



PROJECTFICHE

FORMAL EDUCATION FOR FEMALE INMATES (FEFI)

TITEL

Formal Education for Female Inmates (FEFI)

FINANCIERING

FEFI is een Grundtvig multilateraal project en wordt gefinancierd door het Europees programma Leven Lang Leren.

DUUR

2013-2015 (2 jaar)

PARTNERS

Partner no	Role	Organisation Name	City	Country
P1	Applicant Organisation	Johannes Gutenberg University Mainz	MAINZ	GERMANY
P2	Partner	GIP pour la Formation Continue et l'Insertion Professionnelle	LIMOGES cedex	FRANCE
P3	Partner	Justizvollzugsanstalt Zweibrücken	Zweibrücken	GERMANY
P4	Partner	Ufficio esecuzione penale estema	TRAPANI	ITALY
P5	Partner	TMIMA FYLAKON KYPROY	Nicosia	CYPRUS
P6	Partner	University of Malta	MSIDA	MALTA
P7	Partner	IZMIR WOMEN PRISON	Yeni Şakran/Aliağa/İZMİR	TURKEY
P8	Partner	Hameenlinnan vankila, Rikosseuraamuslaitos	Hameenlinna	FINLAND
P9	Partner	Federal gouvernement penitentiary institutions	Brussel	BELGIUM
P10	Partner	Webros XIII- Consortium VZW	Sint-andries	BELGIUM

ASSOCIATED PARTNERS

Nr	Name of organisation	Type of institution	City	Country
1	Ministry of justice and consumer protection Rhineland-Palatinate	Ministry	Mainz	Germany
2	Corradino Correctional Facility	Prison	Paola	Malta
3	Ecole Nationale de l'Administration Pénitentiaire (ENAP)	National school for prison staffs	Agen	France
4	Délégation régionale aux Droits des femmes	NGO	Bordeaux	France
5	Direction Régionale des Services Pénitentiaires (DRSP)	Ministry of Justice	Bordeaux	France
6	Rectorat de Bordeaux	Ministry of Education	Bordeaux	France
7	Rectorat de Limoges	Ministry of Education	Limoges	France
8	Rectorat de Poitiers	Ministry of Education	Poitiers	France
9	The Training Institute for Prison and Probation Services	Training Institute for staff	Tikkurila	Finland
10	Vanaja Open Prison for Female Inmates	Open Prison	Hämeenlinna	Finland
11	Kiipula Foundation: Centre of Vocational education and rehabilitation	Education Centre	Janakkala	Finland
12	Stuurgroep volwassenenonderwijs	Unincorporated association in the field of adult education	Mechelen	Belgium
13	Neapolis University	University	Paphos	Cyprus
14	JVA Rohrbach	Closed prison	Wöllstein	Germany
15	Ministry of integration, family, children,youth and women Rhineland-Palatinate	Ministry	Mainz	Germany
16	Ministry of Justice	Ministry	Ankara	Turkey
17	Casa circondariale	Prison	Trapani	Italy

OMSCHRIJVING

The Council conclusions on new skills for new jobs (Council of the European Union, 2010) reflects on how people can be better educated and trained for jobs. By raising education and skill levels, individuals can increase their chances to obtain better employment. Lifelong learning means understanding the importance of acquiring new skills and taking personal responsibility for having them.

Due to the low number (3-7% of total inmates) and the heterogeneity of their skills' levels, different prisons of the EU hosting female inmates (minors and adults), find it very difficult to organize groups for teaching units. Therefore, the human resources dedicated to this mission are not really corresponding to the specific needs and difficulties female inmates are facing (e.g. migrants, illiterate, mothers with babies, low skilled, mental and health problems) and the importance of encouraging them to change.

In order to sustain their reintegration back into society, female inmates have to acquire the knowledge and behaviours to adapt to the ever changing labour market requirements. This requires that they should be encouraged to look ahead, keeping the desire and ability to continue learning, alive by giving them a voice. FEFI project intends to contribute to a broader social and educational participation of female prisoners throughout Europe. The project consortium assumes that the social reintegration of offenders is a question of not leaving them alone while preparing for their release and after. Education in prison is one of the main pathways to successful reintegration, such as work, having a family and relationship issues, organizing accommodation and rehabilitation to avoid recidivism. These pathways are closely related to each other and need to be adjusted in a systematic way which requires the collaboration of all prison actors and institutions involved at establishing a learning environment in a prison requires a changing process from both sides of the barrier.

DOELEN

The project aims to enhance increased participation in lifelong learning by female prisoners who form an integral component of a vulnerable and disadvantaged group. The main target is to get to know the conditions about their possibilities in prison towards enhancing their competences in a country comparison as well as to get to know about the necessities to overcome resistances towards lifelong learning and to initiate changes and new procedures towards three key aspects: staff qualification-pedagogical support-prison structure.

Another target is to regain confidence and self-esteem to the female inmates, to give them a voice and to deliver a tool that identifies new procedures for policy and decision makers that ensures improvements that incorporate both offenders and the professionals involved in rehabilitation.

The objectives drafted to reach the project aim pertain to the understanding of the realities faced by females whilst in prison and once released. The objectives initially target the personal aspects that impinge on the socio-psychological livelihood of the offenders, moving to a data gathering stage, through a process targeted at bringing in professionals who can ensure access to learning and finally to draft procedures to policy and decision makers.

1. To enable female inmates to gain confidence and self-esteem, attributes that are experienced on the commission of crime, where the offenders are often abandoned by their family and/or children. The project, in turn aims to identify the negative aspects and to deliver solutions enabling inmates to find motivation to start again.
2. To give a voice to female inmates and to facilitate their participation in the creation of a state of the art inventory of their needs and requirements.
3. To employ a triangulation method based on questionnaires and discussions that involves female inmates as well as prison personnel, aimed at reaching an understanding of the dynamics impinging on the prisoner-society interactions.

4. To prepare prison staff and other professionals to support and motivate female inmates to use the time they spend in prison to develop self-competences and new skills to prepare for their release.
5. To ensure that during the period of their imprisonment the holistic approach is employed which includes the involvement of prison staff, social workers, teachers, volunteers, who at any time interact with the female inmates in prison.
6. To investigate the best modus operandi within the prison environment to ensure a normal right to access learning.
7. To analyze the state of the art for female inmates in prison together with the requirements towards the three key aspects (prison structure, pedagogical supports, prison staff) in a country comparison.
8. To create procedures for new practices that will be explored to develop recommendations that would in turn be transferred to new practices.

DOELGROEP(EN)

Vrouwelijke gedetineerden

KORTE BESCHRIJVING VAN DE RESULTATEN

1. State of the art
2. Creating procedures for new practices
3. Experimentation of new procedures
4. Recommendations for implementation
5. Quality plan
6. Publication and dissemination

CONTACTPERSOON

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