<tr>
<td>AIMS</td>
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<tr>
<td>- Present words and messages to others.</td>
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<tr>
<td>- Say goodbye to classmates with whom the course has been shared.</td>
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<tr>
<td>ACTIVITY</td>
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<tr>
<td>- The name of each of the students in the class is written on a piece of paper. Each one takes one of them to dedicate a sentence to that particular peer. If someone chooses the paper with his own name, shuffle and repeat.</td>
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<tr>
<td>- They write a dedicated farewell sentence (including, if they want, drawings, images ...) to the classmate on their piece of paper.</td>
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<td>- They are distributed to read them individually first and then, if they want, in a loud voice. You can take it as a souvenir or paste it on a card to decorate the class.</td>
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Expected outcome

Use the "Life Story" as a motivation tool for students. It is an instrument to practice and improve reading comprehension, writing and calculation using "the history of their own lives".

It is a simple strategy to involve inmates in school talking about themselves, their interests and their worries and experiences, creating also an environment with peer to peer experiences sharing exercises.

Other outcomes:

- Improvement of linguistic communication. Dialoguing, debating, and giving opinions.
- Digital competence when using computers to search for information and the development of power points. Basic skills in science and technology.
- Active listening skills.
- Social and civic competences. Cooperating in group work, respecting the opinions of others.
- To think critically and evaluate attitudes and beliefs about gender.
- Participants will explore the nature of gender roles, their nature, the way they are transmitted and their manifestations in society.

Involvement of teachers, prison staff and others

It can involve other prison professionals with specific profiles like psychologist or social workers. My Life’s Story tool can help on environment building within the prison, bringing inmates to specific spaces within walls -classroom, common spaces, others- to talk and share experiences on a simple and relaxed way.

Resources

Websites (SPA):
http://www.gestaltgranada.es/blog/el_poder_de_la_aceptacion/#comentarios
http://www.gestaltgranada.es/blog/educacion_y_creatividad/
http://www.gestaltgranada.es/blog/y_tu_como_te_llamas/

Bibliography (In English):

by Cedric Belfrage.


References:

E-mail: lumimg@hotmail.com
5. I THINK I CREATE I LEARN

Promoting organization: P1: SIAULIU SUAUGUSIŲJU MOKYKLA (LT)

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Activity: „The collage method“

Target group: inmates (3-4 people) studying in basic, secondary schools.

Equipment: magazines, leaflets, scissors (optional), glue, cardboard sheets (12.5 x 20 cm).

Timeline: 30–45 min.

References: Material attached at the end of this template.

Short description: The concept of reflexion is used in philosophy, psychology, as well as in education. The teacher creates conditions for a student to ask questions WHAT/WHO, HOW and WHY. Reflection develops critically thinking personalities. Properly chosen reflection techniques help student to move from one level of education to another. Reflection method can be used in the context of training arrested and convicts: 1) to encourage to study those who do not study, 2) to encourage learners to stay in the learning process. The purpose of the method is self-cognition and self-acceptance, discovering internal and external strengths and weaknesses.

Suggested teaching method - step by step

1. Introductory conversation: presenting materials, announcing the topic (for example, "my future vision", "my dreams", "learning and me," "from what I am learning" "my strengths and weaknesses" etc.).

2. The participants of the event use magazines, choose pictures they like (they do it using free associations).

3. One background image is selected.

4. 2–6 smaller images that are associated with the subject are selected.

5. Pictures are clipped (if there are no scissors - torn) and placed on the selected background image.

6. Everything is glued onto a cardboard sheet.

7. Collages „talk“: participants introduse collages; each card's meaning is personal, each participant can interpret his collage symbols in various ways.

8. The method can be repeated at different stages of a person's life: before learning, during studying, having learning experience.

9. Having made few collages, it makes sense to discuss them chronologically, interpreting the possible change due to learning preferences and motivation.

Expected outcome

By applying the collage method, these senses "work": I see (unexpectedly arranged images awaken the imagination, inspire to look for your own "I"); I speak (sound expression of thoughts, dialogue with your own "I" and other participants of the event); I touch (created collage is in hand - the appeared thoughts are fixed).
This method helps to discover: What do I want? What do I miss? What is important to me? What are my strengths? What are my weak points? Which personality traits take me forward? Which personality traits prevent me from moving forward? What causes anxiety, fear, sadness? What supports, strengthens, encourages me? Which people disturb me, confuse me?

**Involvement of teachers, prison staff and others**

The method is suitable for both formal and non-formal education. So, teachers-andragogues and non-formal education organizers can be involved in its implementation. It is better to apply this method as one of the ways of reflection: it is possible to organize the participants of the method to reflect their involvement in learning, the way of their motivation for learning, and can reflect on how they understood new material, what competences they have, what competences they lack. By observing this, teachers will be more aware of the learning motives of the group or individuals, their attitudes towards learning, and will organize the further education process accordingly.

**Resources**

6. FILM-WATCHING

Promoting organization: P1: SIAULIU SUAUGUSIUJU MOKYKLA (LT)

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Activity: “Film/video watching and discussion”.

Target group: inmates (5-10 people) studying in basic, secondary schools.

Equipment: video, computer, projector.

Timeline: 2–3 hours.

References: Material attached at the end of this template.

Short description:
Film review is a useful way to improve students’ critical thinking skills. However, it is not enough just to watch the film to affect a student. It is necessary to provide questions to specify the direction of film analysis, as well as active discussion and tasks for getting acquainted with the context.

Suggested teaching method - step by step

1. Finding video material (feature film or documentary) according to its suitability, preparing questions, planning where to pause and for what purpose.

2. The context of the film is presented. You can pre-submit task or questions.

3. The film is shown.

4. The film is paused in the planned places.

5. The various questions such as: "What happened?", "What do you think about the actors, events, situations etc.?", "What kind of feelings did the film cause?", "What will happen next?" "Why do you think so?", "What do you think about other participants’ ideas?" and so on. Questions depends on the subject of the lesson, on its tasks and aims.

6. After watching the film, it is discussed in the classroom and / or the tasks related with the subject of the lesson are given. For example, during the ethics lesson teacher pays attention to the problems, emotions that have been observed; at the art lesson, students discuss the mood of the film scenes, analyse their lighting, costumes, etc., during the physics lesson, students examine the phenomena of colour and sound, at the music lesson, students discuss the soundtrack of the film etc.

7. Reflection: Film can be used as an example while writing an essay.

Expected outcome

Discussion of a film is a continuation of a process of watching film, where students can share their feelings and thoughts with one another and as a result they can expand the boundaries of their worldview and outlook.

• Discussing the film, we talk about ourselves. Discussion of the film is an opportunity to get to know each other better, to communicate informally.

• During the discussion of the film students are taught how to formulate ideas, express opinions and argue.

• During the discussion students learn to hear other people’s opinions, and to accept a different point of view.
• The student’s ability to raise questions is developed.
• The meaning of words is deepened, they are more carefully selected and the importance of each word is perceived.
• It is realised that everyone’s look at the film may vary depending on experience, age, knowledge, etc.
• Feeling of empathy is developed.
• Awareness that the film is not just a story and characters, but also cinematic shots, plans, lighting, a soundtrack is developed.

Involvement of teachers, prison staff and others

When this method is applied in formal education, it is organized by teachers-andragogues, who give the lessons to stimulate interest and strengthen the motivation of learning. It is especially useful if a team of teachers agrees that one film will be reviewed and analysed during the lessons of different subjects. In this case, the students will realize that art, science, culture, history, nature - everything is interrelated as one movie. The "awakening" of the attentive spectator works motivationally, encourages everyone to be interested in everything broader and deeper.

This method can also be used by other employees or volunteers, who are related to the informal education, social affairs, psychological aspects of imprisoned persons, such as social workers, psychologists, career professionals, etc., accordingly pursuing the goals of their work with imprisoned persons.

Resources

https://sodas.ugdome.lt/bylos/GENERAL/02c30ad8-aa1e-4d86-9abe-22ac330f6ffc.docx
http://www.lkc.lt/kino-edukacijos-ugdymo-baze/
www.europeanfilmclubs.eu
# 7. ASSOCIATION CARDS

Promoting organization: P1: SIAULIU SUAUGUSIUJU MOKYKLA (LT)

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**Activity:** “Association cards”

**Target group:** the group of inmates (4–9 people), studying/not studying, or mixed.

**Equipment:** Multi-meaning pictures or photo cards (especially „Dixit“ board games).

**Timeline:** 45–60 min.

**References:** Material attached at the end of this template.

**Short description:** This method is good for self-knowledge: it helps participants to understand their mental and emotional state better and to see the current situation more clearly. In this case, the method is usable to induce the perception of imprisoned persons at what stage of the education process they are and what/who motivates them to learn or what/who motivates them to continue learning, to encourage self-education. Possible topics for work with cards are following: “life as a journey”, “evaluation of one stage of their life”, “people who had the biggest influence on them”, “values”, “family”, “friends”, “profession”, “the story of their education”, “challenges”, “hobbies”, “interests”, etc. This method requires a favourable emotional environment - only then the desired goals will be achieved.

**Suggested teaching method - step by step**

1. Association Cards are opened on the side of the picture and put on the table in front of the participants.

2. If you work with a larger number of participants, divide the group into smaller groups of 3 or 4 participants.

3. Participants are asked to remember any past situation or to imagine one. Participants can close their eyes for a while.

4. Participants choose two or more cards, which best reflects their remembered / imagined situation.

5. Having chosen the cards, participants put the cards in front of them, according to the sequence that reflects longer fragments of their situation (for example, „causes - consequences - a possible solution” or „past - present – future” or "I am studying" - "I am not studying", etc.).

6. Everybody shares their story by telling it both directly and metaphorically (according to the images of a multi-meaning picture). Participants decide for themselves which part of their personal life they want to share and which part they do not want.

7. If participants work in groups, they gather together in one place and share their feelings in different situations and listen to other stories.

**Expected outcome**

Working with Association Cards helps participants to find links between their life stages, helps to define future perspectives, to formulate life goals or to come to solving of internal problems. Such self-evaluation is directly related to learning motivation.
Involvement of teachers, prison staff and others

Most of all, educational or social workers with psychological and counselling knowledge are suitable to implement this approach.

Resources


8. BRAINSTORM

Promoting organization: P1: SIAULIU SUAUGUSIŲJU MOKYKLA (LT)

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Activity: “Brainstorm”

Target group: inmates (8-12 people) studying in basic, secondary schools.

Equipment: Computer, projector, projector screen, sound equipment (if necessary), presentation (created by Power Point Presentation or other program) with questions and answers, note paper, pens, awards.

About the presentation. Depending on the available time, you may prepare 10-12 questions. It is possible to make 2-4 rounds of 5-10 questions, organizing breaks between rounds (they are also needed for the commission to calculate intermediate results). Questions can be in the form of text, image, audio, or mixed. They can be presented as open questions, as well as multiple choice questions. The questions should not be too difficult (in order to feel satisfaction in case of success) and not too easy (that the participants do not feel like doing activities of little value). In formal education the presentation can be thematic according to the subject: visual - about art works, geography objects, audio - about classical and contemporary music, musical instruments, textual - about literature, history, foreign languages and etc. In non-formal education, brainstorm issues may be related to some social realities, civic events: for example, cognitive issues on public holidays, health and tolerance issues, commemorating international days such as the Tolerance Day, AIDS Day and so on.

Timeline: 45–60 min.

References: Material attached at the end of this template.

Short description: The method of brainstorm can be applied to various areas of education (formal, non-formal education). It is suitable to stimulate learning motivation and to evaluate subject-specific or intercultural knowledge. Although the application of the method is dominated by actual knowledge, it is not the purpose of the method. The presentation should balance the proportion of serious and informal questions and answers. The most important thing is that the brainstorm awakens curiosity, raises positive emotions, strengthens self-confidence, and inspires you to learn more about unknown things. The brainstorm is played by teams - there may be two, three, four teams with two, three, four players in each. An approach of teamwork is also integrated in this method: in order to become a leader among other teams, each group needs to be collaborating, having selected a leader of the team (captain) to make the final decision. Thus, the brainstorm method is flexible and suitable for various educational or motivational learning situations.

Suggested teaching method - step by step

1. Prepare the place: for each team tables with chairs, a place for the announcer of the brainstorm and a place for the jury (at least two people with correct answers to the questions of the brain battle) are prepared.

2. Prepare equipment: computer, projector, projector screen, presentation; as well as paper notes and pens on each table.

3. The brainstorm announcer introduces the rules of the games to the participants.

4. Participants are divided into teams. They may be divided in random order or as they wish. Also other ways of dividing participants into teams can be organized.

5. Teams are offered to choose names. The invented name of the team is the first step in the process of discussion and cooperation, it unites the team, creates an attractive atmosphere of communication and playful competition.
Teams are offered to choose a leader – a captain. He summarizes the answers of the team members and presents the answer sheet to the evaluation commission.

The announcer of the "Brainstorm" shows the first question on the screen, reading it aloud.

Teams have to find out the answer within 1 minute and write it down on the answer sheet. The brainstorm organizers choose whether the answers to the jury will be given immediately after each question or after the whole game / round.

If the team answers after each question, the announcer of the brainstorm immediately shows the correct answer and comments it. If the teams submit their answers after a series of questions, then every question and the correct answer is shown after all questions.

Commenting on responses is especially useful when the brainstorm is held in the subject of formal education - it is an opportunity to repeat, consolidate knowledge.

Summarizing the results of all questions given by the teams, the team-winner is announced and symbolically rewarded. It is also possible for rewarding other teams, it creates a good atmosphere.

After the event reflection can be organized. Participants of the brainstorm express their opinion on how they felt individually and how they felt in the team, what they learned and what was worthwhile from the knowledge they already had. The reflection process encourages self-assessment and self-motivation.

**Expected outcome**

After the implementation of the brainstorm, participants will strengthen their competence to work in a team, gain the confidence that individual knowledge could be useful for the overall team result, and will understand the essence of cooperation. Self-confidence and trust are important factors in motivation to start learning or to continue learning. A playful spirit of team competition will show that learning is an attractive process, and knowledge of science or society can be both a topic of interpersonal communication and a basis for further learning.

**Involvement of teachers, prison staff and others**

A mixed team of teachers, prison staff and other professionals can be put together to implement this approach. It would be appropriate for teachers to organize brainstorm on their teaching subject. Representatives of prison staff may be members of the counting commission. The commission may also include the convicts, thus developing the understanding that there are different roles in the organization of learning and that everything can be tried by discovering what is the most interesting to you, what motivates you to be involved.

Brainstorm can be organized by NGO representatives on public life topics. They would comment on why some answers are correct, others are not. They demonstrate through their involvement that various organizations, not just pedagogical institutions, are involved in educational and educational processes.

**Resources**

9. I HATE MATHS!
Promoting organization: P3: JESSHEIM VGS AVDELING ULLERSMO (NO)

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Activity: “Suggested teaching methods for participants with difficulties in learning mathematics”

Target group:
- Those who did not accomplish mathematics during their primary education
- Those who has always struggled with the learning of mathematics
- Those where dyscalculia has not been pointed out

Equipment: a classroom, stationary [pencil, eraser and ruler].

Timeline: 60 minutes teaching per day, 4 days á week for 4 weeks.

References: Materials attached at the end of the template.

Short description:
Mathematics has always been a kind of topic students, from all over the world, has been either liked or hated. Usually the last one. Many people have poor memories from their previous mathematics education. Many inmates can relate to this scenario.

The intention of this following activity is to show adults that basic mathematics can be used in everyday life, and at the same time try and make their struggle with numbers more harmless. Hopefully, this would help motivate them resume to school and achieve formal education.

