



Support for the structural reinforcement of the educational system in prisons

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

May, 2021



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Programme

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

Partners

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Module Plan

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

Module: Support for the structural reinforcement of the educational system in prisons	Trainer:
Session nr.:	Duration: 8h Date:
General objectives:	
<p>To train prison managers and prison officers on how to understand the importance of prison education and how to support, from manager's point of view, their implementation in their own organization</p> <p>To help prison managers, staff and stakeholders analyse the main characteristics that could support the structural reinforcement of the educational system in prisons.</p>	
Learning outcomes:	
<p>By the end of this training module, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of prison education and the importance to promote education at the different levels of the prison treatment • Identify the specificities of the educational system in their own prison context • Understand their role on the promotion of prisoners' lifelong learning & concretely in promoting the minorities access to education • Plan the teaching-learning process in various steps: define the learning outcomes, design alternative curriculums according to their own context's needs, define strategies to involve the civil society organisations in the process, co-jointly define measures that can reinforce the educational system in prison context • Positioning itself in the supporter role for the structural reinforcement of the educational system in prisons 	
Content:	
<ul style="list-style-type: none"> • Understanding the importance of Prison Education in promoting rehabilitation • The difficulties to promote a life-learning environment in the prison context • Reintegration of women and minorities: examples • The Prison Manager's Role • Role of the prison manager on the implementation of education in prison context • The role of other personal involved in teaching 	

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

Methods:	<ul style="list-style-type: none"> Expositive, Interrogative and Interactive Digital training with alternating practice and theoretical input and role-playing. Feedback from experience
Recognition:	Training certificate EQF Level: IV

Training Session- Module Plan

Schedule (proposal)	Activities	Resources and materials
9.00 am -9.30	Presentation; Ice breaking activities	PPT & Kahoot
9.30 to 11.00	Importance of Prison Education in promoting rehabilitation Difficulties to promote a life-learning environment in the prison context	PPT presentation Exchanges with participants (group exercises)
11.00	Coffee break	
11.15 to 12.00	The Prison Manager's Role Role of the prison manager on the implementation of education in prison context	PPT presentation Exchanges with participants (group exercises) Practical activity
12.00 to 13.00	The role of other personal involved in teaching	PPT presentation Exchanges with participants (group exercises)
13.00	Lunch	
14.00 to 15.30	The role of other personal involved in teaching	PPT presentation Exchanges with participants (group exercises)
15.30 to 15.45	Coffee break	

15.45 to 16.00	Reintegration of women and minorities: The need to adapt a special role	PPT presentation Exchanges with participants (group exercises)
17.00	Debriefing	Jamboard/mentimeter
Course evaluation	Verify that the course meets the requirements	Evaluation form

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1. Presentation of EESPIP

The European Educational Support for Prison Officers Interacting in prisons Learning Context with Women and Minorities project (EESPIP), is co-funded by the Erasmus+ Programme and the National Agency FR01, under the coordination of Institut Saumurois de la Communication alongside partners from Romania (CPIP), Spain (DEFOIN), Poland (ARID) and Portugal (APROXIMAR).

Our project aims to open up to staff learning opportunities related to professional development in an environment not associated with learning: the prison.

EESPIP has been creating content and activities to be delivered for prison staff to further develop their professional training, related to their professional environment. The thinking behind this project is about the importance of human relationships in shaping a learning career. Our focus is to understand the impact of non-educative prison staff on the learning experiences of people that are deprived of their liberty.

For further information about the project and for the full version of the reports and training modules, please feel free to visit our website www.eespip.eu

The last project deliverable is twofold namely, to offer a training module on how both prison managers and prison officers can support the structural reinforcement of the educational system in prisons. This deliverable will also provide an analysis of the pilot experience conducted during the implementation of the EESPIP project, offering the prison managers' point of view of the learning process and partners' structural recommendations to support the structural reinforcement of the educational system in prisons.

2. Understanding the importance of Prison Education in promoting rehabilitation

2.1. *The purpose of Education*

The critical role of adult education in the development of society has long been recognized. Since the First International Conference on Adult Education in 1949, UNESCO's Member States have redoubled their efforts to ensure that adults have the right to exercise their fundamental right to education. Subsequent conferences in Montreal (1960), Tokyo (1972), Paris (1985) and Hamburg (1997) have reaffirmed this right and suggested ways to realize it. In 1976, the General Conference of UNESCO approved the Nairobi Recommendation on the Development of Adult Education (UNESCO, 1976), which enshrines the commitment of governments to promote adult education as an integral part of the education system within a lifelong learning perspective.

"Adult learning and education are central components of lifelong learning. It encompasses all forms of teaching and learning that aim to ensure that all adults participate in society and the employment possibilities. Adult education has many definitions: it is the substitute for primary education for a very large proportion of the world's adults; it is the complement to elementary or vocational education for many people who have received only a very incomplete education; it extends the education of those it helps to cope with the new demands of their environment; it improves the education of those who have a high level of education; and it is a means of individual development for all."

