A Malta volge a termine il prestigioso corso di formazione realizzato dall'*European Prison Education Association (EPEA)* all'interno del Programma comunitario europeo "Grundtvig" attività che ha lo scopo di diffondere *best practices* su come "Formare docenti e istruttori all'insegnamento negli istituti penitenziari europei".

Sono 14 le delegazioni europee che hanno preso parte all'evento internazionale: Belgio, Italia, Gran Bretagna, Irlanda, Germania, Grecia, Lettonia, Lituania, Malta, Romania, Portogallo, Slovenia, Slovacchia, Ungheria.

Così come viene suggerita dalle recenti "Raccomandazioni europee", la rieducazione dei detenuti da parte degli operatori penitenziari e formatori è divenuta l'obiettivo sul quale si fonda la *politica penale europea*, con l'articolazione di un complesso diversificato di attività rieducative-formative che rispondano ai bisogni della persona reclusa.

Queste attività hanno lo scopo di offrire, durante la detenzione, l'opportunità di "ripensarsi" in una prospettiva innovativa che non contrapponga la realizzazione di sé con le necessarie regole del vivere civile.

Gli elementi essenziali rieducativi-formativi sono: l'istruzione, il lavoro, la religione, le attività culturali e sportive, ecc; un complesso di opportunità che vanno efficacemente organizzate e curate dagli operatori penitenziari in stretta collaborazione con gli Enti territoriali, il volontariato, le istituzioni scolastiche, le cooperative, gli imprenditori ecc.

L'Italia è rappresentata da esperti afferenti al sistema penitenziario (appartenenti alla Polizia Penitenziaria e Operatori Penitenziari) selezionati dalla Commissione Europea provenienti da diverse Regioni (Campania, Emilia Romagna, Toscana, Piemonte, Sardegna, Sicilia e Lazio).

Particolare attenzione è stata rivolta alla presentazione di attività "formative innovative" proposte dal team italiano: composto dal Dott. **Giovanni Suriano** e Sovr.te **Sergio Santoriello** (P.R.A.P. Campania), Ass.te Capo **Roberta Tarantino** (P.R.A.P. Piemonte), Agente Sc. **Michele Pennisi** e Ass.te Capo **Massimo De Filippi** (P.R.A.P. Lazio).

L'importante evento ha permesso, a livello internazionale, la disseminazione del progetto del PRAP Campania - Icatt di Eboli "*Formazione e innovazione nel sistema penitenziario europeo*", progetto al quale l'Associazione Italiana Formatori (AIF) gli ha attribuito nel 2012 il prestigioso "Premio Filippo Basile" assegnandogli il "primo premio assoluto". Premiazione che avverrà a Cagliari l'11 e il 12 ottobre, in presenza di alte autorità provenienti dal mondo nazionale e internazionale scientifico e politico.

Il Dipartimento dell'Amministrazione Penitenziaria, ha fortemente sostenuto l'attività internazionale realizzata nell'isola maltese, in particolare a rendere concreta l'azione i summenzionati afferenti al gruppo italiano a termine dell'attività internazionale presenteranno una

relazione conclusiva la quale potrà essere utilizzata a livello nazionale come *linee guida* per tutte le iniziative volte a *formare docenti e istruttori all'insegnamento negli Istituti Penitenziari*.



(Gruppo Italia)

Nella giornata del 27 Settembre si è tenuta la visita presso Istituto di Pena "Corradino", unico penitenziario presente sull'isola maltese. Nella occasione il gruppo internazionale è stato ricevuto dal Direttore del penitenziario e dal comandante appartenente a "Corradino Correctional Facility – CCF Malta". L'Istituto di Pena ha una capienza di circa 600 detenuti e si suddividono in minori, donne e uomini sottolineando una alta percentuale di detenuti provenienti dal Nord Africa e dal Sud America. Si sono alternati durante la visita momenti di visita all'interno della struttura a momenti di condivisione di attività formativa.

(Italian Team at the visit of Corradino Correctional Center)



(Corradino Correctional Center - Malta)

# E-learning in prison: a proposal

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## Abstract

Distance learning is beneficial not only to those students who encounter difficulties when attending courses, but also to "weak" individuals such as women, immigrants and prison inmates. This article discusses several aspects of a distance learning programme for the inmates of ICATT in Eboli (SA), which is still being carried out, focusing on both the various institutional actors and the main choices made. These include, in addition to the option of e-learning, the offer of continual learning paths at secondary school and university levels, in line with the average educational rates of the Italian prison population. Finally, the article provides several details about the didactic organisation of the lessons within the online course.

## 1 Introduction

Online learning, in its various forms, has been widely interpreted not only as beneficial to "regular" students who encounter difficulties in attending courses, but also as a valid tool in favouring the education of "weak" individuals, such as women, either within a domestic or care-taking context, immigrants as well as prison inmates. There have been several significant studies in recent years relating to the latter, the differences between them being in part based on the various interpretations and definitions of online learning and in part on their specific contexts and objectives. In Europe, due to European funding[1], the theme of prison education, both traditional and online, has been the basis of numerous projects whose results will be compared and evaluated at the "European Conference on Prison Education" organised by the European Commission of Education and Culture in Budapest, from the 22nd to the 24th of February 2010. In addition, there have been, in particular for online learning, projects at a national level, including those carried out in Germany by the "Tegel" penitentiary in Berlin in collaboration with the FernUniversität in Hagen, as well as in Italy, in Bollate, Reggio Emilia and Porto Azzurro. In the penal institute of Bollate in 2005, the inmates, using a blended-learning model, completed the Cisco "Networking Academy" Ccna programme becoming the first trainers to be trained in prison. In a second case, thanks to the agreement between the University of Modena and Reggio Emilia and the Department of Prison Administration, the prison inmates can attend Bachelor degree courses in Communication and Marketing. Finally, in a third case, thanks to an agreement between the Regional Administration and the Regional Prison Administration, the prison inmates have access to resources financed by the Trio Project.

## 2 Our proposal: Its characteristics

The distance learning experience presented in this paper is still under construction as well as the methodology and the techniques implemented. However, it presents several specific characteristics that make it particularly significant in relation to the specific users, the contents and the project proposers.

The project would like to offer prison inmates, initially those of the ICATT under test conditions, but with the perspective of a wider public, an alternative to professional training courses (computer studies, gardening, plumbing, carpentry, etc.)[2]. This includes education from secondary school to university

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[1] The participation of the Department of Sociology and Political Science of the University of Salerno and the ICATT – Eboli at the Learning Partnership Grundtvig 2009 entitled "E-LEARNING EDUCATION FOR PRISONERS AND PRISONERS PROFESSIONALS" will make an interesting and significant contribution.

[2] From the data supplied by the DPA, 293 of these courses were activated in Campania in 2008 with 3570 students enrolled. In addition, the Administration of the Campania Region has invested 2 million Euros for the professional training of prison

levels, in line therefore with the general European recommendations on life long learning education.

The choice seems particularly important in relation to the average educational rates of the Italian and Campania prison population, which for Italy in 2008 was estimated at 58,127 units, with 7,185 units in Campania (source: Dpa, 2008) and in rapid increase (Castellano and Stasio, 2009), with a male population of 95.7%.

In fact, in 2008, as highlighted by the data in Table 1, the most frequent qualification present in Italian prisons was the middle school leaving certificate (55.1%), followed by the primary school leaving certificate (25.2%). In 2008 in the Region Campania, with 12.4% of the Italian prison population distributed in 17 penitentiary institutes varying in size and function[3], over half of the inmates (53.5%) had a middle school leaving certificate and approximately a third had only a primary school leaving certificate. Approximately 11% had qualifications that were higher than the compulsory school leaving age.