Suggested teaching method - step by step

- Groups are organised. The level amongst the participants should be somehow similar. The number of participants within a group is recommended to be between 2 and 4. For some «one to one» teaching is recommended.
- A recipe is handed out to the participants. See example:

MINIATURE CHEESECAKES IN CUPCAKE-FORMS

[Gram=g] [Teaspoon=tsp.] [Tablespoon=tbsp.] [Decilitre=dl]

150 g sweet biscuit
100 g butter
400 g crème cheese
2 tbsp. sugar
2 tsp. vanilla sugar
2.5 dl cream
200 g baking chocolate
100 g mini marshmallows

- The recipe will provide 12 miniature cheesecakes. The units of measurements for all the dry ingredients are listed in gram [g]. In another course, the teacher could make a learning activity where the participants could work on the different units of measurement and learn how to convert them into other measurements.
- The first two hours of the course, the participants will work on addition and subtraction.

+ Exercises with addition +

- How much does one sweet biscuit mixed with butter weigh?
- If we add crème cheese. What is the weight now?
• We assume that 2 tbsp. sugar weigh 20 g and 2 tsp. of vanilla sugar weigh 10 g. How much do these ingredients weigh together?

− Exercises with subtraction −
• One packet of biscuits weighs 320 g. How many grams of biscuits do you have left after you have used 150 g to make miniature cheesecakes?
• A box of crème cheese weighs 350 g. How many grams are you missing?
Gradually, the teacher will supply with more exercises of the same character. When the participants can calculate with whole numbers, you could introduce decimals.
At the end of the first week, the teacher should carry out a minor test to see what the participants have learned. The test should take no longer than 25 minutes to complete.
During the remaining time, the participants should repeat the multiplication table. [1-10]
• The following week [2], the teacher will go through the multiplication table. If all the participants can handle the 1-10 multiplication table, the teacher can hand out exercises that contain information linked to the recipe.

× Exercises with multiplication ×
• The recipe provides us with 12 miniature cheesecakes. How many grams of butter do you need to make 24 miniature cheesecakes?
• How many grams of butter do you need to make 3 times so many miniature cheesecakes? The teacher could supply with exercises where the participants will have to multiply with decimals. E.g.
• How many tablespoons of sugar will you need if we increase the number by 1.5 times?
At the end of week two, the teacher will check that all the participants still remember how to use addition and subtraction. They will also be given exercises where they will have to multiply with positive natural numbers and decimals. If the participants have solved these tasks with no problems, the teacher can introduce multiplying with negative numbers.
• The following week [3] will begin with the teacher going through the multiplication table [1-10]. At this point in time we will work on division, so it is crucial that the participants can multiply with natural numbers up till 10. The focus is doing exercises based on the recipe.

÷ Exercises with division ÷
• You will not bake 12 miniature cheesecakes. You only need 6 for the afternoon tea. How many grams of butter and how many grams of crème cheese do you need?
• How many grams of biscuits do you need to bake 4 miniature cheesecakes? Gradually, the teacher can challenge the participants with the following exercises:
• How many tablespoons of sugar do you need if you want to reduce the recipe by half?
• How many tablespoons will you need if you were to reduce the number of miniature cheesecakes by 4? In the last task we introduce division where the quotient becomes a decimal number or fraction. At this point the teacher can also try to give the participants tasks where the dividend is a decimal number.
• In the recipe you need 2.5 dl cream. How many deciliters do you need if you were to reduce the number of miniature cheesecakes by half? The teacher can also try exercises where the divisor becomes a decimal number:
• You will reduce the recipe by 1.5. How many grams of biscuits do you need?
How many miniature cheesecakes will you get now?
• In the final week [4], the participants will repeat everything from the previous weeks of the course. The teacher should carry out a minor test and it should take no longer than 25 minutes to complete. The test should contain basic exercises covering the four math operations mentioned in this activity.
At this point, the teacher could start mixing the different math operations in one exercise.
Mixed exercises
• We assume that 1 tsp. of vanilla sugar weigh 5 g and 1 tbsp. sugar weigh 10 g.
How much does the sugar and the vanilla sugar from the recipe weigh together?
• 1 dl cream weigh 99 g.
How much does the baking chocolate that we melt and mix with the cream weigh?

In these exercises the participants will have to perform multiplication and addition. Exercises where they will have to both divide and multiply to get the correct answer is even more challenging.
• You need 100 g of butter to make 12 miniature cheesecakes.
How many grams will you need to make 18?
• You are having a big party and you will have to bake 96 miniature cheesecakes.
How much do you have to buy of every product needed in the recipe?

If there is a kitchen available at your location the course could be «wrapped up» with mathematics in the kitchen. :]
On the final day the participants can bake miniature cheesecakes. They will have to find out how many cakes they are baking, and how many grams or deciliters they need out of each product all by themselves. During this baking process they are forced to use different measuring tools.

Expected outcome
• Mastering the four arithmetic operations [addition, subtraction, multiplication and division] with the use of whole numbers and decimals.
• To be able to use the four arithmetic operations in basic everyday situations
• Get more self-confident about the understanding and use of mathematics

Resources

The recipe used in this activity is taken from: the magazine “Hjemmet”, week 10/19 1.3-7.3
There are many good mathematic books on the market, books that will help adults learn mathematics. Some books to recommend are:
• Carol Vorderman, Hjelp barna med matte [Help your kids with maths], Spektrum forlag 2017
• Grete Angvik Hermanrud, Grip 1, Fagbokforlaget 2016 - in Norwegian

Sometimes inmates have access to Internet while studying. On the Internet there are many suitable, safe and not least free programs where people can learn mathematics. One site to recommend is:
• Khan Academy [www.khanacademy.org]
Here you will find teaching methods in many different languages, also English, Polish and Norwegian.
10. MOVIE TALK
Promoting organization: P3: JESSHEIM VGS AVDELING ULLERSMO (NO)

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Activity: ”Movie-talk [or movie-analysis]”

Target group:
Pupils attending upper secondary school - for motivating them to read and talk about literature.
Inmates who are not attending school yet - for motivating them to apply for school.

Equipment: DVD and projector.

Timeline: 3 to 4 hours.

References:

Short description:
Watch the movie “21 grams”.
Reflect and think about 3 people that are situated in difficult life situations and how they move on. The pupils will learn about a non-chronological storyline, character description and ethical choices.

Suggested teaching method - step by step

1. Watch the movie. Stop the movie when necessary and talk about what is happening.

2. Reconstruct the storyline chronologically. Write it down.

3. Describe the following characters: Cristina, Paul and Jack [background, age, appearance, qualities]

4. Discuss the movie. Examples of questions:
   - What do you think about Paul searching for the heart donor [Cristina´s husband], and then starting to date the widow?
   - Why did Jack run away from the accident scene? Why does he turn to the police later?
   - What do you think about the relationship between Paul and his wife Mary? Who is the “bad guy”? Are they both acting in an unappropriated way? Why?
   - Why does Paul want to kill Jack? Why is Jack telling the police he shot Paul? Did Paul shoot himself deliberately or by accident? Why do you think so?
   - How do the three characters develop through the storyline? Why?

5. Discuss some ethical questions. Examples:
   - What do we learn about guilt, grief, loss and revenge?
   - What could be said about the meaning of life and death?

Expected outcome

- The ability to talk about feelings like grief, guilt and anger;
- Discuss topics like life, death, revenge, drugs and criminality;
- Train the ability to understand other people’s emotions;
- Get a basic introduction to analyse movies and literature;
- Motivate inmates to go on with their education and to be able to talk about literature in their native language.
Involvement of teachers, prison staff and others

If used as an informal activity, prison staff could be involved.

Resources

*21 grams* [https://www.imdb.com/title/tt0315733/](https://www.imdb.com/title/tt0315733/)

Ludmila.Knudsen@jessheim.vgs.no

Other suitable movies:

*Gran Torino*: About an old white American guy [Clint Eastwood] with prejudices against immigrants. He becomes friends with the neighbours from Laos, whom he hates in the beginning of the story. Other topics: youth criminality, gangs and an old car.
[https://www.imdb.com/title/tt1205489/?ref_=fn_al_tt_1](https://www.imdb.com/title/tt1205489/?ref_=fn_al_tt_1)

*The planet of the future*: About an apocalyptic future, a new plague. There is just one literate person that is going to save the world. You will understand why it is worth to read books.
[https://www.imdb.com/title/tt1615091/?ref_=nv_sr_1](https://www.imdb.com/title/tt1615091/?ref_=nv_sr_1)

*Girl with a Pearl earring*: About a famous painting by Johannes Vermeer. Suitable as an introduction to the Baroque period in art.
[https://www.imdb.com/title/tt0335119/?ref_=nv_sr_1](https://www.imdb.com/title/tt0335119/?ref_=nv_sr_1)
11. PLAYING CARDS OR TABLE GAME TO LEARN SPANISH
Promoting organization: P3: JESSHEIM VGS AVDELING ULLERSMO (NO)

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**Activity:** "Teaching grammar by playing"

**Target group:**
Students at a Spanish course for beginners. Motivate them to learn verb conjugation and making sentences. Motivate them to stay at school.

**Equipment:** Homemade playing cards or table game.

**Timeline:** 1-2 hours.

**References:**
11. PLAYING CARDS OR TABLE GAME TO LEARN SPANISH
Promoting organization: P3: JESSHEIM VGS AVDELING ULLERSMO (NO)

**Short description:**
- Type 20 frequent verbs on a sheet [regular + ser, tener, estar; ir]. Later, add cards with diphthong verbs.
- Type 20 different subjects on another sheet [yo, tú, José, yo y Pedro, tú y Carmen, Rosario y Carlos, etc]. Glue this onto a cardboard and cut them into cards.
- Make a table game using verbs and use a dice to represent the 6 forms of the verbs. Move further one step for an understandable sentence, and 2 steps for a correct one.

**Suggested teaching method - step by step**

1. Have a student pick a verb card and a subject card.
2. The student has to conjugate the verb and finish the sentence in an appropriate way.
3. The next student has to translate the first student’s sentence, then pick up a new card.
4. Repeat the sequence with all the students - repeat several times.
5. When using the table game: make it into some kind of competition where the aim is to finish first.

**Expected outcome**
- Learn the structures of grammar in a fun way
- Listen to each other’s sentences
- Produce sentences

**Involvement of teachers, prison staff and others**

**Resources**
Ludmila.Knudsen@jessheim.vgs.no
**Activity:** “Teach the teachers”. Make the teachers aware of motivational behaviour.

**Target group:** Teachers within prison education.

**Equipment:** PC with Internet-connection, projector, whiteboard and/or flip-over could be useful.

**Timeline:** 1-2 hours.

**References:** Teachers motivating students to start and complete education.

**Short description:**
The behaviour and attitude of the persons that the inmate meet will always have an impact on how the inmate reacts. It is therefore important for teachers to be familiar with these ways of handling the inmate. For the benefit of the inmate, it is important always to act in a way that motivates the inmate to attend and complete education. This session will go through a set of good practices.

**Suggested teaching method - step by step**
The general topic of the lecture should be on how to organise the education in a way that motivates the students for learning. One should prepare this lesson by selecting local challenges, and use those as the basis of the lecture. There must be a schedule with points showing the content of the lecture.

The second, “hidden”, focus during the lecture is showing the attendants how good/bad behaviour will affect the attendants. Below there are some “hidden” activities that can be used to demonstrate some good/bad behaviours, and hopefully allow the attendants to feel the effect they have on their motivation.

1. **Meet the attendants outside the classroom with a big smile and greet them welcome! Shake hands if this would feel natural.**
   Always meet the inmate with a smile. Be friendly, without being a friend. Most people will respond with a smile if they are met with a genuine smile. This is a simple but effective way of making someone feel good. This is of course common knowledge, but still very important. If a person feels good, his learning abilities will be better, and it is less likely that he/she will act violently or spoil the lesson. He/she might even look forward to the next one.
   As you start, ask the attendants if they noticed how they were met, and how they felt. Ask if that inspired them, and in case why Finish this task by having a short discussion on the effect of being met with a smile.

2. **Make some rules for the training course, and let one or two of them be “stupid” rules. One of the rules should be that they must be in the room when a lesson starts. Then order the class to follow those rules. Ally with one of the attendants to break one of those “stupid” rules, and then let him get away with it in front of the class.**
   Make rules, but make fair rules. And stick to them!! It is important that the student feel that the teacher has a predictable behaviour in his way of treating the students, as well as in his/her teaching. Unpredictable behaviour with respect to handling the rules will cause uncertainty, frustration and anger with the student. Doing this several times will surely demotivate the students. Being consistent and fair is essential to good relation to the students, which again is the key to a good learning process.
3. **Make a short break somewhere in the lecture. Before the break, ask everybody to be back on time, as the next lesson will start promptly. Then you should come some 3-5 minutes late. If you are asked why, then give a stupid reason for it.**

Always be on time. You are supposed to be a good example for the student. If they are supposed to be on time and you are not, this will cause irritation, frustration and anger. This will more or less ruin the lesson, and the motivation to continue will drop. Besides, you have shown that you have no respect for the student, and that it is not so important to follow rules and instructions. You cannot expect that the student will respect your messages and instructions.

Ask the attendants how they felt about the teacher expecting them to be on time, while he/she is not doing the same.

4. **Deliberately jump between the scheduled activities in a way that makes the attendants aware of this.**

Most people like to have an organised plan for the day. This is something that often lacks in the daily life of an inmate, so if we can make some of his day predictable this will be a positive experience for him/her. Often the inmates are in desperate need of predictability and order in their day. Others need to learn how to organise their daily activities as well as their life. Helping them doing this will also help them in their learning activities.

5. **Finish up the lecture by having a group and/or general discussion on what they have experienced during the course. Ask how they felt about the “hidden” activities, and if they affected them in any way. Remind them that they are supposed to be an example for the inmates.**

### Expected outcome

After the course, the attending teachers should be able to look at their own practise and have some more tools to improve the way they treat the students. They should have the ability to:

- create good relationship with the students;
- create a good working tradition in the class;
- show that previous bad experience need no longer be valid;
- motivate the students by using simple tools;
- be aware the effect of own behaviour and regulations.

### Involvement of teachers, prison staff and others

This course would be for teachers working inside prison, but might also be used for other teachers. Even prison staff might benefit from at least parts of this course. Other activities might be added or replace existing.

This is merely a template for this kind of “wake-up” course, as most of these things is probably already known, but might need a repetition to fresh up the memory. Adjust to local needs!

Take care to prepare well, as the “hidden” parts must be a natural part of the course.

### Resources

https://www.youtube.com/watch?v=u086rr7SRso

Author: Oyvind.lunde@jessheim.vgs.no
13. INFORMATION SKILL MAPPING

Promoting organization: P3: JESSHEIM VGS AVDELING ULLERSMO (NO)

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Activity: “Turning informal skills into work skills”

Target group: All types of inmates. The lesson can be done with individual inmates but is also suitable for groups of 4-8 people.

Equipment: suitable room, handouts, pens, whiteboard (optional).

Timeline: One hour or more, depending on group size.

References:

Short description:
Some inmates find it hard to acknowledge that they possess valuable skills if they have not learned them in school. This lesson helps the inmates to identify their own skills and help them see how these skills can be valuable in working life. The next step will be to find ways of formalizing the skills through courses or exams. The goal is both to encourage entering education and to see how they can promote and present their existing skills to a possible employer. For illiterate inmates the teacher or another inmate can help with the writing.

Suggested teaching method - step by step

In this case the lesson was held for a group of 6 people.

1. **Introduction**
   The teacher explains about the differences between formal and informal education.

2. **Examples of informal skills**
   The group is asked to come up with examples of informal skills that people may have. For example “To fix a room in your own home by painting the walls”, “helping your elderly parents with their economy”, “taking care of a sick family member” or “working in the prison laundry”. Sometimes it is useful to ask about what types of interests or hobbies they have, “What do you like to do in your spare time?”
   Give handout #1 to each and ask them to think individually about things they have done with reference to what they just have talked about.

3. **Discuss**
   Discuss in the group what you have written. This may give other ideas about their previous experiences. Write down new ideas.

