



# Vocational training

## *for prison managers*

*European Educational Support for Prison Officers  
Interacting in prisons Learning Context with Women  
and Minorities (EESPIP project)*



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### **Programme**

**EESPIP** - European Educational Support for Prison Officers Interacting in prisons Learning Context with Women and Minorities

### **Partners**

Institut Saumurois de la Communication (France) - Coordinator

Aproximar, Cooperativa de Solidariedade Social (Portugal)

Centrul pentru Promovarea Învățării Permanente (Romania)

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# Module Plan

**Training:** EESPIP - European Educational Support for Prison Officers Interacting in Prisons Learning: Context with Women & Minorities

<b>Module:</b> VOCATIONAL TRAINING FOR PRISON MANAGERS	<b>Trainer:</b>
<b>Session nr.:</b>	<b>Duration:</b> 6h <b>Date:</b>
<b>General objectives:</b>	To help prison managers understand how important is lifelong learning for women and minorities in prison context.
<b>Learning outcomes:</b>	<ul style="list-style-type: none"><li>• Instructors will be able to organize training sessions to teach prison managers how to educate prisoners according to the outlined curriculum;</li><li>• Instructors will be able to understand the structure of the proposed theoretical, practical, and productive education structure and be able to relay the importance of this model to staff so they can adequately teach students;</li><li>• Instructors will be able to report on the learning structures of all pedagogical efforts.</li></ul>
<b>Methods:</b>	Presentation, questioning and interactive training with alternating theoretical input and role plays.
<b>Content:</b>	<ul style="list-style-type: none"><li>• About EESPIP</li><li>• Introduction</li><li>• Organize and manage training propositions</li><li>• Theoretical education</li><li>• Productive education</li><li>• Organize and manage the support of training programs</li><li>• In retrospect</li><li>• Organize and manage the reporting structure on the success of the pedagogical efforts.</li></ul>

# 1. About EESPIP



The European Educational Support for Prison Officers Interacting in Prisons Learning Context with Women and Minorities Project (EESPIP) is co-financed through the Erasmus+ Project and the National Agency FR01. It is carried out under the coordination of Institut Saumurois de la Communication, in cooperation with partners from Romania (CPIP), Spain (DEFOIN), Poland (ARID), and Portugal (Aproximar). The undertaking's point is to address the staff - learning gaps which were identified with the improvement of an environment that is not related with learning: prison. EESPIP plans to develop and present materials and exercises for prison officials to assist in their expert preparations, as were identified with the subject of their expertise. The speculation behind this undertaking may be connected with the significance of human connections in forming a learner's vocation. The center of this project is understanding the impact of non-educative jail staff on the learning encounters of detainees.

For further information about the project and for the full version of the report, please feel free to visit our website [www.eespip.eu](http://www.eespip.eu)

To fulfil this aim, the module will revisit some concepts of education, the prison system, the educational needs of prison inmates, and the responsibilities of those working in prisons. It will focus on the role of prison managers and their efforts in training staff to provide education to prisoners. This will therefore address the important need of prisoners and especially reflect the reality of working with vulnerable groups, especially women and minorities, in prison. The module will present a training method to prepare staff for the training process. This method will reflect the education to be given to inmates, so that the managers learn the material they will teach and can better understand how to teach it.

## 2. Introduction

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This curriculum is intended to provide tools to prison managers to assist them in addressing the educational needs of female inmates and minorities. By training prison managers with the information intended to be disseminated amongst inmate students, the prison managers will be familiarized with educational materials and equipped to assist their students. The notion of education is one that is highly discussed throughout society and the government. Education, in its many forms, facilitates the functioning of a society. Within the realm of correctional facilities, the point of education is one which is especially part of a prisoner's wellbeing. (Justice Action, 2020). Not only is it providing inmates with knowledge and skills, but it is also providing them with the possibility of obtaining a better future. Correctional facility employees should work to provide female inmates with theoretical, practical, and productive education that is taught as part of a "life-long learning" process.