TABLE 1

INMATES IN ITALIAN PRISONS ACCORDING TO REGION OF DETENTION AND EDUCATION LEVEL, YEAR 2008 (VAL %) - Source: D.A.P – Office for the Development and Management of Automated Information Systems

| Region of detention | Educational level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Degree | Secondary School Leaving Diploma | Professional School Leaving Diploma | Middle School Leaving Certificate | Primary School Leaving Certificate | No Academic Qualification | Illiterate | Tot. |
| ABRUZZO | 1,2 | 8,6 | 1,5 | 50,5 | 31,3 | 4,5 | 2,4 | 100,0 |
| BASILICATA | 1,7 | 12,7 | 1,7 | 47,9 | 27,9 | 4,5 | 3,7 | 100,0 |
| CALABRIA | 0,8 | 10,0 | 2,1 | 50,6 | 28,3 | 5,2 | 3,1 | 100,0 |
| CAMPANIA | 1,5 | 8,3 | 1,5 | 53,5 | 29,5 | 3,8 | 1,8 | 100,0 |
| EMILIA ROM. | 1,8 | 8,2 | 1,9 | 58,3 | 19,8 | 6,1 | 3,8 | 100,0 |
| FRIULI VEN.G. | 1,9 | 6,2 | 1,9 | 62,8 | 22,5 | 2,5 | 2,3 | 100,0 |
| LAZIO | 1,9 | 11,2 | 1,8 | 49,5 | 19,3 | 13,3 | 2,9 | 100,0 |
| LIGURIA | 1,7 | 7,7 | 0,4 | 62,7 | 17,3 | 8,2 | 2,0 | 100,0 |
| LOMBARDIA | 1,8 | 9,6 | 1,3 | 58,9 | 22,7 | 2,8 | 2,8 | 100,0 |
| MARCHE | 3,0 | 9,5 | 2,7 | 58,3 | 21,7 | 3,4 | 1,5 | 100,0 |
| MOLISE | 0,8 | 5,6 | 1,6 | 57,0 | 31,5 | 2,4 | 1,2 | 100,0 |
| PIEMONTE | 1,5 | 5,9 | 1,5 | 50,3 | 20,6 | 17,9 | 2,2 | 100,0 |

inmates.

[3] See Tab. 2 that highlights the presence of mega-prisons such as Poggioreale and Secondigliano as well as smaller institutes such as ICATT in Eboli, C.C. Lauro and C.C. Sala Consilina.

| Region of detention | Educational level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Degree | Seconda-ry School Leaving Diploma | Professio-nal School Leaving Diploma | Middle School Leaving Certifi-cate | Primary School Leaving Certifi-cate | No Academic Qualifica-tion | Illiterate | Tot. |
| PUGLIA | 0,9 | 5,4 | 0,7 | 57,1 | 32,1 | 2,2 | 1,5 | 100,0 |
| SARDEGNA | 1,3 | 5,0 | 1,2 | 55,2 | 29,7 | 4,7 | 3,0 | 100,0 |
| SICILIA | 1,4 | 5,8 | 0,9 | 50,2 | 32,6 | 5,6 | 3,6 | 100,0 |
| TOSCANA | 1,7 | 7,0 | 3,1 | 54,0 | 24,1 | 8,2 | 1,9 | 100,0 |
| TRENTINO A.A. | 1,5 | 16,1 | 4,4 | 58,0 | 15,6 | 0,5 | 3,9 | 100,0 |
| UMBRIA | 1,9 | 7,4 | 2,1 | 56,7 | 26,0 | 5,1 | 0,8 | 100,0 |
| VALLE D'AOSTA | 0,0 | 4,2 | 0,0 | 46,3 | 27,4 | 18,9 | 3,2 | 100,0 |
| VENETO | 2,6 | 8,2 | 2,7 | 66,6 | 16,3 | 1,5 | 2,1 | 100,0 |
| Total Italy | 1,6 | 7,8 | 1,6 | 55,1 | 25,2 | 6,1 | 2,6 | 100,0 |

The second characteristic of our proposal is the choice of the online modality to supply the courses. Through this methodology, supported by frontal lessons, it is possible to overcome the difficulties encountered in the carrying out of traditional learning paths in prisons, relating to the lack of space as well as to the difficulty of regular and intensive academic assistance.

TABLE 2
INMATES IN INSTITUTIONS IN THE CAMPANIA REGION ACCORDING TO EDUCATION LEVEL, YEAR 2008 (A.V.) - Source: P.R.A.P. Campania

| Institute of detention | Educational level | | | | | |
|---|---|---|---|---|---|---|
| | Degree | Secondary School Leaving Diploma | Middle School Leaving Certificate | Primary School Leaving Certificate | No Acade-mic Qua-lification +Illiterate | Tot. |
| C.C. ARIANO IRPINO | 1 | 10 | 75 | 52 | 33 | 171 |
| C.C. ARIENZO | 0 | 2 | 30 | 30 | 40 | 102 |
| C.C. AVELLINO | 0 | 1 | 123 | 41 | 39 | 204 |
| O.P.G. AVERSA | 3 | 49 | 135 | 46 | 23 | 256 |
| C.C. BENEVENTO | 2 | 36 | 166 | 97 | 79 | 380 |
| C.C. CARINOLA | 2 | 34 | 190 | 90 | 54 | 360 |
| C.R. EBOLI | 0 | 0 | 31 | 10 | 1 | 42 |
| C.C. LAURO | 0 | 5 | 31 | 4 | 0 | 40 |

| Institute of detention | Educational level | | | | | |
|---|---|---|---|---|---|---|
| | Degree | Secondary School Leaving Diploma | Middle School Leaving Certificate | Primary School Leaving Certificate | No Acade-mic Qua-lification +Illiterate | Tot. |
| O.P.G. NAPOLI | 4 | 9 | 18 | 50 | 0 | 81 |
| C.C. POGGIOREALE | 3 | 17 | 624 | 1594 | 162 | 2400 |
| C.P. SECONDIGLIANO | 4 | 66 | 483 | 447 | 149 | 1149 |
| C.C.F. POZZUOLI | 2 | 12 | 47 | 79 | 50 | 190 |
| C.R. S.ANGELO L. | 1 | 9 | 90 | 61 | 14 | 175 |
| C.C. SALA CONSILINA | 0 | 6 | 21 | 8 | 2 | 37 |
| C.C. SALERNO | 0 | 30 | 110 | 160 | 140 | 450 |
| C.C. S. MARIA C.V. | 5 | 84 | 412 | 198 | 175 | 874 |
| C.C. VALLO LUCANIA | 2 | 3 | 32 | 9 | 3 | 49 |
| Total Campania | 29 | 373 | 2618 | 2976 | 954 | 6950 |

Thanks to e-learning, it is therefore possible to elaborate a proposal, which can not only be evaluated in terms of efficiency and efficacy, conforming to the general regulations in penitentiary subjects, but which also concretely favours the right to study of the inmates. It makes it possible to develop and maintain the teacher-student relationship while promoting the learning activities of the prison inmates.

Finally, among the various possible uses of e-learning, our study adopts a collaborative and student centred learning model and fosters an intensive use of various types of images and multimedia tools, as a rich potential resource in support of educational activities (Chaplin, 1999; Arcangeli e Diana, 2009).