4. **Write**
   Give the group Handout #2. Ask each group member to choose one of the things he/she has done and write it in the circle. Next, write down the different skills needed to perform the work task. If possible, this part can be done by asking the participants to work in pairs. The same procedure can be done with several or all the examples written in Handout #1.

5. **Share**
   Share with the group what you have written. Add more information if needed. See if the group have some of the skills in common. The teacher can write on the whiteboard.

6. **Types of professions**
   In the group, discuss the ideas about possible types of work or professions where these skills are needed. Talk about what type of education you need to apply to such a job. Also, discuss how prison training programs may play a part in reaching the desired education or where they can make contact to obtain this upon release.
Additional activity - CV
If the group wants, they can begin working on their personal Curriculum Vitae.

Lesson outcome
To finish the session, ask the participants to write down (or just think about) two things they have learned during the session and one thing they want to find out more about. Give them information on how to sign up for classes or work in the prison.

Expected outcome
- Participants will have greater knowledge about his/her own skills and interests.
- Motivation to begin education or to formalize and build upon existing skills.
- Gain knowledge about different types of jobs and how to train for them.

Involvement of teachers, prison staff and others
This exercise can be led by a teacher, a councillor or a member of the prison staff.

Resources
Handouts attached to this lesson
Useful links:
https://careerwise.minnstate.edu/exoffenders/index.html
Things I have done

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________

5. ______________________________________________________

6. ______________________________________________________

7. ______________________________________________________

8. ______________________________________________________

9. ______________________________________________________
Informal skills

Handout #2

What kind of skills are needed to do this?

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

____________________________________

Other types of work where these skills are needed:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
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### 14. INTAKES BY INTERVIEWING PRISONERS ON THEIR EDUCATIONAL NEEDS

Promoting organization: P2: ASTURIA (BE)

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**Activity:** “How to do intakes for courses by interviewing prisoners on educational Needs – ICT courses”.

**Target group:** Coordinators and teachers which have to do intakes before starting new courses in prison.

**Equipment:** A meeting room with facilities to work in small groups, documents with guidelines and checklist with questions.

**Timeline:** 2 hours workshop with coordinators and teachers in prison with experienced counselors and/or teachers.

**References:** The reader can find the material attached at the end of this template.

**Short description:**

**Goals:** The main goal of this workshop is to focus on interviews to explore the potential, motivation and suitability of the prisoners for the chosen course. Questions are designed to assess their:

- problem-solving abilities,
- assimilation of new ideas and information,
- intellectual flexibility and analytical reasoning.

It’s important for the prisoners to remember that interviewers won’t be trying to ‘catch them out’, but will be challenging them to think for themselves and show how they can apply their existing knowledge and skills laterally to unfamiliar problems.

**Methodology of the workshop:** Interviews are discussion-based, predominantly educational and subject-related, so the prisoners will be asked questions:

- relevant to the course they’ve applied for,
- about the information they provided in their application.

In all subjects, the interviewers are looking for informed enthusiasm and an ability to think independently about their subject.

The prisoners will probably find some of the questions quite challenging. They’re designed to encourage them to think for themselves and develop an argument or tackle a problem.

**Suggested teaching method - step by step**

**A. Prepare for the interview**

1. **Research the person.** You need some data about the person you’re interviewing so you go into the interview feeling prepared and in control. Look up relevant information about the person if available. This will help you have a sense of the person’s personality and interview style, and to adjust your interview accordingly.

2. **Clarify your objective.** Before you prepare your interview questions, you should understand your objective for interviewing the person. Is it simply to give readers more insight into that person’s goals in their life, to discuss several aspect of that person’s career, or to discuss that person’s perspective in and outside the prison? Whatever your objective, your questions should help you meet your objectives. If you’re very clear about your objective, you’ll also be able to keep your interview more focused and to make sure you don’t drift off-topic.
Prepare questions. You should prepare questions that are flexible, open-ended, and which all come equipped with at least two or three follow-up questions that you can ask depending on the answer to the original question. Here are a few general rules for preparing questions for an interview:
- Don't ask any "yes" or "no" questions or questions that can be answered in just a few words.
- Ask questions that allow the person you’re interviewing to expand.
- Ask just one question at a time. Asking more than one at a time will overwhelm your interviewee.
- Ask questions that are relevant to your objectives. This is an important point. You can make them creative as long as they meet your needs.
- Don’t ask questions that are so broad that your subject doesn’t know how to answer them. Your subject should be directed enough to know what type of an answer you’re looking for.

Prepare some topics for small talk. That’s right. You should even prepare the small talk you’ll be making at the beginning of the interview. Even if you’ve only decided to talk about the weather or work inside the prison, you should have this prepared in advance so you start the interview off on the right foot and make the person feel instantly comfortable.

B. Conduct the interview

Introduce yourself. Have an open body language as you shake hands with the person and introduce yourself. Tell the person a bit about yourself professionally and show that you’re just a regular person instead of an intimidating interviewer. Tell the person whatever will help him understand who you are and why you’re conducting the interview.

Make the person comfortable. This is the most important thing you can do before you officially give the interview. After you’ve introduced yourself, you can make the person comfortable with some small talk and by making eye contact and using your hands to gesture or keeping them at your sides. Keep your body open and posed toward that person without invading his personal space. If possible you’re at the educational ground inside the prison, look around the room for some objects, such as paintings, photographs of the courses inside the prison.

Ask your questions. Maintain eye contact as you ask the question and listen intently to the answer. Don’t say, "My first question is..." or "My next question is..." Make the person feel like you’re just having a natural conversation, not firing questions at him like a detective.

Listen intently. Don’t say "Uh huh," every two seconds in an exaggerated manner. Just nod intently from time to time and really focus on what the person is saying at that moment instead of thinking about his previous response or about the next question. If your mind wanders, the person you’re interviewing will be able to tell right away. Pick up on important words or phrases that the person says. If they trigger something, you may be able to ask a completely new question that you hadn’t planned on. Listening intently will also make it easier for you to notice when the person is veering off track. If you don’t understand something the person says, don’t be afraid to ask. Getting back on track is better than having a potential miscommunication.

Stay quiet. Don’t dominate the conversation. While occasionally interjecting relevant personal information can make the person feel more comfortable, you should only talk 20-25% of the time. After your all, your goal is to interview the person, not to talk about yourself as much as you can. You should also be comfortable with some pauses or moments of silence. Let the person think for a minute before you jump in with more talk.

Let the person be natural. Wait out the person’s nervousness and canned phrases and keep digging until you get the person to open up and say something informative and maybe even surprising. Remember that you want to walk away from the interview with information that you didn’t already know and a new insight into that person’s character or ideas.
Stay focused. Remember your original questions and your list of questions. Though your questions shouldn't be read like a shopping list and you can ask similar questions based on how the interview is going, you should always meet your objectives. If the person doesn't respond much to a question, you can rephrase it a bit by saying, "Can you think of another example to illustrate what you mean?"

Stay in control. Though the person should do most of the talking, don't let him take over your interview. Make sure that you're still in the position of asking questions and directing the conversation without being obvious about it. If the person is talking so much that you can't ask your questions, or even asking you questions instead, you should politely but firmly steer the person in the right direction.

C. Wrap up the interview

1. **Wrap up the interview professionally.** Don't say, "Well, I've run out of questions for you" or "I guess that's it..." This will make things feel awkward and like you couldn't hold up a stimulating conversation. Instead, say, "We've covered quite a bit in this conversation. Before we wrap up, is there anything else you'd like to chat about?" This makes the person feel like you were in the conversation together, instead of just in a question-and-answer situation.

2. **Thank the person.** You should sincerely thank the person for taking the time to chat with you and for being so patient and answering your questions. Make sure your words and body language indicate that you really mean it and are truly grateful for the person's time and efforts. Don't become withdrawn the second the interview is over.

3. **Follow up with information on potential courses.**

   **Expected outcome**

   The expected outcome is the use of the guidelines for interviewing prisoners to assess their understanding of their subject and their potential for studying in a course in prison. One should expect:
   - a challenging discussion relating to their chosen course, which may include topics covered in their recent educational experiences and raised in their application
   - to be asked to apply their existing knowledge to new situations by discussing problems that they've not previously encountered

   **Involvement of teachers, prison staff and others**

   The interviews require involvement of teachers, prison educational coordinators and prison staff.

   **Resources and material:** Sheet for intakes of computer courses.

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<table>
<thead>
<tr>
<th>Experience with computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What’s your knowledge of Dutch?</td>
</tr>
<tr>
<td>a. None</td>
</tr>
<tr>
<td>b. I can speak but I can’t read</td>
</tr>
<tr>
<td>c. I can speak, read and write</td>
</tr>
<tr>
<td>2. Have you already followed computer class?</td>
</tr>
<tr>
<td>a. Yes</td>
</tr>
<tr>
<td>b. No</td>
</tr>
<tr>
<td>c. If yes, which one?</td>
</tr>
<tr>
<td>3. Do you have a computer at home or in your cell?</td>
</tr>
<tr>
<td>a. Yes, I use a computer very often.</td>
</tr>
<tr>
<td>b. Yes, I use a computer from time to time.</td>
</tr>
<tr>
<td>c. No, I don’t have any PC.</td>
</tr>
<tr>
<td>4. If you have a computer, what do you use it for?</td>
</tr>
<tr>
<td>5. Can you type?</td>
</tr>
<tr>
<td>a. No</td>
</tr>
<tr>
<td>b. A little bit</td>
</tr>
<tr>
<td>c. I can blind type with my 10 fingers.</td>
</tr>
<tr>
<td>6. Why do you want to follow this course?</td>
</tr>
<tr>
<td>7. Do you have any other questions?</td>
</tr>
</tbody>
</table>

Welcome in my class
Activity: “What would you tell your... “Dear Mama”?”

Target group: A2, B1.

Equipment: cd player or video player, photocopies.

Timeline: 3 hours.

References: you can find the material attached at the end of this template.

Short description:
Our students of English usually learned their skills on movies and songs because they didn’t attend school for long. Through a kind of music they really like and one of their favourite rap singers (2PAC), we learn the difference between slang and grammatical language. We start by listening to the song “Dear Mama” and reading the lyrics. Moreover, we get to speak about feelings, so we learn the vocabulary and we use the past tense. Finally, we produce a text similar to the one we worked on the song but about their experience.

The activity can be integrated in formal and in informal learning. It can be used in the English class, but it could also be used in a talk group with people who speak English fluently.

Motivation is promoted through modern rhythms linked to rap music, powerful personal history that can refer to the personal inmate’s situation, do something different within the prison coordinated with the prison authorities.

Suggested teaching method - step by step

1. Ask the students: Do you know 2PAC? Do you know the song “Dear mama”? Let them talk in group(s).

2. Listen to the song once. Ask the students to take a piece of paper and write down some words they understand.

3. Do some brainstorming and (let them) write their words on the board. Afterwards, ask them to link the words and try to come up with a meaning for the song.

4. Listen to the song with the lyrics. Listen to it carefully and read the lyrics, and then let them try to understand what it means. Work in group(s). [See additional material]

5. Read what Wikipedia has to tell us about it and the singer. Depending on the group, let them work in pairs. They get a part of the text, they read it, make a summary and tell it to the rest of the group. [See additional material]

6. On this song there is a lot of slang. Ask them if they know what slang is.
Example: Can you tell me some more prison slang in your country / in this country / in English?

7. Check the vocabulary from the “urban dictionary”. [See additional material]

8. After checking the vocabulary, check some expressions they probably heard on movies which are not grammatically correct. We will try to say them as “Her Majesty the Queen of England” would say it. [See additional material]
9. Let’s read the lyrics again and ask them to think about 2PAC’s feelings.
Ask the students: Do you recognize yourself in some of his words? Think about what you would
tell your mother if you could sing like 2PAC.

10. Ask the students to try to write a strophe for their mom. Give them some freedom, let them work
individually or in group(s), let them use “Her Majesty’s English” or “prison slang”. The idea is that
they get engaged in the creative process.
If there is a good singer in the group, ask him/her to sing his/her strophe with the music.

Expected outcome

• The ability to distinguish “street language” from more formal of grammatical language;
• The ability to read and make a summary to tell a third person;
• The ability to listen to and respect each other stories;
• The ability to speak and write about feelings;
• To learn composition skills;

Involvement of teachers, prison staff and others

You can bring this activity as far as your prison allows you to. It could start as a class activity, but you could
involve other teachers such as music or literature. You could also contact other prison staff as psychologist
and social workers because it talks about feelings and the mother is usually a key piece in their lives. You
could also use the new strophes if you have a prison magazine on poetry to talk about the topic. You could
also let them sing if there is some musical happening or in the end of school year party.

Resources and material

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Sheets with exercises for prisoners.
Dear Mama

You are appreciated
When I was young me and my mama had beef
Seventeen years old kicked out on the streets
Though back at the time, I never thought I’d see her face

Ain't a woman alive that could take my mama's place
Suspended from school, and scared to go home, I was a fool
With the big boys, breaking all the rules
I shed tears with my baby sister
Over the years we was poorer than the other little kids
And even though we had different daddy's, the same drama
When things went wrong we’d blame mama
I reminisce on the stress I caused, it was hell

Hugging on my mama from a jail cell
And who’d think in elementary?
Hey! I see the penitenary, one day
And running from the police, that's right
Mama catch me, put a whooping to my backside
And even as a crack fiend, mama
You always was a black queen, mama
I finally understand
For a woman it ain't easy trying to raise a man

You always was committed
A poor single mother on welfare, tell me how ya did it
There's no way I can pay you back
But the plan is to show you that I understand
You are appreciated
Lady

Don't ya know we love ya? Sweet lady
Dear mama

Place no one above ya, sweet lady
You are appreciated

Don't ya know we love ya?
Now ain't nobody tell us it was fair
No love from my daddy cause the coward wasn't there
He passed away and I didn't cry, cause my anger
Wouldn't let me feel for a stranger
They say I'm wrong and I'm heartless, but all along
I was looking for a father he was gone
I hung around with the Thugs, and even though they sold drugs
They showed a young brother love
I moved out and started really hanging
I needed money of my own so I started slanging

I ain't guilty cause, even though I sell rocks
It feels good putting money in your mailbox
I love paying rent when the rent's due
I hope ya got the diamond necklace that I sent to you

'Cause when I was low you was there for me
And never left me alone because you cared for me
And I could see you coming home after work late
You're in the kitchen trying to fix us a hot plate
Ya just working with the scraps you was given
And mama made miracles every Thanksgiving
But now the road got rough, you’re alone
You're trying to raise two bad kids on your own
And there's no way I can pay you back
But my plan is to show you that I understand
You are appreciated
Lady
*Don't ya know we love ya?* Sweet lady
And dear mama
*Place no one above ya*, sweet lady
You are appreciated
*Don't ya know we love ya?*
Pour out some liquor and I reminisce, cause through the drama
I can always depend on my mama
And when it seems that I'm hopeless
You say the words that can get me back in focus
When I was sick as a little kid
To keep me happy there's no limit to the things you did
And all my childhood memories
Are full of all the sweet things you did for me
And even though I act crazy
I *gotta* thank the Lord that you made me
*There are no words* that can express how I feel
You never kept a secret, always stayed real
And I appreciate, how you raised me
And all the extra love that you gave me
I wish I could take the pain away
If you can make it through the night there's a brighter day
Everything will be alright if *ya* hold on
It's a struggle every day, *gotta* roll on
And there's no way I can pay you back
But my plan is to show you that I understand
You are appreciated
Lady
*Don't ya know we love ya?* Sweet lady
And dear mama
*Place no one above ya*, sweet lady
You are appreciated
*Don't ya know we love ya?*
Sweet lady
And dear mama
Dear mama
Lady, lady, lady
Step 5.

Background
The song is a tribute to his mother, Afeni Shakur. In the song, Shakur details his childhood poverty and his mother's addiction to crack cocaine, but argues that his love and deep respect for his mother supersede bad memories.