(Faure et al., 1972, p. 231-232)

Prison Education as a Right

Education is a fundamental human right, universal, firstly internationally recognized as so in the Universal Declaration of Human Rights (1948), asserting in Article 26 (1) that "Everyone has the right to education". The Declaration goes further, stating that (2) "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." (United Nations, 1948, p.7).

Since then, the right to education has been asserted in several international treaties and texts and affirmed by both legally binding¹ and non-binding² instruments (UNESCO, 2021). As an example, we can refer some of them (Costelloe & Warner, 2014), such as:

- The Charter of Fundamental Rights enforced through the Lisbon Treaty – Article 14 “Everyone has the right to education and to have access to vocational and continuing training” (European Union Agency for fundamental rights, 2021)
- International Covenant on Economic, Social and Cultural Rights (1966) – Article 13 “The States Parties to the present Covenant recognise the right of everyone to education” (United Nations, 1966, p.4)

The most recent European Union Council policy statement on lifelong learning stated that:

“In the period up to 2020, the primary goal of European cooperation should be 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 fulfilment of all citizens; (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue”

(Council of Europe, 2009, p.1)

Recently, UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda. According to this agenda, education aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” (UNESCO, 2021, p. 3).

2.2. The importance of Prison Education in promoting rehabilitation

Several classic theories can explain the importance of promoting education. Classic psychological writings of **Piaget (1997)** and **Kohlberg (1963)** help inform the moral component. The educational curricula can assist the moral component by providing course content that helps develop moral reasoning (Arbuthnot 1984; Arbuthnot and Gordon 1983), which in turn will attenuate the impulse to engage in criminal behavior after the release.

¹ These have legally binding force, which means that they are adopted and ratified by the Member States (mainly conventions and treaties) (UNESCO, 2021).

² These don't have legally biding force, but can act as a political and moral authority (declarations and recommendations). (idem).

Education may also attenuate crime because it improves the offender's executive cognitive functions, such as the ability to use and process information (MacKenzie 2006). This will, in turn, reduce the impulse to commit crime. The **distance paradigm** can also explain the importance of education for prisoners, providing them an opportunity for leading better lives (Maruna and LeBel 2010). By achieving educational degrees, offenders may change their identity and self-concept, providing thus the motivation to live better lives and desist from crime (*idem*). Besides this, educational programs connect inmates with teachers/trainers in a supportive and nurturing environment, which is crucial to the rehabilitation of inmates, because it provides them with **social support** that is also a key point to criminological theories (Cullen 1994). Education allows prisoners to develop skills, important to the outsider world. This can be a trigger for inmates to become active in their local economies and communities, from which they once felt excluded (Department for Business, Innovation and Skills, 2011).

Prisons should promote a learning environment. Doing so, "prisons can support their inmates to make good use of their sentence, to address gaps in their learning and skills, to improve their employability and to change their personal attitudes and perceptions – including the development of new perceptions and attitudes which can help them to understand the reasons for and consequences of their actions" (Hawley, Murphy & Souto-Otero, 2013, p.7).

Prison education and the rehabilitation process of prisoners

Empirical research on the socio-demographic characteristics of prisoners has highlighted the low level of education and lack of qualifications inside prisons (Morgan, Liebling, 2007; Combessie, 2001). From a utilitarian point of view, while crime is a negative externality with a tremendous social cost, education can reduce criminal activity and crime rates (Lochner, Moretti, 2001). In fact, several studies pointed out that prisoners' who participated in education/vocational training are less likely to reoffend (Porporino & Robinson, 1992; Clark, 2001). The study of Steurer et al. (1997) shows that "participation in school while in prison decreases the likelihood of recidivism in 29%" (Initiative, Karpowitz & Kenner, 1995, p.3).

Education is considered one of the risk and criminogenic need factors by the Risk, Need and Responsivity (RNR) model (Andrews & Bonta, 2010). The RNR model is based on three principles to generate effective interventions for offender populations with the ultimate goals of improving treatment for offenders and reducing recidivism. Research over the past 20 years has highlighted the risk, need, and responsivity (RNR) model for effective correctional programming. This model integrates the psychology of criminal conduct in an understanding of the reduction of recidivism, contextualized within the cognitive theory of personality and social learning of criminal conduct (Andrews & Bonta, 2007; Bonta, Andrews & Wormith, 2006).

The model has three principles: risk, necessity, and responsivity.

- **Principle of Risk:** The first one affirms that criminal behaviour can be predicted and that the intensity of the intervention should be calibrated according to the risk level of the offender (Andrews & Bonta, 2010).
- **Principle of Need:** The principle of need highlights the importance of targeting criminogenic needs to reduce recidivism. Criminogenic needs are dynamic risks that, when changed, are associated with changes in the probability of reoffend (Andrews & Bonta, 2010). Risk and criminogenic need factors include the “big four”—history of antisocial behavior, antisocial personality pattern, antisocial cognitions, and antisocial associates; the “moderate four” include family/marital circumstances, school/work, leisure/recreation, and substance abuse (idem). Interventions that target criminogenic needs have shown better recidivism outcomes than those that do not. (Aos et al. 2006).