## 3 Our proposal: who are the users

The test phase of our project addresses the prison inmates of the ICATT in Eboli. In 2008, there were 42 inmates in the penal institution. 31 had a middle school leaving certificate and 10 a primary school leaving certificate (Tab. 2). It is worth noting how the distribution according to qualification was not different from the other penitentiary institutes in Campania, as noted in Table 1.

The inmates detained in the ICATT in Eboli have voluntarily chosen to take part in a particular treatment-therapeutic program and therefore are already willing to participate to activities promoted within the institute: gardening,

furniture restoration, pottery workshops as well as music and theatre classes.

In relation to this program, the e-learning project intends to make a significant contribution by attempting to recuperate the dimension of study and learning that for many of the detained inmates, as they recall in a series of biographic interviews, has been so far a rather accidental or marginalised path.

Its however a proposal aimed principally at either Italian prison inmates or those who have lived a significant part of their lives and education in our country. A linguistic-cultural pre-requisites tests will have to be carried out for those foreign inmates who have recently arrived.

## 4 Our proposal: the institutional actors

The promoters of the project "E-learning in prison" are the Department of Sociology and Political Science (DISSP) of the University of Salerno, the Secondary school "Liceo Scientifico Enrico Medi" in Battipaglia and the ICATT in Eboli. As described in the agreement drawn up between the partners in 2008, due to their different nature, they provide the indispensable competences in order for the initiative to obtain a good result.

The ICATT is a "Minimum Security Institute for the Treatment of Drug and Alcohol Addiction", with a treatment-therapeutic aspect. The prison sentence is carried out with the aim of treating the drug-alcohol addiction and reintegrating the inmate into society. It detains inmates aged between 19 and 40 who are not a security risk, resident in the Region Campania and have no psycho-physical problems. The Institute has a multimedia classroom with 10 computer stations, which the inmates are allowed to use 4 hours a day. It has members of staff with information technology skills as well as some with e-learning teaching experience (Limoccia e Lombardo, 2008).

The DISSP and the didactic area of Sociology of the University of Salerno have been carrying out online courses for many years (Arcangeli & Diana, 2008; Vento *et al*., 2008), and have acquired considerable experience in this area. The University offers the inmates the courses that are already online (the entire three year Bachelor degree course in Sociology as well as several courses of the Faculty of Literature), which can be accessed through the WebCT platform. It also offers all the competence and support required for the design and realisation of new courses of any level, with the specific aim of promoting the growth of secondary school level learning paths.

The Liceo Scientifico "E. Medi" contributes with its didactic experience to the initiative, proposing an experimental course set-up that is based on the National Programme of Information Technology (recently abolished by the Gelmini Reform) as well as the ordinary syllabus. It also includes the opportunities allowed by the norms on autonomy on the use of a quota of the institutional

hours for activities coherent with the final objectives of the school. This relates to the more detailed study of information technology, which today is considered to be indispensable in every sector, with many of the inmates having already expressed an interest in this subject.

In light of the regulations dealing with scholastic autonomy that allow part of the institutional teaching hours to be used with the aim of fulfilling the particular needs of its users, the didactic proposal includes obtaining qualifications that can be subsequently used in the labour market (e.g. ECDL), as well as a connection between the secondary school courses offered and higher courses (IFTS) with the aim of promoting the possible reintegration of the inmates. English is also studied with the possibility of obtaining Cambridge ESOL certifications.

## 5 Our proposal: course structure and content

The on line course, which has applied for ministerial recognition, will last three years instead of the usual five. The first year, divided into two semesters, will correspond to the first two years of secondary school. The second year therefore corresponds to the third year, while the third year prepares the student for the final State exam. The compacting of the learning path does not lead to a lowering in the level of the studies: a reduction of the contents, in fact, can occur with compliance to the suggestions already stated for the individualized syllabus. The essential parts of the various syllabuses will be identified in order to reconcile the needs deriving from a condition of objective learning difficulty with those of the learning path indispensable to the obtaining of a recognised and useful qualification. The general aims of the Italian school system will also be adhered to and in particular those relating to the Secondary school, with particular reference to the "Liceo": maturation of the student, acquisition of a method of study, critical formation, etc.

On the other hand, the correspondence of an hour of online teaching to four hours of frontal lessons allows a proximity to what is proposed in the classroom, when also considering the time required for tests (in the case of e-learning, this should be considered separately) as well as for other types of school activities (psychological support, assemblies, guided visits, school educational trips, etc.). Even though they are a precious and integral part of the learning process, they do not always transmit the specific contents of the syllabus. There seems, therefore, to be an extremely rigorous and adequate correspondence between any form of minimum syllabus that is already being used and the compacting set out in "E-learning in prison".

As with traditional teaching, teachers still remain the central and key figure in the learning process of online teaching. They set the learning path, divide

it into Modules and Didactic Units, with each one corresponding to a certain number of scholastic credits, elaborate and select the contents, explaining them in a language that is accessible, with the support of graphs, images as well as sound (Chaplin, 1999; Arcangeli & Diana, 2009). They also help the tutors in assisting the students with their studies and finally, verify, both online and face to face, the level and quality of learning.

On the other hand, the students have an active role in the virtual classroom, being considered the central element in the production of their own culture and understanding. In every lesson, they not only encounter learning paths that offer the possibility to study various aspects in greater detail as well as tools to monitor their own understanding but also continuous indications of further material that lead to the fundamental unity of knowledge.

A test unit of the online course has been set-up, based on what has been previously discussed. This includes a week of lessons and will be tested before the summer by the inmates of the ICATT in order to obtain further elements that can be useful in the construction and final setting up of the on line course.

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## *E-learning: a new method of training in prison*
### *(Italian team)*

The European penitentiary policy has one of the most important goal supported by our professional area, that is provided the rehabilitation of the prisoners taking into account the system and different activities responding in general to the needs of the human being.

During the imprisonment, the principal goal of these activities is to give the prisoners the opportunity to reflect considering not only the necessary rules of civilian life but also about the future self-realization.

The essential elements of rehabilitation are: education, work, religion, cultural and sporting activities and so on; above mentioned activities are organized and elaborated by penitentiary staff in close cooperation with the local authorities, the voluntary staff, the educational institutions, cooperatives, managers and companies, etc.

The prisoners can have different opportunities,  through the use of e-learning, the prisoners are given opportunities of experimenting differently in social relation/context where they are supported in processes of personal growth and accountability.

The penitentiary experience and history teaches us that against deviant behavior of the human being, the repressive policies are useless; if they are not accompanied by a comprehension finalized in prevention and reintegration of prisoners who are on a prison sentence.

This is the reason why Italian main law, the Constitution, requires that the penal punishment be on the base of "rehabilitation" and anyone who is in prison shall have the

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possibility to access education and professional training and that at the end of the program are given a better chance to get a job.

The safety factor, which so justly concerns public opinion, depends exactly on prevention and the fight against ignorance; otherwise our penitentiary system would explode, resulting in chronic instability and social unrest or conflict, not to mention untrust in the state institutions.

In this short overview, we have underlined the difficulty of adjusting the penalty with the cultural and professional training; in other words, to give the opportunity to those accept it to be able to come out of criminality and deviance but we need to mention nobody is forced to study or follow a training during his/her imprisonment

During the last years, the laws in force and the goodwill of the educational facilities have not been sufficient to achieve the above goals; today this possibility is realized due to technological developments in the communication fields, which allows the knowledge and the integration of different experiences to become a real and continuous cooperation between the national institutions.