Within the prison setting it is common that the education-level of prisoners is often low, and the prisoners themselves are not willing to learn more (Diseth et al, 2009). Education of inmates is an important part of their lives while serving as statistics indicate those who are given some type of vocational training or general education while in prison are not as likely to become repeat offenders. (Davis et al., 2013). Further, with their skills, they are even more likely to successfully secure employment after serving their sentences and re-entering the outside world- a point which contradicts criticism of prison education programs as being an expensive burden to taxpayers (idem).

Within the European prison system, it is noticeable that the presence of education and high-skilled qualifications is low. This complicates an inmate's situation as their chances of finding legal employment which will allow them to support themselves following their sentence is reduced. It may therefore be surmised education reduces recidivism as inmates can address existing gaps in their previous education and develop new skills and positive attitudes towards life and future opportunities. (J. Hawley, I Murphy, and M Souto-Otero, p. 7) Investment in prison education saves money in the greater context, as prisoners who have received education are less likely to re-offend and therefore less likely to be recommitted to prison (idem). This can alleviate the burden to tax-payers in the long-run, as well as the stress placed on the correctional system. Inmates who are given the chance to pursue education in prison are able to build on their potential and

so reduce the possibility of reoffending. (Idem) . Further, individuals who receive education have greater employment prospects open to them following their release, which means they are less likely to need long-term public support or reoffend (Idem). Individuals without education find themselves at a distinct disadvantage compared to those who do, as only 1 out of every 10 jobs in 2010 was open to an individual who had left school early on. (Idem, 12). Through both general education and vocational training, inmates can become independent after their release. They possess the knowledge and tools from their education to build their future and excel. (Davis et al.).

Inmates frequently have a lower degree of education than the general population. They also have less vocational skills and lack an employment history which demonstrates their reliability (idem). Both of these points, combined with their prison history as offenders, build a complicated future fraught with societal reintegration issues. Employment, financial stability, addiction, and building relationships are all aspects of life that inmates might struggle with as they find themselves underprepared for “what comes next”.

Many inmates lack basic education. Due to either personal, familiar, or situational complications, inmates may have not completed their primary education, and therefore not received any higher education or vocational training. (Basic Education, 1995) Subsequently, many inmates are underequipped the world and life after prison. Correctional facilities, therefore, have a specific opportunity unique to any other organisation- helping individuals whose lives are on pause to stop, reassess their lives so far, and determine what they want to do. Correctional education lets them gain the skills to get there.

The Council of Europe has placed an important concept in its penal policy and prison education policy- the concept of seeing the individual as a person. The man or woman in prison is a criminal, has done something perceived as wrong and so been placed in prison, and has lost certain rights as a result of his or her actions. However, he/she is still a person. He/She is still a member of society. And therefore, is still entitled to human dignity. In recognition of the humanity of prisoners, it is therefore especially important that she be able to receive the education necessary to excel and flourish in life after prison. The Council of Europe believes that adult education is a “fundamental factor of equality of educational opportunity and cultural democracy”. (Council of Europe, 1990. P. 12) Therefore, the promotion of education for inmates is seen as promoting “the development of the active role and critical attitudes of women and men, as parents, producers, consumers, users of the mass media, citizens and members of their community.” (Idem, p. 12)

Such a perception of adult education has been maintained throughout the years of the Council of Europe’s existence. The European Union Council’s policy statement on lifelong learning stated that its cooperation up until 2020 should be made to support “the further development of education and training systems in the Member States which are aimed at ensuring: (a) the personal, social and professional fulfillment of all citizens; (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural

dialogue." (OIDEL, p. 2 ) Keeping this in mind, it is then interesting to look at the policy held by the Council of Europe, which believes that adult education 'seen to be about participating and experiencing rather than about the passive absorption of knowledge and skills; it is a means by which people explore and discover personal and group identity". (Council of Europe 1990, p. 4).