Big Four	History of Antisocial Behaviour	This includes early involvement in a number and variety of antisocial activities in a variety of settings (home and/or out of the home). Major indicators include being arrested at a young age, a large number of prior offenses, and rule violations while on conditional release.
	Antisocial Personality Pattern	This risk/need factor includes, for example, impulsive, adventurous pleasure-seeking, generalized trouble (multiple persons, multiple settings), restlessly aggressive, callous disregard for others.
	Antisocial Cognition	This includes attitudes, values, beliefs, rationalizations, and a personal identity that is favourable to crime.
	Antisocial Associates	It includes both association with procriminal others and relative isolation from anti criminal others. This risk/need factor is sometimes called “social support for crime.”
Moderate Four	Family/Marital Circumstances	The key to assessing both family of origin for young people and marital circumstances for older people is the quality of the interpersonal relationships within the unit (parent-child or spouse-spouse) and the behavioral expectations and rules regarding antisocial behavior, including monitoring, supervision, and disciplinary approaches.
	School/Work	This risk/need factor places a major emphasis on the quality of the interpersonal relationships within the settings of school and/or work.
	Leisure/ Recreation	This risk/need factor places a major emphasis on the quality of the interpersonal relationships within the settings of school and/or work.
	Substance Abuse	The risk/need factor is problems with alcohol and/or other drugs (tobacco excluded).

Table 1: The Risk/Need Factors - Central Eight (Andrews & Bonta, 2010, p. 58 - 60)

Regarding the school/work risk/need factor, this factor places a major emphasis on the quality of the interpersonal relationships within the settings of school and/or work. School can be a risk factor if a person has “low levels of performance and involvement and low levels of rewards and satisfactions” (Andrews & Bonta, 2010, p. 59) with school.

- **Principle of Responsivity:** Lastly the responsivity principle suggests cognitive-behavioral and social learning approaches are the most effective in producing behaviour change. This has 2 components - general responsivity and specific responsivity. General responsivity suggests providers should consider the learning style and abilities of the individual when determining the style and mode of treatment program delivery (Andrews & Bonta, 2010). Specific Responsivity entails the adaptation of the type of intervention to the biological, social and psychological characteristics of the individual (Andrews & Bonta, 2006).

Going back to our focus on education, Andrews & Bonta (2010) explain that this can be a strength if the person presents “strong attachments to fellow students/colleagues along with authority figures in combination with high levels of performance and satisfaction at school” (Andrews & Bonta, 2010, p.59). If we want to change this criminogenic need, we need to “enhance performance, involvement, and rewards and satisfactions” (idem, p.59) with the school activity. Correctional education may help reduce recidivism and in a later instance improve labour market opportunities. This is why promoting education in prison with inmates it's so important.

The human rights approach also emphasizes the need to implement educational activities in prison to provide opportunities to “help prisoners to reorganize their imprisonment in a positive way [...] by encouraging the prisoner to develop as a person” (Coyle, 2009, p.94).

‘Although contributing to the reduction of recidivism is of key importance, prison education is about more than just this. It is also important to deliver education in prison because it is the right thing to do.’ (Braggins & Talbot, 2005, p.12)

“At its best, prison education can open up opportunities, enlighten people, broaden their horizons and build their self-confidence. It can increase their awareness of options, giving them a real choice of a life away from crime. Education can open up the legitimate means of achieving success.” (Professor Gus John, Chair of the Advisory Group. Time to Learn)

2.3 Education role in prisoners' lifelong learning

Education plays a pivotal role in social inclusion and can be transformative in prisoners' life, helping them change their behaviour and having a law-abiding life. "Education does help to prevent criminal behaviour in the first place, or at least the criminal behaviour most commonly sanctioned by custodial sentence. This is because it helps to give people the capacity to earn a proper living; and because, at least to some extent, it reinforces norms which inhibit criminal behaviour." (Schuller, 2009; Torrijo & Maeyer, 2019).

Lifelong learning can be considered in a two-sided perspective, including both the knowledge needed to go further on education and training, and the skills needed to continue the lifelong learning process in society and at work (Schenck, 2005). In the prison settings, education and training must be characterised both by providing opportunities to develop personal skills such as self-confidence, problem-solving, creativity, and by improving the ability to learn and assess information in a continuous perspective.

Encouraging lifelong learning of prisoners with a whole-person approach in a context where identities are often fragmented (Schuller, 2009), in addition to benefit the individual's life, can contribute to both the social and economic well-being of society; encouraging lifelong learning of prison officers can improve the well-being of prison officers at work and the functioning of the working system and environment.

Agreeing that the persistent motivation to learn, as well as the correspondent learning skills, appears to be essential requirements to integrate in the current society, it is important to make efforts to ensure that offenders in prison context, as every other individual in the outside world, gets the knowledge and skills they need to face life and employment situations in a society in constant transformation, by giving the sense of a greater stake in society, greater self-efficacy, a stronger identification with social norms and by increasing earnings potential and therefore be able to move to an environment with a less presence of offending behaviour (Schuller, 2009).

It must be clear that the lack of these skills and knowledge in a lifelong learning perspective, will probably mean the exclusion or marginalization from the ordinary educational system and the labour market.

As considering lifelong learning an effective instrument against crime requires intervention on several fronts, we can say that prison officers represent one of the preconditions for meeting the educational needs of prisoners, building useful networks of support.