E-learning is the most important means to lead the penitentiary system out from its isolation and to provide interaction with the rest of society.

In the mainstream society, the prisoners are not foreign or alien people or social "cancer", they become like this when the society doesn't offer them the possibility of reflect and to have any kind of rehabilitation. It's public interest that this happens.

Malta training has the aim of promoting a new type of treatment in a national and international context and testing of a new kind of rehabilitation.

We conducted and developed, during these last years different sciences prison studies and research than we can say it is not our final result or goal and the studies and research were born from a careful observation in several European countries; the rehabilitation program of the prisoners has met and still meets a different problems and has not been given so attention to the "educational projects and innovative training" in prison as we has wanted.

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The Italian prison system has already started using these technologies, which is helping mainly to meet the needs of "mitigate imprisonment", such as ICATT in Eboli (Salerno), that has already expanded their views to bring them to a European level of educational standard and context.

Recently from this roots our project called – "E-learning education for prisoners and prisoners professionals" – innovative for its international flow.

It is a network in partnership with different educational facilities in Europe, where the e-learning technology gives the possibility, to the different members involved, to reach and interact in order to add new knowledge and experience to their professionalism and realize, of course in base of the law, the rehabilitation and social integration of the prisoners.

E-learning provides an interactive relationship between prisons and outside educational agencies – without displacing any of the subjects, neither the prisoners nor the educational staff. This way it facilitates the foundation of a suitable learning environment to achieve valuable training and qualification on the labor market.

The Italian prison system is trying with great effort to carry out cooperation experiences through the use of e-learning in prison together with national/local educational and training institutions.

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## L'e-learning: metodo innovativo per la formazione in carcere

### (Gruppo Italia)

L'esperienza professionale porta a sostenere che la rieducazione dei detenuti è divenuta l'obiettivo sul quale si fonda la politica penale europea, con l'articolazione di un complesso diversificato di attività che rispondano ai bisogni della persona. Queste attività hanno lo scopo di offrire, durante la detenzione, l'opportunità di "ripensarsi" in una prospettiva futura innovativa che non contrapponga la realizzazione di sé con le necessarie regole del vivere civile.

Gli elementi essenziali per il processo rieducativo sono: l'istruzione, il lavoro, la religione, le attività culturali e sportive…; un complesso di opportunità organizzate e curate dagli operatori penitenziari in stretta collaborazione con gli Enti territoriali, il volontariato, le istituzioni scolastiche, le cooperative, gli imprenditori ecc. Tali opportunità, mediante l'utilizzo dell'e-learning, consentono ai ristretti di sperimentarsi diversamente in relazione a contesti sociali organizzati e soprattutto li supportano in un processo di crescita personale e di responsabilizzazione

La storia ci insegna che contro i comportamenti devianti in negativo le politiche repressive servono a ben poco, se ad esse non si accompagna un'attività di comprensione finalizzata alla prevenzione e al reintegro dei soggetti che sono incorsi in condanne da parte della magistratura. È per questo che la nostra Costituzione impone che le pene siano "educative" e che tutti abbiano la possibilità di accedere all'istruzione e di acquisire una formazione professionale spendibile sul mercato del lavoro.

Il fattore sicurezza, che tanto giustamente preoccupa l'opinione pubblica, dipende proprio dalla prevenzione e dalla lotta all'ignoranza. Diversamente il nostro sistema carcerario è destinato ad esplodere, col risultato di cronicizzare l'instabilità e la conflittualità sociale, per non parlare della mancanza di fiducia nei confronti delle istituzioni dello Stato.

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Nella breve presentazione ho messo in evidenza la difficoltà di conciliare la pena con la formazione culturale e professionale; in altre parole, dare la possibilità a chi lo voglia (perché nessuno può essere obbligato a studiare) di poter venire fuori dal tunnel del crimine e della devianza. Le leggi prodotte nel tempo e la buona volontà delle agenzie educative non sono state sufficienti a raggiungere questo scopo; oggi questa possibilità si concretizza grazie all'evoluzione tecnologica nel settore della comunicazione, che consente la conoscenza e l'integrazione di esperienze diverse e una reale e continua collaborazione tra le istituzioni del territorio.

L'e-learning in carcere rappresenta lo strumento più adatto per far uscire il sistema penitenziario dal suo isolamento e farlo interagire con la restante parte della società. I ristretti non sono corpi estranei o cellule tumorali nell'organismo sociale; lo diventano quando non si offre loro possibilità di recupero e reinserimento sociale. È interesse di tutti che questo avvenga.

La partecipazione a Malta ha lo scopo di diffondere a livello nazionale ed internazionale la diffusione e sperimentazione di un nuovo programma rieducativo- trattamentale. Possiamo sostenere che questo non è il risultato finale dello studio e ricerca in scienze penitenziarie che ho condotto e sviluppato in questi ultimi anni. Il lavoro di studio e ricerca è nato da una attenta osservazione che in diversi paesi europei il programma rieducativo dei detenuti ha incontrato ed incontra ancora una serie di complicazione e poca attenzione è stata rivolta ai "progetti pedagogici e formativi innovativi in carcere.

Il sistema carcerario italiano sta già iniziando ad usare questa tecnologia, che viene incontro soprattutto alle esigenze degli Istituti a custodia attenuata, come ad esempio l'ICATT di Eboli (SA) che ha inteso allargare gli orizzonti educativi portandoli a livello europeo. Di qui è nato di recente il progetto "E-learning education for prisioners and prisioners professionals", innovativo nel suo genere appunto per la sua portata internazionale. È un lavoro di rete, che vede coinvolti diverse agenzie educative europee in partenariato, reso possibile dalla tecnologia e-learning, che in tal modo consente agli operatori coinvolti di interagire in modo da aggiungere nuove conoscenze ed esperienze alla loro professionalità e concretizzare la possibilità di una reale concretizzazione del dettato costituzionale in merito alla rieducazione e integrazione sociale dei ristretti.

**Programma Comunitario Grundtvig**
**Corso "Formazione docenti e istruttori all'insegnamento negli Istituti Penitenziari"**
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L'*e-learning* consente un collegamento interattivo tra il carcere e le agenzie educative all'esterno, senza spostare né i ristretti né il personale insegnante. In questo modo diventa realizzabile la creazione di un ambiente di apprendimento idoneo a far conseguire una formazione e dei titoli di studio spendibili sul mercato del lavoro. Nell'ambito del sistema carcerario italiano si cerca con grandi sforzi di realizzare esperienze di cooperazione tramite l'uso dell'e-learning in carcere con le istituzioni educative e formative presenti sul territorio.

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**Programma Comunitario Grundtvig**
**Corso "Formazione docenti e istruttori all'insegnamento negli Istituti Penitenziari"**
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# Training on line education in prison: a proposal
Giovanni SURIANO[1]

**Keywords:** prison, school, collaborative learning, e-learning, training, education research international.

## Abstract

*This article relates to the European policy of lifelong learning, aiming to increase and to enhance the participation of prisoners and prisoners professionals within education. In terms of participation in lifelong learning. This goal is far from being reached, therefore measures need to be identified that are capable of spreading the culture of life-long learning.*

## 1. Introductions

In all European countries, the rehabilitation of prisoners has serious problems and too little attention is devoted to projects for "education of prisoners and prisoners professionals"[2]. The primary objective of the project is to establish and develop a dialogue among organizational and managerial staff of prison and teachers from educational organizations engaged in working with prisoners, on issues, dynamics and experiences related to the use of ICT and distance learning for those at risk of social exclusion, particularly prisoners, and prisoners professionals [13].