The song is a tribute to Shakur’s mother, Afeni Shakur. She and her husband were active members of the Black Panther Party in New York in the late 1960s and early 1970s. Shakur was born a month after his mother was acquitted of more than 150 charges of "Conspiracy United States government and New York landmarks" in the New York "Panther 21" court case.[1] She was often absent during his childhood in favor of being an activist, and also during his adolescence when she became addicted to crack cocaine. Shakur was kicked out by Afeni at age 17, and they had little contact for many years. Having "lost all respect" for his mother, he subsequently moved into a vacant apartment with friends and began writing poetry and rap lyrics. In 1990, realizing her habit was out-of-control, she enrolled in a 12-step program at a drug and alcohol treatment center in Norwalk, Connecticut. After completion, she reconciled with her son, who was at this point a successful recording artist.

Cultural and Historical context
In a cultural and historical context, "Dear Mama" is part of a long line of hip-hop songs in which male rappers state their reverence for their mothers. Statistics show that a disproportionate number of African-American households are headed by single mothers and their bravery and role in their children's lives leads to their status as an "eternal symbol of love" in their offspring's eyes.

With this song he "connects himself to black radical history through his mother's affiliation with the Black Panthers," and explains that his music is autobiographical, illustrating that 2Pac (the stage performer) and Tupac Shakur (the person) are one and the same.

The song's most famous lyric is one in which Shakur "declares his love for Afeni as well as his disappointment in her": "And even as a crack fiend, mama, you always was a black queen, mama. This line speaks to Shakur's maturity:

In the song, Shakur also takes aim at the lack of a father figure in his life: "No love from my daddy cause the coward wasn't there / He passed away and I didn't cry, cause my anger wouldn't let me feel for a stranger." There was a generation of Black males who felt estranged from their fathers.

Shakur also describes "being kicked out of his home at 17, selling crack rock with thugs who offered paternalistic support, hugging his mother from behind bars."

The slowness of the beat creates in the listener a mood of reflective reminiscence. Tupac begins by creating a context where his mother was simply taken for granted against the backdrop of his rather mischievous behavior. He says, "Suspended from school, scared to go home, I was a fool with the big boys breaking all the rules." He then reflects on how he no doubt blamed the wrong person: "I shed tears with my baby sister. Over the years we were poorer than the other little kids. And even though we had different daddies, the same drama, when things went wrong, we blamed mama. I reminisce on the stress I caused..."

Tupac Shakur has truly provided us with a Black matriarchal praise song. It penetrates to the heart of how many of us perceive our Black mothers. It pulls us into the center of Tupac’s own individual sonmother symbiotic relationship and yet it speaks to our own often dormant memories of just how wonderful our mothers have been. Thus, listening to Tupac's "Dear Mama" tends to revitalize an appreciative attitude for one's dear mother. The cut itself is transformative; it forces us to literally see our mothers differently, to understand our mothers differently, and to appreciate our mothers more."

Influence
The song has impacted numerous rappers. Eminem stated that the song played constantly in his car in the year following its release. "Dear Mama" was one of Tupac's songs that influenced me the most; it
was one of the most heartfelt songs I've ever heard in hip-hop. It also showed that you could be a real cat but still express compassionate love. It showed courage.

The Black Panther Party or BPP (originally the Black Panther Party for Self-Defense) was a revolutionary black nationalist and socialist organization active in the United States from 1966 until 1982, with its only international chapter operating in Algeria from 1969 until 1972.

At its inception on October 15,1966, the Black Panther Party’s core practice was its armed citizens’ patrols to monitor the behavior of police officers and challenge police brutality in Oakland, California. In 1969, community social programs became a core activity of party members. The Black Panther Party instituted a variety of community social programs, most extensively the Free Breakfast for Children Programs, and community health clinics.

Federal Bureau of Investigation Director J. Edgar Hoover called the party "the greatest threat to the internal security of the country", and he supervised an extensive program (COINTELPRO) of surveillance, infiltration, perjury, police harassment, and many other tactics designed to undermine Panther leadership, incriminate party members, discredit and criminalize the Party, and drain the organization of resources and manpower. The program was also accused of assassinating Black Panther members.

Government oppression initially contributed to the growth of the party as killings and arrests of Panthers increased support for the party within the black community and on the broad political left, both of whom valued the Panthers as a powerful force opposed to de facto segregation and the military draft. Black Panther Party membership reached a peak in 1970, with offices in 68 cities and thousands of members, then suffered a series of contractions. After being vilified by the mainstream press, public support for the party waned, and the group became more isolated. In-fighting among Party leadership, caused largely by the FBI’s COINTELPRO operation, led to expulsions and defections that decimated the membership. Popular support for the Party declined further after reports appeared detailing the group’s involvement in illegal activities such as drug dealing and extortion schemes directed against Oakland merchants. By 1972 most Panther activity centered on the national headquarters and a school in Oakland, where the party continued to influence local politics. Party contractions continued throughout the 1970s. By 1980 the Black Panther Party had just 27 members.

The history of the Black Panther Party is controversial. Scholars have characterized the Black Panther Party as the most influential black movement organization of the late 1960s, and "the strongest link between the domestic Black Liberation Struggle and global opponents of American imperialism". Other commentators have described the Party as more criminal than political, characterized by "defiant posturing over substance".

Tupac Amaru Shakur born Lesane Parish Crooks; June 16, 1971 – September 13, 1996), also known by his stage names 2Pac and Makaveli, was an American rapper, record producer and actor. As of 2007, Shakur has sold over 75 million records worldwide. His double disc albums All Eyez on Me and his Greatest Hits are among the best selling albums in the United States. He has been listed and ranked as one of the greatest artists of all time by many magazines, including Rolling Stone which ranked him 86th on its list of The 100 Greatest Artists of All Time. He is consistently ranked as one of the greatest rappers ever, as well as one of the most influential rappers of all time.

Shakur began his career as a roadie, backup dancer, and MC for the alternative hip hop group Digital Underground, eventually branching off as a solo artist. The themes of most of Shakur’s songs revolved around the violence and hardship in inner cities, racism, and other social problems. Both of his parents and several other people in his family were members of the Black Panther Party, whose ideals were reflected in his songs. During the latter part of his career, Shakur was a vocal participant during the East Coast–West Coast hip hop rivalry, becoming involved in conflicts with other rappers, producers, and record-label staff members, most notably The Notorious B.I.G. and the label Bad Boy Records.
On September 7, 1996, Shakur was fatally shot in a drive-by shooting at the intersection of Flamingo Road and Koval Lane in Las Vegas, Nevada. He was taken to the University Medical Center of Southern Nevada, where he died six days later.

**Step 7.**

Vocabulary from http://www.urbandictionary.com

**Beef:** to have a grudge or start one with another person.

**Shed tears:** to cry

**Reminisce:** to remember

**To whoop:** to kick someone's ass

**To be a crack fiend:** to be addicted to crack

**Thug:** As Tupac defined it, a thug is someone who is going through struggles, has gone through struggles, and continues to live day by day with nothing for them. That person is a thug. and the life they are living is the thug life. A thug is NOT a gangster. Look up gangster and gangsta. Not even CLOSE, my friend.

"That boy ain't a gangsta, fo'sho'. Look at how he walks, he's a thug. life. That's the saddest face I've seen in all my life as a teen."

**Slanging:** selling weed or cocaine or other drugs. / A guy having a big dick.

**Slanging:** selling weed, cocaine or other drugs

**Rock:** a form of cocaine

**To roll on:** to continue
Step 8.
Can you write the Standard English version of the following sentences?

*Ain't a woman* alive that could take my mama's place

Over the years *we was poorer* than the other little kids

You *always was* committed

Tell me *how ya did it*

*Don't ya know we love ya?*

*Place no one above ya*

Now *ain't nobody* tell us it was fair

*I ain't guilty* cause, even though I sell *rocks*

I hope *ya* got the diamond necklace that I sent to you

*’Cause* when I was low you *was* there for me

I *gotta* thank the Lord that you made me

*There are no words* that can express how I feel
16. PRISON EDUCATIONAL COORDINATOR – TASKS TO MOTIVATE PRISONERS FOR LEARNING AND MENTOR TEACHERS
Promoting organization: P2: ASTURIA (BE)

<table>
<thead>
<tr>
<th>TYPE OF EDUCATION</th>
<th>Formal</th>
<th>Informal</th>
<th>Non-formal</th>
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<tbody>
<tr>
<td></td>
<td>X</td>
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Activity: “Implementation of tasks of the prison educational coordinator”

Target group: Directors and staff of prisons and schools.

Equipment: A meeting room with facilities to work in small groups, documents with guidelines and checklist.

Timeline: 1 hours workshop with directors and staff of prisons and schools who want to extend the quality and number of courses inside prisons.

References: The reader can find the material attached at the end of this template.

Short description:

Goals: The main goal of this workshop is to focus on the benefits of a prison educational coordinator inside the prison who can explore the potential and motivation of the prisoners and teachers for education. A prison education manager ensures a smooth implementation of the educational process by

Individual area of responsibility:

- Managing studies, including the composition of study schedule and curriculum; organizing substitutions and co-ordinating teachers' work schedules.
- Forwards the area-related information to the school board and interest groups (e.g. prison board, ministries, students conducting research etc).
- Analyzing and ensuring the inmates' participation in the studies.
- Composing and preserving documentation related to managing.
- Composing answers to the students' applications and enquiries or forwarding these to competent school or prison staff.
- Preparing school- and study council's materials, analysis, reports and other documents in their field.
- Assessing the necessities of the prison's pedagogical staff and planning complementary studies.
- Performing monitoring over the effectiveness and quality of the staff's use of working hours.
- Supervising and supporting new teachers starting at the prison.
- Developing cooperation with criminal detention institutions and organizing area-related events (e.g. graduations).
- Tutoring study groups in prison.

Cooperation with the school board:

- Planning and ensuring the inmates' study process and practical work in cooperation with the leading teachers of different specialty fields; assessing results.
- Planning and ensuring the inmates' study process and practical work in cooperation with the leading teachers of different specialty fields; assessing results.
- Planning and ensuring the inmates' study process and practical work in cooperation with the leading teachers of different specialty fields; assessing results.
- Planning the acquiring, usage and maintenance of study and work equipment, as well as the occupational safety in study and work areas. All of this in cooperation with the school supplier and leading teachers, as well as prisons.
• Planning the acquiring, usage and maintenance of study and work equipment, as well as the occupational safety in study and work areas. All of this in cooperation with the school supplier and leading teachers, as well as prisons.

• Organizing marketing for the services and products created in the students’ practical work process in cooperation with the leading teachers, school’s study production manager and vocational teachers in the unit.

**Cooperation with interest groups** on the prison territory, including the social department, educational organizer and potential practice facilities.

• Participating at the joined meetings held with prisons and operative problem solving.

• Composing development projects in cooperation with the prison to modernize and intensify the study process.

• EPEA (European Prison Education Association) with members in Estonia and Europe.

• Other training institutions in national prisons.

**Methodology of the workshop:** Discussion-based workshop on the tasks of the prison educational coordinator in the specific context of each prison

### Suggested teaching method - step by step

1. Introduction at the competence centre outside the prison
   - concept and checklist
   - job description
   - explanation of the curriculum
   - introduction IT – infrastructure
   - quality through appraisal interviews
   - contents of the continuing training
   - checklist for introduction in prison

2. Introduction in the prison by the coordinator
   - general Information
   - security issues
   - tasks of different services in the prison – networking!
   - use of the prison PC network
   - introduction to penal code and different sanctions
   - contact persons for the teachers
   - duration up to 2 weeks!

3. Probationary period of 3 months
   - self - study of the curriculum
   - self - study of all the teaching materials
   - at least two visits of the new teacher at classes of colleagues
   - start to teach after a period of 4 to 7 weeks
   - 2 visitations of the class by the divisional head
   - Appraisal interview
   - indefinite employment

4. Continuing training – management and contents
   - 5 'exchange days’ per year - attendance compulsory
   - 2 'exchange days’ per year - attendance optional
   - organised and fully paid by the centre of competence issues
   - intercultural communication (external expert )
- how to behave with inmates within the total system of a prison
- introduction about the system for execution of sentences introduction about the penal code
- how to deal with psychiatrically treated inmates within a study group
- how does our brain learn? Neurophysiological approach
- strategies and techniques in learning, types of learner
- best practice – learning from each other
- how to teach basic maths to educationally marginalised
- introduction educational software for learning the regional language
- planning together with the teachers the contents of the next exchange

5. **Mutual visits in the classes – time management**
   - compulsory visit and 1 optional visit per year
   - giving feedback to the visited teacher following the guidelines
   - visits must be working time and transport must be paid too

6. **Peer consulting – intervision**
   - 1 hour of intervision at every compulsory exchange day in small group
   - discussing an experience made while teaching in prison brought up by a teacher
   - getting advice from the colleagues

7. **Visitation of classes by the divisional head**
   - quality, amount, and level of classroom instruction (including shared instruction)
   - development of curricula, new courses, and classroom materials

8. **Appraisal interview**
   - 2 visitations per teacher and year
   - giving feedback
   - if necessary counselling the teacher how to improve or teach in another way 30% of the succes in learning depends on the personality and the behavior of the teacher (John Hattie, visible learning)
   - qualifying the teacher talking about personal training and objectives for the following year

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**Expected outcome**
The expected outcome is the use of the guidelines for mentoring teachers in prison in 8 phases. One should expect:

- a challenging discussion relating to their chosen course, which may include topics covered in their recent educational experiences and raised in their application;
- to be asked to apply their existing knowledge to new situations by discussing problems that they’ve not previously encountered.

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**Involvement of teachers, prison staff and others**
The use of the guidelines during the workshop requires involvement of directors, teachers, prison educational coordinators and prison staff.

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**Resources and material**
Methodology of 8 phases for mentoring teachers in prison.

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17. FOR BASIC EDUCATION STUDENTS –
CONVERSATION CLASS BASED ON PHOTOS OR PAINTINGS

Promoting organization: P2: ASTURIA (BE)

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<td>Non-formal</td>
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Activity: “Conversation class based on photos or paintings”

Target group: foreign language: speaking and listening.

Equipment: copies with photos or paintings

Timeline: 50 minutes.

References: example with photos of Chema Madoz. (idea – Instituto Cervantes Brussels).

Short description:
Students talk about photos or paintings they like. It’s easy to talk without being personal or without talking about delicate topics. Nevertheless everyone has to participate.

Suggested teaching method for basic education students - step by step

1. We have two groups. One group observes the photos or paintings at the left side of the class room, the other group observes the photos at the right side.

2. In five minutes everyone chooses a picture. (the most interesting, the most boring, the most surprising, ...) Don’t mention which picture you’ve chosen.

3. Give a title to the chosen photo.

4. After five minutes, you unite with the other group members. Together you give titles to all the photos at your side of the class room. Write every title on a small paper and mix the papers.

5. Go to the middle of the class where you meet the other group. The two groups exchange their titles.

6. Go to the opposite side of the class and try to combine their titles with the photos.

7. Now all the students watch the entire exhibition and they check if they’ve placed the titles with the right photos.

8. When you come to the photo you’ve chosen personally, you explain why you’ve chosen it and what’s your title. You say what you like, don’t like, etc.

Expected outcome

- The possibility to speak;
- The possibility to see photos or paintings made in other classes;
- The possibility to work with pictures or paintings chosen by the inmates;
- To develop speaking durability;
- To use the language correctly without book;
- The motivation that language is not only grammar;
- Gain of self-confidence (if they manage to get a clear explanation).

Involvement of teachers, prison staff and others

When an exhibition is organized or some inmates paint a lot, it’s motivating to use the material provided by the other inmates. We can use material from other groups that work in prison.
Resources

Chema Madoz (photos)
Idea: Instituto Cervantes Brussels

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APPENDIX I : Literature study relevant for the project

1. “Barriers to participation on vocational training activities among prisoners”.
   **Author:** Dorien Brosens, Liesbeth De Donder, Sarah Dury & Dominique Verté, Vrije Universiteit Brussel (2015).
   **Key ideas:** Description and analysis of the main obstacles expressed by inmates to get involved in prison education (vocational training).
   **Comments:** A thorough study and methodology to find de-motivation circumstances that could be a framework for our project’s questionnaire. NOTE: the author is national in one of the partner’s countries (Belgium).