In order to fulfill this idea, the Council of Europe made a series of recommendations in 1990. The most key point was that every prisoner's educational opportunities should be substantial. The point of this being that, through a large offering, the inmate would have the opportunity 'to develop the whole person bearing in mind his or her social, economic and cultural context' (idem, 8). This is an extension of the Council's view of each inmate as a person – a person with their own mind and soul, dream, talents, and abilities. Prison is a time of reform but can also be used as a time for developing those talents and abilities which can help the inmate in building a fruitful and fulfilling life once they leave the prison system. This indicates something deeper, namely, limiting 'the damage done to men and women through imprisonment' and so counteracting the inherent psychological effects which are part of the prison experience. (Idem, p. 10 ) The Council's approach to education in the prison setting is that 'education shall have no less a status than work within the prison regime and prisoners shall not be disadvantaged financially or otherwise by taking part in education'. (Idem, p. 4) This indicates the prominent place the Council gives to education with regard to the



European prison system. However, in this respect, it must be remembered that Europe is a union of countries, and each country has its own approach to the prison system. Therefore, this paper proposes to raise awareness to the needs of training prison managers in how to educate inmates. With the basic outline of what they do to provide a wholesome education, it is hoped that prison staff, no matter which country they are in, can take the foundations and build a program on it which is suitable to a particular prison's functions and the country's capabilities.

As a final note, it must be emphasized that the education of adults in prison is absolutely a means to an end. The end is to live a new, law-abiding life outside of the correctional facility. The essence of education for adult learners in correction facilities that the person's development occurs not in just one particular element or another, but rather impacts them as a "whole person bearing in mind his or her social, economic and cultural context." (Idem, p. 4) The education process should be one that is instructive, but also one that encourages each student to develop their own critical thinking process, in which they form problem-solving methods for themselves. Development of thought process impacts the person's perceptions and understandings and ultimately effects deep changes on their consciousness, their worldview, and their sense of direction (Mezirow, 2000). And from these changes, the individual's behaviour, beliefs, and very self-awareness (and understanding) may be changed in a positive way (Clark, 1993). Ostensibly, prison education may be viewed as a time of routine books and pen-to-paper movements. Yet, it is an opportunity for much more to occur.

To reflect the spirit expressed by the Council of Europe, this paper proposes that correctional facilities implement a three-fold educational program. This will provide a holistic experience for prisoners that will challenge them intellectually, mentally, and axiomatically. This program will be outlined within this paper as a model, with which prison managers may be trained to use as a base for beginning an educational program. The educational program can then be adapted according to the needs of inmates and managerial staff. The three-fold approach is useful for staff as it organizes educational efforts comprehensively and allows for a logical method of proceeding.

### 3. Organize and manage training propositions

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The educational offer for female inmate and minorities (henceforth referred to as “students”) will cover three bases. The managers should be familiar with each kind. This holistic learning experience for prisoners should be understood by managers so that they can replicate the model elsewhere. This model will provide inmates with theoretical education, practical education, and productive education. Each part should be seen as uniquely contributing to the development of the student. Training for the managers who will implement this education is visualized as a three-day event. One day will be dedicated to each module. In light of the time constraints employees face, it should be expected that they will not have the time available to invest any further time beyond these three days. Therefore, the program will be “learn-as-you-go” beyond the three days, which will establish the foundation and the mindset of the program.



## 4. Theoretical education

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The theoretical education component should focus on the “citizenship” aspect of each student’s life. This is a type of basic political philosophy course (civil education), which will set a foundation of understanding the individual in the scheme of society. Who they are, what are their responsibilities to society, and how actions impact society on the “person-to-person” level, as well as on the level of societal interactions. It will demonstrate how people build a society, and therefore why the actions of a single person can have deep and lasting consequences- both positive and negative. The reasoning behind having a civil education is that if people understand their society and why they should value it, they will form a connection with it and be more inclined to uphold and promote it. The course should reflect the philosophical and state values of the locality. Therefore, it is advised to consult with local universities to form a coherent curriculum that reflects the local and national levels of the state. Ideal areas to cover are:

- **Plato (The Republic)** - addresses the formation of the state and the duties which all people have to the state.
- **National constitution** - encompasses the freedoms, privileges, and responsibilities of the state and the citizens.
- **Branches of government and their duties** - each country operates differently, and it is helpful to know how each section of one’s government interacts with the other and what their particular function is.
- **Law system and legislation** - understanding local and national law gives insight as to how it may be broken, why it should be upheld, and why we need these laws in the first place.

