

RECOMMENDATION ON EUROPEAN PRISON EDUCATION		GOOD PRACTICE COLLECTION
Recommendation #	Main points of attention	Practice examples
2		
<i>Education for prisoners should be comparable to the education provided for similar groups and communities of learning in the outside world</i>	Learning opportunities reflect the cultural diversity of the prison population	<p><u>Cyprus</u>: During history lessons prisoners from other countries present the history of their country. And events in which the cultures of their countries are displayed</p> <p><u>Ireland</u>: Travellers in Prison initiative has been in place for the past 4 years which promotes traveller culture and engagement in prison education and other activities</p> <p><u>Romania</u>: School, up to the general compulsory level, according to the National Education Law, is ensured by specialized staff, provided by the Ministry of Education, as at the community level.</p> <p><u>Austria</u>: Social pedagogues, social workers and external cooperation institutions offer cultural diversity workshops with juveniles to get engaged with other traditions and customs of fellow prisoners and strengthen mutual acceptance and tolerance</p> <p><u>Scotland</u>: Strategy is based on a learner centre approach to build education around the needs and aspirations of the learner. The strategic vision is based on a creative approach to education to maximise the impact of interventions. Continually seeking to have a wide-ranging and creative curriculum to stimulate engagement, self-esteem and nurture latent talent.</p>
	Education has links and shared activities with external learning institutions	<p><u>Cyprus</u>: Collaboration with universities for distance learning studies. Universities often send students or teachers who deliver lectures to prisoners</p> <p><u>Slovenia</u>: (1) All educational programs are implemented by external learning institutions (2) External institutions bring projects into prison (often financed by European funds). In a current project prisoners meet Slovenian poets, writers, illustrators, journalists.</p> <p><u>Austria</u>: prisoners have access to distance learning universities and other external training institutions in terms of formal and/or non-formal training.</p> <p><u>Romania</u>: Education is carried out in accordance with the National Education Law a, being provided up to the general compulsory education level, similar to the community one. Cooperation with universities to ensure access to academic studies, in the legal framework.</p> <p><u>Belgium</u>: Exams for the Examination Board are identical inside and outside the prison. The offer of adult education centers and basic education centers is identical inside and outside prison.</p> <p><u>Scotland</u>: Arrangements with NGO's to enable prisoners to work with dogs. This promotes animal care and empathy as well promoting practical skills in programmes such as training 'dementia dogs'.</p>
		The offer of adult education centers and basic education centers is identical inside and outside prison.
	Promote mixed groups of prisoners including external students and male/female study groups	<p><u>Cyprus</u>: University students have mixed educational activities with inmates and some have mixed male/female inmates. All entertainment activities are gender mixed (theater/dance team, choir, music band)</p> <p><u>Austria</u>: One Prison has its own study unit for prisoners.</p> <p><u>Belgium</u>: Education for mixed groups (men and women) in the prisons Antwerp, Ghent, Bruges, Hasselt, Hoogstraten. In Leuven and Beveren projects (Learning together in detention) where students come from university to prison to take lessons together with detainees.</p> <p><u>Germany</u>: Two examples: Youth Prison Wittlich in Rhineland Palatinate has prisoners and external pupils together in photography and painting courses. In Baden-Wuerttemberg vocational school students from the region work their apprenticeship in the local prison with some prisoners.</p>
3		
<i>Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context.</i>	Education taking into account nationality, ethnicity and native language requirements	<p><u>Cyprus</u>: All teachers in prisons are Greek and English language speakers. Those who do not speak any of the two languages are assisted by inmates from the same country.</p>

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		<p><u>Scotland:</u> Mixed higher education support groups at some establishments to break down barriers. To engage women prisoners, a multi-agency approach is applied that helps develop, enhance and embed integration of education and health and wellbeing programme across the prison. This involves promoting self-reflection and maintaining journals recording engagement in positive programmes and team events structured around themes of reading, smoking cessation, mental health, healthy eating, exercise and social interactions. Rewards are allocated for achievement and participation.</p>
