

Manual for Realization of Educational Activities in Penitentiary Institutions

Risto Karajkov and Marija Dimitrovska

Contents

List of Abbreviations

PI	Penitentiary Institution
PF	Penitentiary Facility
CEI	Correctional-Educational Institution
CDI	Community Development Institute
MoES	Ministry of Education and Science
DES	Directorate for Execution of Sanctions
EU	European Union
ORM	Ombudsman of the Republic of Macedonia
UN	United Nations
UNDP	United Nations Development Program

This manual has been printed within the Project: Vocational Education and Training - New Approach for Effective Social Inclusion supported by the European Union.

Publishers

Association Community Development Institute (CDI) - Tetovo

DWV International Germany

For the Publisher

Director of CDI, Sreten Koceski

Authors

Risto Karajkov

Marija Dimitrovska

Project Team

Sreten Koceski

Aleksandra Timosievska

Slavko Kostovski

Stojan Donceovski

Proofreader

Daniela Madzova

Circulation: 412 units

„This publication has been developed with the help of the European Union. The content of this publication is the sole responsibility of the author and the project team, and does not reflect the views of the European Union in any way“

Introduction

The prison is an institution which, "by definition" punishes, depresses, marginalizes, stigmatizes, isolates, amputates a set of socially desirable characteristics, such as initiative, self-confidence, independence; generally speaking, it disables the normal development of the sentenced person. On the other hand, it is emphasized that the goals of punishment are (re)education, (re)socialization, integration, rehabilitation, maturation and development of their personality, so that they would not repeat the deeds that the society (the law) condemns. How to reconcile these two contradictions?

(Macanović & Nadarević 2014, page 12)

Education is a human right, including for persons who, due to committed criminal act, violation of certain legal norms, have been deprived of freedom. Here, above all, it refers to the right of education to the persons who are serving a sentence in a penitentiary institution (PI). Education in this case represents a particular challenge, because it is delivered in an environment which imposes rules and restrictions that not always are in favor of the educational process, and involves working with a vulnerable category of persons, with different educational achievements, needs and motivation for education and training.

Education and training represent one of the key components of the process of re-socialization, which is the primary goal of the prison sentence. In this regard, it can be stated that in Macedonia this component of the process of re-socialization is to a significant extent, neglected (despite the legal obligation to ensure elementary and secondary education to the people who serve a prison sentence) and it is during the last few years that this issue has become topical again, mainly through external initiative.

Education is not only a right, but it is also essentially needed for a successful reintegration of the sentenced persons in the society. The data on the level of education of the imprisoned population in Macedonia (but also in the majority of the

European countries) show that a significant portion of the population in the prisons consists of persons with low or nonexistent education and qualifications, which makes the successful integration in the environment after their release from prison, significantly more difficult. Accordingly, the researches on this topic show that the process of re-socialization is more successful when it is accompanied with a possibility for acquisition/development of competencies among the persons who serve a sentence. However, worldwide as well, the access to education for persons who serve a prison sentence is very limited, often nonexistent, and insufficient attention is paid to the quality of the existing education. This happens despite the fact that "education is considered an essential precondition for a successful rehabilitation and societal reintegration and it provides the sentenced persons a chance for a future without crime " (Czerwinski, Tania; König, Eva; Zaichenko 2014, p. 5).

The penitentiary institutions stand before a dual challenge - punitive and rehabilitative. Namely, it is important to consider the fact that the prison sentence intrinsically has a harmful influence on the person, therefore it is important that the PI try to reduce this harm - one way of doing it is through provision of education and re-socialization. Actually, education is regarded as a balancing and positive aspect of the sentence. Education and training, therefore, represent a part of the rehabilitation role of PI, in terms of "providing a structured activity for the sentenced persons, which in return needs to support their successful reintegration in the community after release from prison" (Directorate General for Education and Culture, 2011, page 5–6).

On the other hand, the organization and delivery of educational activities in PI presents a specific challenge, having into consideration the restrictions imposed by the circumstances in which the instruction is being provided, as well as the specific needs and restrictions of the target group. The restrictions from the aspect of freedom of movement, usage of certain methods and tools in the learning process, as well as the characteristics of the target group - people with various length of sentence, different educational level and qualifications, but also various motives and interests, require an approach which would take into consideration these factors in organizing the educational activity in PI, but also an approach which has strategies for overcoming the listed barriers. In that direction, it is important to note that although in the last few years there have been tendencies for an increased cooperation and exchange of experiences among the various providers of education (public and private) in PI, the possibilities for application of these experiences are restricted, if it is taken into account that the educational/training program design needs to be adapted to the specific institution where it will be delivered, therefore, differences are possible among educational programs in PI's within the same state.

In the Republic of Macedonia, the provision of elementary and secondary education to persons who serve a prison sentence is within competence of the Ministry of Education and Science (MoES). However, the fulfillment of this legal obligation is not at a satisfactory level, which has been emphasized in the reports of the Directorate for Execution of Sanctions (DES) and the Ombudsman (ORM). PI's in the country have an opportunity and obligation to provide on-the-job training for job specific skills, but according to the information received from the annual reports of DES, but also from the interviews with representatives from the prison administration in two PI's, these opportunities are very limited and most PI's lack resources and conditions for their realization. In that respect, it can be concluded that the majority of educational activities are provided with donor support by third parties and are short-term, realized incidentally, without a systemic analysis of the needs and without continuity, which negatively reflects on the opportunities for these programs to realize their goal. It is necessary to emphasize that systemic analyses for the educational needs and opportunities in the PI's in the state have not been performed so far, and there are no programs for systemic monitoring and support provision in the process of reintegration of these persons in the society once they are released to freedom.

This manual is a part of the project Vocational Education and Training - New Approach to Effective Social Inclusion, implemented by the association Community Development Institute from the Republic of Macedonia and DVV International from Germany. The main goal of this project is to create a beneficial climate for a fast, easy and lasting reintegration in society to the persons, after serving their prison sentence. This is especially important considering the high percentage of people who repeat their criminal act (over 50% in the Republic of Macedonia), which points to an existing problem in the system and the methods of reintegration of these people.

Therefore, within the project, literacy programs were designed (basic literacy, English language and fundamentals of computer literacy) and acquisition of vocational education in three areas (baker, barber and a horticultural worker) for the persons who are serving prison sentence in the PI's in Stip and Tetovo. The experiences of the program designers, the trainers and training participants, are incorporated in the manual. For the needs of the analysis, interviews were conducted with 24 participants in the project (members of the project team, trainers, training participants, prison personnel and administration). The manual intends to give directions which need to be taken into consideration in the design of educational programs in PI's, realization of instruction and educational strategies in the delivery of education/training in these specific conditions.

The manual comprises of two parts.

Part one contains analyses and experiences for the need of education and training for the persons who serve a prison sentence, and makes a review of the key

international documents pertinent to this area. This part analyses the conditions in terms of providing education and training in the PI's in the Republic of Macedonia.

Part two gives direction in terms of the specific context which needs to be taken into consideration when designing educational programs for PI's; the role of all stakeholders in the process (organizer of the educational program, trainer, participants, prison administration and other personnel in PI's) and gives directions that are based in relevant literature from the area of andragogy, more specifically penological andragogy, but also in the experiences of the participants in the conducted interviews.

1. Education in penitentiary institutions: right and need

1.1. The transformative potential of education

The education represents one of the fundamental human rights that supports the individual development and successful socialization of the person. The persons who are serving a prison sentence also have the right to education in PI. It is exactly the aspect of personal development through education, the potential of education to promote and contribute to a lasting change, that can transform the life of the sentenced person after their release to freedom. Therefore, the education in PI should be regarded as "goal in itself, not as a means to a goal" (Czerwinski, Tania; König, Eva; Zaichenko 2014, p. 12).

Namely, the criminal act has significant consequences and costs not only for the victim, but also the perpetrator, their family, the wider society and the economy. In this regard, the opportunity that the penitentiary institutions influence educationally the overall re-socialization of the personality of the sentenced person, is of a crucial importance for "promotion of the rehabilitation of the perpetrator of criminal acts, therefore decreasing the opportunities of repeating the act " (Hawley, Murphy, & Souto-Otero 2013, стр.6).

Education and training have a meaningful, although often indirect role in the other rehabilitation processes in the penitentiary institution. Education and training do not only represent ways of fulfilling the sentenced persons' time engaged in some kind of activity, but also determine the way towards effective social inclusion. Namely, it is probable that many of them have been a subject to social exclusion before they got into a PI, and also it is very probable that the social stigma towards this group of citizens will hinder their successful integration even after they are released to freedom. The educational activity, which has the goal to supply the sentenced person with knowledge and skills, but also values and motivation for pro-social behavior, can be a significant support in the process of reintegration.

In this respect, a key obstacle is the insufficient access to opportunities for learning. In a great part of cases, education and training are being done in a sporadic way, without essential adjustment of the conditions, and little relevance for the actual needs of the sentenced persons. In addition, the lack of support, coordination and not rarely, resistance from the competent authorities, the lack of cooperation among the involved institutions, as well as the internal structure of PI often appear as factors that decrease the effectiveness of education.

The educational process, which becomes all the more varied in terms of resources, methods and conditions under which it is delivered, becomes more open

and more flexible, increasing the possibilities for ensuring quality education, adjusted to the varied needs of the students. In that context, PI's represent specific environments with challenges that are different from those the educators face within standard formal education and adult education. On the one hand, the education is delivered in institutions which regularly have overloaded capacities (among the EU countries, the average fullness of the prison capacities is 105% (Hawley et al., 2013); this percentage is even higher in the Republic of Macedonia), with restricted opportunities for using instructional aids (e.g. ICT), in an environment which is generally restrictive, and where there is often resistance among the sentenced people toward participation in the formal system of PI, where education is also a part. On the other hand, the education in these institutions is done for a population which is considerably heterogeneous, which includes persons with different ethnic and religious background, different education level, different motivation and preparedness to get involved in the process of education.

However, despite the challenges, the researches and experiences from many countries show that the investment in education for the persons serving a prison sentence is of great importance for the success of their reintegration later on. In that context, according to one study (Hawley et al., 2013) which deals with assessment of costs and benefits from education in the penitentiary institutions, the benefits from education for the prison population are greater than the costs by almost double.

According to the data about the education level of the prison population, about 3-5% of the sentenced persons have higher education qualifications, while the percentage of people with lower education is significantly higher. In addition to this, it is noted that the percentage of education drop-outs is significantly higher among the prison population, in comparison to the general population average. In that regard, it is considered that it is exactly the low educational level that represents one of the main factors for the grim possibilities for employment of the persons who have been released to freedom, but also for the possibility of repeating the act. (Hawley et al., 2013, p. 5). It is exactly there that the importance of provision of education lies, in acquiring basic knowledge and skills, and especially vocational trainings in prisons.