The basic value of the Italian Court System is in the art. 27 of the Constitution. This article says that the way the prisons are treated can't be against the sense of humanity and that they have to be reeducate. At the same time, thanks to this constitutional status, the most important principle about humanity pain is sanctioned, and it is also assigned a reeducated purpose aim to rehabilitate a prisoner. This principle has been taken in full from the Penitentiary Law (n. 354 -26th July 1975) [13]. The first article says: "The penitentiary way to treat prisoners has to comply with humanity, respect their dignity and get a fair shake, without discriminations about nationality, race and economic status, political and religious idea. In the penal institution there would be order and neatness. They can't take measures not justifiable or not important in law towards the prisoner, who are called by their name. They have to be informed that they are not convict before the definitive sentence. Prisoners has to be reeducated and reintegrated in society also by external contacts. Moreover, the treatment has to be individual, in relation with theirs specifics conditions". The same article was confirmed by the Execution Regulations in 2000 delivered by the act of the President of Republic n.230. The article number 1 establishes "the prisoners treatments have to support their human, cultural and professional interests. The reeducation is headed to promote a different process about conditions and personal behaviors as well as familiar and social relations, which are a difficulty about their social life. In order to concrete the second paragraph of the art. 1 D.P.R. 230/2000 (art.15 for the Penitential Institute) there are many chances, in fact the activities realized in the penitentiary institute include education, job, religion, cultural and fit activities but also the regular contacts with the external life and their family[13].

An important role has to be assign to the education, its pedagogical value to form people and their personality. For this reason the art. 19 says: in penal institute professional and cultural education is possible thanks to the primary and secondary school, using appropriate methods depending on the single person, in particular people under 25 years old. It can be possible the institution of secondary schools. It can be facilitated the end of the university, and the promotion of the attendance to courses by mail, radio

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[2] Lifelong Learning Programme LLP Grundtvig - Education and culture.

or television. The access to the library is possible, prisoners can make a free choice about books to read. According to this article, we can say that education is very important for our prison system, also when freedom is denied, through the elimination of obstacles which can stop the realization. Also the articles from 41 and 44 (DPR 230/2000), at the same time, confirm the important role of education[13].

This point is reinforced by the art. 45 (DPR 230/2000), in which many economical profits to inmate students. The idea to introduce a new way to educate inmates is born not only on these basic rules, but especially on the long experience in this field. New methods and new educational tools will be capable to expand cultural limits in people who think that freedom will be possible only by needs and ignorance.

# 1. E-learning in prison Italy: a proposal

Distance learning (e-learning) is beneficial not only to those students who have difficulties when attending courses, but also to "weak" individuals such as women, immigrants and prison inmates. This article discusses several aspects of a distance learning programme for the inmates of ICATT in Eboli (SA)[3], which is still being carried out, focusing on both the various institutional actors and the main choices made . These include, in addition to the option of e-learning, the offer of a continual learning paths at secondary school and university levels, in line with the average educational rates of the Italian prison population. Finally, the article provides several details about the didactics organisation of the lessons within the online course. Online learning, in its various forms, has been widely interpreted not only as beneficial to "regular" students who encounter difficulties in attending courses, but also as a valid tool in favoring the education of "weak" individuals, such as women, either within a domestic or care-taking context, immigrants as well as prison inmates [12]. There were several significant studies in recent years relating to the latter, the differences between them being in part based on the various interpretations and definitions of online learning and in part on their specific contexts and objectives. In Europe, due to European founding, the theme of prison education, both traditional and online, has been the basis of many projects whose results will be compared and evaluated at the "European Conference on Prison Education" organized by the European Commission of Education and Culture in Budapest, from the 22nd to the 24th of February 2010. In addition, there have been, in particular for online learning, projects at a national level, including those carried out in Germany by the "Tegel" penitentiary in Berlin in collaboration with the Fern Universität in Hagen, as well as in Italy, in Bollate, Reggio Emilia and Porto Azzurro. In the penal institute of Bollate in 2005, the inmates, using a blended-learning model, completed the Cisco "Networking Academy" Ccna programme becoming the first trainers to be trained in prison. In a second case, thanks to the agreement between the University of Modena and Reggio Emilia and the Department of Prison Administration, the prison inmates can attend Bachelor degree courses in Communication and Marketing. Finally, in a third case, thanks to an agreement between the Regional Administration and the Regional Prison Administration, the prison inmates have access to resources financed by the Trio Project [12].

The distance learning experience presented in this paper is still under construction as well as the methodology and the techniques implemented. However, it presents several specific characteristics that make it particularly significant in relation to the specific users, the contents and the project proposers. The project would like to offer prison inmates, initially those of the ICATT under test conditions, but with the perspective of a wider public, an alternative to professional training courses computer studies, gardening, plumbing, carpentry, etc. This includes education from secondary school to university levels, in line therefore with the general European recommendations on lifelong learning education. The choice seems particularly important in relation to the average educational rates of the Italian and Campania prison population, which for Italy in 2010 was estimated at 67.961 units, with 7,610 units in Campania [10] and in rapid increase, with a male population of 95.7%. In fact, in 2010, as highlighted by the data, the most frequent qualification present in Italian prisons was the middle school leaving certificate (33,34%), followed by the primary school leaving certificate (13,43%) [10]. The second characteristic of our proposal is the choice of the online modality to supply the courses. Through this methodology, supported by frontal lessons, it is possible to overcome the difficulties encountered in the carrying out of traditional learning paths in prisons, relating to the lack of space as well as to the difficulty of regular and intensive academic assistance. Thanks to e-learning, it is therefore possible to elaborate a proposal, which can not only be evaluated in terms of efficiency and efficacy, conforming to the general regulations in penitentiary subjects, but which also concretely favours the right to study of the inmates. It makes it possible to develop and maintain the teacher-student relationship while promoting the learning activities of the prison inmates[11]. Finally, among the various possible uses of e-learning, our study adopts a collaborative and student centred learning model and fosters an intensive use of various types of images and multimedia tools, as a rich potential resource in support of educational activities
The test phase of our project addresses the prison inmates of the ICATT in Eboli, Italy.

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[3] Minimum Security Institute for the Treatment of Drug and Alcohol Addiction.

It is worth noting how the distribution according to qualification was not different from the other penitentiary institutes in Campania Italy. The inmates detained in the ICATT in Eboli have voluntarily chosen to take part in a particular treatment-therapeutic program and therefore are already willing to participate to activities promoted within the institute: gardening, furniture restoration, pottery workshops as well as music and theatre classes. In relation to this program, the e-learning project intends to make a significant contribution by attempting to recuperate the dimension of study and learning that for many of the detained inmates, as they recall in a series of biographic interviews, has been so far a rather accidental or marginalised path [11]. It's however a proposal aimed principally at either Italian prison inmates or those who have lived a significant part of their lives and education in our country. A linguistic-cultural pre-requisites tests will have to be carried out for those foreign inmates who have recently arrived.