Prison officers are prominent examples of potential ‘intermediaries’ of prisoners’ participation in lifelong learning. Incarcerated individuals in correctional education classes are students first and have many of the same needs and challenges as students in any classroom (McKinney & Cotronea, 2011). Moreover, education is not restricted to the classroom. Education is implicit in the designation of institutions and systems termed “corrections”. In this sense, prison officers can also be there to assist prisoners in learning. A good start to be an effective support of prisoners’ learning process, is to dedicate time to interact with prisoners daily and to pay attention to their educational needs and barriers.

Promoting prisoners’ learning can be also a prison officers’ task, and as suggested by Braggins and Talbot (2005) these professionals can facilitate prisoners’ learning with some practices such as:

- Implementing a policy of dynamic security
- Preventing disorder
- Using a good communication
- Providing appropriate activities

However, it is important to bear in mind that an integrated management of learning is needed where prison services clarify what prison officers can and should do to promote learning, providing training and formalising a range of opportunities (such as mentoring, support, skill instructors etc.).

2.4 The difficulties to promote a life-learning environment in the prison context

Although promoting education in a prison context is important, firstly we need to recognise that there are **many challenges** to be faced in the effective delivery of learning opportunities and engagement of offenders.

In fact, empirical research on the socio-demographic characteristics of prisoners has highlighted the low level of education and lack of qualifications inside prisons (Morgan, Liebling, 2007; Combessie, 2001). In a meta-analysis of 32 European studies, the authors found that the educational programmes in prison presented a mean effect size of $r= 0.08$ in the reduction of recidivism (Ilescas, Sánchez-Meca & Genovés, 2001).

Another challenge is **the movement of offenders**, as they can be moved from one prison to

another with little or no notice; they may find themselves released from court without returning to prison; they may have health demands, and by consequences less opportunity to involve in the lifelong learning process consolidation.

The length of an offender's sentence also influences the opportunity to engage in lifelong learning programmes, for example, if an offender is sentenced to a period of less than twelve months, there are fewer opportunities to engage in learning inside the prison context (O'Grady, 2013). It is proved that moving offenders around between prisons, as happens frequently and disruptively, affects their educational achievements (Schuller, 2009).

Moreover, among the prison context, there are several problematics associated such as misconduct, violence, suicide, stress and frustration, mental health problems, isolation from family and peers, drug use and the consequent risks of HIV transmission (Goffman, 1961; Wortley, 2002; Andersen, 2004; Rhodes et al., 2005; March, Oviedo-Joekes, & Romero, 2006; European Monitoring Centre for Drugs and Drug Addiction, 2008; Cochran & Mears, 2013; Hayes, 2010; Durcan & Zwemstra, 2014).

Barriers to prisoner participation in educational programs

In general, the prisoners' barriers in prison context have been studied in terms of the vocational orientation programs. There are several barriers (Brosens et al., 2018)

Institutional barriers:

- For example, the issue of waiting lists. when the budget for correctional programs remains fixed while the number of prisoners increases. These means that fewer prisoners have access to education and the waiting list grow (Giles et al., 2016);
- Prison Overcrowding
- Another barrier is the lack of study materials;
- The failure of education organisers to respond to requests to enrol in courses;
- A too-limited curriculum, meaning that not all prisoners are able to follow a course at an appropriate level; For example, the majority of the prisons tends to provide courses to developed basic skills, and, thus prisoners often lack opportunities to progress to higher-levels courses;
- And finally, the absence of integration of between work and education;

Informational barriers:

- For example, sometime prisoners do not enrol in educational courses because they are not informed about the available opportunities;

- Lack of teacher's staff (Brosens et al., 2018)

Situational barriers:

- Sometimes prisoners are released or transferred to another prison;
- Sometimes prisoners serving short sentences can be disadvantaged in terms of education opportunities;
- Although, prisoners often make it difficult to change their behavioural mindset;

Dispositional barriers (linked to previous and during improvement that can limit learnings opportunities):

- For example, negative school experiences;
- Various forms of stigma;
- Low-self esteem;
- Drug's alcohol abuse;
- Mental health problems;
- Communication and learning disabilities;
- Self-perception that are unable to concentrate.

The authors observed that, besides gender, age, educational level, learning difficulties and length of prison sentences, prisoners who wish to participate in education perceived more than others the limits of institutional barriers, more than situational barriers (Manger, Eikland & Asbjornsen, 2018). **Prison officers can play an important role in motivating prisoners and support them also to report and try to overcome some institutional barriers.** Poor work habits and lack of motivation characterize the profile of a prisoner (Desir & Whitehead, 2010) and this affects their level of involvement in educational programs. For this reason, offenders need motivation and engagement. The Attention, Relevance, Confidence, and Satisfaction model (ARCS model) as a strategy focused on motivation (Keller, 2000, in Desir & Whitehead, 2010), based on the following steps: attention, relevance, confidence and satisfaction.