2. “Educational intentions among prison inmates”.
   **Authors:** Terje Manger, Ole-Johan Eikeland, Arve Asbjørnsen and Torfinn Langelid (2006).
   **Key ideas:** The aim of the study was to examine the impact of geographical and cultural affiliation and learning problems on prison inmates’ intentions to embark on education above their obtained level of education. Younger inmates, inmates who had reading or writing problems and inmates with less geographical and cultural affiliation to Norway were significantly more likely to report that they wished to start upper secondary school than older inmates, inmates who had no reading or writing problems and inmates with a strong affiliation to Norway. Likewise, younger inmates, inmates who had a non-Norwegian affiliation and inmates who had no problems with arithmetic or mathematics were significantly more likely than others to say that they wished to embark on university studies or other higher education.

3. “Effects of Educational Motives on Prisoners’ Participation in Education and Educational Desires.”
   **Authors:** Terje Manger, Ole-Johan Eikeland and Arve Asbjørnsen (2010).
   **Key ideas:** There are numerous individual and social benefits of increasing prisoners’ educational motivation and their level of education. During incarceration they can be motivated to consider education because of the value of education, their own resettlement, future job prospects, to break free from prison routines, or simply to be around others. The aim of the present study was to examine the relationship between prisoners’ educational motives and their participation in education or desires to start an education in prison. The participants were 750 prisoners who attended prison education in Norwegian prisons in 2009, plus 898 other prisoners. Three motive categories were identified: “Future planning”, “Social reasons and escapism”, and “Competence building” (learning for the sake of learning). The first factor explained more than twice of the variance of the sum of the two others. Prisoners with high scores in the competence building category were significantly more prone to participate in education in prison, also when other commonly used background variables were controlled for statistically. Among those who did not participate, high scores in competence building also predicted that they desired to start an education while incarcerated. Prisoners with high scores in the future planning category were less likely to participate in prison education. We then discuss why this latter somewhat surprising negative effect occurred.

   **Author:** John M Keller (1987).
   **Key idea:** a theoretical analysis on the instruments for motivation on a general basis with a structure planning for its development.
   **Comment:** It is a general instrument, not related with education in prison specifically, that can be used as a basic ground on to the specific field of motivation and education in prison.
5. “Innovative Learning Models for Prisoners”.

Authors: Paolo Federighi, Vanna Boffo (2016).

Key ideas: As indicated in the subsequent chapter the provision of some forms of education for prisoners is a basic feature of most penitentiary systems offering a great variety of skills and training in order to facilitate re-integration into society and to compensate for the social costs of deviant behaviour. The same chapter provides an overview of the current situation regarding prison education in Europe, and the rationale upon which the Pebble research project was based. Chapter 2 presents the common feature of the educational profile of prisoners and discusses the challenges when planning training opportunities in prisons. This inmate profile is often a decisive factor that is linked with crime and recidivism. The next chapter (Ch. 3) reports the relevant literature concerning the Training Needs Analysis and discusses the way with which the macro level (mission of the prison administration) and micro (individual prisoners who express it in respect to their path of re-education to support and drive) may be combined and applied in view of context constraints. The chapter concludes with a case study of Pescara prison (the Casa Circondariale in Pescara) where this approach was implemented and empirical data on training demand management process (2013-2015) are presented. Chapter 4 presents the framework for learning a foreign language together with the need for inmates to learn both the language of the hosting country and other foreign languages while Chapter 5 discusses the pedagogical methodology chosen to deliver a basic skills curriculum content for inmates. A blended learning approach was thought to be the best model for delivering an educational programme in the penitentiary system. After presenting the basic characteristics of a blended learning for facilitating a strong instructor-learner interaction in the learning process it suggests why blended learning, is ideal for prison education and specifically for a basic skills curriculum. This addresses the reality, as suggested in Chapter 6, of the fact that low levels of basic skills among the adult population in global scale. In fact as the chapter reveals, in Europe, this phenomenon involves at least 80 million citizens. The book moves then to Chapter 7 with a presentation of how the Pebble programme was evaluated in order to provide partners with the kind of feedback that would make it applicable in a wider context. As suggested in that Chapter the evaluation process which was followed throughout the two years of the project (2013-2015) concluded with valuable findings and recommendations for future development, optimisation and improvement. The book concludes which a chapter on how International networks may support education in prison. As a final comment in this introduction we may argue that such initiatives should be considered as a major social investment whose returns, even though not immediate, could have a lasting effect in most societies. Thus, policy makers and people with authority to implement penitentiary policies should consider the findings very seriously when planning educational programmes.


Authors: Irmgard Demirol, Franjo Steiner, Petra Beck, Margit Kreikenbom, Alessandro Melillo, Marie Marzloff, Maria Kovacs, Simona-Elena Bernat, Inguna Irbite, Sandra Kalnina, Daiva Penkauskienė, Azucena Martínez Asenjo, Alica Petrasova and Marcela Maslova (2011).

Key ideas: In the last decade, a number of changes have occurred in adult education. Adult learning has become one of the important components of lifelong learning. The 2006 European Communication on Adult learning It is never too late to learn emphasises the key role of adult learning in developing citizenship and competences. The general objective of the Action plan on adult learning It is always a good time to learn (2007) is the implementation of the five key messages in the communication It is never too late to learn: (1) to remove barriers to participation; (2) to increase the quality and efficiency of the adult education; (3) to speed up the process of assessment of skills and competences and their validation and recognition; (4) to ensure sufficient investment; and (5) to efficiently monitor the adult education sector. One of the key elements in the implementation of the Action plan on adult learning is the professional development of adult educators, trainers, teachers, as they are the leading agents of change. This guidebook will support adult educators in their efforts of removing barriers to participation and of increasing the quality of adult education by better motivating adults for learning.
7. “Motivational Strategies for Correctional Practitioners”.

Authors: Edele Desir and Chaundra L. Whitehead, Florida International University (Extract from COREC 2010).

Key ideas: This paper looks at the importance of motivational strategies on offender participation in learning and the significance of the CP [teachers, social workers, counselors...] as motivators.

Comments: The ARCS model [Keller, 2000] could be an interesting method to consider try out as a motivation strategy.

8. “Motivation and Education: The Self-Determination Theory”.

Authors: Edward L. Deci, Robert J. Vallerand, Luc G. Pelletier and Richard M. Ryan.

Key ideas: A detailed in-sight into intrinsic and extrinsic motivational theories, the Self-Determination perspective, and the various aspects of extrinsic factors.

Comment: A supplement to the previous paper. The paper explains in more details the extrinsic factors.

9. “Motivation in Education”.

Author: Diana Stirling (2014).

Key ideas: This paper looks into current thoughts and research into general theories of motivation. It also elaborates on whether intrinsic and extrinsic factors are valid terms of separating motivational factors.

Comments: To get deeper knowledge of todays motivational theories. What works or not, and why. This paper builds partly on “Motivation and Education: The Self-Determination Theory” by Deci et.al.


Author: Directorate General for Education and Culture, European Commission.

Key ideas: miscellanea on different categories related with prison education and literature on those issues.

Comments: source for further research.

11. “Prison Inmates’ Educational Motives: Are They Pushed or Pulled?”

Authors: Terje Manger, Ole-Johan Eikeland, Åge Diseth, Hilde Hetland, and Arve Asbjørnsen (2010).

Key ideas: The aim of the present study was to examine inmates’ educational motives. The participants were 467 inmates who attended education in Norwegian prisons. Three motive categories were identified: “To prepare for life upon release” (Factor 1), “social reasons and reasons unique to the prison context” (Factor 2), and “to acquire knowledge and skills” (Factor 3). Factor 1 explained more of the variance than the sum of the other factors, and educational level was not related to scores on this first factor. Inmates with long sentences were more likely than those with short sentences to start an education in prison to prepare for life upon release. Inmates with low education scored significantly higher on Factor 2 than those with high education, but significantly lower on Factor 3 than the latter group.


Authors: Ole-Johan Eikeland, Terje Manger and Arve Asbjørnsen.

Key ideas: This document is based on a survey done in 2006-2007 involving prisoner from all the Nordic countries. More than 8000 inmates answered the questionare. It will show some of the motivational factors, and how the inmates prioritized among them.

Comments: One of the few papers on motivation to attend education in prison. This will be part of our workshop.
Key ideas: The paper shows a practical case, mathematics, and shows 5 main factors that influence motivation.
Comment: Another supplement to the previous papers. The newest paper on the subject.

Author: Spanish Prison Service (2009).
Key ideas: Two folded description of institutional tools and processes for recruitment and continuation of the educational activity within prison premises. The concept of "full involvement" of the prison is developed: a collective effort.
Comments: Practical instruments to promote motivation and participation on educational activities.

15. What is Prison Education For? A theory of change exploring the value of learning in prison.
Key ideas: The document describes the purpose and value of prison education structuring a tool to affect prison and prisoners through education under the label "Theory of change".
Comments: Example on intellectual output - Guidebook - on value of education in prison.

Author: Julia Braggins and Jenny Talbot.
Key ideas: Prison education is related with a collective effort that includes the prison system and prison officers. Prison staff involvement and analysis of their perception of education in prison can affect the development of inmate’s education.
Comments: Interesting instrument for a future questionnaire that includes the views of prison staff.
APPENDIX II: Questionnaires

Questionnaire, which was applied in project partners prisons, was translated into

- Bulgarian,
- Dutch,
- Lithuanian,
- Norwegian,
- Polish,
- Russian,
- Slovak,
- Spanish,

as part of a desire for having as many inmates as possible to understand and be able to answer the questions.
Темата на тази анкета е мотивация. Тя разглежда различни фактори, които могат да ви мотивират за започване и завършване на образователна програма, или които препятстват на вашето обучение. Участието в анкетата е доброволно.

Тази анкета е раздадена на затворници над 18 годишна възраст, в някои избрани затвори в Литва, Белгия, Испания и Норвегия. Тя е част от Европейски проект [IOWA], чиято цел е да насърчава затворниците да започнат и завършат образователна програма, докато излежават присъдата си. Окончателният резултат ще бъде наръчник, който може да бъде използван от педагогическия персонал в затворите. Книгата ще служи като инструмент за мотивиране и насърчаване на участието в учебни програми по време на пребиваване в затвора.

Учебните отдели в различните затвори в Литва, Белгия, Испания и Норвегия са подготвили и ще използват данните събрани чрез тази анкета. Проектът се ръководи от Литва.

Анкетата е анонимна. Не пишете вашето име на хартията. Всеки, който участва в проекта, е задължен да пази професионална тайна и целият материал ще бъде третиран кофиденциално. Всички формуляри ще бъдат унищожени при приключване на проекта, не по-късно от 30.09.2019.

Отговаряте като отмътате една клетка за всяко твърдение. Изберете опцията която ви подхожда най-добре. Персоналът в училището, както и персоналът в затвора, ще могат да ви помогнат при попълването на формулера.

Благодарим ви за помощта!

С уважение
От проекта IOWA

Зульфия Гузиене
Водещ проекта
Литва

Герт Хуркманс
Координатор на проекта
Белгия

Максимо С. Бернал
Координатор на проекта
Испания

Ойвинд Люнде
Координатор на проекта
Норвегия
За вас

Пол
☐ Мъж
☐ Жена

Възрастова група
☐ Под 20
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50-59
☐ Над 60

Гражданство
☐ На страната
☐ Чуждестранно

☐ Под стража
☐ Присъда

Размер на присъдата
☐ 0-6 месеца
☐ 7-12 месеца
☐ 1-2 години
☐ 2-5 години
☐ Над 5 год.

Останала присъда за излежаване
☐ 0-6 месеца
☐ 7-12 месеца
☐ 1-2 години
☐ 2-5 години
☐ Над 5 год.

Образование

Каква е най-високата степен на завършеното от вас образование?
☐ Никакво
☐ Начално [6-12 г.]
☐ Основно [13-15 г.]
☐ Средно [16-19 г.]
☐ Университет [19 г. +]

☑ Формално образование [Основно, Средно, Висше образование]
☑ Неформално образование [Курсове като напр. ИКТ, занятия]

Планувате ли да участвате в учебна програма, докато сте в затвора? [Ако Да, отидете на лист В]
☐ Да
☐ Не
☐ Не знам

Посещение на училище

В момента посещавате ли училище?
☐ Да
☐ Не

Ако отговаряте Да, продължете на лист C

☐ Формално образование [Основно, Средно, Висше образование]

☐ Неформално образование [Курсове като напр. ИКТ, занятия]

Планувате ли да участвате в учебна програма, докато сте в затвора? [Ако Не/Не знам → отидете на лист А]
☐ Да
☐ Не
☐ Не знам
Този въпрос е за тези, които НЕ желаят да започнат училище
[Ако вече участвате в учебен процес, или желаете да започнете такъв, прескочете този въпрос и отидете на следващия.]

До каква степен твърденията по долу отговарят на вашите основания да не желаете да започнете училище? [Една чавка на линия]

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<td>Физическото ми здраве не е добро</td>
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<td>Училището не предлага обучение, което ме интересува</td>
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<td>Имам лош опит от училище</td>
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<td>Нямам нужда от образование</td>
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<td>Трудно се комбинира работа и училище</td>
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<td>Не ми разрешават да ходя на училище</td>
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<td>Присъдата ще е излежана преди да завърша курса</td>
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Други фактори:
Този въпрос е за тези, които НЕ са започнали училище.
[Ако вече участвате в учебен процес, прескочете въпроса и продължете със следващия!]

До каква степен следните твърдения да ви мотивират да започнете училище? [Една чавка на линия]

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Други фактори
Този въпрос е само за тези, които: преди са посещавали училище в затвора или в момента го посещават. [Ако не сте посещавали, прескочете въпроса]

До каква степен следните твърдения да ви мотивират да започнете училище? [Една чавка на линия]

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<td>Учителите ми дават поддръжка</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Насърчи ме информацията от училище</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Други фактори
Richtlijnen voor deelnemers aan deze enquête

Het onderwerp van deze enquête is motieven van gevangenen. Uit ondervinding blijkt dat verschillende factoren je motivatie voor deelname en afronding van een cursus beïnvloeden, of wat de oorzaak kan zijn van het stopzetten van een opleiding. De deelname aan deze enquête is vrijwillig.

De enquête wordt verspreid bij +18 jarige gevangenen in geselcteerde gevangenissen van Litouwen, België, Spanje en Noorwegen. Deze enquête is een onderdeel van een Europees project [IOWA] met als doel de gevangenen te laten starten in en succesvol laten beëindigen van een opleiding gedurende hun straftijd. Het uiteindelijk resultaat zal een boek zijn welk een leidraad moet worden voor leerkrachten in de gevangenissen. Dit boek kan gebruikt worden om mensen te motiveren om opleidingen te volgen tijdens hun gevangenschap.

De onderwijs eenheden van de verschillende gevangenissen in Litouwen, België, Spanje en Noorwegen verzamelen en verwerken de gegevens die uit deze enquête voortkomen. Het project zal geleid worden door de partner van Litouwen.

Deze enquête is anoniem. Schrijf je naam niet op het papier. Iedereen die deelneemt aan het project heeft de opdracht om alle gegevens vertrouwelijke te behandelen. Alle formulieren zullen vernietigd worden op het einde van het project, ten laatste op 30 september 2019.


☑

Alvast bedankt om ons te helpen!