	<p>Complementing education with other interventions: Family contact, Vocational Training, Life-Skills and Behavioural/offence focused Programmes</p>	<p><u>Cyprus:</u> Various events to strengthen family contact. On Childrens and Mothers day, detainees can have all their children all the day in the prison, playing and watching a movie. Educational programs for developing social skills, personal development skills and parenting skills.</p>
		<p><u>Slovenia:</u> All initiatives implemented with outside organisations. (1) "Parental skills training" - prisoners gain knowledge during weekends, being home on leaves. (2) In male prison organized workshops for prisoners with their children and partners to intensify family relations. (3) 'Silent books' (only pictures, no text) made by female prisoners for children visiting room. Different stories can be told based on the pictures. (4) In work therapy prisoners made hand dolls, that were also placed in visiting rooms in all prisons (important for building better relationship between parent & child). (5) Developed and implemented a violent offenders program for nonviolent communication – program can be continued after release in local association. (6) Prisoners can get a national vocational qualification certificate.</p>
		<p><u>Ireland:</u> Parenting Programmes and Pre-release courses are offered in many Prison Education Centres in Ireland</p>
		<p><u>Austria:</u> 1) During release preparation social network conferences are set up where family members play a major role regarding reintegration. 2) Regular coffee meetings where family members are invited to give imprisoned fathers the possibility to focus on their parental role. 3) convicted prisoners have the right of long-term- family visits</p>
		<p><u>Belgium:</u> Workplace learning: vocational training offered in the workplace. The training kitchen assistant in Vorst, Beveren is a good example. Proclamations to which family members are also invited: prisons Oudenaarde and Leuven Central. Social orientation training courses for Basic Education in several prisons: modules in which prisoners are prepared for reintegration. For example "free-footed" module (papers and forms, social card, communication and social skills, etc.</p>
		<p><u>Romania:</u> On-Line communications – is a right granted to highly vulnerable inmates or inmates with special needs, in order to maintain a constant link and increase the chances of improving relations with their support medium.</p> <p>Inmates benefiting from online communications are:</p> <ul style="list-style-type: none"> a) Inmates with good behaviour, that participate actively in education and assistance programmes and activities; b) Juvenile prisoners; c) Women prisoners, if they are not visited by their family members due to the large distance from domicile to the prison or due to other justified reasons; d) Prisoners admitted to prison hospitals.
		<p><u>Germany:</u> Especially at Christmas time prisoners working in various workshops will be able to produce something for their relatives. Children books have been written in different prisons. At some sports events, classic concerts or theatre play relatives are allowed to participate. Some prisons offer supervised "family hours / days" for children who visit their imprisoned parent. Behavioural/offence focused Programmes are implemented, especially in use in the stations for social therapy or addiction</p>
	<p>Education includes information and guidance to continue with studies or vocational training post-liberation</p>	<p><u>Cyprus/Slovenia/Austria:</u> Prison Educational System is same as outside education system. Inmates who are studying in the prison can continue after their release in same education institution.</p>
		<p><u>Belgium:</u> ESF Project Learning Inside Out where services of Leerwinkel can be continued after detention. The supervision of learning programs can be continued after detention. The cooperation with EABT (Education behind foreign bars): initiative to support education of Dutch prisoners abroad. Courses can continued after detention and complete the training outside of prison.</p>

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		<u>Germany:</u> Information about educational possibilities is provided to prisoners by staff that is specially instructed. This mostly concerns the younger offenders. In individual cases prisoners may be accompanied to visit the demanded institution or representatives of these institutions come to the prison. External Education providers offer vocational programmes which can be continued after release.
		<u>Scotland:</u> A range of family learning projects such as reading programmes, homework clubs, cell block and Storybook Mums/Dads where prisoners record stories for their children.