By adapting this theory from the educational environment to the outside classroom environment prison officers' can:

- Gain the initial interest of the prisoner/learner, incorporating relevance in their field of practice out of the classroom.
- Propose motivational objectives that match the needs of the learners.
- Create confidence, which provides a sense of self-worth.
- Promote prisoners' satisfaction. Prison officers should engage to replace the use of fear and threats to take one's freedom, with the promotion of a personal fulfilment for example, increasing the application of the learning in real-life activity, and providing positive feedback (Keller, 2000, in Desir & Whitehead, 2010).

3. Overview of the prison Education system in the European Partnership countries

Worldwide, it is possible to identify a range of learning opportunities in prisons (Braggins & Talbot, 2005)



Figure 1 - Learning Opportunities In Prison (Adapted From Braggins & Talbot, 2005)

Below (Table 2) the reader will be able to find how the educational system in prison among the partnership varies.

Different prison educational systems in different European countries – the example of EESPIP Consortium:

Countries	Responsible	Tasks	Typologies	Assignment model	Articulation between prison and educators
France	Ministry of Justice in cooperation with Ministry of Education	<p>There are three levels of responsibility for education in prisons:</p> <ul style="list-style-type: none"> · the national level implements the policy guidelines defined jointly by the Directorate General of School Education (Dgesco) and the Directorate of Prison Administration (DAP); · the regional level is that of steering in relation to the authorities responsible for allocating resources (academic rectors and interregional directors of prison services); · the local level is responsible for implementing education in prisons 	<ul style="list-style-type: none"> · Back to school education · Validation of experience and skills (VAE) · Distance learning (CNED) · French as a second language · Training programs on basic skills <p>Vocational learning</p>	<p>Teachers are assigned by the Ministry of Education.</p> <p>Newly appointed full-time or part-time teachers benefit from compulsory induction training.</p>	National education staff ensure the coherence of the system and the link between national education and the prison administration: management staff at national level, directors of regional educational units at regional level, and local education officers at local level.
Romania	Ministry of Justice in cooperation with Ministry of Education	<p>Romanian National Prison Administration is responsible for adult education, in cooperation with civil society; basic skills education; and part of remedial education</p> <p>The Ministry of Education is responsible for the second chance education and the vocational education and training, initial and continuous.</p>	<p>Adult education</p> <p>Remedial education</p> <p>Basic skills education</p> <p>Vocational education</p>	<p>Teachers, foremen, are assigned by the Ministry of Education</p> <p>Educators, trainers, counselors, educative support staff assigned by Ministry of Justice</p>	Formal cooperation agreements of recognition.

Spain	Ministry of the Interior in cooperation with Ministry of Education	<p>General Secretariat of Penitentiary Institutions (Directorate General of Penal Execution and Social Reinsertion):</p> <ul style="list-style-type: none"> · Promote educational opportunities in collaboration with other Orgs · Provide the appropriate spaces, equipment's and teaching materials · Coordinate Training and education programmes · Organise Cultural and sport activities <p>Public Law Entity Prison Work and Training for Employment:</p> <ul style="list-style-type: none"> · Coordinate Training for Employment Programmes <p>Ministry of Education:</p> <ul style="list-style-type: none"> · Train teachers · Assign teachers 	<ul style="list-style-type: none"> · Back-to-school education · Education and Training of Adults (EFA); · Training for employment · Training programme on basic skills; 	Teachers are assigned by the Ministry of Education	The General Secretariat of Penitentiary Institutions (Directorate General of Penal Execution and Social Reinsertion).
Poland	Ministry of Justice in cooperation with Ministry of Education	<p>Ministry of Justice:</p> <ul style="list-style-type: none"> · School education environment in prisons · Promotion of education · Specifying goals of education in prisons <p>Ministry of education:</p> <ul style="list-style-type: none"> · provides programmes, answering to the prison needs; · Organize the school process of prison students; · train and assigned teachers 	<ul style="list-style-type: none"> · primary education · secondary education most important · Vocational education 	Teachers are hired in the prison staff as well as some of them are external ones arriving at the school from outside. They are normal teachers relevant to the prison conditions training.	Education system assures complementarity of the education system and the prison needs: Responsibility for the education in prisons are on duty of management staff at national level, directors of regional educational units at regional level, and local education officers at local level.

Portugal	Ministry of Justice in cooperation with Ministry of Education	<p>Ministry of Justice:</p> <ul style="list-style-type: none"> · School education needs assessment; · Promote educational opportunities; · Provide the appropriate spaces, equipment's and teaching materials <p>Ministry of Education:</p> <ul style="list-style-type: none"> · organize curriculum plans, according to the prison educational project; · Organize the school process of each student; · Assign teachers 	<ul style="list-style-type: none"> · Back-to-school education · Education and Training of Adults (EFA); · Training programme on basic skills; · System of Acknowledgement, Validation and Certifying Competence (RVCC); · Portuguese, host language; · Modular Trainings 	Teachers are assigned by the Ministry of Education	Pedagogical coordinator – responsible for the articulation between teachers and prisons
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Table 2 - Educational System In Prison Context Among The Partnership Countries



Brief history of prison education in Portugal. the educational system was introduced in prison context in the XIX century, regulated by the Penal Reform targeted to juvenile offenders. (Nova, s.d.). In 1934, the Leiria Prison School was especially created for young offenders between 16 and 21 years old with a greater focus on education. In 1979, it created the first agreement between the Ministry of Justice and the Ministry of Labour and Social Welfare. for the implementation of primary education in prison context (Order n.º 211/79). With the Decree-Law nº74/91, was created a new vision of adult education, that includes: back-to-school education and out-of-school education. In this sense, prison followed this trend and in 1992, the order.º 303/92 integrated components for the vocational qualification. In 1997, education in prison was expanded to back-to-school education (Order.º 48/97). Nowadays, the order that prevails is the one created in 1999 (Order n.º 451/99), who have introduced the notion of educational project, comprising school education, vocational training and personal development. The vocational training is ensured by the Protocol Centre for Justice (CPJ), through the Order n.º 538/88.