The promoters of the project "E-learning in prison" are the University of Salerno Italy (UNISA)[4], the Secondary school "Liceo Scientifico Enrico Medi" in Battipaglia (Sa) Italy and the ICATT in Eboli (Sa) Italy. As described in the agreement drawn up between the partners in 2008, due to their different nature, they provide the indispensable competences in order for the initiative to obtain a good result. The ICATT is a "Minimum Security Institute for the Treatment of Drug and Alcohol Addiction", with a treatment-therapeutic aspect. The prison sentence is carried out with the aim of treating the drug-alcohol addiction and reintegrating the inmate into society. It detains inmates aged between 19 and 45 who are not a security risk, resident in the Region Campania and have no psycho-physical problems. The Institute has a multimedia classroom with 10 computer stations, which the inmates are allowed to use 4 hours a day. It has members of staff with information technology skills as well as some with e-learning teaching experience. The UNISA and the didactic area of Sociology of the University of Salerno have been carrying out online courses for many years and have acquired considerable experience in this area. The University offers the inmates the courses that are already online (the entire three year Bachelor degree course in Sociology as well as several course of the Faculty of Literature), which can be accessed through the WebCT platform. It also offers all the competence and support required for the design and realisation of new courses of any level, with the specific aim of promoting the growth of secondary school level learning paths. The Liceo Scientifico "E. Medi" contributes with its didactic experience to the initiative, proposing an experimental course set-up that is based on the National Programme of Information Technology (recently abolished by the Gelmini Reform) as well as the ordinary syllabus. It also includes the opportunities allowed by the norms on autonomy on the use of a quota of the institutional hours for activities coherent with the final objectives of the school. This relates to the more detailed study of information technology, which today is considered to be indispensable in every sector, with many of the inmates having already expressed an interest in this subject. In light of the regulations dealing with scholastic autonomy that allow part of the institutional teaching hours to be used with the aim of fulfilling the particular needs of its users, the didactic proposal includes obtaining qualifications that can be subsequently used in the labour market (e.g. ECDL), as well as a connection between the secondary school courses offered and higher courses (IFTS) with the aim of promoting the possible reintegration of the inmates. English is also studied with the possibility of obtaining Cambridge ESOL certifications [13]..

The on line course, which has applied for ministerial recognition, will last three years instead of the usual five. The first year, divided into two semesters, will correspond to the first two years of secondary school. The second year therefore corresponds to the third year, while the third year prepares the student for the final State exam. The compacting of the learning path does not lead to a lowering in the level of the studies: a reduction of the contents, in fact, can occur with compliance to the suggestions already stated for the individualized syllabus. The essential parts of the various syllabuses will be identified in order to reconcile the needs deriving from a condition of objective learning difficulty with those of the learning path indispensable to the obtaining of a recognised and useful qualification. The general aims of the Italian school system will also be adhered to and in particular those relating to the Secondary school, with particular reference to the "Liceo": maturation of the student, acquisition of a method of study, critical formation, etc. On the other hand, the correspondence of an hour of online teaching to four hours of frontal lessons allows a proximity to what is proposed in the classroom, when also

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[4] Department of Sociology and Political Science (DISSP) of the University of Salerno Italy.

considering the time required for tests (in the case of e learning, this should be considered separately) as well as for other types of school activities (psychological support, assemblies, guided visits, school educational trips, etc.). Even though they are a precious and integral part of the learning process, they do not always transmit the specific contents of the syllabus. There seems, therefore, to be an extremely rigorous and adequate correspondence between any form of minimum syllabus that is already being used and the compacting set out in "E-learning in prison". As with traditional teaching, teachers still remain the central and key figure in the learning process of online teaching. They set the learning path, divide it into Modules and Didactic Units, with each one corresponding to a certain number of scholastic credits, elaborate and select the contents, explaining them in a language that is accessible, with the support of graphs, images as well as sound . They also help the tutors in assisting the students with their studies and finally, verify, both online and face to face, the level and quality of learning. On the other hand, the students have an active role in the virtual classroom, being considered the central element in the production of their own culture and understanding. In every lesson, they not only encounter learning paths that offer the possibility to study various aspects in greater detail as well as tools to monitor their own understanding but also continuous indications of further material that lead to the fundamental unity of knowledge. A test unit of the online course has been set-up, based on what has been previously discussed. This includes a week of lessons and will be tested before the summer by the inmates of the ICATT in order to obtain further elements that can be useful in the construction and final setting up of the on line course [12,13].

## 2. Teachers on line education in prison: a proposal European

In addition, the Consortium refer also to the results of the European Budapest Conference, (22-24 february 2010) Strengthening European cooperation in prison education and training, outlining the prison systems of many european countries don't have specific courses for prisoners education.

In a context of general discomfort for the prisoners, education assumes the connotation of emergency and traditional interventions, with very little oriented guidance, invalidating what are the European directives in the field of lifelong learning. The consortium refers finally to the European Commission's proposal of March 3, 2010 entitled *"Europe 2020, a strategy for intelligent, sustainable and inclusive growth"*, which should follow the Lisbon strategy[11]. This strategy is linked to three goals, intelligent growth (promotion of knowledge, use of new technologies, education and innovation), sustainable growth (economic development based on a competition that respects the environment and inter-generational sustainability), inclusive growth (reducing poverty and increasing participation in the labour market) [1, 2]..This strategy can actually be inclusive if it takes into account the dearth of human capital and those of what the economist Sen (2006) defines "empowerment" (ability to use resources and adhere to the rights of the person and citizenship) by marginal social groups such as prisoners. The consortium proposal aims at a more direct definition of specific adult education for prisoners. The basic idea is to offer within prisons an innovative education program that combines formal and informal education, while improving the skills of the teachers and launching new educational practices favourable to the prisoners needs listening and to their guidance. The project proposal is to deliver to prison teachers from the four penitentiaries involved, an online course as well as workshop with detainees participation, both aimed at developing easily transferable ICT and social skills. The project proposal refers to the results of others European projects of the different partners, particularly to the activities of: e-learning for prisoners and prisoners professionals; qualification strengthening of staff of Panevezys correction house, European Training Partnership for an Inclusive Society; European Training Partnership for an Inclusive Society.

The aim of this project is to raise the vocational skills of the prison's staff at work with women inmates. Better self cognition, better relationships, constructive solutions of conflicts, management of stress will help the prison staff to deal with specific women inmates problems.

Primary objective of the project "*E-learning Education for Prisoners and Prisoners professionals-EEPP*" is to establish and develop a dialogue among organizational and managerial staffs of prisons and teachers from educational organizations engaged in working with prisoners, on issues, dynamics and experiences related to the use of ICT and distance learning for those at risk of social exclusion, particularly prisoners, and prisoners professionals .The Project aims also to create a community of trainers able to talk continuously on these issues and to be the sponsoring of new learning opportunities and reintegration into society of persons at risk of exclusion. More generally, the presence of Romania into the partnership will help to overcome prejudice and hostility towards this country, very high recently in Italy and to a better European inclusion of Romania.

The aim of this project is to create an information network between the academic and the socio-economic environment for the Psychology field in the west part of the country. The specialists will observe, research, measure and control the demand for labor on the economic market in order to correlate these needs with planning, coordination, monitoring and evaluation of education in higher-education institutions [3].

The principal aim of this project is to design and test a curriculum for a training course that will be a support for the staff from the rehabilitation centers and minor's prisons. Also, in the frame of this project, the experts will realize a collection of educational resources in order to assure a direct support for the staff from rehabilitation centers. The participants to this project, from five countries, universities and prisons will accomplish their personal development as the result at the exchange of best practices.

The new project will complete the best practice experience and teaching methods used in the forensic field, with IT methods, especially e-learning programs shared within all the partners involved in the multilateral project.