4		
<i>Prison authorities, justice agencies and external partners should facilitate and support the promotion, development and delivery of education in prison.</i>	National and/or regional strategies for education in prison in collaboration with internal and external organisations	<u>Cyprus:</u> Ministries of Education and Justice cooperate closely to ensure that the education system is the same within and outside prisons.
		<u>Ireland:</u> Prison Service has a joint strategy for prison education in partnership with the Education and Training Boards (ETBs)
		<u>Germany:</u> Some federal states have such a strategy, even with written agreements, in others it is more a loose cooperation. By law cooperation is inevitable.
		<u>Romania:</u> The National Strategy for Social Reintegration of Inmates is the interinstitutional, transdisciplinary approach aiming to streamline the criminal policies and prevent the social marginalisation (Government Decision no. 389/2015). The strategy is the result of a conjugated effort aiming to: create an interactive, functional, articulated interinstitutional cooperation mechanism with clearly defined responsibilities in successive stages of the social reintegration process.
		<u>Belgium:</u> Cooperation agreement between the Flemish Government and the Federal Government. Structural cooperation with training providers to provide education in prisons.
		<u>Norway:</u> Produced a white paper on prison education which set a vision and strategy for the sector
		<u>Scotland:</u> A national Learning & Skills Strategy supported by the Scottish Government: http://www.sps.gov.uk/Corporate/Publications/Publication-4017.aspx
		<u>Scotland:</u> University partnerships enable academics and post-graduate students to teach in Scotland's prisons. This provides teaching experience for academics and helps provide an enriched curriculum. Current subjects included 'Cell Block Science' promoting scientific inquiry; 'Astrobiology' promoting scientific knowledge as well as developing key skills in leadership, citizenship, design and creativity.
	Education within wider justice policies or local plans to promote prisoner reintegration to the community post liberation	<u>Cyprus:</u> Vocational training programs are selected and designed in co-operation with the HR Development Authority for professional rehabilitation of detainees after release.
		<u>Slovenia:</u> Promote through different media positive events taking place inside prisons .
		<u>Ireland:</u> Head Teacher participates on multi-disciplinary teams at prison-level, along with other key partners and agencies to review sentences and reintegration plans. A combination of statutory (ETB) education staff and complementary in-reach programmes such as Red cross, Open University, Traveller Programmes etc.
		<u>Austria:</u> In 2019 prisoners being trained as orthopaedic shoemaker could together with prison staff take part in a national shoe award competition in Vienna.
		<u>Norway:</u> Import model of education means that education staff work in both the prison and in the local further education school. Low reliance on NGOs to deliver programmes.
		<u>Belgium:</u> Within the ESF project LIO, first steps are being taken in collaboration with Justice Houses for the follow-up of learning trajectories after detention.
		<u>Germany:</u> In most of the federal states money from the ESF is invested in prison education. By this prison education automatically becomes a part of the federal state policy, that always targets the integration into the labour market.
5		
<i>Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education.</i>	Prisoners not disadvantaged financially or in respect of any other benefits by educational activities	<u>Cyprus:</u> Prisoners participating in educational activities are paid the same as if they were working?
		<u>Austria:</u> Prisoners who attend an educational training get paid according to a "wage table" of the Prison Service. The payment varies concerning the education the prisoner follows, it is less than payment for work.


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		<u>Ireland</u> : No additional gratuity paid for education and training. Prisoners who carry out services tasks such as working in the prison kitchens, laundry or waste recycling get an additional gratuity payment and accredited certification. Prisoners undertaking other general skills training programmes or education classes do not get an extra gratuity payment.
		<u>Belgium</u> : Agreements have been made in the prison in Oudenaarde where workers have no wage loss if they are following an education. Prisoners receive bonuses and / or incentive bonuses from Justice in all prisons to compensate for loss of wages.
		<u>Germany</u> : Prisoners in educational activities will receive a payment if the prison regime acknowledges the importance of the education (in difference to leisure activities). If prisoners follow educational activities in their spare time, they have the same conditions like people outside the prison. They will have to pay for the education.