In the Republic of Macedonia there are no systematic researches of the interest, needs, but also opportunities for education among people who serve a prison sentence. However, according to the experiences of the stakeholders who have taken part in the realization of trainings in PI in Macedonia, but also according to the data from the EU countries, it can be seen that a significant part of the prison population is aware of the need for strategies for their successful reintegration in the society. Namely, according to the data from the Department for Business, Innovations and Skills in the Ministry of Justice of Great Britain, a huge majority of

the sentenced persons in Great Britain (97%) stated that they want to stop the cycle of recidivism, adding that the most important factor which contributes to the same is having a job (68%). In that context the data has shown that almost half (47%) from the sentenced persons do not have any education qualifications, compared to 15% from a similar age group within the general population in the society, while 13% of them have never been employed (Department for Business Innovation and Skills, 2011, p.10).

Although there is no solid evidence that the low educational level and low qualifications are a factor that contributes to offences, the majority of the sentenced persons do not have basic skills like literacy and numeracy. At the same time, in the context of the more and more competitive labor markets, the sentenced persons, more than ever, are under pressure to acquire relevant skills and competencies to increase their chances for the labor market. Considering the contemporary conditions of the labor market, the persons with low qualifications are more likely to face unemployment, only 1 of 10 created jobs within the period from 2006-2010 has been attainable for an early school-leaver, while the rate of employment among the low-qualified is almost 80% lower than the persons with a completed higher education (Directorate General for Education and Culture, 2011). After serving the prison sentence, these persons are lost in the mass of unemployed and recipients of social assistance payment. Therefore it is difficult to determine to what extent the former sentenced persons are in position to use their knowledge and skills in finding a job (Avramovska & Schweighöfer 2011, p. 154–155). Therefore, besides the low qualification, the former sentenced persons face a myriad of other obstacles in their way towards employment, including a lack of relevant work experience, but also prejudice - having a criminal file presents a significant barrier on the labor market. However, the researches show that the employment lowers the risk of recidivism by 30-50% (Directorate General for Education and Culture, 2011).

Through creation of environments which create a stimulative atmosphere for learning and the overall process of re-socialization, PI's fulfill their mission - "to provide support for the sentenced persons to positively use the sentence, to increase their chances for employment and change their views and perceptions - including such that can help them realize the reactions to their activities, but also the consequences of their activities" (Hawley et al., 2013, p.6). All these factors can contribute toward decreasing the possibility of reoffending.

In that vein, the education contributes towards developing a sense of belonging to the wider community, reminding the sentenced persons that they will also be a part of the society after they are released to freedom. The statement that the education in PI should be based in a holistic approach which will follow the adult education principles, but will also have a re-socializing role, starts from the premise that "the prison education can cultivate/develop knowledge, skills, values and

motivation, essential for positive citizenship” (Czerwinski, Tania; König, Eva; Zaichenko 2014, p.11).

Considering that alienation from society, in general, presents a significant factor for criminality, the re-socialization component of the education in PI has a wider meaning for the society overall. The acquisition of skills, as well as the development of new perspectives for one’s own place in the society can help people become active actors in their communities after serving the sentence. In addition, there is evidence (Hawley et al., 2013, p. 11) that education and training help in the development of the social capital of the sentenced people.

One of the key dilemmas that is raised in the PI education domain is whether the participation of the sentenced persons should be voluntary or obligatory. Imposing an compulsory obligation for education can be an effective way of ensuring increased participation. However, this approach can have a negative effect on the motivation of the sentenced persons, especially those that have bad experiences from the formal education and would be “dissuaded” from the imposed rules in terms of how they spend their time. In addition, the voluntary participation presents a basic principle and basic assumption in adult education and it is exactly this aspect that differs it from other education paradigms, which is also a recommendation by the European Prison Adult Association (Directorate General for Education and Culture, 2011, p. 5).

1.2. International documents and recommendations for education of sentenced persons

The Council of Europe has adopted few recommendations which refer to sentenced persons. To list few, *Recommendations for Education in Prisons from 1990* (Council of Europe, 1990) and *European Prison Rules* (Council of Europe, 2006), which address the right on education of the sentenced persons. According to the recommendations... “all sentenced persons should have access to education which consists of educational subjects, vocational education, creative and cultural activities, physical activities and sport, social education and libraries” (Council of Europe, 1990, p. 1).

In accordance with the *European Prison Rules*, the prisons should provide access to educational programs which take the individual needs and aspirations of the sentenced persons into consideration. A priority is given to the sentenced persons who are illiterate and those who have not any vocational education. The education should have the same status as the work engagement, the sentenced persons should not be damaged financially or in any other way by participating in the educational program; the education should be integrated with the educational and vocational system of the country so that the sentenced persons can continue

their education and training after they are released to freedom (Council of Europe, 2006, p. 15–16).

This model, in its essence, has been constructed around the idea of the sentenced person as an individual, not as an “offender/criminal”, in accordance with the approach of adult education (Directorate General for Education and Culture, 2011). The Annex to the resolution of the Council for a renewed European Agenda for Adult Education invites the member-countries to focus on “meeting the needs for learning for... people in specific conditions of exclusion from learning, such as those in... prisons, providing them with appropriate leadership and support” (Council of Europe, 2011, p. C 372/6).

Similarly, the *Standard Minimum Rules for the Treatment of Prisoners* of the UN (United Nations Specialized Conferences, 1955) addresses the meaning of education and training of all sentenced persons, and the *Basic Principles for Treatment of Prisoners* from 1990 (UN General Assembly, 1991) includes specific directions for the right of the sentenced persons to be involved in education and cultural activities during the serving of the prison sentence.

1.3. Educational opportunities in the penitentiary institutions in the Republic of Macedonia

In the Republic of Macedonia there are two types of penitentiary institutions: penitentiary facilities (PF) and prisons. There is a network of 11 penitentiary institutions functioning in the State (3 penitentiary facilities¹ and 8 prisons) and 2 correctional educational institutions in which the measure of referring to correctional educational facility is implemented. The sentenced persons from a different sex serve the sentence separately. In that respect, having in mind the significantly lesser participation of sentenced persons from female gender among the prison population (3,4 % according to the data from the Directorate for Execution of Sanctions, 2016), only in the PF Idrizovo there is a special department for female persons which are sentenced to prison regardless of the extent of the sentence.

At a national level, there are eight institutions from semi-open regime/prisons, as follows: Prison Bitola, Prison Gevgelija, Prison Kumanovo with an open department in Kriva Palanka, Prison Prilep, Prison Skopje, Prison Strumica and Prison Tetovo, as well as Prison Ohrid (which functions as a separate institution where the sentence of juvenile prison is being served). In these institutions (except the prison in Strumica) there are detention departments where male and female persons are

¹PF Idrizovo with open department in Veles, PF from open regime in Struga and PF Stip. PF Idrizovo and Stip are institutions from closed regime, where male sentenced persons serve a sentence of over 3 years, as well as male persons - reoffenders¹ sentenced to prison sentence with duration of over 6 months (Directorate for Execution of Sanctions, 2009).

being detained (*National strategy for development of the penitentiary system (2015-2019)*, 2014).

According to the Annual Report of the Directorate for Execution of Sanctions (DES), the overall number of persons who have served prison sentence in the penitentiary institutions in the Republic of Macedonia was 3 087 (status on 31.12.2015), which is by 2,35% more in comparison to 2014 (Directorate for Execution of Sanctions, 2016).

Graph 1. Display of the number of sentenced persons who served a prison sentence in all penitentiary institutions, with status on 31.12.2015, according to the degree of education (Directorate for Execution of Sanctions, 2016):

According to the data in *Graph 1* it can be concluded that there is a disproportionate representation of persons with a low degree of education or without any education among the prison population. Namely, cumulatively, the percentage of persons with and without completed elementary education surpasses half of the prison population. In accordance with this, failing to realize the legal obligations in terms of providing compulsory elementary and secondary education to the persons in PI, significantly decreases the possibility of their successful reintegration in the community².

Graph 2. Structure of sentenced persons according to age, status on 31.12.2015 (Directorate for Execution of Sanctions, 2016).

Additionally, the data presented in *Graph 2* show that the number of reoffenders is also very high. However, the fact that a large number of the prison population is younger (aged below 40) implies greater opportunities for education and re-socialization with a greater probability for success.

A key act by which the execution of sanctions in the state is defined is the Law on Execution of Sanctions, in which the international standards for execution of prison sentence are generally taken into consideration (Council of Europe, 2006; United Nations Specialised Conferences, 1955), which is a precondition for respecting the human rights and dignity of the sentenced persons.

The Directorate for Execution of Sanctions (DES) is an institution competent for managing the execution of sanctions and professional organization and

²In comparison, according to the last Census of population realized in 2002, school preparation of the population of over 15 years is the following: without education – 4,22 %, incomplete elementary education – 13,75 %, elementary education – 35,02 %, secondary education – 36,87 %, post-secondary education – 3,15 %, higher education – 6,82 %, in process of acquiring elementary education level – 0,16 % (source: State Statistical Office).

management of the penitentiary and correctional-educational institutions in the state. The State Committee for Execution of Sanctions was formed in 2010, as a body with mandate to inspect the work of the PI, however, the same does not function, i.e. so far it has not inspected the institutions. It is evident from the reports from the DES that there is a lack of cooperation among institutions, including in the field of education.

From the reports by the DES and the Ombudsman, as well as the analyses performed for the needs of strategic planning in the domain of the penitentiary system, the conclusion is that there are plenty of barriers for successful realization of education and training of the prison population. One of the main problems is the lack of room capacities. Namely, the prison system in the state has been already facing overload of capacities for years, and this problem is most prominent in the biggest penitentiary institution - PF Idrizovo. Generally speaking, the overload of capacities is a problem faced by all PI in the state, which is also the case with most European states. According to the Annual Report on Criminal Statistics of the Council of Europe from 2010, the prison population at a national level has increased for over 76% in the period between 2000-2009 (*National Strategy for Development of the Penitentiary System (2015-2019)*, 2014). This trend of increasing the prison population is also present in other European states, and it is often interpreted as a result of an increased crime rate and an increased rate of discovered criminal cases.