The project "For a Shared Archaeology" has as aims:

- to use the archaeology as a tool (one tool between all the possible tools) for rehabilitation of the young offenders and young with disabilities.
- To project a scientific system of references in the field of rehabilitation
- To divulge the model and the results in the EU at the end of the experience.

The new multilateral project complete this project by offering a new method, e-learning method, that can be used in the rehabilitation work with the young offender.

The  project consortium has been built with two different kind of partners, with different kinds of competences, the prisons and the universities, asking however to them to collaborate for the improvement of education in prison. In the project, then, prisons and universities will have different tasks, the prisons taking care of the internal and mainly local and national dissemination of the project and of its actual implementation inside the prison, and the Universities mainly  dealing with the making of educational products, the ICT implementation, the quality plan assurance, and the national and international dissemination. At the same time, both will collaborate in all activities and particularly in the course building and delivery also trough the key figure of the teacher "mediator" who will make it possible to integrate formal academic knowledge with the organizational know-how of the prisons. Other important features of the consortium are the differences among the prisons inmates, women, males, minors and drugs addicted, that will consent to the teachers a wider insight in the prisoners needs, and, as far as the universities are concerned, their interdisciplinary expertise: sociology (UNISA), criminology (Roma), pedagogy and social psychology (Tibiscus and Montpellier) ICT (Montpellier, but also UNISA et UNIROMA) that will contribute to a higher quality of educational products.

## 3. Investigation of the field (state of the art) and innovative character

The consortium investigation of the field has started at different times for each partners as demonstrates their participations in other European and national projects on this subject. However a very important reference point for all was the European conference of Budapest, 22-24 february 2010 Streghtening European cooperation in prison education and training, to which the project coordinator participated and whose results were discussed inside the E-learning for prisoners and prisoners professionals project and were submitted to the attentions of all the partners [12,14]..

The innovative nature of the project is ensured by two lines of action. The first consists of the training contents for teachers and prisoners.

The course modules as well as the workshop will be based on ICT learning in a non-genetic approach, declining the computer skills so as to develop, in line with the perspective of A.K. Sen (2006), the abilities of the subjects for their best "working" (well-being, professional realization, increase the chances of social inclusion and enable participation in public life). In fact, while the teachers will develop theoretical and practical knowledge that refer to the ability to listen to others and analayze their problems, the prisoners will learn ICT so as to understand the world in a multicultural key, and above all to express themselves through creative writing exercises, which will be achieved through the use of biographical interviews by the teachers.

The second initiative is to integrate the tacit know-how of prison organizations with the formal knowledge of the university[10]..

This will be made possible through the continued collaboration between universities and prison staffs and the role of the mediator.

The project aims to improve the quality of education in prison, trying to integrate the need to adapt the educational offer to an audience that is at risk of illiteracy with the need to spread the use of ICT, competencies which are now required for inclusion in the knowledge society. The concrete objectives are to develop, teachers initially, staff and then ( with reference to 5 and 6) the prisoners with the following skills and competencies: education and listening to the perception of the needs of prisoners; awareness of the "guidance", the identification of skills, competencies and interests, and choice of appropriate educational opportunities; ability to adapt educational contents to the context ; learning by doing and collaborative educational methods; training on use of ICT; multicultural education.

The educational activities will be oriented to the development of humanistic skills by teachers in order to improve the ability to listen and relate of the prisoners, so as to make them citizens and multicultural at the same time, equal and free to others in terms of possibilities of expression and communication  with both traditional and innovative (ICT) tools [6].

In fact, the teachers trained in the online course will set up a workshop (in each prison) with the selected prisoners, in order to experiment with the new skills acquired as well as the possibility to implement them. In particular, the teachers, in collaboration with the team of course researchers, will collect, through interviews, detainees life histories, will analyze them and share the results with the prisoners in order to stimulate their awareness of their needs and possibilities as well as of the unused potential [5,7].

## 4. Methodology

The program is developed according to a quick and easy path. The four partners meetings (in Fisciano, Timisoara, Lituania and Roma) will be the project major milestones, each one with a major theme and specific workshops that will check the different activities and the project development. Special videoconferencing also will be activated during all the project, the detailed plan of which will be established from time to time in the partners meetings, allowing a continuous monitoring and the coordinator control. The project starts from an initial meeting (Fisciano, Italy) in which the partners will appoint the management committee, (MC) composed by five main sections: General Administration and Finance (GAF), Communication(CO) Education, (EDU) Quality Plan (QP), Dissemination and Exploitation (DISES), leaded respectively by UNISA, PRAXILING, UNISA and UNITIBS, UNIROMA, UNITIBS. Each lead partner will take care of a particular section, for which it has developed a proven expertise and will report continuously on it. A management section committee(MSC) will be created for each of them, including representatives of all partners.

The quality of the work program is determined by weighing the principle of specialization with the principle of integration, with the prison taking care of the internal dissemination of the project and of its actual implementation inside the prison and the Universities mainly dealing with the making of educational products, the ICT implementation, the quality plan assurance, and the national and international dissemination. At the same time, all partners, prisons and universities will be at work together in the building, delivering, dissemination and exploitation of products. The key figure of the teacher "mediator" will make it possible to integrate formal academic knowledge with the organizational know-how of the prisons and will coordinate the translation activity[8].

Also, in the dissemination and exploitation activities the project develops a steady growth moving from bottom to top and from the inside out, building step by step dissemination networks that will be decisive then for the exploitation. During the dissemination process, in fact, networks of different stakeholders will be built at the local, regional, national and international levels, that will ensure, together with others project partners actions, as the transfer of the project on module o model and the asking for credits and reconnaissance of ICT activities for the teachers and the detainees, the project survival.

The collaboration between the partners will make possible to establish a continuous communication between educational institutions as the universities and penal institutions in different European countries. This consultation and collaboration practice will produce results (the online course, the guidelines for the workshops) that are already ready to use in several language versions, including English, on a open platform and can then be easily updated, integrated and released at a relatively low cost; the expenditure required for a new release will in fact refers mainly to the eventual translation, management of the platform, the remuneration of distance teachers costs, end users and internal staff support belonging already to the prison system. Also the prison and universities continuous consultation model can be adopted by other European countries. Both will contribute to the construction a specific European area of lifelong learning, intended to achieve the establishment of practices of formal, non formal and informal adult education, a range of skills demanded by the EU but not yet adequately widespread among prisoners educators and not encouraged by the prison system[11].

The project operates a careful division of labor between partners who have different characteristics, prisons and universities, described in detail previously. This strategy combined with an equally accurate control system, optimizing the skills and resources already in possession of the individual actors allows to reach the project objectives and expected results in less time and at the lowest possible cost. The budget allocations reflect the distribution of tasks between partners, General Administration and Finance referring to UNISA, Communication to Praxiling, Education UNISA and UNIiTIBS, the Quality Plan to UNIROMA, while Dissemination and Exploitation to UNITIBS, and the specific integrations planned from time to time between them. In particular, the

general management of the project and its financial administration will be handled, with full and regular cooperation of all partners, from UNISA. UNISA is a major Italian public university and as such has tested financial, management and governance structures. Its structure, focusing on the departments that work closely with the central university government, has characteristics of competence and transparency, with specific procedures for monitoring and evaluation.

The financial administration of the project will therefore be managed by the management and accounting offices of the Department concerned and supported by the more general UNISA. In particular expenditure commitments will be approved by the project coordinator and by the account managers in accordance with procedures in use at UNISA. The project finally will provide a continuous monitoring of the financial situation, first through the special workshops included in the four meetings that mark the project, second through special video conferences involving the administrative and financial staffs from different countries, finally through the continuous communication of these same subjects through the communication platform made available by Praxiling and of course the more traditional communication if necessary. In this way the use of ICT will enable both a more efficient and continuous monitoring of the project and an increase in ICT skills of all the administrations involved.