Vriendelijke groeten
Van het project IOWA

Zulfiya Guziene
Projectleider
Litouwen

Gert Hurkmans
Projectcoordinator
België

Maximo S. Bernal
Projectcoordinator
Spanje

Øyvind Lunde
Projectcoordinator
Norwegen
**PERSOONLIJKE GEGEVENS**

**Geslacht**
- ☐ Man
- ☐ Vrouw

**Leeftijd**
- ☐ Onder 20
- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ Boven 60

**Nationaliteit**
- ☐ Nationaal
- ☐ Buitenland

- ☐ Voorarrest
- ☐ Gestraft

**Straftijd**
- ☐ 0-6 maanden
- ☐ 7-12 maanden
- ☐ 1-2 jaar
- ☐ 2-5 jaar
- ☐ Meer dan 5 jaar

**Nog uit te zitten straftijd**
- ☐ 0-6 maanden
- ☐ 7-12 maanden
- ☐ 1-2 jaar
- ☐ 2-5 jaar
- ☐ Meer dan 5 jaar

**OPLEIDING**

**Wat is je hoogst behaalde diploma?**
- ☐ Geen
- ☐ Basisonderwijs [6-12 jaar]
- ☐ Lager Secundair [13-15 jaar]
- ☐ Hoger Onderwijs [16-19 jaar]
- ☐ Universiteit [19 jaar +]

**DEELNAME AAN ONDERWIJS**

Volg je op dit moment les in de gevangenis?
- ☐ JA
- ☐ NEEN

Indien ja, [Na dit antwoord → ga naar blz C]
- ☐ Formeel Onderwijs [Basis, Hoger Secundair, Hoger Onderwijs]
- ☐ Informeel Onderwijs [Opleidingen zoals ICT, Talen, Kunsten & ambachten...]

Ben je van plan om deel te nemen aan opleidingen gedurende je straftijd?
[JA → ga naar blz B] [NEEN/IK WEET HET NIET → ga naar blz A]
- ☐ JA
- ☐ NEEN
- ☐ IK WEET HET NIET
Deze vraag is enkel voor diegene voor wie NIET wil starten met een opleiding. [Als je reeds in een opleiding zit of je het de intentie om te starten dan moet je deze vraag niet beantwoorden en doorgaan naar de volgende.]

In welke mate zijn de onderstaande stellingen voor jou een reden waarom je niet wil starten met een opleiding? [Een vinkje per lijn]

<table>
<thead>
<tr>
<th></th>
<th>In hoge mate</th>
<th>In beperkte mate</th>
<th>Weinig</th>
<th>Helemaal niet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ik ben niet geïnteresseerd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik was niet op de hoogte over de opleidingsmogelijkheden</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik heb problemen met leren</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik heb problemen met mij te concentreren</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mijn mentale gezondheid is niet goed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mijn fysische gezondheid is niet goed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fysische belemmeringen [bv een bril, een hoorapparaat, een rolstoel]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik voel met niet comfortable in grote groepen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>De school biedt geen opleidingen aan die mij interesseren</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik heb voorgaande slechte schoolervaringen gehad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik heb geen opleiding nodig</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Het combineren van werk met school is te moeilijk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik mag geen opleidingen volgen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mijn straf zal afgelopen zijn voordat ik zal afstuderen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik voel me te oud</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Andere factoren:
Deze vraag is enkel voor diegene die NOG NIET in een opleiding zitten.
[Als je reeds aan een opleiding deelneemt, dan moet je deze vraag overslaan en naar de volgende overgaan.]

**In welke mate zijn de onderstaande stellingen voor jou een reden waarom je zou willen starten met een opleiding ?** [Een vinkje per lijn]

<table>
<thead>
<tr>
<th>Motivatie</th>
<th>In hoge mate</th>
<th>In beperkte mate</th>
<th>Weinig</th>
<th>Helemaal niet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Om een goede job te vinden</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om een beter leven te hebben</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om meer geld te verdienen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om een diploma te behalen dat mij kan helpen na mij vrijlating [talen, ICT, beroepsopleiding]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om niet in de criminaliteit terecht te komen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om te laten zien dat ik slim ben</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om meer zelfrespect te krijgen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om nieuwe dingen te kunnen leren</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om iets nuttig te kunnen doen in de gevangenis</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ik ben aangemoedigd door vrienden/familie/anderen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Het maakt het verblijf in de gevangenis gemakkelijker</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tijdens de lessen kan ik andere mensen ontmoeten</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om mensen van het andere geslacht te ontmoeten</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Omdat ik niet wil werken in de gevangenis</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om toegang te hebben tot computers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Om voordelen te krijgen ifv gevangenisregime</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>[vervroegde vrijlating, geld, enz.]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>De leerkrachten stimuleren mij</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ik word aangemoedigd door informatie van de school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Andere factoren:
Deze vraag is enkel voor diegene die: voorheen les volgde en op dit moment een training doorloopt op de school
[Als je niet bezig bent met onderwijs dan dien je deze vraag niet te beantwoorden.]

In welke mate hebben de onderstaande stellingen you gemotiveerd om deel te nemen aan het onderwijs
[Slechts één keuze per lijn]

<table>
<thead>
<tr>
<th>In hoge mate</th>
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<td>Om nieuwe dingen te kunnen leren</td>
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<td>Om mensen van het andere geslacht te ontmoeten</td>
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<tr>
<td>Om toegang te hebben tot computers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Om voordelen te krijgen ifv gevangenisregime [vervoegde vrijlating, geld, enz.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>De leerkrachten stimuleren mij</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ik word aangemoedigd door informatie van de school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Andere factoren:
Tyrimo pristatymas respondentams

Šio tyrimo tema yra mokymosi motyvacija. Tyrimo medžiaga padės nustatyti, kokie veiksnių stiprina Jūsų mokymosi motyvaciją (lemt sprendimą pradėti mokymąsi ir sėkmingai įgyti išsilavinimą) bei kokie yra mokymosi trukdžiai, lemiantys galimą pasitraukimą iš mokymosi proceso. Dalyvavimas apklausoje yra savanoriškas.


Apklausos medžiagą parengė ir duomenis analizuos projektų partneriai, susiję su įkalintų/sulaikytų asmenų ugdymu, iš Lietuvos, Belgijos, Ispanijos ir Norvegijos. Projektą koordinuoja Lietuvos atstovai.

Apklausa yra anoniminė, visos anketos, išanalizavus duomenis, bus sunaikintos projektui pasibaigus, ne vėliau kaip 2019 m. rugsėjo 30 d.

Prašytume atsakinėjant į anketos klausimus pažymėti vieną langelį prie jums labiausiai tinkančio atsakymo varianto (✔).

Iškilus klausimams dėl anketos pildymo Jums padės mokytojai bei kalėjimo/izoliatoriaus darbuotojai.

Ačiū, kad dalyvaujate tyrime!

Nuoširdžiausi projekto IOWA linkėjimai!

Zulfija Guzienė
Projekto
koordinatorė
Lietuva

Gert Hurkmans
Projekto
koordinatorius
Belgija

Maximo S. Bernal
Projekto
koordinatorius
Ispanija

Øyvind Lunde
Projekto
koordinatorius
Norvegija
Informacija apie Jus

**Lytis**
- □ Vyras
- □ Moteris

**Amžius**
- □ Iki 20 m.
- □ 20-29 m.
- □ 30-39 m.
- □ 40-49 m.
- □ 50-59 m.
- □ Daugiau negu 60 m.

**Pilietybė**
- □ Lietuvos
- □ Užsienio

**Jūs esate:**
- □ Sulaikytas
- □ Nuteistas

**Įkalinimo trukmė**
- □ 0-6 mėn.
- □ 7-12 mėn.
- □ 1-2 metai
- □ 2-5 metai
- □ Daugiau negu 5 metai

**Likusi įkalinimo trukmė**
- □ 0-6 mėn.
- □ 7-12 mėn.
- □ 1-2 metai
- □ 2-5 metai
- □ Daugiau negu 5 metai

**Koks yra Jūsų išsilavinimas?**
- □ Neturiu jokio išsilavinimo
- □ Pradinis
- □ Pagrindinis
- □ Vidurinis [bendrojo lavinimo mokykloje □]
- □ Aukštasis [profesinėje mokykloje □]

Dalyvavimas mokymesi

**Ar Jūs šiuo metu lankote mokyklą?**
- □ TAIP
- □ NE

(Jeigu atsakėte „TAIP”, pereikite prie C dalies)

- □ **Formalusis mokymasis** (siekiate pagrindinio arba vidurinio išsilavinimo bendrojo lavinimo mokykloje)
- □ **Neformalusis mokymasis** (lankote įvairius edukacinius užsiėmimus, kursus ir pan.)

**Ar jūs planuojate mokytis/mokotės, būdamas įkalinimo įstaigoje?**
(Jeigu atsakėte „TAIP”, pereikite prie B dalies, jeigu atsakėte „NE” arba „NEŽINAU”, pereikite prie A dalies)
- □ TAIP
- □ NE
- □ NEŽINAU
Šis klausimynas skirtas tik tiems, kurie nenori pradėti mokytis
(Jeigu Jūs mokotės arba norite pradėti mokytis, praleiskite šiuos klausimus ir pereikite prie kitos klausimyno dalies)

Ar šios priežastys turi įtakos Jūsų nenorui mokytis?
(Pažymėkite labiausiai tinkantį kiekvieno teiginio įvertinimą)

<table>
<thead>
<tr>
<th>Visiškai sutinku</th>
<th>Iš dalies sutinku</th>
<th>Nesutinku</th>
<th>Visiškai nesutinku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man neįdomu</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nemanau, kad išsilavinimas teikia daugiau galimybų gyvenime</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aš turiu mokymosi sunkumų</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Man sunku susikoncentruoti (ilgam sutelkti dėmesį)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turiu protinį sutrikimą</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turiu sveikatos sutrikimų</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turiu fizinę negalį (pvz., akiniai, klausos aparatas, neigaliojo vežimėlis)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aš blogai jaučiuosi didelėse grupėse</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mokykla nesiūlo kursų, kurie mane domintų</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turiu neigiamą ankstesnio mokymosi patirtį</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Man nereikia išsilavinimo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Derinti darbą ir mokymąsi yra per sunku</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Man neleidžiama lankyti mokyklą</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Į laisvę išeisiu anksčiau negu baigsis mokymosi kursas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aš per senas mokytis</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Kiti faktoriai:
**Šie klausimai skirti tik tiems, kurie nelanko mokyklos (jeigu Jūs mokotei, šiuos klausimus praleiskite)**

Ar šios priežastys galėtų paskatinti Jus mokytis?
(Pažymėkite labiausiai tinkantį kiekvienio teiginio įvertinimą)

<table>
<thead>
<tr>
<th>Visiškai sutinku</th>
<th>Iš dailies sutinku</th>
<th>Nesutinku</th>
<th>Visiškai nesutinku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noriu gauti tinkamą darbą</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Noriu siekti geresnės gyvenimo kokybės</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Noriu uždirbti daugiau pinigų</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Noriu gauti dokumentą / sertifikatą, kuris būtų naudingas iš įkalninimo įstaigos (kalbos, IKT, profesinis mokymasis)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Noriu išvengti pakartotinio nusikalstamumo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Noriu įrodyti, kad esu protingas žmogus</td>
<td>☐</td>
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</tr>
<tr>
<td>Noriu sustiprinti pasitikėjimo savimi jausmą</td>
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<tr>
<td>Noriu mokytis naujų dalykų</td>
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<tr>
<td>Noriu laiką įkalninimo įstaigoje praleisti prasmingai</td>
<td>☐</td>
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</tr>
<tr>
<td>Mokytis skatina draugai / šeimos nariai / kiti asmenys</td>
<td>☐</td>
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<tr>
<td>Tai palengvina bausmęs vykdymo sąlygas</td>
<td>☐</td>
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<tr>
<td>Noriu mokykloje susitikti su draugais/ su kitais žmonėmis</td>
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<tr>
<td>Noriu susipažinti/ susitikti su priešingos lyties astovais</td>
<td>☐</td>
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<tr>
<td>Mokausi, nes nenoriu įkalninimo įstaigoje dirbti</td>
<td>☐</td>
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<tr>
<td>Noriu gauti prieigą prie kompiuterių</td>
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<tr>
<td>Noriu gauti paskatinimų (ankstesnis išleidimas, geresnės įkalninimo sąlygos ir pan.)</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Mokytojai yra labai paslaugūs/palaiko</td>
<td>☐</td>
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</tr>
<tr>
<td>Mokytis skatina informacija apie mokymosi galimybes</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Kiti faktoriai:
Šie klausimai skirti tik tiems, kurie anksčiau mokėsi mokykloje įkalinimo įstaigoje arba mokosi šiuo metu (jeigu Jūs nesimokote, šiuos klausimus praleiskite)

**Ar šios priežastys skatina Jus mokytis?**
(Pažymėkite labiausiai tinkantį kiekvieno teiginio įvertinimą)

<table>
<thead>
<tr>
<th>Visiškai sutinku</th>
<th>Iš dailies sutinku</th>
<th>Nesutinku</th>
<th>Visiškai nesutinku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noriu gauti tinkamą darbą</td>
<td></td>
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<tr>
<td>Noriu siekti geresnės gyvenimo kokybės</td>
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<tr>
<td>Noriu uždirbti daugiau pinigų</td>
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<tr>
<td>Noriu gauti dokumentą / sertifikatą, kuris būtų naudingas išėjus iš įkalinimo įstaigos (kalbos, IKT, profesinis mokymasis)</td>
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<tr>
<td>Noriu išvengti pakartotinio nusikalstamumo</td>
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<tr>
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<tr>
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**Kiti faktoriai:**
Undersøkelsen handler om faktorer som motiverer deg til å starte og fullføre et utdanningsløp, eller hva som eventuelt gjør at du velger bort skole. Det er frivillig å delta på undersøkelsen.

Undersøkelsen leveres til innsatte over 18 år i noen utvalgte fengsler i Litauen, Belgia, Spania og Norge. Den er en del av et europeisk prosjekt [IOWA] hvor målet er å få flest mulig til å starte og fullføre utdanning når de er i fengsel. Sluttresultatet blir en guidebok som kan benyttes av undervisningspersonell i fengsel. Boka kan brukes som et undervisningsverktøy for å fremme motivasjon og oppfordre til skoledeltakelse hos innsatte under soningen.

Det er opplæringsavdelingene fra forskjellige fengsler i Litauen, Belgia, Spania og Norge som har utarbeidet og som vil benytte innsamlede data fra undersøkelsen. Prosjektet ledes av Litauen.


Du svarer ved å krysse av i ett felt for hvert utsagn. Velg alternativet som passer best. Skolens undervisningspersonell, samt fengselspersonell, vil kunne være behjelpelig med utfylling av skjemaet.

✔

Takk for svært nyttig hjelp!

Vennlig hilsen for prosjekt IOWA

Zulfiya Guziene
Prosjektleder
Litauen

Gert Hurkmans
Prosjektkoordinator
Belgia

Maximo S. Bernal
Prosjektkoordinator
Spania

Øyvind Lunde
Prosjektkoordinator
Norge
OM DEG

Kjønn
☐ Mann
☐ Kvinne

Alder
☐ Under 20
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50-59
☐ Over 60

Statsborgerskap
☐ Norsk
☐ Utenlandsk

☐ Varetekt
☐ Dom

Domslengde
☐ 0-6 mnd.
☐ 7-12 mnd.
☐ 1-2 år
☐ 2-5 år
☐ Over 5 år

Restemerke soningstid
☐ 0-6 mnd.
☐ 7-12 mnd.
☐ 1-2 år
☐ 2-5 år
☐ Over 5 år

UTDANELSE

Hva er den høyeste utdanningen du har fullført?
☐ Ingen
☐ 10-årig grunnskole
☐ Videregående [16-19 år]
☐ Studieforberedende ☐ [yrkesfag ☐]
☐ Universitet/Høyskole/Fagskole [19 år +]

DELTAKELSE

Er du per dags dato deltaker på skolen?
☐ JA
☐ NEI

Hvis ja, [etter du har krysett av → gå til skjema C]
☐ Formell utdannelse [ordinær skole]
☐ Uformell utdannelse [Kurs f.eks. IKT, språk, design og håndverk …]
**Dette spørsmålet er kun for de som IKKE ønsker å starte på skole.** [Er du allerede involvert i utdanning eller ønsker å starte, hopp over dette spørsmålet og fortsett til neste.]