		<u>Scotland</u> : Although sentenced prisoners are required to work, they also receive release time from work to access education and some learners will also engage in full-time education.
6		
<i>Every effort should be made to encourage prisoners to participate actively in all aspects of education including access to Information Technology and higher level learning.</i>	Investment in modern digital technology to ensure access and training in digital skills	<u>Slovenia</u> : Preparing pilot project "E-cell" to ensure digital literacy. For distance learning, access to selected educational internet sites is allowed. It is planned that prisoners will be accessing internet from their cells for non formal educational programs: foreign languages courses, Slovenian language course, computer courses
		<u>Ireland</u> : An Intranet System called 'SPAN' is available to all Prison Education Centres and teaching staff. It hosts a wide range of educational software
		<u>Austria</u> : Prisoners have access to e-learning programmes.
		<u>Germany</u> : Twelve of the sixteen federal states are members of an e-learning community and learning platform for prisoners named ELIS. Computers for achieving basic skills are common in all federal states. For vocational trainings high-profile technology (CNC controller, electronic product design) is available in some federal states.
		<u>Norway</u> : e-learning portal provided with ICT access in most classrooms. Digital infrastructure is being designed into a new prison from the start
		<u>Belgium</u> : Primo / prison moodle is provided in 4 prisons. The teacher can upload teaching materials and assignments on this system. The detainees can make assignments, have them corrected and checked. In the same 4 prisons, students can take exams in the computer room from the Examination Board and VCA (safety at work). Prison cloud is provided in 2 prisons on which detainees can find all courses from cell, as well as e-learning.
		<u>Netherlands</u> : e-learning basic skills provided and a digital platform for e-learning is provided
	Include secure or supervised access to the Internet where possible	<u>Cyprus</u> : Supervised access to internet only for access to information necessary for their representation in court. Prisoners who do not have frequent visits with their family, can use skype for communication with their families.
		<u>Slovenia</u> : Computer rooms in prisons, where prisoners can access white listed internet sites for educational purposes mainly.
		<u>Ireland</u> : Supervised access to 'filtered' internet sites is available to approved prison students
		<u>Austria</u> : Prisoners have supervised/limited access to internet and only in terms of education/job seeking
	Or employ range of alternative options such as Moodle 'Intranet' systems	<u>Austria</u> : Prisoners who study get in contact with their professors via Moodle-System.
	Where access to the Internet is permitted, enrich curriculum choices, access to rehabilitation services	<u>Germany</u> : ELIS promotes a range of learning programmes and controlled access to some services (as job centres).
	Promote contracts with prisoners detailing agreed protocols for Internet use and educational development	<u>Germany</u> : Educational programmes are established with the participation of the prisoner. The result ist documented and signed. For the use of ELIS every prisoner will sign an additional agreement.
		<u>Scotland</u> : Prisoners have access to an internal Intranet that is regularly refreshed with learning materials including reference websites, Ted Talks and film. Also prisoners were engaged in compiling their own learning materials as well as engaging them with programmes authoring software to futher develop bespoke learning.
Higher level learning		
	Higher level learning should also include access to a range of distance learning courses	<u>Ireland</u> : Students who meet the criteria may apply to do Open University Degrees, funded by the Irish Prison Service

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		<u>Germany</u> : Prisoners have access to distance learning courses. Problems occur when the usage of the internet is obligatory.
		<u>Scotland</u> : Prison based learners have access to free higher education university courses as well as a wide range of distance learning subject to demonstrating the appropriate requirements.
	Collaboration with external educational institutions to enrich curricula choices and continuity of learning following liberation	<u>Slovenia</u> : Prisoners on leave can attend outside educational institutions, especially for higher education. After release studies can be continued in the same school.
		<u>Ireland</u> : Cork Prison Education Centre arranged a lecture series with a local Institute of Technology to present the various higher education options available locally, post-release
		<u>Germany</u> : The distance learning university Hagen is collaborating with the federal states that provide ELIS. In many prisons the collaboration of the prison with certain educational institutions is a tradition.