## 5. Expected impact of the project, sustainability e Action or programme specific information

The first target of the project is made up by the teachers at work inside the prisons to which are primarily dedicated the online course and workshop, with the objective to fill the lack of specialized training for the educators in prison by implementing their basic skills with knowledges and formal and informal practices of social intervention and by fostering the use of ICT and a student centered and active learning. During the project the online course and the workshop will be delivered to up to 15 teachers in each partner prison selected by the staff among the teachers who work, will work or have worked in it. More generally, however the project is addressed to all the teachers working in prison inside each country and this target will be reached during the project trough specific sections of the dissemination work during which it will be offered the possibility of a reservation for further replication of the course. The project however will reach, during its life, in different ways, also other actors in the prison system, administrators, staff and inmates, with the objective to create a more favorable context in prison to the educational policies and to overcome prejudices and refuse. As far as the staff is concerned, infact, all operators will have open access, as listeners, to the online course for teachers or to specific modules of it, finally getting a certificate of participation approved by the Prison. As for prisoners, in the workshop teachers will work with about ten of them, helping in identifying their educational capacities and competences; participation in the workshop will also allow prisoners to use forms of creative writing and autobiographical pieces, by computer, thus creating even elementary forms of ICT literacy. At the end a certificate relating to the use of ICT skills and creative writing will be attributed, being a good incentive for the prisoners to participate. Also for those subject the dissemination work will reach the national area, preparing for a wider use and a better reception of the project in the future. Specific national dissemination events are in fact scheduled in the project, with the participation of the institutional representatives. Finally, the dissemination work is targeted also on the wider European community and particularly on the prisons and educators European institutions.

At the end of the project the target groups will continue to be reached and implemented trough informal and formal initiatives. To start, the skills spread from the course and the workshop will become daily practices for the educators participating in the project. Thus the innovation of educational practices will be developed from the bottom without additional resources. The sound operation of these practices, also, will motivate managers, supervisors, guards to cooperate with educators and to participate voluntarily in others lifelong learning experiences, improving communication inside the prison system and contributing to the formation of networks among prisons and the larger society for a better social inclusion of prisoners.

Second, however, the web site will stay open for two years more, after the project ending, thanks to the UNISA management choice, wide disseminating the project methodologies and results. Third, the transfer of the online course from the WebCT platform to the open access Moodle, the existence of different stakeholders networks formed during the process of dissemination, and the already existing computer labs at the partner prisons, and finally and more generally the high sustainability of the project thanks to the ICT use, will all allow for an easy further replication of the course and the workshop, thus enlarging the area of subjects involved. Lastly credit recognition for the teachers and ICT certification for prisoners will enhance the course and workshop demand and participation. The idea behind the project is to organize an online course for teachers in prison completed by a workshop with the detainees participation, both aimed at developing easily transferable ICT and social skills. The training of educators, to which will have access as listener also the prison staff, will be aimed at achieving the following objectives of the Grundtvig program and the more specific and operational ones of the action : a)To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning; b) To contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background c) To help provide adults with pathways to improving their knowledge and competences, d) To improve pedagogical approaches and the

management of adult education organisations, e) To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning. The implementation of prisons labs both in terms of physical infrastructure and of e-learning educational resources, combining formal and informal teaching methods and ICT, will consent to the educators and then the staff of the prison, to enhance their specific professional skills, and to the detainees the developing of their literacy skills. The easy replicability of the project will allow over time to reach many other subjects belonging to the different involved categories, inside the four partner nations and outside, thus offering significant possibility of extension to lifelong learning.

## 6.  Dissemination and exploitation strategy

Dissemination is central to this project, and covers all the project life. It will consist of initiatives internal to the organizational contexts involved in the project, namely the 4 prisons and 4 universities, aimed at the bettering of the internal staff culture and at the detainees involvement, as well as  of external initiatives in these contexts, which will increase with the diffusion of the results and people participation. The process is moving from the bottom up and from the inside out. It first involves dissemination of the experience inside the prison, addressing the teachers at work and the management and prison staff, who may attend the course or individual parts of it as listeners and whose contribution is still decisive for the success of the project. Secondly, it involves other national prisons and their educators, for which a workshop will be organized by each prison at the 14 or 16 month of the project. Dissemination will then reach a more general national level as well as the institutional authorities of it. The opening of the project website, and national conferences to be e held in each country will consent to present the results of the project to the wider national public and to the Ministries of Justice and Education as well as to the heads of the prison administration, who will be invited to activate a link to the project website on their own institutional websites and to support the continuation of the project on a national level. Universities will present papers on national academic meetings. As far as the European and international level is concerned, the website, appropriately advertised, will be a central tool in the dissemination. However, CDs in English will be sent to the European prison organizations while the partner universities will present one or more papers on the project experience on an international level. During the dissemination process networks of different stakeholders will be built at the local, regional, national and international levels, that will ensure, together with the partners other actions, as the transfer of the project on module and the asking for credits reconnaissance, the project survival.

## 7. Conclusions

The project has a high financial sustainability and can be reproduced at low cost. In fact, in the prison partners the improving of the educational and ICT tools, as set out in the budget, will make it possible to use the labs for new course releases and other adult education courses; also in others prisons the interventions are to be implemented in organizational contexts which are already equipped with classrooms, teachers and supporting staffs and often with ICT labs. Since even the course is already built and there are guides for the running of the workshop, for the replication of the project costs will be limited to the distance teaching staff, eventually to translation and to the platform management. In addition, the credits awarded to the teachers and a certificate for the prisoners will promote the commitment of the actors. In particular, the teachers, as well as other prison professionals, with the aid of the course and the online material, will actually gain free continuous training, resulting in curriculum benefits.

The opening of the basic course to the prison staff will also increase the number of participants in life-long learning at no additional cost.

The University of Salerno, which already deals with e-learning, will update the project site in the following two years at no additional cost.

In all European countries, the rehabilitation of prisoners has serious problems and too little attention is devoted to projects for education of prisoners and for prisoners professionals.

Formative experiences based on distance learning are often little known even within individual countries that have implemented, nor are accompanied by a detailed discussion on results and appropriate assessment procedures.

Primary objective of the project "E-learning in prison" is to establish and develop a dialogue among organizational and managerial staffs of prisons and teachers from educational organizations engaged in working with prisoners, on issues, dynamics and experiences related to the use of ICT and distance learning for those at risk of social exclusion, particularly prisoners, and prisoners professionals. The Project aims also to create a community of trainers able to talk continuously on these issues and to be the sponsoring of new learning opportunities and reintegration into society of persons at risk of exclusion.

Innovation in prison, lever for the reeducation process and social reintegration of juvenile and adult prisoners, is emotional expression of individuals in prison is the result of their belonging to social groups products from the territory occupied by them, their culture and their traditions. The comparison with the same hardships background, lived and developed in different social environments, it is essential to provide the industry more points of view related to the method of approach to issues that may be effective in problem solving that they are facing.

The better understanding of the solutions implemented in contexts other than their own might be enlightening for those operators who acquire, in this way, a broader vision.

When comparing the different local ways of addressing the problems of individual and social well you can get to share a path and a method that can produce their growth throughout the European context, especially in prisons.

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