In accordance with the European prison rules (Council of Europe, 2006), every prison should tend to provide access for all sentenced persons to education which is as comprehensive as possible and which meets their individual needs and preferences. In that context, the priority is put on the sentenced persons who are illiterate or who do not have elementary or vocational education. The education of the sentenced persons should be "integrated in the education system of the state with the aim, after leaving prison, to be able to continue education without difficulties, i.e. to be carried out under the patronage of the education institutions out of the prison" (Council of Europe, 2006, p. 15–16).

Besides the European prison rules and the Law on Execution of Sanctions³, Law on Elementary Education⁴ and the Law on Secondary Education⁵ regulate the right to education of the sentenced persons. Pursuant to the current regulation, education is regularly organized in PI as part of the general education system. The

³Law on enforcement of sanctions (Official Gazette of R. Macedonia no. 2 from 9.1.2006), 2006.

⁴ Law on primary education (Official Gazette of R. Macedonia no. 103/08 from 19.8.2008), 2008.

⁵ Law on secondary education consolidated text (Official Gazette of R. Macedonia no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 35/2006; 30/2007; 49/2007; 81/2008; 92/2008; 33/2010; 116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 и 24/2013)

education of the sentenced persons can be organized in the institution itself or in the place of residence of the institution.

MoES has the obligation for organization and funding of the elementary education of the sentenced persons upon proposal by DES. According to the reports from DES, in the PI's in the country there are conditions created for unhindered implementation of the educational process of the sentenced persons, however, it is only delivered in the PF Idrizovo. In the rest of the institutions the educational process is not being realized (*National Strategy for Development of the Penitentiary System (2015-2019)*, 2014). DES's reports emphasize that the cooperation with MoES is not satisfactory, the reason being that "MoES does not supply the needed educational staff and financial resources for delivering the educational process in PI and CEI in the Republic of Macedonia" (Ministry of Justice, 2010, p. 14). In 2009, the Ministry of Education and Science began an initiative that intended to support and help the elementary education of each sentenced person, but due to lack of resources, the project was not realized.

Education for occupation is being delivered in all penitentiary institutions, however, the scope of sectors for which training for sentenced persons and youth can be realized, is restricted. There is also lack of formal verification of the sentenced persons for the acquired occupations and skills by relevant institutions (*National Strategy for Development of the Penitentiary System (2015-2019)*, 2014), which is of great significance for the possibility of the sentenced persons to have a recognized qualification on the labor market.

At the same time, the DES reports point out that in the institutions where shorter prison sentences are being served "there are no real possibilities to include the sentenced persons who serve shorter sentences in the regular educational school process", but that there is also "a need to introduce a new model of teaching and education of the sentenced persons. The comparative experiences and positive practices from other countries, will serve to select this model" (*National Strategy for Development of the Penitentiary System (2015-2019)*, 2014, p. 25). In that context, it is obvious that for the time being there is lack of efforts for creation of more flexible educational possibilities, which will meet the needs of different categories of sentenced persons.

On the other hand, the analyses of the domestic and international institutions for the conditions within the penitentiary system in the country point to a concerning rate of increase of reoffenders in penitentiary institutions, as well as an increased number of sentenced persons who abuse drugs and alcohol, which "points to the degree of efficiency of the system for execution of sanctions and whether the same realizes its main goal - re-socialization and social adaptation" (Ministry of Justice, 2010, p. 9). Namely, the increasing rate of reoffenders points to the conclusion that there is a problem in the system of re-socialization (whose part is the education) in

PI⁶. An additional worrying data is that so far no activities have been undertaken for revision and reform of this system. In that context, it can be presumed that the neglect of education, development of knowledge and skills of the sentenced persons, whose condition is, among the rest, result of social exclusion (which is a result of education as well), disables PI to successfully accomplish their mission, and support the successful reintegration of the sentenced persons in the society.

When it comes to the existence of conditions for realization of the educational process of the sentenced persons, the reports from the Ombudsman and DES point out that in few institutions there are such spaces, although there are certain efforts for organization of elementary education for the sentenced population (Ministry of Justice, 2010, p. 12).

Work engagement of the sentenced persons is organized within and out of the penitentiary institutions. This is done based on previous agreement by the sentenced person for the work which they would be engaged on. The majority of sentenced persons who are engaged in work are with open or semi-open treatments, while the sentenced persons in the closed departments are almost not engaged in work at all. In general terms, there is no wide specter of activities in PI where the sentenced persons could be engaged in work. Moreover, the available equipment is outdated and does not correspond to contemporary technology (*National Strategy for Development of the Penitentiary System (2015-2019)*, 2014).

Education as a goal is, however, present in the strategic documents of the Ministry of Justice. In that regard, from the analysis of the existing documents, the effort for fulfillment of the legal obligation for elementary and secondary education is evident, but also the possibility that the education process undergoes accreditation (Ministry of Justice, 2010; *National Strategy for Development of the Penitentiary System (2015-2019)*, 2014). Due to the fact that the strategic efforts are in process of realization, for the time being assessment cannot be made for the extent of their fulfillment, effectiveness and overall impact.

A great part of the PIs face financial problems which puts the educational efforts in the background. For example, according to the Ombudsman's report for 2016, Prison Tetovo has been facing financial problems for years, which influences the provision of normal conditions for the stay, but also the fulfillment of the rights of the detained and sentenced persons, including the right to education. In that regard, the Report concludes that "in the Prison there are no possibilities for workshops where economic-instructional activities would be carried out, and furthermore the educational process is not being delivered" (Ombudsman of the Republic of Macedonia, 2016a, p. 58).

⁶The degree of recidivism is high and moves around 55% of the prison population (*National Strategy for development of the Penitentiary System (2015-2019)*, 2014).

In the Female Department of PI Idrizovo there is no form of regular education for the sentenced women, i.e. the obligation for provision of elementary and secondary education is not being fulfilled. This is of great importance since according to the DES data for 2015, from 94 sentenced women who served a prison sentence in PI Idrizovo, 18 of them - or almost a fifth - had no education at all (Directorate for Execution of Sanctions, 2016). A separate report by the ORM concludes that not even vocational training has been organized for the sentenced women in the institution, which is opposite to article 39 from the House Rules of the institution according to which, congruent with "the general regulations for vocational training in the institution, special forms of vocational training for the sentenced persons can be organized in the institution for acquisition of certain qualifications, i.e. courses, seminars and other types of vocational training" (Ombudsman of the Republic of Macedonia, 2016b, p. 27).

An additional setback is the lack of continuity in the process of re-socialization and education, as a result of the inappropriate, and in some cases even a non-existent, cooperation among the penitentiary institutions and the social services. The released sentenced persons should maintain contact with a person from the social services who has been previously acquainted with the past of the former sentenced person. The started education most often is interrupted if the sentenced person is transferred to other PI or released to freedom. For the time being, there are no activities in support of the continuation of education for sentenced persons who have been released to freedom.

1.3.1. Realized projects

A great part of the educational activities and vocational training in PI in the country is realized upon the initiative and with support provided by organizations from the civil sector. However, these initiatives are rare, and the lack of continuity in the work has an unfavorable impact on the effectiveness and influence of these initiatives. In the last decade, few educational programs and trainings for vocational skills have been realized with the support of DVV international, UNDP, in cooperation with DES and MoES.

In 2008, DVV international in cooperation with the prison Tetovo realized a project for training sentenced persons. The preparatory phase of the project was preceded by analysis of the level of knowledge and training needs of the sentenced persons. Within the project five training courses for the sentenced persons were realized. As a result of the activities of the project, a total of 24 sentenced persons acquired key competencies in the areas of computer applications and foreign languages.

Due to the huge interest among the sentenced persons, but also the management of the prison, in 2010 trainings from the same area were organized for additional 22 sentenced persons. It is significant to note that within the courses other topics have been integrated, such as contents related to health care, with lectures by experts and movie projections on various subjects: AIDS, prevention of hepatitis, tuberculosis, and prevention of drug addiction. The trainings have been held in a separate room for that aim, refurbished and equipped with few computers, boards, chairs, tables and essential materials. The sentenced persons have been able to use the room and the computers during their free time as well (Avramovska & Schweighöfer 2011, p. 153–154).

Within the period between 2016-2017, UNDP, in cooperation with MoES and DES, organized trainings for vocational education for the sentenced persons in Prison Kumanovo. A total of 45 sentenced persons had the opportunity to attend training for argon welder or baker.

From the available data, it can be concluded that the majority of the programs are basically adapted to the specific conditions in PI and most often refer to trainings for basic knowledge and skills. In that respect, the various educational levels and qualifications of the sentenced persons fall in the background. Additionally, the penological andragogy is insufficiently developed and represented here, so the trainings are delivered by persons with experience in andragogy, but without previous preparation in terms of the conditions and specifics of the target group.

The realized projects were followed with great interest among the sentenced persons, but also cooperation and interest among the relevant institutions and the administration of the PI. However, it needs to be emphasized that the shortness of the programs, the lack of continuity in the realization of educational activities, as well as the lack of a system for support of the sentenced persons for continuing the education/training after release from prison, point us to a conclusive solution of the problem of education and training in PI. In that regard, there are no analyses to what extent the realized programs are in congruence with/support the program for re-socialization and whether (and what) corrective measures they contain. A great part of the sentenced persons face significant barriers in the approach towards the labor market even when they are ready for change. In that respect, the trainings for vocational skills need to contain elements of social education, and they will train the sentenced persons to overcome the barriers and the stigma more easily after their release.

2. Directions for realization of the educational process in PI

2.1. Introduction

The sentenced persons are among the most excluded groups in the society. Most of them have found themselves in the given circumstances as a result of marginalization and social exclusion on various bases; on the other hand, the mere "act of closure, removes them from the society physically, socially and psychologically" (Costelloe 2015, p. 31). In the past, the development of good practices, methodologies and materials in prison education, has been mainly lead by the practice itself, and has been conducted at a level of individual institutions. As a result of this, the innovations and experiences from one institution are rarely shared with colleagues who work in other prisons or other countries. This means that "the educators who are new to education in prison or those who try to implement new approaches and programs are often "condemned" to "invent the wheel" (Directorate General for Education and Culture, 2011, p. 16). However, in recent times efforts are being made to overcome this approach and towards a greater cooperation and exchange of experiences among the relevant stakeholders.

In conceptualizing the educational process in PI, certain distinctions need to be made. The first refers to the definition of education itself. Namely, this definition can have a crucial influence over how this type of education will be delivered and developed. The examples from the European countries point to the fact that there are plenty of different conceptions for education. For example, in some countries most of the activities related to work are noted as education, while in others only the specific interventions aimed towards the behavior of the sentenced persons are considered as education, and in third places educational programs are provided which may or may not be adapted to the prison context (Czerwinski, Tania; König, Eva; Zaichenko 2014, p. 9). In this respect, all efforts to make a review of the various practices need to begin from the different definitions so that their propositions are taken into account.

