



ROAD TO FREEDOM

**Comparative Report on
Prison Education
Part 1 – Desk Research**

Overview

Comparative analysis of :

- Austria
- Cyprus
- Greece
- Iceland
- Italy

- Overview of the justice systems in partner countries
 - Approaches to Justice
 - Demographics of people in custody
- Prison education systems
 - General approach
 - Main gaps
 - Good practices
 - Use of ICT in prison

The justice system in partner countries

- Similar general aim of the justice system > re-education and rehabilitation
- Differences due to the political, social and cultural context:
 - Restorative justice and mediation included within the system
 - Restorative justice and mediation left to initiatives of third sector organizations



The justice system in partner countries

Compared statistical and demographic data

- Prevalent gender and age: males between 30-50
- Highest ration of inmates/number of prisons: Cyprus, Greece, Italy
- Lowest ratio of incarcerated population to country population: Cyprus, Iceland
- Highest rate of recidivism: Italy

Austria

- Restorative justice and programmes included within the penal system

Cyprus

- Penal system based on 4 pillars: security, humanitarian treatment, education, rehabilitation

Greece

- Approach influenced by the political context; strong participation at social level through mediation programmes

Iceland

- Rehabilitative and preventive penalsystem's approach; switch towards non-custodialmeasures

Italy

- Rehabilitative approach based on individualized treatment specifically for the convictedperson

Prison education in Austria

	-Access to basic education, including language and computer courses
	-Availability of specialized courses on vocational training, business development, machinery or catering industry
	-Access to distance learning universities
	-Access to internet provided for online programs or media library

Prison education in Cyprus

-Operational functioning of the detention facility rounded on a new philosophy based on respect for human rights, human dignity and the individual personality of each prisoner

-2/3 of prison population involved in educational programs which provide certifications useful for their involvement in evening schools or to rehabilitate professionally

-Collaborations with universities for distance learning programs, but also lectures delivered in person

-Access to internet is very strict

Prison education in Greece

-Educational and vocational programs available

-Psychosocial support for inmates

-Lack of efficiency in tackling the necessity of everyone (material for adults and young people, low number of teachers)

-Different activities connected with the tertiary, as digital library, computer rooms, film contests, cooking courses, young educational excursions to museums and other cultural sites

Prison education in Iceland

-School facilities in prison

-Possibility to follow other programs outside the centre

-Increasing inclusion of vocational training programs, ITC courses, formal and non-formaleducation competences

-Activities aimed at preventing cases of recidivism

-Problems to tackle the different educational backgrounds

-Access to internet available for communication with family and friends, or to access to learning platforms

Prison education in Italy

	<p>-Vocational and cultural, and university courses provided during the period of detention as a training tool with a view to social reintegration</p>
	<p>-Different paths available which take in account the necessities of different profiles</p>
	<p>Multiculturalism still not properly addressed. as programs are often designed only for italian speaking population</p>
	<p>-Collaboration with civil society, including public or private entities</p>
	<p>-Recent increase in the use of internet to keep in touch with families</p>

- Lack of connections with the concrete needs of society
- Language barriers not properly addressed
- Gaps in ICT skills and access
- Gaps in the provision of training for personal, social and life skills

Conclusion: main challenges and gaps



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