Brief history of prison education in Spain. The Spanish Constitution (1978) and the General Penitentiary Organic Law (1979) emphasise that the purpose of the stay in prison must be the re-education and re-socialisation of the offender for his or her correct reintegration into the society to which he or she belongs (art. 25.2 CE).

The concept of a prison environment began to be formulated in our country at the end of the 1970s. It refers to “the set of institutions or people in the community in which the prison is located, which, with a relationship of proximity, collaborate in a structured and systematic way in the processes of improving the quality of life, re-education or social reintegration of inmates or released prisoners” (Redondo, 1987).

In the midst of political change - through the aforementioned article 25.2 and 27: the human right “to education” and “compulsory basic education” - this gave way to a new philosophy and the first Penitentiary Law of democracy, the General Penitentiary Organic Law (LOGP) of 1979. In its Chapter X it talks about on Instruction and Education:

- Art. 55. There shall be a School in the Centre, the teaching shall be in accordance with the legislation in force and the institution shall encourage interest in study.
- Art. 56. The institution shall organise educational and cultural activities.
- Art. 57. There shall be a library for the inmates in each centre.
- Art. 58. They shall have the right to books, newspapers, magazines....

Subsequently, the Penitentiary Regulations (RP) of 1981 (R.D. 1201/1981, of 8 May) brought about a change in prison intervention from a fundamentally “educational” point of view as opposed to the previous “therapeutic model”.

With the new 1996 Regulation (R.D. 190/1996, of 9 February 1996, BOE 40/96 of 15 February 1996),

a complete reform was undertaken. The change of concept and approach produced a substantial change in the daily dynamics of penitentiary centres. The incorporation of new professionals to deal with this new form of treatment was massive: sociologists, criminologists, psychologists, social workers, educators, occupational monitors and, of course, teachers.

In 1999 (R.D. 1203/1999, of 9 July), by which the civil servants belonging to the Corps of Basic General Education Teachers of Penitentiary Institutions were integrated into the Corps of Teachers. This was the most decisive step towards the “normalisation” of education in prisons. Later on, the transfer of competences to the Autonomous Communities would take place.

Brief history of prison education in France. The origins of prison education go back a long way in French history. As early as the year X, a prefect of the Seine Inférieure stated: “The surest means of making individuals better are work and instruction, which consist not only of learning, reading and calculating, but also of reconciling convicts with the ideas of order, morality, and respect for themselves and others” (*ibid.* p. 236).

The first appearance of elementary schools in prisons was in 1815. However, the teaching was not provided by teachers but by volunteers who were concerned with transforming these individuals. (A. Loeb, *Actes du colloque enseignement en prison*, p 6).

In 1872, following a parliamentary commission in charge of the subject, Viscount Gabriel-Paul-Othenin d’Haussonville wrote “in the departmental prisons, teaching is almost non-existent” (J. C. Emaer, *Assurer l’éducation morale et l’assistance scolaire*, p 12).

In 1911, prisons were attached to the Ministry of Justice, whereas until then they had been under the Ministry of the Interior.

In 1912, on 29 February, “A decree [] abolished the jobs of external teachers in establishments for young prisoners. (J.G. Petit, N. Castan, C. Faugeron, M. Pierre, A. Zysberg, *op. cit.* p 287).

It was not until 1945 that the prison came back into the limelight, probably because under Vichy, many “personalities” who would never have known about this environment in ordinary times stayed there and discovered what was happening in these places, “in the name of the French people”.

In 1945, a commission for the reform of French penitentiary institutions, known as the Amor commission, after its chairman, drafted the fourteen principles that were to constitute the horizon towards which the penitentiary administration’s actions were to be deployed. It was with a certain malice that Michel Foucault, in *Surveiller et punir*, pointed out the similarities between the principles of 1945 and those formulated a good hundred years earlier, in the middle of the 19th century.

¹ Becker-Pesta, Daria. “Organizacja systemu edukacji skazanych w Polsce”. *E-mentor. Online*.
<http://www.e-mentor.edu.pl/artykul/index/numer/81/id/1430>

In 1951, teachers, admittedly volunteers, entered the Caen central prison before others followed suit the following year in four other central prisons. (J.C. Emaer, op. cit. p 13). In 1959, on 15 September, “the post of educational advisor to the prison administration was created. Initially responsible for training and inspecting educators teaching in prisons, the educational adviser also liaises with the Ministry of Education” (ibid. p. 14). (ibid p 14). In 1964, thirteen primary school teachers were made available to the prison administration.