In many countries, what is perceived as education is tied to training/job training. Although training is no less important than education, it is not desirable that they are equated. In that regard, if the goal of the education in PI is to develop the capacities of the sentenced persons so that they can critically address their "values and accordingly transform their future activities, in that case many of the existing value-free programs and employment programs do not belong in education in the sense as it is defined in the area of adult education or "prison education", as understood by the Council of Europe and other agencies" (Czerwinski, Tania; König, Eva; Zaichenko 2014, p. 11). In many countries, this type of programs is perceived as a substitute which is more direct and efficient in terms of costs. However, in

particular circumstances these trainings can be a good substitute in lack of any other type of educational activity in PI.

Considering the stated, even when it comes to vocational training, the training should not be limited exclusively to learning certain crafts or skills, but also needs to involve training the sentenced person face the problems and new circumstances, both in the prison, and when free. The sentenced person during the education adopts a corpus of realizations which they need to compare their own views with the socially accepted ones. Thus, the education becomes a key tool in the process of social reproduction, but also support to the personal development of the individual. Throughout the educational process, the sentenced persons develop work, "intellectual, social and psycho-physical abilities. The changes in the cognitive area influence the affective sphere; the sentenced persons become less anxious, less impulsive, more cooperative and more tolerant in the vertical and horizontal communication, change their rigid views, ideas, opinions" (Macanović & Nadarević 2014, p. 125).

Actually, the successful educational process initiates changes in the lifestyle of the sentenced person, which is often a reason, or at least one of the reasons for their criminal acts; it contributes to the fulfillment of the spare time of the sentenced person and contributes to their greater and better chances of employment, increases their awareness of themselves, and support their personal development in its entirety, by which their independence in solving their problems in their immediate environment is facilitated.

It is exactly the transformative component of education, i.e. the intention to reeducate the person to adopt new values and behavioral norms that can reflect negatively on the target group's motivation for learning. In the attempt to make the prison an environment that supports learning, it is important to take into account the standpoints of the sentenced persons themselves. In that respect, more experts emphasize that it is exactly these standpoints that are of crucial importance for the participation in education and training. For example, the results of one research performed among sentenced women in a prison in Bulgaria, showed that the problem with low interest in additional education emerges from their value system, because for most of the sentenced persons involved in the research, the education simply "did not represent one of their life priorities" (Directorate General for Education and Culture, 2011, p. 11).

On the other hand, the role of education in prison is particularly emphasized due to the educational deficit, i.e. the generally low level of competencies among the prison population. In that regard, the education has to offer the sentenced person "both entertainment and knowledge" so that it motivates them to get involved in the process of education/training.

The problem of education and re-socialization of the sentenced persons is a multidisciplinary problem, it is dealt with by penology and andragogy, psychology and sociology, social psychology, social pathology, criminology, politicology, security studies, legal studies etc. (Macanović & Nadarević 2014). There is almost no humanistic science that the penological andragogy does not get knowledge from and adjust it to the needs of reeducation as its own subject area.

Adult persons are involved in the educational processes in PI, which in comparison to children and youth, get into the process of education with an accumulation of life experiences and knowledge. They take part in the educational process with acquired habits, standpoints and possible prejudice which may reflect negatively on the process of learning.

In this respect, the adult learners have a greater need to realize the goal of the process of learning, as well as to be convinced in the practical benefit of these skills and knowledge. They have the need to be actively involved and influence the process of learning, have choice in learning and the ways of learning (Kamp 2011). Additionally, there are differences in the sources and degrees of motivation of the adult learners in comparison to children/youth. All these characteristics need to be taken into account in the design of activities for adult education with the aim of optimizing the educational effect.

2.1.1. Challenges of delivering education in PI

The PI is an environment that sets a series of restrictions and challenges for the successful development of the educational process. These challenges are multifaceted and refer to "the different and ever-changing profile of the prison population; the need to keep up with changes in the standard education and training; as well as the acquisition of new technologies of learning, which represents a particular challenge in terms of security issues in the prison environment" (Hawley et al., 2013, p. 6).

The educational process in these institutions happens under the influence of multiple factors: prison routine, security rules, relations among the prison administration, the trainer and the sentenced persons etc. The education in prisons is subject to a wide scope of hindrances from organizational and educational nature. These include the views of the prison administration towards the delivery of the educational process and (the lack of) cooperation and coordination among the various actors in the institutions, the condition in the facilities themselves, the preparedness of the trainer, the size of the prison and the fulfillment of capacities, as well as the qualifications and the educational levels of the sentenced persons themselves. The trainers must work within the scope of the prison sentence of the learners, which can vary from few months to a life sentence. Additionally, the high rate of psychological problems/disturbances among the sentenced persons and the

addiction to alcohol and drugs place further challenges for the realization of education in prison conditions (Rogers, Simonot, & Nartey 2014, p. 10–11).

The sentenced persons find themselves in interaction with the prison staff on a daily basis, also with the formal organization of the institution, its regime and normative system. All these represent an external frame within which the informal relations among the sentenced persons are created and developed. The mutual influence of these two systems, formal and informal, results in a constant tendency for their mutual influence, suppressing and neutralizing.

In that respect, in the literature in the area of penological andragogy it is stated that there is a traditional discord between the prison staff and the sentenced persons which manifests as a reflection of the clash of the two systems of standpoints, values and norms. On the one side are the standpoints, values and goals of the staff, representative of the formal system, with a tendency of educational formation of the sentenced persons. On the other is the informal system of inmates' code of behavior, which tends to distance the sentenced persons from the activities and requests by the prison personnel, from respecting the mechanisms of the formal system. This disharmony reflects, and sometimes even deepens, the organization itself and the regime of the institution, as well as the sentenced persons with their standpoints" (Macanović & Nadarević 2014, p. 53–54).

The conditions in PI, as well as the character of the sanction itself, which involve many forms of restrictions, but also pressure to hold on to certain standards and norms of behavior, regularly create (at least among a part of the prison population) resistance towards the formal system and those who represent it (the prison personnel). In that regard, the formal system, but also those who have the mandate to implement it, in the eyes of the sentenced persons are representatives of the society that has sentenced them and placed them in inferior conditions for living. This antagonism towards the prison staff can in certain cases grow into an open clash, and has its foundation in the inmates' system of values, norms and code of behavior (Macanović & Nadarević 2014).

The improvement of the attractiveness, quality and efficiency of the education and training in PI can be realized with increasing the cooperation among various actors - education providers, administration and management of PI, as well as between the prisons and the local communities, with the aim of ensuring that the education and training initiated in PI can be continued after the release of the sentenced persons to freedom.

In the process of planning of an education program/training in PI, the following factors can be taken into consideration:

- how long will the learners take part in the program and the length of each class;

- educational knowledge and weaknesses of the group;
- psychological condition of the learners, their attention span, interpersonal skills;
- educational and vocational plans of the learners after their release;
- available resources;
- the size of the group and accordingly, how much time will be available for individual work/help to each participant (Twiss & Hodgson 2008, p. 27–28).

2.1.2. Exogenous factors and re-socialization

The family represents a significant factor of motivation to the sentenced person to participate in education/training. It is exactly the family that most often is the link with the world and the environment from which the sentenced person is isolated due to the committed criminal act. In that sense, the insecurity of the sentenced person from ruining the family relationships, the material and other problems that their sanctioning has caused, the status of the family after the incident, can be used for correction of their standpoints and understanding, as well as for motivating them to improve their condition after release to freedom through acquiring new competencies in the process of serving the sentence (Macanović & Nadarević 2014, p. 105). Within educational sociology, a correlation between the parents' educational level and the motivation for education among their offspring has been determined. The persons whose parents have not acquired education, will have lower motivation to get involved in the educational process, because in these cases often the education is placed at a very high level in the value system of the person.

Additional factors are the group within which the sentenced person socializes and their relation towards the personnel and the administration. The pressure from the group, but also the bad relation to the personnel and the administration can influence a lowered motivation for involvement in education.

2.2. Design and realization of educational program in PI

2.2.1. Education and re-socialization

In the process of development of an educational program/training in PI, the formational role of education should not be neglected, i.e. the need that this component is in accordance with the program for re-socialization realized in PI. The education should not only train the sentenced persons acquire certain skills and competencies, but also support the process of re-socialization, i.e. support the

process of acquisition of values and norms that will enable easier integration of the sentenced persons in society, but will also have preventive influence over the possibility to recidivate. This aspect of education is often neglected, mainly due to lack of interest for cooperation among the relevant stakeholders. However, although the neglect of the formational role of education does not significantly decrease the effectiveness of the educational process itself, misses the opportunity to work on re-socialization of the sentenced person through a holistic approach.

In that context, in the process of designing educational programs and re-socialization of the sentenced persons, the needs and restrictions need to be taken into consideration in terms of the work with the sentenced persons which can have an essential influence over the success of the educational process:

- Respecting the differences among the sentenced persons and in accordance with this, individualization of the program;
- Many sentenced persons cannot be educated and re-socialized due to personality disorders;
- They are not interested for improvement, nor motivated to live without criminal, so it is difficult to implement education and re-socialization with force and against their will;
- Some of them do not need re-socialization;
- The unsuitable environment the sentenced persons come from and where they will return after serving the sentence;
- The organization of PI, which in some cases function in an overly totalitarian way;
- Isolated social circumstances. IP's take away from the sentenced persons plenty of human rights and the fundamental social roles that they could have performed while they serve the sentence and with that they take away much more from the sentenced persons than they give them;
- The professional associates and the trainers do not have appropriate skills, which results in inadequate approaches and ways of delivery of education and re-socialization;
- Among the recidivists, the ability for education and re-socialization should be used during their first sentence, and not later, because with each new sentence the possibilities decrease (adapted from Macanović & Nadarević 2014, p. 103–104).

The holistic approach in the re-socialization, which unites the educational and formational role of education and training, implies close cooperation with the

professional services of the PI and the organizer of the educational programs and other relevant stakeholders involved in its realization. This cooperation should result in an educational program that will reflect and support the strategies for re-socialization implemented in PI; and the reverse, the administration and the professional services should show support to the educational processes and contribute to their successful development, as well as stimulate the motivation for learning among the target group.