7		
<i>Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods.</i>	Educators collaborating with prison staff and other agencies to support other custodial based learning programmes such as vocational skills and training, life-skills and offence related interventions	<u>Ireland</u> : Prison Education Centres co-operate with other services to offer GAISCE 'Presidents Awards' Programme to students up to 25 years of age
		<u>Romania</u> : Standardisation and diversification of the <i>offer of educational activities and programmes</i> , to ensure a coherent and unified character at national level to the treatment of the inmates, in the rehabilitating process provided to the inmates.
		<u>Belgium</u> : In one prison 4 penitentiary officers work as monitors in 4 vocational training courses. There is limited internal training as an 'assistant cook' by an external kitchen company in the kitchen of one other prison. In all prisons, teachers are standard connected to an external educational
		<u>Germany</u> : External educators enhance and support prison staff. They do this on the basis of the law (other ministries), contracts (paid work) or as volunteer work.
		<u>Scotland</u> : National strategy is based on the principles of adult learning building education around the needs and aspirations of the learner. Education staff received professional development to enhance their teaching skills. Moreover, promotion of project themed learning which enables all prisoners to participate in a chosen educational theme regardless of their skills level. This helps stimulate learning, peer cohesion/empathy and promotes spin-offs in creative writing, artwork and displays of work.
8		
<i>Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems.</i>	Special attention to prisoners especially with reading or writing problems	<u>Cyprus</u> : A specially designed reading and writing lesson is offered for 2 hours a week to people with writing and reading difficulties
		<u>Germany</u> : In very many prisons in Germany there are basic literacy programmes. But the permanently growing demand outweighs the offers.
		<u>Belgium</u> : In all prisons there is basic education 'Dutch writing, reading and speaking' at various levels, with a focus on low literacy.
		<u>Slovenia</u> : Prisoners with writing or reading problems can be included in programs to learn basics (literacy/numeracy).
		<u>Scotland</u> : An innovative screening process available for those learners requiring additional support for learning. This tool screens across 5 domains of cognitive impairment, attention deficit, social communication, coordination and literacy/numeracy to detect the possible presence of learning difficulties/disabilities (LDD). This provides a comprehensive overview of issues as well as detailing background issues such as school exclusions, family background, previous head injury ect. Awareness raising for both education and prison service staff was also provided.
Prisoners with difficulties		
	Initial screening or assessment processes to establish a baseline of educational ability and for individual learning plans	<u>Cyprus</u> : Every prisoner upon admission completes an individual learning plan which records educational needs. According to these needs educational programs are proposed.
		<u>Ireland</u> : A standard education interview is conducted for each student and details stored on a central IT system - PEMS
		<u>Germany</u> : Standard interviews with a prisoner at the beginning of his sentence include the learning biography and his needs. It is stored in most federal states in a central IT system - BasisWeb. Some federal states have separate solutions and standardised assessment programmes (Co-libri, Instar, e-star, Sopart). When the prisoner is an aspirant for education he will be assessed properly.

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	Train prisoners in peer tutoring techniques to provide additional support	<u>Ireland</u> : An innovative peer-based Red Cross community-based Health and First Aid Programme has operated in Irish prisons for the past 4 years.
		<u>Germany</u> : There are some rare projects where peer learning and tutoring is used (i.g. training of football referees or voluntary fire department).
	Screening tools to detect a learning difficulty or learning disability (LDD) . Intervention, referrals and collaboration with appropriate professionals (health services or NGO's) to develop care pathways	<u>Austria</u> : Occupational therapists carry out screenings on mentally ill prisoners in terms of their educational needs.