Training for the theoretical component will be provided by having the staff together review and answer questions regarding the civil education aspect of the course. In light of limited time, they will be directed to allow time before the actual lessons with students to review material. A basic vocabulary list should be established by the managers to center the lessons around (rights, law, amendment, responsibility, state, government, governance, etc.). Discussions regarding the law, its purpose, and how knowing it can help prevent reoffending should be encouraged, as managers must feel the relevance of the material to teach it.

Managers members must be familiarized with the literature associated with for the theoretical module. Further, they should understand and be able to discuss why having this module matters. Although philosophy might appear outdated, its relevance lies in providing thought structure and a foundation for good decision making. It is just as crucial for managers to have these skills as the students, and for this reason, they should be encouraged to continue their own reading outside of training.

## 5. Practical education

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The practical education component refers to academics. Students will need to be assessed, based on their actual educational experience as well as their capabilities. It should be emphasized here that the individual is the matter of focus of these educational endeavors. Not a class, not a group, not the entire educational environment. Assessing each student individually will take time, but this must simply be accepted as a given by the staff members who managers will train to fulfill the role as educators. It makes little sense to force a student who has only achieved basic education and who has neither the capacity nor interest in university-level studies to pursue such studies. If they have the will is one matter – they should be given the tools and assistance to succeed. However, if the student does not, they may be introduced to other forms of education, such as trade/technical classes, and pursue training towards certification. Practical education seeks to provide students with the qualifications and practical skills they will need for obtaining employment after their sentence has been completed. In this way, the student will be equipped with the potential for a new life.

The Prisoners' Education Trust (PET) gives over 200 women a year in the British prison system to the? ability to access courses to further their education. According to PET “**Some of the women we've funded use what they learn to support others on a similar journey – from founding charities helping women after release, to supporting young people caught up in crime**” (Cooney, 2018)

For students in a correctional facility, the process of completing education in prison can be a huge major source of self-confidence, particularly for people who might not have thought that educational achievements were possible for them. This self-belief can begin to open doors for women – further study, training or taking on a more responsible role in the prison.” (Cooney. 2018) The human mind is motivated by the search for knowledge. Women who find themselves in correctional facilities must be provided with the educational opportunities necessary to move on after their sentence is finished and restart their lives. Having the educational credentials to get a job or pursue higher education upon leaving prison assists with this. Even in the United States it was noted that “**Inmates who participate in correctional education programs had 43 percent lower odds of recidivating than those who did not. This translates to a thirteen percent reduction in the possibility of reoffending following release from the correctional facility.**” (Davis et al, 2013)

These findings emphasize the absolute importance of prison education. What employees are giving students is key to a new life. Of course, it is up to the student to use this key properly. But what matters is it has been given, along with the knowledge of how to use it to open doors, set up their life, and close the door to negative influences.

## 6. Productive education

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The productive education component addresses the technical skills needed for day-to-day living. This may include (but is by no means limited to):

- *upkeep and maintenance of a house*
- *shopping for and cooking healthy meals*
- *paying bills*
- *doing official (governmental) paperwork*
- *handyman repair work (with such aspects as basic electrical knowledge or carpentry).*

This is not done from the assumption that the students do not know how to cook or clean. It is done to make sure that students can do these tasks in such a way as to sustain a healthy and productive lifestyle. Paperwork, for example, is a part of life. Yet filling it out requires focus and careful attention to detail. This is something that the productive component must address. In this way, students will be ready for the first days of their new lives once their sentence has finished.