The idea behind the process of re-socialization is that the sentenced person „ to transfer from a negative identification to at least a nearly positive one, to identify with positive values in the basic acts, with positive people, with positive environment” (Macanović & Nadarević 2014, p. 94–95). However, the sentenced person in the prison undergoes a series of negative and restricting experiences, which only reinforce the negative identification. The prison is generally an environment which does not encourage communication, but restricts it. There is danger that the educational process in PI put the sentenced persons in a position of objects of the formational process, without the freedom to critical thinking and initiative.

2.2.2. The period of training delivery during serving the sentence

The period from the sentence of a particular sentenced person when the training will be delivered is important and can have relevant influence on the effects of the training. It comes to a factor that can influence both the direct, immediate effects, but also the long term effects of the training.

The training that is delivered immediately before the end of the prison sentence, for example 1-2 years before the sentence expires can have a more direct effect on the integration of the former sentenced person in the society. The skills are almost learned, and the closeness of the period of release to freedom means that the person will be more equipped to apply them, which facilitates the reintegration. However, if the training is delivered significantly earlier than the end of the serving of the sentence, the training will have effect only if the sentenced person is given the opportunity to practically apply the learned skills in the PI itself. This is under the condition that there is opportunity in the PI to execute work activities where the new learned skills can be applied by the sentenced person. In contrast, if there are no conditions for maintenance and further development of the acquired skills, the probability that the sentenced person will be able to use and apply them after being released to freedom, is low. For example, the training for acquiring ICT skills will not give the desired effect if the person is not given the chance to apply those skills in practice until the end of the sentence. This also applies to the vocational skills (horticulture, barbers, bakers, etc.).

In relation to this, few factors need to be taken into consideration. First, the length of the sentence the sentenced person serves. The length of the sentence is a factor in the choice of the moment when the sentenced person would follow a training, as well as in the selection of the training itself, starting from the criterion of benefit to the sentenced person (what training the sentenced person would benefit most from), but also the individual preferences. Namely, from the interviews with trainers in PI in Stip and Tetovo it turned out that best results have been achieved by those participants who have made the training choice independently, while the participants who have been allocated to a training by the prison administration, have had significantly lower results (even giving up or being removed from the program).

The second factor that is of importance for the period of training delivery is the opportunity that the training is put in context of the work activities that can be done within PI, and the opportunity that the sentenced person is involved in the execution of these activities. If the conditions provide this (opportunities for the sentenced persons to be work engaged, the type of the sentence, the specific conditions and security procedures in PI), it is desirable that the sentenced persons are allowed to practice and further develop the acquired skills through their involvement in the operations of the PI itself (as assistants in the kitchen, horticultural arrangement of the PI yard, barbers). The opportunity of recognizing this work as a relevant work experience would represent an additional motive for their engagement. However, the practice in the state has shown that the opportunity for work engagement is particularly restricted for the persons who serve a prison sentence from closed regime. In this case, it is hardly possible that the sentenced persons, who after the training face a longer-term serving of the prison sentence, could apply the knowledge and skills without their application in actual work activities in PI.

2.2.3. Relation of the trainings with the completion of work activities

In conventional education it is required from the student that they adjust to the established curriculum; in adult education, a consequently in the educational process in PI, the curriculum is formed according to the needs and interests of the participants, but also other factors tied to restrictions (financial, organizational, security) in the PI itself. It is obvious that the opportunity for practical work in PI, which would be related to the newly acquired skills, can be a significant factor in the choice of training for the sentenced person. The key moment is what type of work activities are present or possible in the PI at all, as well as which of them are an opportunity for the particular sentenced person, in relation to the rules that apply in the PI.

This is a factor that needs to be taken into consideration completely in the process of planning the educational work with adults in the PI. That involves the following: first, there must be a better familiarization with the prison rules that apply in the PI, and that refer to the involvement of the sentenced persons in work activities; second, in the process of assessment of the needs and selection of trainings, the relevant PI personnel should be involved; third the previous experience of the sentenced persons (work, educational) needs to be taken into consideration, as well as their interest regarding the acquisition of certain knowledge and skills.

In congruence with international documents, in the process of selection of specific educational programs and trainings, advantage should be given to the sentenced persons who have not acquired any education or who have an incomplete elementary education, i.e. those sentenced persons who need literacy programs. In addition, in the conceptualization of these programs, besides the previously stated factors for working in PI, efforts should be made that the programs are in accordance with requirements of the competent institutions in the area of education, i.e. make efforts to accredit the program, by which the successful completion of the program will be recognized to the participants. The training for basic skills for many sentenced persons is the first step towards meeting their basic needs. However, the experience shows that these needs go farther than basic literacy, numeracy and language skills, and incorporate areas like health skills, personal development, which can facilitate their reintegration (Hawley et al., 2013, p. 25).

In the process of selection of educational programs/trainings, the opportunities that other PI's offer should also be taken into consideration (educational programs, programs for vocational training), so that the education of the sentenced person is not interrupted in case of their transfer to another IP. It is also necessary that the opportunities for continuing education/training outside PI be analyzed, in case the sentenced person is released to freedom.

2.2.3.1. Work practice outside PI

The opportunity for work outside the PI, when it is allowed, can be particularly important for the effects of education. The sentenced persons, in relation to the treatment they are in, and with the PI and DES permission, can work outside the PI. The opportunity for work also depends on the interest of the companies that would engage the sentenced persons. A particular company should have interest in engaging a sentenced person. Often, the educational effect of the work engagement is not an important part of the agreement. At the same time, in the process of planning of education and training in PI, the opportunity for provision of work practice through a more systematic approach should be explored, i.e. work engagements that would enable the sentenced persons to acquire work skills or upgrade them, including those that they have acquired through training in PI.

2.2.3.2. Assistance in finding a job immediately after release from PI

The fast integration of the sentenced person in the work environment immediately after their release, with the help of the work skills they have acquired through training in PI is important for the process of re-socialization. It is useful to explore the opportunities to link the trainings with assistance for fast employment immediately after serving the sentence.

Good cooperation with the social services and other relevant stakeholders can be of essential importance, so that support is provided to the sentenced person in the process of their reintegration in the environment.

2.2.4. Enough time for planning and delivery

The specificity of the conditions in PI imposes the need of allocation of enough time for the planning process of the educational process, especially when it comes to introduction of a new process (through a project) in the PI. At the same time, enough time should be provided for delivering the educational process or training. Short terms are not of benefit to the effectiveness of the educational process.

Also, the urgency or the short duration of the main activities (i.e. the whole training needs to be completed in 2-3 months) are not in favor of good results. Significant time needs to be provided for the processes, which will enable making suitable adjustments. This can be a problem for donor funded projects, which bind to relatively short terms (e.g. maximum a year), and to solid, unchangeable deadlines. Such time restrictions are not optimal for an educational process in PI.

Additionally, the organization of education and training in PI should be observed as a long-term process. In that direction, even regarding programs that are delivered as part of a project, alternative solutions need to be thought about that would support the educational process after the completion of the project. For example, organization of education and training for the personnel in PI, so that the educational process can be continued by the employees (if there are suitable conditions; this is hardly feasible in PI which face insufficient staffing, which is the case with most PI's in Macedonia).

The long term planning of the educational process in PI implies that there needs to be a diversified approach regarding the length of the educational programs and training in the institutions of different types. Namely, in the institutions where there are sentenced persons who serve a shorter prison sentence (stating from few months to three years) adjustment of the programs to the length of the sentence of

he sentenced persons is needed. A few month training in this case may be of great benefit, especially if it is taken into consideration that these groups of sentenced persons - with shorter sentences, are often excluded from the educational process, especially if there is a possibility that the education is continued after release to freedom. In the cases where the sentenced persons serve a long-term prison sentence, the effectiveness would be greater if the education is a long-term process.

2.2.5. Needs and interests of the sentenced persons

For the education in PI to be effective, the educational programs and training should not be designed without considering the existing knowledge and skills, as well as the interests of the sentenced persons. Also, the risk should be considered, which is present in context of the education which has the goal to change and correct the behavior, that the same can be perceived on part of the students as imposed by an external system of compulsion (formal system of PI) (United Nations and UNESCO Institute for Education, 1995, p. 23). It is therefore important to ensure the interest and motivation of the target group, through realizing their needs and restrictions.

The educational approach that promotes standardization is simply not functional in the context of the educational needs in PI. It is essential that the needs of the learners are placed in the center of the educational process. In that regard, an individualized approach which reflects the different needs of the population in the prison is a precondition for a successful development of skills, knowledge and personal qualities essential for life in and out of the prison. Offering "more of the same in the sense of a relatively inflexible, academically intoned, school-based curriculum will not give a good result" (Braggins & Talbot 2003, p. 7).

For a great part of the sentenced persons, the beginnings of their deviant behavior are tied to their school age, in elementary or secondary education. The majority of them has attended school and have completed a phase of the educational process (at least few grades). In the prison, the education should not start from scratch, because it may be demotivating for the sentenced persons, but they should continue from where they have stopped, or be retrained for occupations they are interested in. This enables the program to take place during a shorter time, which means more efficiently, a greater probability that a significant part of the group would successfully complete the program, and thus the sentenced persons themselves are more motivated to take part in them.

In PI, persons with high qualifications also serve sentences (although their percentage is low). These persons should not be excluded from the possibility to develop their competencies (if there are possibilities for organization of programs for advanced knowledge/skills). If there are no possibilities of this kind, they can

contribute to a successful realization of the educational process in the institution, engaged as assistants to the trainer - mentors to other sentenced persons. Thus they would not be excluded from the educational process, and such practice contributes to strengthening the cooperation between the trainer and the sentenced persons, but also among the sentenced persons themselves.

2.2.6. Adjustable design of the educational process

It is desirable that the educational process with adults in the PI has as flexible design as possible. This encompasses more aspects of the educational process, such as for example, the structure of the training (structure of the whole training, structure of the class, length of the class, thematic units in the class, etc.); the dynamics of the training (schedule of classes, number of classes in the week, etc.); the trainers, as well as the program itself (curriculum). These principles have a wide application out of the subject of adult education in PI, and of course, this topic is very wide in itself. For the needs of this manual, few illustrations that would further explain the aim of these recommendations would suffice.

Lot of educational processes have a fixed structure. The duration of the process is precisely known (for e.g. one academic year). The schedule of a particular class is also known, and it is not adjustable to the needs of the students. It can sometimes adjust to the teacher, i.e. when the teacher is late, which is (sometimes) tolerated i.e. "allowed". The program is precisely known (there is a standard textbook). The dynamics is fixed, and sometimes it can be adjusted to the needs of the teacher, but usually not to the students. The teacher defines the nature of the communication, the degree and type of participation, discussion, etc. It is particularly evident from the aspect of the students who can describe exceptionally detailed differences between different teachers. The personality of the teacher and their behavior, have huge influence over the process. All this is particularly valid for formal education. Plenty of these moments are valid in various forms of the informal education and the adult education.