	Collaboration of prison authorities and education services with other relevant agencies to promote therapeutic interventions to assist those with mental health issues	<u>Cyprus</u> : A specially designed training program by specially trained teachers is offered to people with mental issues
9		
<i>Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour-market.</i>	Vocational education aiming at the wider development of the individual, as well as trends in the labour-market .	<u>Cyprus</u> : Vocational training programs are selected and designed in co-operation with the Human Resources Development Authority
		<u>Slovenia</u> : Try to offer vocational training and different national vocational qualification programs in connection with the needs of labor market.
		<u>Ireland</u> : Operating training workshops to provide essential services (catering, laundry etc.) and to offer certified skills training, staffed by Work Training Officers. Training and Employment Officers offer a guidance and placement service.
		<u>Belgium</u> : Vocational training - focused on shortage professions: Construction, plumber. Trends: IT training. Certificates that contribute to c.v. e.d. : forklift. Many teachers are also in the professional field
		<u>Germany</u> : Rhineland-Palatinate provides one big vocational training center in a specific prison for all prisoners in Rhineland-Palatinate. In other federal states VET is spread among different facilities. The trends of the labour-market and employment opportunities of released prisoners are considered.
	Vocational training includes key literacy/numeracy skills as a core component	<u>Germany</u> : Literacy and numeracy skills are normally taught before vocational training starts. Sometimes it is also provided during the VET as an additional support.
	Vocational training supplemented by training in the use of modern technology	<u>Germany</u> : For vocational trainings high-profile technology (CNC controller, electronic product design) is available in some federal states.
10		
<i>Prisoners should have direct access to a well-stocked library at least once a week.</i>	Prison libraries work in partnership with education services and other relevant agencies within the prison	<u>Slovenia</u> : To promote the importance of reading, in cooperation with Slovenian Book Agency annual special event in all prisons on "World book day" or "International Day of Book" – prisoners are allowed to stay up until midnight and read different books; sometimes famous Slovenian authors participate in the event.
		<u>Ireland</u> : Libraries are available in all prisons, usually adjacent to the Prison Education Centre
		<u>Austria</u> : Every year the Directorate General of the Prison Service circulates a booklist of new books in various languages which has to be ordered by the prisons. This is coordinated with book publishers
		<u>Belgium</u> : Obtain books from outside the prison for studies and educational purposes. Students may borrow books for longer if it is for educational purposes. Calculators, guitars (for guitar lessons), ... can also be borrowed. E-learning via the library (in Ypres for example). Lots of collaboration with language courses (language point, Dutch for speakers of other languages, ...).
		<u>Germany</u> : Media are available in all German prisons, many times offered through some kind of catalogue. Some prisons have a real library (not only a storage room for books) where prisoner's can pick their reading stuff personally.
	Library services delivered, co-delivered or supported by professional library staff providing opportunities for training for prisoners in library operations	<u>Germany</u> : If there is a library it will be shown and explained to the prisoners. Others will learn how to use a catalogue. Illiterates can address prison staff, social workers or teachers for reading material. The cataloging, borrowing the books is mostly done by prisoners who get paid for this kind of work.
		<u>Slovenia/Austria</u> : Employ prisoners to work at prison libraries – prison staff are instructors.

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		<u>Scotland</u> : National library standards as part of policy and a national libraries forum with representation from external agencies to promote good practice and share knowledge and resources across the prison estate.
11		
<i>Physical education and sports for prisoners should be emphasised and encouraged</i>	Physical education includes all aspects of well-being, including mental health, mindfulness, yoga	<u>Austria</u> : A varied physical education curriculum is available in each Prison Education Centre
		<u>Germany</u> : Physical education is offered in all prisons, adjusted to the age and interests of the prisoners. As far as the resources of personnel and finance allow it additional programs like yoga are offered. In football and running there are annual German-wide competitions between the prisoners. To participate the prisoners must have a relaxation of controls.
		<u>Belgium</u> : Training "society orientation module health" is also given in a number of prisons. Other such courses are organized by the Red Anthracite (ngo providing sports and culture in prisons). Learning the Dutch language while sporting on the prison floor: Mechelen.