Training for this module, as with the others, will be placed within a day-long intensive. Brainstorming and planning may be used to determine the needs of the student population, as every group will be different. Younger students and older students will have unique knowledge stores and gaps and it is important that these are identified to guarantee proper targeting and building of new and existing information. Managers should discuss who is prepared and best-suited within the prison staff to teach aspects of the “productive” component.

In order to prepare for the “productive” component, managers may consider the specified points in the preceding paragraphs. They should then discuss any additional points which might need to be added to reflect the local environment where the education efforts are taking place. As the productive education will need “hands-on” practice, each point should be planned in such a way as to give theoretical knowledge to the student, followed by a demonstration, and finished with the opportunity of trying it out themselves.



## 7. Organize and manage the support of training programs

The prison education training model consists of three components, and therefore training will take place over three days. As has already been mentioned, it is understood that prison staff may not be in the position to take extensive amounts of time for training. Therefore, each module will be given a dedicated day, with six hours of training per day. The first three hours of training will be devoted to the introduction and examination of the model and its content. The next three hours should be used for brainstorming, planning, and reviewing. Ideally, the training will go as follows (same schedule each day, just swapping the module themes):

Schedule (proposal)	Activities	Resources and materials
<b>9.00 am -9.30</b>	Presentation; Ice breaking activities;	PowerPoint / Exercises face to face
<b>9.30 to 11.00</b>	Module introduction. Background on why the module is needed and what it consists of. Identification of individual managers' knowledge of the module. Planning	PPT presentation Exchanges of experiences with participants
<b>11.00</b>	Coffee break	
<b>11.15 to 12.00</b>	Module presentation. Consists of reviewing the material for lessons with students.	PPT presentation Exchanges of experiences with participants
<b>12.00 to 13.00</b>	Implementation discussions. Main idea- what are the end goals envisioned with this material?	PPT presentation Exchanges of experiences with participants
<b>13.00</b>	Lunch	
<b>14.00 to 15.15</b>	Brainstorming and planning session for devising the lesson plans for students. Managers should at this point take the ideas from the previous hours and implement them to form a cohesive distribution plan for lessons and teaching.	PPT presentation Brainstorming activities
<b>3.15</b>	Coffee break	

<b>15.15 to 17.00</b>	Trouble-shooting. Discussion of potential issues that may arise in teaching and forming of strategies to overcome these. Managers may be presented with case-studies from other prison education programs or classroom scenarios they might encounter. Group discussion will help them determine strategies to practically overcome these issues.	PPT presentation Brainstorming activities
<b>17.00</b>	Debriefing - Final discussions, the opportunity for members of the group to voice concerns or opinions	
<b>Course evaluation</b>	Verify that the course meets the requirements	Evaluation form



## 8. In retrospect

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In the course of planning this paper, a prison system education expert was asked his opinion of what is needed for a successful and useful prison education curriculum for training prison managers. This was done to ensure that this paper is relevant and its material usable.<sup>1</sup> The emphasized the need for sharing the passion for education with staff. From this discussion, it was surmised that if the staff does not appreciate the need for education, they will not be motivated to acquire the knowledge to teach the modules. Further, they will be less inclined to develop their teaching skills. The staff will be teachers for the student population. But more importantly, they should perceive themselves as role- models passing on information that will assist in the lifelong process of learning, within the walls of the correctional facility and beyond. This training is foreseen as being a quick process, but it should be the first level in a continuing process of respecting the principles of education being shared with students and learning more about life, law, and liberty for both teachers and students.

The training itself should take place in the same area as where the future classes would be held. In this setting, the managers will together discuss, learn, and develop the skills necessary to teach and to mentor. They will need practical experience of teaching, and these beginnings with teaching each other, listening to what each other has to say, and take direction. By taking the educational materials and learning them, they are already gaining the mindset of the student. By explaining and discussing the materials with each other, the teaching experience is initiated. Time should be made at some point in the discussions for members of this learning group to practically demonstrate their knowledge by giving presentations on the educational topics. Following each presentation should be a brief discussion, as managers must be comfortable enough with the material to discuss it with each other. This is practice for disseminating it later.