It is understandable that a complete adjustment of the educational process is not possible, because it would imply a lack of structure whatsoever. However, rigidity in the process is not recommended for the educational work with adults in PI. It is not desirable that the teacher insists on "doing things their way". Furthermore, it may happen that some parts of the curriculum are not suitable for a part of the participants. It should be considered that the rate of general literacy among the sentenced persons in PI is at a generally low level, and that impacts the curriculum.

The flexibility in terms of delivery of the program points towards adjustment of the delivery of instruction/training - flexible length and structure of the classes, for example. The rigidity in this respect can decrease the motivation for participation

among those sentenced persons who due to a set of reasons face difficulties in the process of learning.

The problem of verification of the educational programs in PI can be a challenge from the point of needs for flexibility imposed by specific conditions (restrictions imposed by the environment, needs and restrictions of the target group). In that respect, in the design of the educational program the aim should be to ensure that the goals and results of the program are in compliance with the propositions for verification, i.e. to enable that the participants, after the successful completion of the program, will be equipped with knowledge and skills according to the official criteria. The flexibility refers to the methods and means for realization of the program (number of classes, frequency, methods and tools), but the competencies the participants need to acquire need to be in compliance with the criteria for verification of the program.

2.2.7. Long-term commitment

The best results will be achieved if the educational work in PI takes place in continuity, i.e. when there is a long-term commitment by the provider of educational services. That does not mean that one sentenced person should be in the process of learning in continuity. That is not realistic. However, the continuity can develop opportunities for practicing what has been learned, for measures for upgrading and complementing the learned, etc. The regular presence will develop a habit, will develop a wide scope of opportunities for involvement, and will turn education in something regular, daily, instead of incidental or ad hoc.

The long-term commitment implies provision of conditions for continuing education/training after serving the sentence, as well as existence of a support system during the process of reintegration in the community.

2.2.8. Preparation of the relevant personnel in PI

In case when the educational work in PI is done on a project basis and the project is being implemented by an external organization, a process of preparation of the relevant personnel of the PI is needed. It should involve the managers and instructors who would be concerned by or somehow involved in the project. There are more reasons for this. First, the project needs full support by the personnel of the PI. Without this support the project cannot achieve optimal results, and can furthermore face serious risks in its implementation.

Second, and particularly important, the management needs to harmonize with the processes that the project will introduce. IP's are institutions from closed regime,

and the work in them is subject to a multitude of rules. In a long run, that creates rooted practices and ways of behavior. The introduction of new processes, for example, through the beginning of a project, means change in the usual, and requires adjustment to that change. That requires time, and of course, familiarization with the project is needed, sharing details for the work that needs to be done etc. The most effective approach would be involvement of the relevant personnel from PI at the earliest phase of needs assessment and planning. This may not be always possible, based on the different circumstances in which the early project planning may take place (e.g. in situation when the financial framework has not been established yet). However, the recommendation is early involvement of the relevant personnel in the process in any case.

2.3. Motivation of the participants

It is good that the educational process in PI to have a developed strategy for motivation of the sentenced persons. It is logical to expect that more effort should be put in motivation in this type of adult education, especially considering the resistance that may exist among certain inmates, who comprehend education as a part of the “imposed rules” of the formal system. It is necessary that the strategy for motivation is developed based on a good estimate of the circumstances.

The motivation of the persons who serve a prison sentence can be greater by implementing innovative learning and teaching methods, which put emphasis on the student and rely on their previous knowledge and experience. In certain cases (and if it is not in collision with the penalty policies) this can also involve using ICT and distance learning, which not only expand the opportunities for learning, but can also ensure that the learning can continue even if the sentenced person is transferred to another penitentiary institution.

The elements of motivation can be different. The certificate/diploma from the training is obviously a strong motivation. It gets value when the certificate is verified by the education system, if the specific conditions allow for it. The possibility for work practice out of the PI, in conditions when that is realistic, can be a strong motivation. The interactivity of the training, small inserted incentives (e.g. awards, competitions, etc), can be elements of motivation. The opportunity for individual work with the users of the training in the form of mentoring, i.e. support to endure in the training, should also be considered.

Many of the sentenced persons have undergone certain trauma. The trauma manifests in the strategies/skills of coping that the sentenced persons have developed to survive in the environment. These coping strategies can be very useful, but can also negatively impact the motivation and success in the process of

education. The symptoms of the trauma usually present through the following manifestations:

- Absence;
- Unusual invertedness/closedness;
- Lack of energy, absentmindedness or low concentration;
- Development of negative thoughts for self and the world;
- Changes in the appetite, sleeping or weight;
- Feeling of worthiness, helplessness or hopelessness (Twiss & Hodgson 2008, p. 20).

In that regard, the cooperation with the competent services and professional persons in the institution with the aim of helping the sentenced person overcome the problem and continue with the process of re-socialization and education.

2.4. The role of the trainer

The trainer is the stakeholder who can have a crucial influence for the success of the educational program. The trainer is the person who represents, delivers the program and is most directly exposed to the restrictions and challenges in delivering instruction/training in a closed environment. In that regard, trainers are required who have relevant education and experience in adult education, but also knowledge in penological andragogy. Having into consideration the insufficient representation of penological andragogy as part of the educational training of the educators in our country, previous training is essential for the persons who will be involved in delivering the educational program.

One aspect of the preparation is the psychological. Some trainers may face stress or nervousness due to the specific conditions in which the training is being delivered. Communication with the managing personnel of the PI is needed so that they provide orientation to the trainers, who will answer their questions and will help them fit into the environment. Additionally, the relevant experience of the trainers is not always a warrant that they get involved in the educational process without prejudice towards the target group. For example, some trainers approach with previously formulated standpoints for the sentenced persons as people with intelligence deficiency. Therefore in the process of preparation special attention should be paid to this segment, with the aim of enabling a development of productive relations with the learners.

Another aspect of the preparation refers to the specific spatial and material conditions where the trainings take place. The conditions in PI are often worse than the usual. The trainers need to plan and adjust to the specific conditions before the beginning of the educational process. The trainer needs to be precisely acquainted with the behavior and communication rules in the institution, so that they adapt their behavior and work to the existing system.

The educational and re-socialization activities in PI are based in few principles that need to be integrated in the work of the trainer:

- Principle of knowing the personality of the sentenced person;
- Principle of integration of the sentenced person;
- Principle of trust and respect of the dignity of the sentenced person;
- Principle of aware and active participation of the sentenced person in the educational process;
- Principle of individualization;
- Principle of universality of education/re-socialization;
- Principle of unity of the educational and formational influences (adapted from Macanović & Nadarević 2014, p. 176–177).

The sub-chapters that follow provide directions and educational strategies that need to be taken into consideration in the orientation in the work of the trainer.

2.4.1. Overcoming the restrictions in the work in the PI

As previously elaborated, the realization of education/training in PI imposes a set of restrictions that can have unfavorable impact on the effectiveness of the educational process. In that regard, there are no relevant researches done in our country which could precisely pinpoint the specific challenges that the trainers themselves face. Within one research realized among trainers in prison in Great Britain, the following challenges in the work were identified:

- The great workload that emerges from the need for individualized approach towards each learner is pointed as a main problem;
- Lack of cooperation, even mobbing by the management, but also a high rate of mobility of the sentenced persons have also been considered significant challenges for suitable work performance;

- The manipulative practices by the sentenced persons, physical violence or other type of maltreatment have been stated as a problem/challenge in the work the least times;
- Significant part of the participants in the research (educators) have stated that the prison security procedures have negative impact on the educational process (for e.g., inability to prepare teaching materials online, lectures for ICT without using key aspects of the modern technology, Internet) (Rogers et al., 2014, p. 23–24).

The pointed problems refer to a wide scope of aspects of the work of the trainer. The need for individual approach in the work may not be a novelty in the field of adult education, but it should be emphasized that PI represents an environment in which these differences are drastically prominent. The trainer needs to be aware of this challenge, and approach it with a previously prepared strategy for work with the learners, i.e. work in smaller groups, grouping learners according to their level of previous knowledge etc. The establishment of good relations and cooperation with the personnel in PI needs to be completed before the beginning of the educational activity. Adequate coordination, cooperation and support between the trainer and the prison personnel can have a huge meaning for the motivation of the sentenced persons. In that context, the general manager and the prison administration also have a significant role in the promotion of education in PI and shaping of positive educational environment. A suitable previous preparation in risky circumstances and suitable strategies for minimizing possible conflicts should be developed and adopted by the trainer before the delivery of the educational activity. The trainer needs to be well acquainted with the rules and security procedures that disable the usage of certain educational tools or methods in the process of preparation of educational activity, with the aim to compensate for their absence, without impacting the educational process negatively.

Considering that the education in PI takes place in a specific context, i.e. the students in the process do not find themselves in an environment which they consider suitable, the challenge to create a learning-friendly ambient is hard. Therefore the process of work with sentenced persons needs to include the following:

- Humanistic approach in education/training which sees the sentenced persons as subjects able to express needs and experiences, instead as objects;
- The humanistic approach means engagement of the trainer in terms of:
 - development of the relations between the trainer and the sentenced person;

- in order to help the sentenced persons in developing self-respect, skills and possibility for reflexive thought over their own life;
- change of the public perception about informal education for sentenced persons, including among prison personnel;
- adjustment in terms of needs and preferences of the sentenced persons.
- Holistic approach in education and vocational training for sentenced persons. Because the prison “kills” initiative, social skills need to be developed in parallel with the basic.

2.4.2. Educational strategies for work in the penitentiary institutions

In the process of establishing communication and cooperation with the group of students, the trainer needs to adapt their behavior to the specific position in which the group finds itself. They need to be aware of their motivations and interest to resort to learning, but at the same time they need to set rules for mutual communication and respect (adapted from Twiss & Hodgson 2008):

- The sentenced persons have little opportunity for contact with the outer world, therefore they have a stressed need for forming relationships with other persons. For many of them, meeting a new person can be a motive for participation in educational process /training;
- The trainer needs to be careful with their personal data being shared with the participants;
- A good rule in terms of sharing personal information is to have an aim with it. Giving unnecessary detail from the past of the trainer and exposing weaknesses before the group is not productive;
- The limits and privacy of the participants should always be respected – some of them are not inclined to share personal information and stories, especially on topics which are sensitive (e.g. family, the act they have committed). It is more likely that the trainee connects with the participants if they respect their limits and if they set their own.