		<u>Germany/Ireland</u> : Made good experience with „referee training“ or „coach training“
	Physical education seeks to ensure the inclusion of key literacy/numeracy skills	<u>Austria</u> : Physicla education is part of anti-violence-training programs
		<u>Scotland</u> : Introduced a number of health and well-being partnerships with associated qualifications. This includes teaching prisoners emergency First-Aid and promoting mental well-being through healthy eating, diet, exercise and mindfulness.
12		
<i>Creative arts and cultural activities should form a core aspect of the curriculum as such activities are particularly effective in enhancing communication skills, promoting confidence and nurturing esteem.</i>	Including drama, music and dance utilised to promote a less formal route into educational activities	<u>Ireland</u> : A wide range of arts, crafts and music programmes are available to students in prisons, including accredited and non-accredited programmes
		<u>Cyprus</u> : Mixed gender groups of music band, choir and theater team.
		<u>Romania</u> : MultiArt Festival for Inmates "Dana Cenuşă - Unchaining through culture", a unique event in the European area, running in collaboration with the "Nottara" Theatre in Bucharest and being part of the International Theatre Festival Fest. In collaboration with the National Museum of the Village "Dimitrie Gusti" the National Folklore Festival for inmates is organized.
		<u>Germany</u> : Arts are seldom used to promote the entrance into educational activities. They are an end in itself. More likely a discussion group is used to motivate the prisoners to deal with themselves and their crimes. This is a precondition for the treatment of the prisoners.
	Utilised to provide more therapeutic types of activity for vulnerable prisoners and those with mental health or trauma issues	<u>Germany</u> : In the two Youth prisons in Rhineland-Palatinate art therapy is offered. In some Youth prisons theatre (instant acts) is offered for this target group. Some even have specialised units for social-therapy.
		<u>Scotland</u> : Introduced 'art therapy' for vulnerable prisoners and promoting a national arts exhibition to showcase creative work by prisoners. Moreover, drama is regularly used to promote well-being and engagement and the national young people's institution is established as a dedicated national Youth Theatre.
13		
<i>Education should include practical life-skills to enable the prisoner to better manage daily life both within the prison and in preparation for liberation to the community.</i>	To enable the prisoner to better manage daily life both within the prison and in preparation for release	<u>Germany</u> : In all the Youth prisons and some adult prisons there are social training courses with different focus (health, housing, finances, laundry). Often first aid courses are provided. The participation of prisoners in transition management trains life and soft skills for the times before and after release. Some prisons provide a special course at the beginning of the sentence like "fit for prison" where you learn the basics for your new life period. In some open prison regimes prisoners are prepared for different aspects of the civilian life.
		<u>Ireland</u> : Soft skills program – personal/interpersonal skills development; Mindfulness program
		<u>UK</u> : Chaplains running bereavement course to cope with different kind of losses in life
		<u>Netherlands/Belgium</u> : Peer to peer project; prisoners are trained to support each other; onboarding
		<u>Netherlands</u> : Gamification for obtaining life skills; use of VR
		<u>Romania</u> : A credit system of inmates' participation in education, psychological and social assistance activities and programmes, in work activities, as well as in risk situations, conditions the behaviour of the inmates uses credits of rewards or the application of disciplinary sanctions. It stimulates the participation of the inmates in programmes and activities and their motivation for the adoption of prosocial behaviour. Operating with very good results at present.

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		<u>Belgium</u> : Various education courses for obtaining school diplomas are aimed at reintegration. Various training courses from basic education: learning to apply for a job, health, learning to type, ...
		<u>Belgium</u> : Prisoner compiling their own portfolio with their families & staff; stimulates to reflect on their lives
	Include options to advise prisoners on basic health care such as a healthy diet. Often progressed in collaboration with local health services	<u>Austria</u> : To hold workshops on practical life skills are mandatory in the prisons (such as first aid course, information about sexual transmitted diseases, etc.)