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<sup>1</sup> We are indebted to Mr. Gary Hill for his expertise and insights. In 2008, Mr. Hill was selected to serve on the Council of Experts of the International Network to Promote the Rule of Law (INPROL) - a project of the U.S. Institute of Peace with facilitation support from the Center of Excellence for Stability Police Units, the Pearson Peacekeeping Centre, and the Public International Law & Policy Group). Gary taught a senior-level course on international criminal justice at the University of Nebraska and has been a visiting instructor on international criminal justice in Europe and the Middle East. He is on the Council of Experts of the International Network to Promote the Rule of Law, advisor to the Romania Institute for Prison Studies, the Thailand Institute of Justice, a member of the Board of Trustees of the Lincoln Community Foundation and a member of the Salford University Center for Prison Studies Advisory Group (UK). His contributions to this work were extremely helpful.

The next point to be considered is training, which consists of academic and practical skills. The academic perspective is found in the presentations, discussions, and material. This consists of actively learning the materials which will be pursued with students, understanding the materials which were selected by partners that reflect national and civic values (especially the philosophical and government-related materials), and then teaching the materials to each other. This is similar to tying a shoe. One may consider that academically, a person learns to tie a shoe by generally learning the parts of a shoe and the fundamentals components of tying. The practical is actually doing it. But training someone to tie a shoe breaks down into many smaller steps. It is necessary to break the training into its individual parts so managers know how to demonstrate it to their staff. Both the staff must know everything they do with the inmates can be educational. But how they do it is also something to be considered. The suggested training time allocates periods of learning for presentations, training, and discussion so that staff learns the parts of the education process, familiarizes themselves with content, and is able to disseminate these components with students.

Within the training process, staff should periodically be reoriented to remembering why they are training. Training is to effectively instruct staff how to teach and develop a teaching process. It looks beyond an employee's current knowledge and current pattern of thought. Furthermore, it encourages staff to look expand their own world and examine how the education process works- both in training and in practice. In this way, they can envision the positive impact they want to make on the lives of students.

Through education, it is hoped to help students make their lives better. It is probable that at some point, a student might re-offend. Education is not a full-proof way of preventing re-offence. The point is that education fills the gaps that a difficult childhood might have caused in learning. It works to develop the intellect and the conscience. And it helps a person survive their own difficult circumstances. As managers are being trained, they should keep in mind that the students they are teaching will leave prison at some point. The woman coming from prison might be surrounded by a world that tells them they "cannot do it"...they cannot reintegrate. However, in her mind, she will have the skills from the prison education program, and the words of her role models propelling them forward with the experience to prove the world wrong. What happened in either the childhood or previous adult life matters. These experiences shape the present in which each person is living. Yet, it will no longer be the defining point of the woman. The world is her future now, and the possibilities are endless if she tries for them. With knowledge and education, she is more prepared to approach the unknown. Her education experience, received from staff trained in theoretical, practical, and productive education will be with her throughout her life, and she can say "In prison, I did what everyone else said is impossible...I got an education." They can see the world before them in broader times, see the possibilities beyond the walls, and envision a life with broader horizons.

Future teachers should all receive the same training, and after undergoing the training they should be regarded by the correctional facilitation as “trained”. Such regards are key to respect from future students, as the inmates will view certified individuals as working with credentials. In light of this authority to teach, instructors are therefore deserving of respect and should be listened to. Correctional staff undergo corrections training as part of their job. Learning how to educate inmates maybe, in this way, be viewed as a part of a “correctional ethics” that is core to the life of the facility. Once a program receives the authorization of correctional facility administration and leadership, it can be formally made part of the on-site training. And the managers and staff will be trained in the correctional facility’s particular approach to education.