In the educational work with sentenced persons, the trainer is generally guided by the principles and methods within adult education. Although a great part of the prison population has low education or no completed education at all, does not imply that the motives, interests and the way of work defers from the one of the other adult learners. Accordingly, the trainer

needs to consider the following characteristics of this group of learners (adapted from Knowles S., Holton F., & Swanson A. 2005; Kamp 2011):

1. The adult learners have a need to be free to direct themselves in the educational process on their own, decide about themselves for what they want to learn, how long they want to learn it and in which direction the educational process will develop. The adult learners need to be enabled to set the learning goals themselves. In that context, the education will be most effective if the process of initiative is given to the sentenced persons themselves and they are enabled to progress with their own pace. Additionally, in adult education the trainer needs to actively involve the participants in training. For example, before the beginning or at the beginning of the training the participants need to be informed about what they will be able to learn, explained in a language and vocabulary that is understandable and acceptable. The role of the trainer is to be a motivator who guides the learners towards knowledge, instead of only supplying them with facts.
2. The adults have accumulated a pool of life experiences and knowledge. In comparison to young learners, adult learners have much larger life experiences and previously acquired knowledge, that can emerge from the previous formal or nonformal education, skills and experiences acquired during the process of work, as well as from the societal roles the individual has in different phases of life. The past experiences can have great influence, not only in terms of the attitude of the participants for the training and the topic, but also the outcome of the learning process. Namely, if the new experience does not correspond with what the adults already know, they can have resistance towards learning. Therefore, it is important that a correlation between the current educational experience and past experiences of the participants are made, in a manner that will make this correlation obvious to the group. Based on the aforesaid, it is good that the training starts with discovering what it is that the students already know on the topic and give them opportunity that they share and discuss these experiences/knowledge;
3. The adult learners will start the process of education more easily if there is a link between the education/training and their individually determined goals. The learning will be more effective if the training plastically shows what way it contributes to the realization of their goal (acquiring a work skill, literacy). Therefore, it is important that the trainer states the benefits from the very beginning of the training. They should be explicitly stated by the trainer at the beginning of the instruction/training;
4. Adult learners have the need to see a clear reason why they need to learn something. Thus, they need to be convinced in the relevance of learning: the learning needs to be applicable in their work or other highly regarded roles,

for example help to the family or the community. Thus, it is good to make correlations between the contents and topics of the training with examples that are familiar to the participants. The contents of the training needs to be posed as problems and applicable in real life and the context close to the participants;

5. The adult students have practical approach towards learning and they learn best through an active, not a passive process. In that context, the element of activity needs to have a central place in the training/education, with using practical exercises through which knowledge is generated in an interactive way or where the newly acquired knowledge can be tested or applied by the learners (giving the opportunity to produce something themselves, for example);
6. The adults, like all learners, have the need to be respected as individuals. In that regard, the trainer should give recognition to their maturity and wealth of knowledge and experiences. The learners need to be treated as equals according to knowledge and experience and be allowed to freely expose their opinion. Mutual respect and trust, and spirit of cooperation should be a reflection of the learning environment.

Table 1. Transferring theory into practice (adapted from Kamp 2011, p. 16).

Transferring the theory into practice		
Theory		Practice
Adults remember 10 % from what they hear, 65 % from what they see and hear and 80 % from what they see, hear and do.		To increase retention, auditive and visual stimulation should be provided, and include exercises.
Adults include a large part of their life experience and knowledge in the process of learning.		Linking life experiences and new information. Using the experience through initiation of a discussion.
Adults are autonomous and self-directed.		Involvement of learners in the process of learning; the trainer needs to be an educator, instead of only a transferor of information.
Adults learn best when they are active participants in the process of learning.		Restricting lecturing and provision of exchange of experiences, questions and exercises that make the participants practice some skill or apply the acquired knowledge.
The more important the topic for the learner, the more successful the learning.		Explanation of the reason for learning something, linking the learning with their responsibilities or activities.
Adults need to integrate new knowledge with what they already know.		Using their previous experience in building new concepts; the lessons need to move from familiar to

		unfamiliar.
Adults prefer self-directed learning with their own pace.		If the training takes part in a group, there should be individual activities as well.
Adults learn more effectively when they have suitable feedback and support in learning.		Provided feedback from the other participants and the trainer.
Adults learn better in an environment that is non-formal and personal.		Promotion of open interaction in the group.
Not all adults learn in the same way.		Space should be left for different learning styles through different methods, with audio, visual and kinesthetic techniques.

In the work with the learners, tasks that they will find very challenging should be avoided, because it may negatively influence their motivation for learning. Such tasks can frustrate learners, increase their nervousness and irritability and influence that the learners completely drop out of learning. According to Vygotsky, Twiss and Hodgson (Vygotsky, Twiss & Hodgson 2008) the learning is most productive when the learner finds themselves in the *zone of proximal development* (ZOPED), i.e. when students are engaged on a task which according to the difficulty is a little above the level of their current knowledge and abilities.

If the group the trainer works with a group of learners with different levels of previous knowledge and learning pace, the trainer should previously prepare tasks with various level of difficulty. The students with lower previous knowledge or other difficulties in learning should work with support on part of the trainer or other learner who has already learned the matter. When the learners are given a task that is just above the level they have achieved, the possibility that they will remain motivated is higher, because they have a challenge in the work on the task. In this regard, if a student shows good results in a certain area (writing, for example) they can be recognized by being appointed assistant in the group.

It can be the case that the learners in the class want to share information/rumors from the prison. This form of socialization should not be forbidden, but if during the informal chat inappropriate or illegal topics are discussed (like buying, using or smuggling narcotic or other prohibited substances in PI, planning an attack over another sentenced person or criminal plans after release from prison), or things that can imperil the security and control of the PI, the prison personnel should be informed about the same (Twiss & Hodgson 2008, p. 30–31).

Although such situations are generally rare, the work atmosphere can sometimes be interrupted (an argument among the sentenced persons, threats, aggression). Besides the careful planning, sensibility towards the needs of the

learners and the class atmosphere, PI can be an unpleasant environment for delivering education. Therefore the trainer should have a developed strategy for de-escalation of possible conflict situations. Some examples from the penological practice are the following:

- The trainer should carefully choose the words and tone they will use with the learners. It would be nice if the addressing is sincere and with empathy.
- The trainer should adjust the conversation to the educational level and vocabulary of the learners, without using their jargon, which they may not be well acquainted with, and can often have a negative connotation.
- Speech should be slow and with a calm tone.
- Posing open-ended questions, questions that cannot be simply answered with "yes" or "no". If the interlocutor is thinking about an answer, and their attention is distracted by the tense atmosphere, this creates space for de-escalation of the situation.
- If the trainer is not sure what the interlocutor wanted to say, they need to ask for further explanation; conclusions should not be made based on assumptions and free interpretations.
- Obscenities should not be allowed.
- Assessment of the emotional condition, rationality and sincerity of your interlocutor. A great part of the current assessment is also based in the other experiences with the learner.
- The situation needs to be reported at the prison personnel, for the security of the trainer, but also other sentenced persons and personnel (adapted from Twiss & Hodgson 2008, p. 32–33).

Although it is difficult to establish universal rules for acting in PI, in accordance with the different procedures of conduct, the established practice of the personnel and sentenced persons, the stated directions should be respected no matter what regime of PI and what type of target group the educational process takes place with.

- Never leave the learners alone in the room without supervision.
- The trainer who works alone should not be left alone with students from the opposite gender. Although it is very unlikely that it would come to an assault/maltreatment, the trainer needs to be protected from accusations of mobbing.

- If there is a gadget for alarming the services, it needs to be tested for functionality prior to each class.
- The prison personnel needs to be informed where the trainer in the institution is at any time.
- The trainer should refrain from sharing personal information with the group and maintain a professional distance from the learners.
- It is inappropriate to ask the learners about their offences, court trials, disagreements with the other sentenced persons etc.
- Any type of behavior that represents a threat for the institutional security and the safety of individuals should be reported to the prison services.
- If the trainer is a smoker, they should not bring with them cigarettes, lighter or matches in the institution.
- It is desirable that the trainer recognizes the prison culture - beliefs, imperatives. In specific cases, this knowledge will facilitate the interpretation and anticipation of the learners' behavior (adapted from Twiss & Hodgson 2008, p. 17–18).

Conclusion

Education represents an important element in the process of re-socialization to the persons who serve a prison sentence. However, considering the numerous restrictions from various type (material, administrative, expert), this component of re-socialization represents a particular challenge for all relevant stakeholders. On one hand, education is one of the basic human rights, but based on the general educational profile of the prison population, education also represents a significant precondition for a successful reintegration of the sentenced persons in the society and decreasing the rate of recidivism.

In general, the organization of the educational activity in PI takes place with difficulties in the majority of countries, the Republic of Macedonia not being the exception. The review of the educational achievements of the sentenced persons shows that more than a half of them have elementary or incomplete elementary education, which implies a strong need for literacy programs and programs for basic skills. PI in the state, in that regard, face a series of problems that prevent the realization of elementary and secondary education, which is at the same time a legal obligation. A greatest part of the educational activities are being organized by the civic sector and donor organizations. However, these projects cannot and should not change the continuous educational activity in PI. The challenges for effective realization of education and training are numerous: from lack of suitable space capacities (there is a long-lasting problem with overload of the capacities, which leads to already adjusted rooms for learning to be repurposed and adapted for accommodating sentenced persons), staff deficit, absence of continuous professional development for the prison personnel in the domain of penological andragogy etc.

However, the completed projects show that there is a great interest among the prison population, PI administration and other competent institutions for creating conditions for continuous development of the educational process. In the last few years the education is put on the list of strategic priorities in the development of the penitentiary system of the country.

Regarding the design and the realization of the education programs in PI, it can be concluded that this process cannot be subject to standardization. PI's impose a set of restrictions and challenges for successful delivery of the educational process. The educational process in these institutions is taking place under the influence of more factors, which, beside the formal system, are subject to modification from one to another institution. These factors are as follows: the prison routine, security rules, relations among the prison services, the trainer and the sentenced persons etc. In that regard, education in the prisons is a subject of a wide scope of setbacks from organizational and educational nature. The flexibility in terms of methods and means

for delivery of the program, do not refer to the goals of the program, i.e. the competencies that the participants need to acquire, because this would disable formal verification of the achieved result.

An important aspect of education and training which is often neglected is its formative component. In that regard, the potential of education for personal transformation of the sentenced person needs to support the overall process of re-socialization, i.e. the acquisition of values and skills that will facilitate the reintegration of the individual after their release to freedom. This holistic approach towards education points to a necessary cooperation among the organizer of the education, the prison administration, but also the persons directly involved in the work with the sentenced persons – educators and trainers.