	To supporting prisoners in submitting applications for housing, social security benefits etc	<u>Slovenia</u> : (1) It is the responsibility of social workers to help prisoners in submitting such applications. 2019 a so called "groups before release" was started to inform prisoners about what to do and where to go after prison. (2) Organized a program with external educational organization to teach prisoners specific skills like CV writing and completing applications.
		<u>Ireland</u> : Prison Service engaged an agency called IASIO which employs Resettlement Officers who assist with housing needs, welfare payments and medical entitlements
		<u>Germany</u> : It is the responsibility of the social workers of the prison to support the prisoners in these matters.
		<u>Scotland</u> : see above No 3 reference to women and well-being programmes.
14		
<i>Wherever possible, prisoners should be allowed to participate in education outside prison.</i>	Prisoners allowed to participate in education outside prison .	<u>Slovenia/Germany</u> : Prisoners on leave can attend outside educational institutions, especially higher education.
		<u>Belgium</u> : Possibility to take exams in a number of prisons via exit permits through the examination committee, driving license, vocational training.
		<u>Austria</u> : Prisoners can leave the prison to attend external training.
		<u>Scotland</u> : A number of external placements for prisoners within institutions for higher education. These are limited to prisoners at open and semi-open prison establishments.
15		
<i>Where education has to take place within the prison, the outside community should be involved as fully as possible.</i>	Involvement of outside community in education within prison	<u>Slovenia</u> : Prisoners can attend different support groups, counseling of drug or alcohol addiction – community come in prison and teach prisoners on these topics.
		<u>Ireland</u> : Some external NGOs deliver programmes in prisons e.g. the Alternatives to Violence Programme (AVP)
		<u>Romania</u> : Education and, also, psychological and social counseling for detainees is provided mainly by the prison specialised staff, but also by NGO's.
		<u>Belgium</u> : Education is brought into prison from external providers. There are separate projects such as a visit to a proclamation ???, learning together with students and judicial staff, cooperation with examiners from the Examination Committee.
		<u>Germany</u> : Some of the 16 federal states have outsourced their pedagogical program to institutions of the outside community. Others collaborate on much lower levels. In most of the cases the Ministry of Justice has to pay for any kind of support.
		<u>Scotland</u> : Please see No 4 above reference to university partnerships.
16		
<i>Measures should be taken to enable prisoners to continue their education after release.</i>	Measures to enable prisoners to continue education after release	<u>Slovenia</u> : Pedagogues and social workers, probation and centers for social work play important role in equipping prisoners with information about continuing education and other release related questions.
		<u>Austria</u> : Especially for juveniles and prisoners until the age of 26 a designated institution provides coaching and counseling for education and job applications after prison release. They first counseling appointments start during release preparation.
		<u>Romania</u> : Cooperation with the Ministry of Education, in the context of the National Strategy for Social Reintegration, to ensure the referral of inmates to continue education after release.
		<u>Germany</u> : if a prisoner joins any kind of educational programme in a prison, the teacher or instructor will discuss with the prisoner what will follow next. If plans get concrete, prison staff will support the prisoner's efforts to continue education after release.
17		
<i>The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.</i>		
		<u>Scotland</u> : Funds for prison education are provided through the core budget from Scottish Government.
18		

Recommendation #	Main points of attention	Practice examples
<p><i>Prison authorities and Education services should seek to proactively work with international agencies and organisations seeking to improve and expand access to education and training opportunities for prisoners.</i></p>	<p>Work with international agencies and organisations seeking to improve and expand access to education and training opportunities for prisoners</p>	<p><u>Belgium</u>: Erasmus + Foriner project: providing distance education for foreign prisoners in their national language. https://www.europris.org/projects/foriner/</p>
		<p><u>Scotland</u>: Continue to work closely with EPEA to enhance access to education, arts, libraries and life-skills.</p>
<div style="display: flex; align-items: center;">  <p>Supported by the Justice Programme of the European Union</p> </div>		