Once a program is accepted into the facility’s training for staff, it becomes crucial to analyze time constraints and determine how and when training can occur. “In-house”, training within the correctional facility, training requires staff to be given time off from their regular duties to complete the program. This is beneficial to employees and inmates, and also may be an attractive element of personal work-ethic when an individual is being considered for promotion. The difficult issue is that staff will need to view the training as important enough to request time-off to attend.

All training programs will need to be guided by a lesson plan, tailored to the correctional facility and its particular nuances. Three reasons may be implicated for this:

- everyone who teaches that subject covers the same thing,
- you have the ability to develop and go back to the student to see if the student met the objectives of what you’re trying to teach. If you have the subject, and you don’t test, then you haven’t taught it. Especially if a professor is charismatic.
- the instructors and others have an opportunity to go back and periodically look at the lesson plan and change it.

Everything in life changes. Especially in prison and prison education life. Many instructors write a plan and never change it. With a lesson plan, instructors will have something tangible that they can change and update as needed and as they discover what works and what does not. All managers should have the opportunity to give their input on the lesson plans and changes they recommend during annual or semi-annual reviews. There has got to be a way of retraining correctional managers. In this way, the managers will be an indirect part of the educational process for inmates. It’s ongoing, regardless of formal or informal. Once you teach inmates how to be helpful, you have to retrain the inmates and staff so they can refresh and update their skills, they can fall into bad habits. Staff is trained and teaches. They have a good or bad experience. Unless they have formal retraining they use that experience for both good and bad.

## 9. Organize and manage the reporting structure on the success of the pedagogical efforts

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Evaluation of the training needs to take place to make sure all managers members have reached the same goals, and therefore have similar grasps on the knowledge learned. Evaluation should occur following each training session, and then be continued on a monthly basis to monitor progress and effectiveness. Within the evaluation section, all managers members should be assessed and given feedback to determine what has been learned, to what extent has the material truly been disseminated, as well as ensure the learner's ability to share this information in the future. The evaluation period at the end of each training module will allow staff members to reflect on what they have learned, how they can use it in the future, and the impact it will have in the future. (Education.vic.gov.au. 2020) It will also give managers members to voice their opinions about the program, concerns about existing issues, and suggest ways to make improvements.

Feedback should occur in two settings- individual and group. Individually, each employee should be given the opportunity to discuss with the program manager their experiences in teaching, their opinion on how training could be improved in reflection of their later experiences and discuss any changes they think need to be made to the training process or the teaching program. This individual time is also a good moment for the program manager to share any concerns they might have with the instructor, as well as student feedback, and positive comments on the instructor's efforts. The group setting should carefully adhere to staying constructive- it is not the forum for praise or criticism, as it should not, at any point, single any employee out. Such actions risk harming group dynamics as they plant the seeds for group tensions. Group feedback should be an opportunity for the group of instructors to discuss their experiences in teaching, their concerns, their suggestions for improvement, and be connected in some way to the program's purpose of educating individual and preparing them for the future. This will ensure that the feedback stays relevant and useful.

## 10. Conclusion

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Correctional facility employees should work to provide female inmates and minorities with theoretical, practical, and productive education that is taught as part of a “life-long learning” process. To assist staff in providing such an education, this module has outlined a curriculum which may be used to train managers in this particular educational method. By learning the same information that they will teach, managers will have a keener understanding of what they are teaching and why. The theoretical component is visualized as being part of a civic formation, helping the managers to learn about the law, its necessity, and the philosophy surrounding it in such a way they can explain these concepts to inmates. Practical education seeks to bridge any gaps in basic education which a student might have so they might be able to pursue higher educational opportunities if they so wish following the completion of their sentence. The productive component is an element needed to make sure all students have a strong foundation for living outside of the correctional facility when they are able to move on. With the theoretical, practical, and productive components, students within a correctional facility will have the mental resources needed to make good decisions and construct new lives when they finish their time in the correctional facilities and move on to make their own lives beyond it.



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