In 1995, a contractual document was signed between the two ministries. This was the convention of 19 January 1995. 29 March 2002, signature of the convention still in force.

 **Brief history of prison education in Poland.** Education in prisons dates back to the 16th century, when St. Charles Borromeo, the Archbishop of Milan, issued the first order in Europe that the clergy in his diocese must conduct sermons for prisoners at least once a week, provide them with books and teach them religion. In fact, however, the western world did not speak of the need to introduce science in prisons until the nineteenth century.

In Poland, the teaching of prisoners had not been practiced yet in the first decades of the 19th century. The 1823 “Prison Instructions”, issued by the Government Commission for Internal Affairs and the Police, ignored any cultural and educational activities in relation to prisoners.

It attached more importance to the repression and ailments of punishment than to the improvement of prisoners, although at that time in the Kingdom of Poland the concepts of Polish penitentiary reformers in the first half of the 19th century: Julian Ursyn Niemcewicz, Ksawery Potocki, Aleksander Kożuchowski or Fryderyk Skarbek (especially the latter will contribute to the development of prison education). All of them unanimously proclaimed the need to humanize the principles of imprisonment and the necessity to take actions aimed at improving the perpetrator through education, work, and inculcating religious and moral principles.

In Poland, after regaining independence, primary prison classes were compulsory for some prisoners. According to statistical data, in 1928, the total number of prisoners subject to compulsory education was 4,494. 4404 prisoners attended the prison schools.

 **Brief history of prison education in Romania.** By assisting in the social reintegration of prisoners, the Romanian Prison Administration has developed an integrated set of measures that, once implemented, can contribute to the individual development of prisoners, an increase in community safety, and the maintenance of public order and national security. The prison system is continually assessing the social, educational, and psychological requirements of those spending time in jail. Educational activities and programs are tailored to the educational needs determined by the inmates throughout the assessment phase. Literacy, adaptation to institutionalised life, education for health, education for family life, civic education, and education through sport activities are among the educational programs implemented in Romanian prisons. Priests

working in prisons execute educational activities geared at knowledge and respect of moral-religious and social values, self-awareness and respect of moral-religious and civic capacities, skills and vocational motivation, and relationship development, in addition to pastoral activities. The context of the Romanian prison education is highly connected with the stages of our history and that of general education history

ORIGINS (1859-1948):

- 1859 Romania coalesced as a nation with the union of Moldova & Wallachia
- 1860 Establishment of the University of Iasi, the first institution of higher education in the Romanian language
- 1864 Public Education Law: Romania became one of the first European countries (along with Sweden, Norway, Prussia, and Italy) to make primary education compulsory and free

SOVIET MODEL (1948-1965): Following WWII, Soviet Union gained control of Romania; 1948 Educational Reform Act: transformed structure of Romanian education to conform to Soviet model. Centralization and secularization of education; centered around needs of the economy.

ROMANIAN COMMUNIST MODEL (1965-1989): 1965 Nicolae Ceaușescu wins control of Romanian Communist Party and begins dictatorial rule; Soviets ousted from Romania. Education system becomes drastically centralized.

POST-COMMUNIST REFORM (1989-PRESENT)

- 1989 Ceaușescu's communist regime overthrown; beginning of transition to free market democracy
- 1990 Newly elected president Ion Iliescu confers responsibility for education policy to Ministry of Education and Research
- 1991 New Romanian Constitution establishes free, public education as the right of all citizens; minorities entitled to education in their mother tongue
- 1995 Law on Education: Complete reform of education system, including curricula, textbooks, assessment, and teacher training
- 1997 Replacement of communist-era textbooks with all new textbooks co-financed by World Bank
- 2003 Lengthening of compulsory education to ten years
- 2007 E.U. accession
- 2011 New National Education Law: Greater emphasis on lifelong learning and vocational training

The activity of education and psychosocial support, based on the recognition of the human dignity

principle, of equal and inalienable rights of persons deprived of liberty is achieved in compliance with Law no. 275/2006 on execution of punishments and measures ordered by the court during the trial and with the Government Decision no. 1897/2006 for approving the Regulation for applying Law no. 275/2006, of other legal provisions for this area, as well as the principles laid down by the Penitentiary Minimum Rules for the United Nations (1955), Recommendation no. R(89)12 - Education in prison (1989) and the European Prison Rules (2006).

Prison education as we are understanding it now as an European concept took shape in the Romanian prison system since 2010 and the strategy set than: According to Strategy of the prison administration system in Romania, during 2010-2013, an important strategic goal is “The education and psychosocial support adapted to the needs of inmates” for the social reintegration of persons sentenced to imprisonment. In the context of this objective, the essential role of the prison service is that of preparing inmates for the period of post-detention. To achieve this goal, however, it is necessary to correlate the needs of persons deprived of their liberty in detention with the recuperative offer and the social inclusion approach, developed in collaboration with other institutions involved. For the successful reintegration it is also necessary the involvement of the local communities in carrying out educational activities in their dual capacity: of partners of the prison service and beneficiaries of the whole process of social reintegration.