An additional factor to the design of the educational program is the timing of the training. There would be most direct effect from the education/training that takes place immediately or shortly before release to freedom, so that the person is equipped to apply the knowledge and skills. Under conditions when the educational program is realized much earlier, conditions for sentenced person should be provided so that they can apply the learned skills (through accomplishment of work assignments). In that regard, the possibility for practical work in PI, i.e. what types of work assignments are at disposal, or possible in PI, can be an important factor in the choice of training for sentenced person.

In accordance with the international documents, in the process of selection of particular educational programs and trainings, advantage should be given to the sentenced persons who have not acquired any educational level or have an incomplete elementary education, i.e. those sentenced persons who need literacy programs. Also, the opportunities that are being offered in other PI need to be taken into consideration (educational programs, programs for vocational training), so that the education of the sentenced person does not stop in case of their transfer from one to other institution, as well as the possibilities for continuing education after release to freedom.

The process of planning of the educational process, especially when it comes to introducing a new process (through a project) in PI, as well as the delivery of the educational process or training, represents a long-term process. Short-term solutions are not in favor of the effectiveness of the education process.

The successful design of programs for education needs to take into consideration the existing knowledge and skills, as well as the interests of the sentenced persons. The motivation of the target group can be a problem considering that a great part of them have dropped out of school too early and have bad experiences from their previous education. In that regard, the sentenced persons need to be made aware of how the education/training corresponds with their

individual goals. The possibility for accreditation, and by that verification of the acquired knowledge and skills, represents a significant motive for a great part of the sentenced persons to resort to a process of education/training.

The principle of standardization is often proved inappropriate in terms of education and training in PI. It is essential that the needs of the learners are put in the center of the educational process. In that respect, an individualized approach, which reflects the different needs of the sentenced persons, but also recognizes their previous knowledge and skills, gives optimal results. The adaptability also refers to other aspects of the educational process, such as the length of the program, dynamics of the program, in accordance with the specific needs of the target group. In that context the flexibility is being put to use to the need of the participants with different motivation, previous knowledge and engagement, so that they can acquire suitable competencies.

An important aspect for the effectiveness of the education is the preparation of the relevant personnel in PI, so that support in the realization of the program is ensured, as well as to be an active stakeholder in the educational process (needs assessment, planning). One of the key stakeholders for successful realization of the educational program is the trainer, who presents and delivers the program, and is in a most direct way exposed to restrictions and challenges in the delivery of the instruction/training in prison environment. In that regard, a thorough preparation is needed for the person who will realize the program, so that psychological barriers or prejudice are overcome, but to also train them for application of andragogic methods adjusted to the conditions and the target group (adaptation of the content, alternatives for educational methods and tools which are not suitable for that environment etc.). The knowledge of the formal system in the PI and the cooperation with the administration and the personnel of the institution are an important factor for an uninterrupted effectuation of the education process.

Bibliography

- Avramovska, M., & Schweighöfer, B. (2011). Where Time Doesn't Pass – Skills Training in Tetovo Prison in Macedonia. *Adult Education and Development*, 77, 151–156. Retrieved from <http://anafae.af/wp-content/uploads/2016/09/DVV-AED-77-Non-Formal-Skill-Training.pdf>.
- Braggins, J., & Talbot, J. (2003). *Time to Learn: Prisoners' Views on Prison Education*. Prison Reform Trust.
- Costelloe, A. (2015). Learning for Liberation, Teaching for Transformation: Can Education in Prison Prepare Prisoners for Active Citizenship? *Irish Journal of Applied Social Studies*, 14(1), 1393–7022. Retrieved from <http://arrow.dit.ie/ijass/vol14/iss1/4>.
- Council of Europe. (1990). *Recommendation No. R (89) 12 adopted by the Council of Ministers of the Council of Europe on 13 October 1989*. Retrieved from [http://pjp-eu.coe.int/documents/3983922/6970334/CMRec+\(89\)+12+on+education+in+prison.pdf/9939f80e-77ee-491d-82f7-83e62566c872](http://pjp-eu.coe.int/documents/3983922/6970334/CMRec+(89)+12+on+education+in+prison.pdf/9939f80e-77ee-491d-82f7-83e62566c872).
- Council of Europe. (2006). *European Prison Rules*. Retrieved from http://www.coe.int/t/DGHL/STANDARDSETTING/PRISONS/PCCP_documents_2015/EUROPEAN_PRISON_RULES.pdf.
- Council of Europe. (2011). *Council Resolution on a renewed European agenda for adult learning*. Retrieved from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:en:PDF>.
- Czerwinski, Tania; König, Eva; Zaichenko, T. (Ed.). (2014). *Youth and Adult Education in Prisons: Experiences from Central Asia, South America, North Africa and Europe*. Bonn: DVV International.
- Department for Business Innovation and Skills. (2011). *Making Prisons Work: Skills for Rehabilitation*. Department for Business, Innovation and Skills. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/230260/11-828-making-prisons-work-skills-for-rehabilitation.pdf.
- Directorate General for Education and Culture. (2011). *Prison education and training in Europe - a review and commentary of existing literature, analysis and evaluation*. GHK. Retrieved from http://ec.europa.eu/justice/news/consulting_public/0012/Fullreport_en.pdf.
- Hawley, J., Murphy, I., & Souto-Otero, M. (2013). *Prison Education and Training in Europe Current State-of-Play and Challenges*.
- Kamp, M. (2011). *Facilitation Skills and Methods of Adult Education: A Guide for Civic Education at Grassroots Level*. Konrad-Adenauer-Stiftung. Retrieved from http://www.kas.de/wf/doc/kas_29778-1522-2-30.pdf?111219190922.

- Knowles S., M., Holton F. E., & Swanson A. R. (2005). *The Adult Learner* (6th ed.). Burlington: Elsevier.
- Macanović, N., & Nadarević, D. (2014). *Penološka andragogija*. Banja Luka: Evropski defendologija centar za naučna, politička, ekonomska, socijalna, bezbjednosna, sociološka i kriminološka istraživanja. Retrieved from <http://www.defendologija.com/pdf/penoloska-andragogija.pdf>.
- Rogers, L., Simonot, M., & Nartey, A. (2014). *Prison Educators: Professionalism Against the Odds*. Retrieved from http://www.ucu.org.uk/media/6179/Prison-education-professionalism-against-the-odds-Feb-14/pdf/prisoneducators-fullreport_feb14.pdf.
- Twiss, D., & Hodgson, P. (2008). *Orientation Guide for Corrections Educators*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:http://en.copian.ca/library/learning/orientation/orientation.pdf>.
- UN General Assembly. (1991). *Basic Principles for the Treatment of Prisoners: resolution*. Retrieved from <http://www.refworld.org/docid/48abd5740.html>.
- United Nations and UNESCO Institute for Education. (1995). *Basic Education in Prisons*. Retrieved from <http://unesdoc.unesco.org/images/0011/001116/111660eo.pdf>.
- United Nations Specialised Conferences. (1955). *Standard Minimum Rules for the Treatment of Prisoners*. Retrieved from <http://www.refworld.org/docid/3ae6b36e8.html>.
- Law on elementary education (Off. Gazette of the R. Macedonia no. 103/08 from 19.08.2008)*. (2008).
- Law on secondary education consolidated text (Off. Gazette of the R. Macedonia no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 35/2006; 30/2007; 49/2007; 81/2008; 92/2008; 33/2010; 116/20)*. (2013).
- Ministry of Justice (2010). *Strategy for re-socialization and social adaptation of sentenced persons who serve prison sentences 2010-2012*.
- Ombudsman in the Republic of Macedonia (2016a). *Annual report 2015 - National preventive mechanism*. Retrieved from http://www.ohchr.org/Documents/HRBodies/OPCAT/NPM/NPM_FormerMacedonia2015.pdf.
- Ombudsman in the Republic of Macedonia (2016b). *Special report on the general conditions about the exercise of rights among women who serve a prison sentence in PF Idrizovo*. Skopje.
- National Strategy for Development of the Penitentiary System (2015-2019)*. (2014).
- Directorate for Execution of Sanctions. (2009). *Annual report of the Directorate for Execution of Sanctions about the condition and work of the penitentiary institutions and corrective-educational institutions in the Republic of Macedonia*

for 2008. Retrieved from http://www.pravda.gov.mk/documents/God_izvestaj_UIS-2008_za_na_WEB.pdf.

Directorate for Execution of Sanctions. (2016). *Annual report of the Directorate for Execution of Sanctions about the condition and work of the penitentiary institutions and corrective-educational institutions in the Republic of Macedonia for 2015.*

Annex I. List of respondents

No.	Participant	Date of interview	Penitentiary institution
1.	Participant at a training for bakers	27.3.2017	Prison Tetovo
2.	Advisor in Prison Tetovo	27.3.2017	Prison Tetovo
3.	Advisor in Prison Tetovo	27.3.2017	Prison Tetovo
4.	Manager in Prison Tetovo	27.3.2017	Prison Tetovo
5.	Participant at a training for bakers	24.3.2017	PF Stip
6.	Participant at a training for bakers	24.3.2017	PF Stip
7.	Head of Sector for Re-socialization in PF Stip	24.3.2017	PF Stip
8.	Educator in PF Stip	24.3.2017	PF Stip
9.	Educator in PF Stip	24.3.2017	PF Stip
10.	Aleksandra Timosievska, Community Development Institute	24.3.2017	
11.	Andrijana Tomovska, trainer	28.3.2017	Prison Tetovo
12.	Bekim Bajrami, trainer	28.3.2017	Prison Tetovo
13.	Kiril Ristoski, trainer	28.3.2017	Prison Tetovo
14.	Blagoja Mircevski, trainer	28.3.2017	Prison Tetovo
15.	Snezana Danilovska, trainer	28.3.2017	Prison Tetovo
16.	Angelce Stefanov, trainer	28.3.2017	PF Stip
17.	Biljana Zdraveva, trainer	28.3.2017	PF Stip
18.	Blagorodna Vasileva, trainer	28.3.2017	PF Stip
19.	Marija Trajkovska, trainer	28.3.2017	PF Stip
20.	Viktorija Andova-Golubova, trainer	29.3.2017	PF Stip
21.	Igor Nikolov, curriculum designer	28.3.2017	
22.	Olivera Stefanovska, curriculum designer	28.3.2017	
23.	Svetlana Petrova, curriculum designer	28.3.2017	
24.	Vasil Grozdanovski, curriculum designer	28.3.2017	