I hvilken grad gjelder følgende uttalelser for din grunn[er] til å ikke starte på skolen? [Ett kryss pr. linje]

<table>
<thead>
<tr>
<th>Uttales</th>
<th>Stemmer helt</th>
<th>Stemmer noe</th>
<th>Stemmer lite</th>
<th>Stemmer ikke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeg er ikke interressert</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg var ikke klar over muligheten for utdanning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg har lærevansker</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg har vanskeligheter med å konsentrere meg</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Min mentale helse er ikke bra</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Min fysiske helse er ikke bra</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fysiske hindringer [f.eks. briller, høreapparat, rullestol]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg er ukomfortabel i store grupper</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Skolen tilbyr ingen utdanning jeg er interessert i</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg har dårlig erfaring med skolen fra tidligere</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg trenger ikke utdanning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Det er vanskelig å kombinere jobb og skole</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg får ikke lov å være på skolen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Straffegjennomføringen avsluttes før jeg får fullført utdanningen/opplæringen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Jeg føler meg for gammel</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Andre faktorer:**
Dette spørsålet er kun for de som IKKE allerede går på skole.
[Er du allerede involvert i utdanning, hopp over dette spørsålet og fortsett til neste.]

I hvilken grad kan noen av følgende uttalelsene motivere deg til å starte skolen?
[Étt kryss pr. linje]

<table>
<thead>
<tr>
<th>Uttaleselser</th>
<th>Stemmer helt</th>
<th>Stemmer noe</th>
<th>Stemmer lite</th>
<th>Stemmer ikke</th>
</tr>
</thead>
<tbody>
<tr>
<td>For å få en akseptabel jobb</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fordi jeg vil ha et bedre liv senere</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>For å tjene mer penger</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>For å få dokumentasjon som vil være nyttig etter løslutelse [språk, IKT, yrkesopplæring]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>For å unngå kriminalitet etter løslutelse</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>For å bevise at jeg er en intelligent person</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>For å styrke min selvtillit</td>
<td>☐</td>
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<tr>
<td>Interessert i å lære nye ting</td>
<td>☐</td>
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<tr>
<td>For å gjøre noe meningsfylt under soningen</td>
<td>☐</td>
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</tr>
<tr>
<td>Oppfordret av venner/familie/andre</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Gjør soningen «lettere»</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Fordi jeg kan møte venner/andre mennesker på skolen</td>
<td>☐</td>
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<tr>
<td>For å kunne møte det motsatte kjønn</td>
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<tr>
<td>Fordi jeg ikke ønsker å jobbe i fengselet</td>
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<tr>
<td>For å få tilgang til datamaskiner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>For å oppnå fordeler [tidligere løslutelse, penger, etc.]</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>Lærerne er støttende</td>
<td>☐</td>
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<tr>
<td>Oppmuntret av informasjon fra skoleavdelingen</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Andre faktorer:
Dette spørsmålet er kun for de som:
tidligere har gått på skole i fengsel eller som for tiden går på skole
[Hvis du ikke er involvert i utdanning, hopp over dette spørsmålet.]

I hvilken grad har noen av disse uttalelsene motivert deg til å delta på skolen?
[Et kryss pr. linje]

<table>
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<tr>
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</tbody>
</table>

Andre faktorer:
Tematem tej ankiety jest motywacja. Chcemy przyjrzeć się różnorodnym czynnikom motywującym osoby do rozpoczęcia i ukończenia nauki, oraz czynnikom mającym wpływ na niepodejmowanie nauki. Udział w ankiecie jest dobrowolny.

Ankieta jest skierowana do osób powyżej 18 roku życia, osadzonych w wybranych zakładach karnych na Litwie, w Belgii, Hiszpanii i Norwegii. Jest ona częścią Projektu Europejskiego (IOWA) mającego na celu zachęcenie osadzonych do rozpoczęcia i ukończenia edukacji podczas odbywania kary. Wyniki ankiety zostaną opublikowane w formie książkowej i będą dostępne dla nauczycieli uczących w zakładach karnych. Publikacja ma na celu służyć pomocą w motywowaniu i zachęcaniu do podejmowania nauki podczas odbywania kary.

Wydziały edukacji z różnych zakładów karnych na Litwie, w Belgii, Hiszpanii i Norwegii przygotowały ankiety i opracują zebrane dane. Projekt jest zarządzany przez Litwę.


Zaznacz jedno okienko do każdego pytania. Wybierz opcję, która najlepiej pasuje. Nauczyciele, a także personel więzienny, będą mogli pomóc Ci w wypełnieniu formularza.

☐

Dziękujemy za pomoc!

Z poważaniem
w imieniu IOWA

Zulfiya Guziene
Kierownik projektu
Litwa

Gert Hurkmans
Koordynator
Belgia

Maximo S. Bernal
Koordynator
Hiszpania

Øyvind Lunde
Koordynator
Norwegia
O TOBIE

Płeć
☐ Mężczyzna  ☐ Kobieta

Wiek
☐ Poniżej 20  ☐ 20-29  ☐ 30-39  ☐ 40-49  ☐ 50-59  ☐ Powyżej 60

Obywatelstwo
☐ Danego kraju  ☐ Obcokrajowiec

☐ Areszt  ☐ Po wyroku

Długość wyroku
☐ 0-6 miesięcy  ☐ 7-12 miesięcy  ☐ 1-2 lata  ☐ 2-5 lat  ☐ Powyżej 5 lat

Czas pozostały do odbycia kary
☐ 0-6 miesięcy  ☐ 7-12 miesięcy  ☐ 1-2 lata  ☐ 2-5 lat  ☐ Powyżej 5 lat

WYKSZTAŁCENIE

Jaki jest twoj najwyższy poziom wykształcenia?
☐ Brak  ☐ Szkoła podstawowa (6-12 lat)  ☐ Gimnazjum (13-15 lat)  ☐ Szkoła średnia [ogólnokształcąca ☐] [zawodowa□]
☐ Uniwersytet/ Szkoła wyższa (19 lat +)

OBECNE ZATRUDNIENIE

Czy obecnie uczęszczasz do szkoły?
☐ Tak  ☐ Nie

Jeśli tak, [Po udzieleniu odpowiedzi → przejdź do str. C]
☐ Szkoła [Podstawowa, gimnazjum, średnia, wyższa]
☐ Kurs [kursy n.p. językowe, komputerowe, plastyczne itp...]

Czy planujesz podjąć naukę w czasie odbywania kary?
[Jeśli Tak → przejdź do str. B] [Jeśli Nie / Nie wiem → przejdź do str. A]
☐ TAK  ☐ NIE  ☐ NIE WIEM
To pytanie dotyczy osób, które NIE chcą podjąć naukę we szkole. 
[Jeśli uczęszczasz do szkoły lub zamierzasz rozpocząć edukację, poniżej to pytanie i przejdź do następnego.]

W jakim stopniu zgadzasz się z poniższymi stwierdzeniami dotyczącymi braku Twojej motywacji do rozpoczęcia nauki? [Zaznacz jedną opcję dla każdej pozycji]

<table>
<thead>
<tr>
<th>Nie jestem zainteresowany</th>
<th>W duzym stopniu</th>
<th>W pewnym stopniu</th>
<th>Prawie wcale</th>
<th>Zupełnie nie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nie wiedziałem, że można podjąć naukę</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mam trudności w nauce</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mam problemy z koncentracją</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mam problemy ze zdrowiem psychicznym</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mam problemy zdrowotne</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Przeszkody fizyczne [n.p. okulary, aparat słuchowy, wózek inwalidzki]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nie czuję się dobrze w dużych grupach</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Szkoła nie ma kierunków, które mnie interesują</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Mam przykro doświadczenia związane ze szkołą</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Edukacja nie jest mi potrzebna</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Trudno jest łączyć pracę ze szkołą</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nie wolno mi chodzić do szkoły</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Skończę odbywanie kary przed zakończeniem edukacji</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Czuję się za stary aby chodzić do szkoły</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Inne czynniki:
To pytanie dotyczy osób, które JESZCZE NIE podjęły nauki.
[Jeśli już rozpocząłeś naukę, pomiń to pytanie i przejdź do następnego.]

W jakim stopniu poniższe stwierdzenia mogą zmotywować Cię do podjęcia nauki?
[Zaznacz jedną opcję dla każdej pozycji]

<table>
<thead>
<tr>
<th>W dużym stopniu</th>
<th>W pewnym stopniu</th>
<th>Prawie wcale</th>
<th>Zupełnie nie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aby dostać dobrą pracę</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aby żyć lepiej</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Aby zarabiać więcej</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Aby zdobyć papiery / świadectwa przydatne po odbyciu kary [językowe, komputerowe, zawodowe]</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby uniknąć powrotu na drogę przestępstwa</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby udowodnić, że jestem osobą zdolną</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby zdobyć doświadczenie przy użyciu analiz po odbyciu kary</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>W celu wzmocnienia poczucia własnej wartości</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Jestem zainteresowany uczeniem się nowych rzeczy</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby zdobyć doświadczenie przy użyciu analiz po odbyciu kary</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Przyjaciele / rodzina / inni mnie zachęcili</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Łatwiej przeżyć pobyt w zakładzie karnym</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Ponieważ spotykam znajomych / widzę inne osoby we szkole</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby spotkać osoby przeciwnej płci</td>
<td>☐</td>
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</tr>
<tr>
<td>Ponieważ nie chcę pracować w zakładzie karnym</td>
<td>☐</td>
<td>☒</td>
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</tr>
<tr>
<td>Aby uzyskać dostęp do komputerów</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Aby uzyskać dodatkowe świadectwa [wcześniejsze zwolnienie, pieniądze itp.]</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Nauczyciele mnie motywują</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Jestem zainteresowany ofertą szkoły</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>

Inne czynniki:
**To pytanie dotyczy osób, które:**  
wcześniej lub obecnie uczęszczały / -ją do szkoły przywiąznej

[Jeśli nauka we szkole Cię nie dotyczy, pomiń to pytanie.]

W jakim stopniu poniższe stwierdzenia motywują Cię do uczęszczania do szkoły?  
[Zaznacz jedną opcję dla każdej pozycji]

<table>
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<tr>
<th>Stwierdzenie</th>
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<td>☐</td>
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<tr>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aby robić coś pożytecznego w czasie odbywania kary</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Inne czynniki:
Для тех, кто отвечает на эту анкету

Тема этого опроса - мотивация. Он рассматривает различные факторы, которые могут побудить вас начать и завершить курс обучения, а также ставит целью выяснить причины, которые могут заставить вас не посещать школу. Участие в опросе добровольное.

Опрос проводится среди заключенных старше 18 лет, в некоторых тюрьмах в Литве, Бельгии, Испании и Норвегии. Это часть европейского проекта [IOWA], целью которого является заставить заключенных начать и завершить образовательную программу во время отбывания наказания. Конечный результат проекта- методический сборник, который может использоваться преподавателями в тюрьмах. Книга может служить инструментом мотивации и поощрения посещаемости школы в тюрьме.

Школы, действующие в различных тюрьмах Литвы, Бельгии, Испании и Норвегии подготовили этот опрос и будут использовать собранные данные при создании методического сборника. Координатором проекта является Литва.

Опрос анонимный. Не записывайте свое имя на анкете. Все участники проекта будут соблюдать конфиденциальность, поэтому все материалы будут рассматриваться конфиденциально. Все анкеты будут уничтожены в конце проекта не позднее 30 сентября 2019 года.

Отвечая, отметьте галочкой подходящий вариант ответа. Преподавательский состав школы, а также тюремный персонал смогут помочь вам в заполнении анкеты.

Благодарим за помощь!

С наилучшими пожеланиями
команда проекта IOWA

Zulija Guziene
Руководитель проекта
Литва

Gert Hurkmans
Координатор проекта
Бельгия

Maximo S. Bernal
Координатор проекта
Испания

Øyvind Lunde
Координатор проекта
Норвегия
О СЕБЕ

Пол
☐ Мужской   ☐ Женский

Возраст
☐ около 20   ☐ 20-29   ☐ 30-39   ☐ 40-49   ☐ 50-59   ☐ Более 60

Гражданство
☐ Литовское   ☐ Иностранное

☐ Задержанный   ☐ Осужденный

Срок осуждения
☐ 0-6 месяцев   ☐ 7-12 месяцев   ☐ 1-2 года   ☐ 2-5 лет   ☐ более 5 лет

Оставшееся время приговора
☐ 0-6 месяцев   ☐ 7-12 месяцев   ☐ 1-2 года   ☐ 2-5 лет   ☐ более 5 лет

ОБРАЗОВАНИЕ

Какое у вас полное образование
☐ Нет   ☐ Начальное   ☐ Основное   ☐ Среднее [16-19 лет]   ☐ Университет [19 лет +]

[Общее образовательное ☐]   [Профессиональное ☐]

ПОСЕЩАЕМОСТЬ

Вы сейчас посещаете школу?
☐ ДА   ☐ НЕТ

Если да, [после ответа → перейдите на часть С]

☐ Фormalное образование [Основное, среднее образование, высшее образование]

☐ Неформальное образование [Курсы: ИКТ, иностранные языки, искусство и ремесла …]

Планируете ли вы получить какое-либо образование в тюрьме?
[Если ДА → перейти к части В] [Если НЕТ / НЕ ЗНАЮ → перейти к части A]

☐ ДА   ☐ НЕТ   ☐ НЕ ЗНАЮ
Эти вопросы для тех, кто НЕ хочет учиться в школе. [Если вы учитесь или планируете начать учиться, пропустите этот вопрос и перейдите к следующему]

В какой степени следующие утверждения влияют ваше нежелание начать учебу? [Отметить одну галочку в строке]

<table>
<thead>
<tr>
<th>Утверждение</th>
<th>Очень влияет</th>
<th>Немного влияет</th>
<th>Почти не влияет</th>
<th>Не влияет</th>
</tr>
</thead>
<tbody>
<tr>
<td>Мне неинтересно</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Я не знал о возможности учиться</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>У меня есть проблемы с обучением</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>У меня трудности с концентрацией</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>У меня проблемы с психическим здоровьем</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>У меня проблемы с физическим здоровьем</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Физические препятствия (например, очки, слуховой аппарат, инвалидная коляска)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Я чувствую себя некомфортно в больших группах</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Школа не предлагает курсы, которые меня интересуют</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>У меня был отрицательный опыт посещения школы</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Мне не нужно образование</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Слишком тяжело сочетать работу и школу</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Мне не разрешено посещать школу</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Мое заключение закончится раньше, чем закончится учебный год</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Я чувствую себя слишком старым для учебы</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Другие факторы:
Этот вопрос только для тех, кто НЕ посещает школу.
[Если вы уже учитесь, пропустите этот вопрос и перейдите к следующему]

В какой степени любое из этих утверждений мотивирует вас начать учебу?
[Отметить одну галочку в строке]

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<tr>
<td>Для того, чтобы получить приемлемую работу</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Чтобы добиться лучшей жизни</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Для того, чтобы заработать больше денег</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Чтобы получить документ/сертификат, которые были бы полезны после моего освобождения
  [иностранный язык, ИКТ, профессиональное обучение]                        |              |                |                 |           |
| Во избежание совершения преступления после освобождения                    |              |                |                 |           |
| Чтобы доказать, что я умный человек                                        |              |                |                 |           |
| Чтобы повысить свою самооценку                                             |              |                |                 |           |
| Мне интересно изучать что-то новое                                         |              |                |                 |           |
| Чтобы заняться чем-нибудь полезным, пока нахожусь в заключении             |              |                |                 |           |
| Меня уговаривают друзья/ семья / другие                                   |              |                |                 |           |
| Учеба облегчает отбывание заключения                                       |              |                |                 |           |
| Я встречаюсь с друзьями / другими людьми в школе                           |              |                |                 |           |
| Чтобы встретить противоположный пол                                       |              |                |                 |           |
| Я не хочу работать в тюрьме                                                 |              |                |                 |           |
| Чтобы получить доступ к компьютерам                                       |              |                |                 |           |
| Для получения тюремных льгот [досрочное освобождение, деньги и т. д.]     |              |                |                 |           |
| Учителя поддерживают                                                      |              |                |                 |           |
| Подтолкнула к учебе информация о школе                                     |              |                |                 |           |

Другие факторы:
Этот вопрос касается только тех, кто ранее посещал школу в месте заключения или в настоящее время посещает школу
[Если вы не учитесь, пропустите этот вопрос]

В какой степени любое из этих утверждений мотивировало вас начать учебу?
[Отметить одну галочку в строке]

<table>
<thead>
<tr>
<th>Утверждение</th>
<th>Очень влияет</th>
<th>Немного влияет</th>
<th>Почти не влияет</th>
<th>Не влияет</th>
</tr>
</thead>
<tbody>
<tr>
<td>Для того, чтобы получить приемлемую работу</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Во избежание совершения преступления после освобождения</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Меня уговаривают друзья/ семья / другие</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Учеба облегчает отбывание заключения</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Я встречаюсь с друзьями / другими людьми в школе</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Чтобы встретить противоположный пол</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Учителя поддерживают</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Подтолкнула к учебе информация о школе</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Другие факторы:
Za tiste, ki bodo odgovarjali na vprašanja

Tema tega vprašalnika je motivacija. Gleda na različne faktorje, ki bi te lahko motivirali, da začneš ali končaš šolanje, ali kaj bi lahko bil vzrok, da se ne udeležiš šolanja. Sodelovati v tem vprašalniku je prostovoljno.

Vprašalnik je podan zapornikom nad 18 let starosti, v nekaterih izbranih zaporih v Litvi, Belgiji, Španiji in na Norveškem. Je del Evropskega projekta [IOWA], čigar cilj je, da zaporniki začnejo in končajo izobraževalni program, medtem, ko prestajajo svojo kazen. Končni rezultat bodo navodila, ki se bodo lahko uporabljala za osebe, ki poučujejo v zaporu, ki se lahko služe kot orodje za motivacijo in spodbudo udeležitve šolanja, medtem, ko so osebe v zaporu.

Poučevalni oddelki iz različnih zaporov v Litvi, Belgiji, Španiji in na Norveškem so se že pripravili in bodo izbrali izbrane podatke iz tega vprašalnika. Projekt je organiziran iz straž Litve.


Odgovarjaš tako, da narediš kljukico v enem izmed kvadratkov za vsako vprašanje. Izberi možnost, ki se ti zdi najbolj primerna. Osebje, ki površuje v šoli, prav tako kot osebje, ki poučuje v zaporu, ti bodo lahko pomagali končati vprašalnik.

✓

Hvala za tvojo pomoč!

Z prijaznimi pozdravi,
za projekt IOWA

Zulfiya Guziene
Vodja projekta
Litve

Gert Hurkmans
Projektni koordinator
Belgije

Maximo S. Bernal
Projektni koordinator
Španije

Ulvind Lunde
Projektni koordinator
Norveške
O TEBI

Spol
☐ Moški  ☐ Ženska

Starostna skupina
☐ Pod 20  ☐ 20-29  ☐ 30-39  ☐ 40-49  ☐ 50-59  ☐ Nad 60

Državljanstvo
☐ Državljan  ☐ Tujec

☐ Skrbništvo  ☐ Kazen

Dolžina kazni
☐ 0-6 mesecev  ☐ 7-12 mesecev  ☐ 1-2 leti  ☐ 2-5 leti  ☐ Over 5 let

Preostanek kazni
☐ 0-6 mesecev  ☐ 7-12 mesecev  ☐ 1-2 leti  ☐ 2-5 leti  ☐ Over 5 let

IZOBRAZBA

Katera je tvoja najvišja dosežena stopnja izobrazbe?
☐ Nobena  ☐ Osnovna  ☐ Srednja poklicna  ☐ Srednja tehnična  ☐ [gimnazija ☐] [tehnična ☐]  ☐ Univerza

UDELEŽBA

Ali se trenutno udeležuješ šolanja?
☐ DA  ☐ NE
Če je tvoj odgovor da, [Po odgovarjanju → pojdi na papir C]
☐ Uradno izobraževanje [Osnovno, srednje, višje izobraževanje]
☐ Neuradno izobraževanje [Krožki npr. ICT, jeziki, umetnost...]

Ali načrtuješ sodelovati v izobraževanju medtem, ko si v zaporu?
[Če je tvoj odgovor DA → pojdi na list B] [Če je tvoj odgovor NE/NE VEM → pojdi na list A]
☐ DA  ☐ NE  ☐ NE VEM
To vprašanje je le za tiste, ki NE ŽELIJO začeti šolanja.
[Če si vključen v šolanje ali ga želiš začeti, preskoči to vprašanje in pojdi na naslednjega.]

Do katere stopnje, naslednje izjave vplivajo, da ne želiš začeti šolanja? [Ena kljukica za vsako vrstico]

<table>
<thead>
<tr>
<th>Izjava</th>
<th>Visoka stopnja</th>
<th>Srednja stopnja</th>
<th>Skoraj ne</th>
<th>Sploh ne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ne zanima me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nisem bil seznanjen z možnostmi izobraževanja</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Šola ne ponuja študija, ki me zanima</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Imam težave z učenjem</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Imam težave s koncentracijo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Moje psihično zdravje ni dobro</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Moje fizično zdravje ni dobro</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fizične ovire hysical [npr. očala, težave s sluhom, invalidski vozíček]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ne počutim se prijetno v velikih skupinah</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Šola ne ponuja študija, ki me zanima</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Imam slabe iskušnje s šolanjem iz preteklosti</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ne potrebujem izobrazbe</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Združiti šolanje in delo je pretežko</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ne dovoljim mi obiskovati šole</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Moja kazen se zaključi prej kot lahko zaključim šolanje</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Počutim se prestarega</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ne vem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drugi razlogi:
**To vprašanje je le za tiste, ki še vedno niso začeli šolanja.**

[Če si želiš vključiti v šolanje, preskoči to vprašanje in nadaljuj z naslednjim.]

**Do katere stopnje te lahko naslednje izjave motivirajo, da bi začel šolanje?**

[Ena kljukica za vsako vrstico]

<table>
<thead>
<tr>
<th>Izjave</th>
<th>Visoka stopnja</th>
<th>Srednja stopnja</th>
<th>Skorajne</th>
<th>Splohne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dobiti sprejemljivo službo in doseči boljše življenje</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Zaslužiti več denarja</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Dobiti potrdilo / certifikat, ki bi lahko bil uporaben potem, ko grem iz zapora [jezik, ICT, glasovno treniranje]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Da bi se izognil kriminalu, potem, ko pridem iz zapora</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Da bi dokazal da sem pametna oseba/ da bi utrdil mojo samopodobo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Zanimanje po učenju novih stvari</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Početi nekaj koristnega, medtem, ko sem v zaporu</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Spodbuda prijateljev/ družine/ drugih</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Šolanje oljaša prestajanje kazni</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ker spoznavam prijatelje /vidim druge ljudi v šoli</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Da bi spoznal nasprotni spol</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ker ne želim delati v zaporu</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Da bi imel dostop do računalnikov</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Da bi dosegel prednosti, ki jih ponuja zapor [zgodnja izpustitev, denar, itd.]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Učitelji so podporani</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Informacije iz šole so te spodbudile</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Drugi razlogi:**

---

**Ce si zelo vključen v šolanje, preskoči to vprašanje in nadaljuj z naslednjim.**
To vprašanje je le za tiste, ki so že obiskovali šolo v zaporu ali jo trenutno obiskujejo.
[Če nisi vključen v izobraževanje, izpusti to vprašanje.]

Do katere stopnje te lahko naslednje izjave motivirajo, da bi začel šolanje?
[Ena kjučica za vsako vrstico]

<table>
<thead>
<tr>
<th>Vrsta izjave</th>
<th>Visoka stopnja</th>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Zaslužiti denar</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Dobiti papirje/ certifikate, ki bi lahko bili uporabni po moji izpustitvi</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>[jezik, ICT, glasovno treniranje]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Izogniti se kriminalu po izpustitvi</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Da bi dokazal, da sem pametna oseba/ za povečanje moje samopodobe</td>
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<tr>
<td>Ker spoznavam prijatelje/ vidim druge ljudi v šoli</td>
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<tr>
<td>Ker neželim delati v zaporu</td>
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<td>☐</td>
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<tr>
<td>Da bi dobil dostop do računalnikov</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>Da bi dosegel prednosti v zaporu [zgodnja izpustitev, denar, ipd.]</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Učitelji so spodbudni</td>
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<td>☐</td>
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</tr>
</tbody>
</table>

Drugi razlogi:
El objeto principal de este cuestionario es la motivación. Se parte del análisis de diferentes factores que pueden ser tu motivación para comenzar y terminar un curso educativo, o cuales pueden ser las causas de que no asistas a la escuela. Participar en este estudio es voluntario.

La encuesta se entrega a personas mayores de 18 años internas en algunas de las prisiones seleccionadas de Lituania, Bélgica, España y Noruega. Es parte de un proyecto europeo [IOWA] donde el objetivo es conseguir que las personas privadas de libertad inicien y completen un programa educativo mientras cumplen su sentencia. El resultado final será una guía que podrá ser utilizada por el personal docente que trabaja en las prisiones. Esta guía serviría como una herramienta para motivar y alentar la asistencia a la escuela mientras se esté en prisión.

Los departamentos docentes de los diferentes centros penitenciarios de Lituania, Bélgica, España y Noruega han diseñado y analizarán los datos recopilados en este estudio. La coordinación de este proyecto se realiza desde Lituania.

La encuesta es anónima, no escribas tu nombre en ningún documento. Todos los formularios serán destruidos al final del proyecto, que tiene como fecha límite el 30 de septiembre de 2019.

Responde marcando una casilla para cada pregunta. Selecciona la opción que mejor se adapte a tus circunstancias.

El personal docente de la escuela, así como el personal de la prisión, podrán ayudarte a completar este formulario.

☑

Muchas gracias por ayudarnos

En nombre de todos los componentes del Proyecto IOWA
**INFORMACIÓN SOBRE TI**

<table>
<thead>
<tr>
<th>Grupo de edad</th>
<th>☐</th>
<th>20-29</th>
<th>☐</th>
<th>30-39</th>
<th>☐</th>
<th>40-49</th>
<th>☐</th>
<th>50-59</th>
<th>☐</th>
<th>Más de 60</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Nacionalidad</th>
<th>☐</th>
<th>Español</th>
<th>☐</th>
<th>Extranjero</th>
</tr>
</thead>
</table>

| Preventivo | ☐ | Penado | ☐ |

<table>
<thead>
<tr>
<th>Duración de la condena</th>
<th>☐</th>
<th>0-6 meses</th>
<th>☐</th>
<th>7-12 meses</th>
<th>☐</th>
<th>1-2 años</th>
<th>☐</th>
<th>2-5 años</th>
<th>☐</th>
<th>Más de 5 años</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tiempo restante de condena</th>
<th>☐</th>
<th>0-6 meses</th>
<th>☐</th>
<th>7-12 meses</th>
<th>☐</th>
<th>1-2 años</th>
<th>☐</th>
<th>2-5 años</th>
<th>☐</th>
<th>Más de 5 años</th>
</tr>
</thead>
</table>

**FORMACIÓN EDUCATIVA**

¿Cuál es el nivel educativo más alto que has finalizado?

| Ninguno | ☐ | Primaria (6 a 12 años) | ☐ | Educación Secundaria Obligatoria (13 a 16 años) | ☐ | Educación Secundaria Postobligatoria [general (bachillerato) ☐] [profesional ☐] | ☐ | Universitario |

**ASISTENCIA**

¿Estás actualmente asistiendo a la escuela/ actividad formativa?

| SI | ☐ | NO | ☐ |

Si la respuesta es SI, [Después de responder → continúa en el apartado C]

| Educación Formal | ☐ | Primaria, Secundaria, Bachillerato... |

| Educación Informal | ☐ | [Cursos, p. ej.: Informática, idiomas, panadería, pintura,...] |

¿Tienes pensado inscribirte en alguna actividad educativa / formativa durante tu estancia en prisión?

[Si la respuesta es SI → continua en el apartado B]

[Si la respuesta es NO/NO LO SE → continúa en el apartado A]

| SI | ☐ | NO | ☐ | NO LO SÉ | ☐ |
Esta pregunta es solo para los que NO QUIEREN empezar una actividad educativa/formativa.
[Sí ya estás recibiendo una actividad educativa/formativa o quieres iniciarla, sáltate esta pregunta y continúa por la siguiente.]

Indica el grado en que las siguientes afirmaciones se corresponden con tu(s) razón(es) para no querer empezar a ir a la escuela o iniciar un curso. [Marca una respuesta por línea]

<table>
<thead>
<tr>
<th></th>
<th>Mucho</th>
<th>Un poco</th>
<th>Casi nada</th>
<th>Nada en absoluto</th>
</tr>
</thead>
<tbody>
<tr>
<td>No estoy interesado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No estaba al corriente de la oferta educativa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tengo dificultades de aprendizaje</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tengo dificultades de concentración</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tengo problemas de salud mental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tengo problemas físicos de salud</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstáculos físicos [P. ej. Gafas, audífonos, silla de ruedas]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No me siento cómodo en grupos grandes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La escuela no me ofrece estudios que me interesen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>En el pasado he tenido malas experiencias en la escuela</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No necesito formación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combinar trabajo y escuela es demasiado complicado</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No se me permite asistir a la escuela / cursos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mi condena finaliza antes de poder terminar unos estudios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me siento demasiado mayor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otras razones:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Esta pregunta es solo para los que NO estás todavía asistiendo a la escuela o recibiendo formación.
[Si ya estás recibiendo formación o vas a la escuela, sáltate esta pregunta y continúa por la siguiente.]

Indica el grado en que las siguientes afirmaciones te motivan para empezar a asistir a la escuela o iniciar un curso. [Marca una respuesta por línea]

<table>
<thead>
<tr>
<th>Motivo</th>
<th>Mucho</th>
<th>Un poco</th>
<th>Casi nada</th>
<th>Nada en absoluto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conseguir un trabajo digno</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tener una vida mejor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ganar más dinero</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Conseguir un título / certificado que pueda serme útil en libertad [Informática, idiomas, formación profesional]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Evitar reincidir en delitos tras ser puesto en libertad</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Para demostrar que soy una persona inteligente / reforzar mi autoestima</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interés en aprender cosas nuevas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Hacer algo útil mientras estoy en prisión</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>El ánimo de mis amigos/familia/ otros</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Hace más fácil cumplir la condena</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Porque me relaciono con amigos / otras personas en la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Para relacionarme con personas del otro sexo</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Porque lo prefiero a trabajar en prisión</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Para tener acceso a ordenadores</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Para conseguir beneficios penitenciarios [permisos, adelanto de la libertad condicional...]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>El apoyo de los maestros</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Me anima la información proporcionada por la escuela</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Otros factores:
Esta pregunta es solo para los que: han asistido previamente a la escuela o han realizado cursos en prisión o lo están haciendo en la actualidad. [Si no estás recibiendo ninguna actividad educativa/formativa, sálte esta pregunta]

<table>
<thead>
<tr>
<th>Indica el grado en que las siguientes afirmaciones te motivan para asistir a la escuela o al curso. [Marca una respuesta por línea]</th>
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<td>Porque me relacioño con amigos / otras personas en la escuela</td>
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<td>☐</td>
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</tr>
<tr>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>