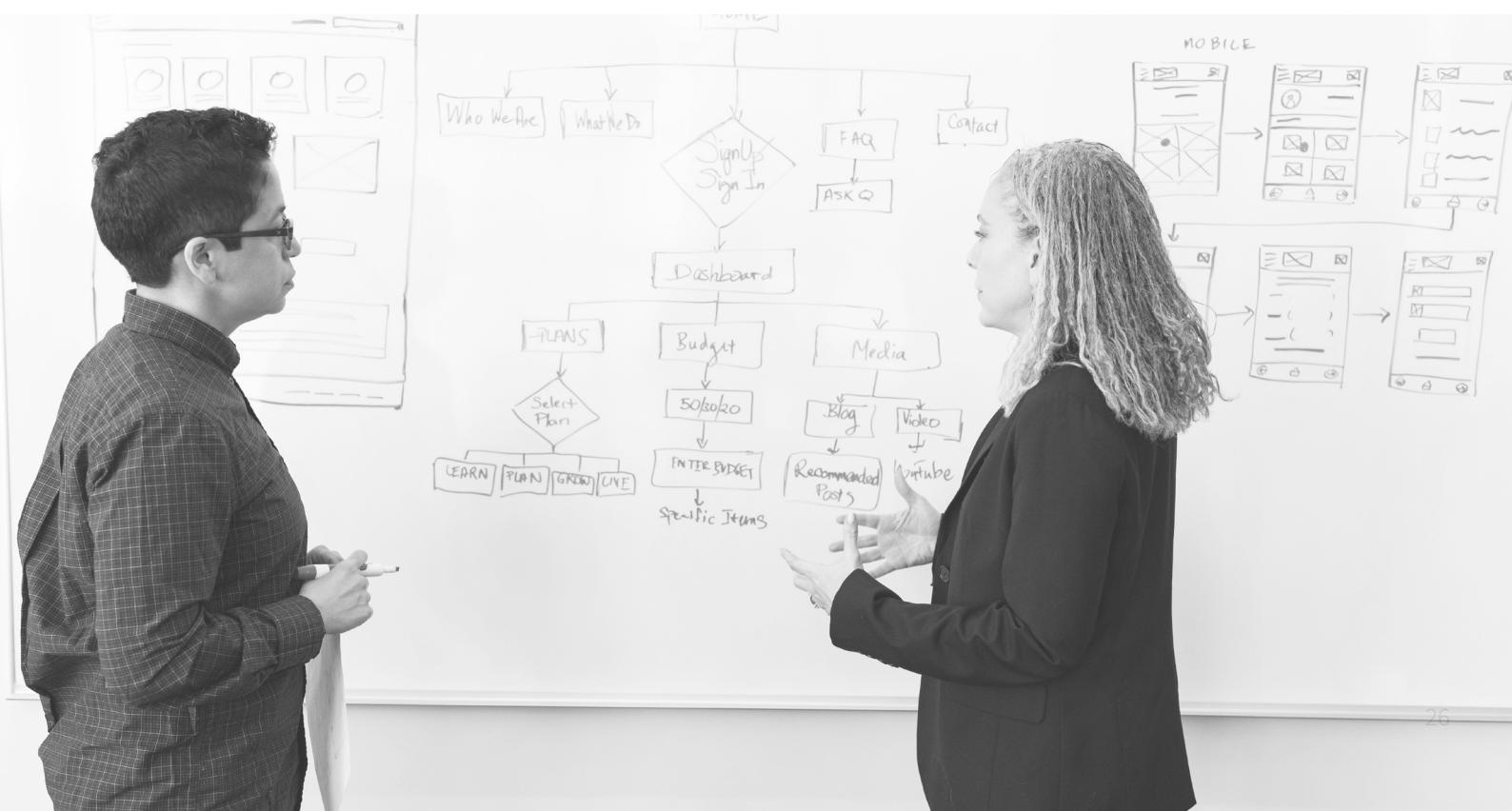
3.1. Access to education and training for women and minorities: existing programmes

Women and Minorities right to education

Women and Minorities right to education are emphasized in different instruments, such as:

- Convention on the Elimination of All Forms of Discrimination against Women (1979): Article 10 “States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education”
- Convention on the Elimination of All Forms of Racial Discrimination (1966): Article 5, 7 “States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education...”
- Convention on the Protection of the Rights of All Migrant Workers and Members of their families (1990): Articles 12.4, 30, 43, 45 “Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned”

- Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities, 1992: Article 4 “States should, where appropriate, take measures in the field of education...”
- European Charter for Regional or Minority Languages (1992): Article 8 “With regard to education, the Parties undertake...”
- Framework Convention for the Protection of National Minorities: Articles 12, 13, 14 “The Parties shall, where appropriate, take measures in the fields of education and research to foster knowledge of the culture, history, language and religion of their national minorities and of the majority” (Council of Europe, 1995, p.5)
- European Convention on the Legal Status of Migrant Workers (1977): Article 14 “Migrant workers and members of their families officially admitted to the territory of a Contracting Party shall be entitled, on the same basis and under the same conditions as national workers, to general education and vocational training...”.



On Table 3, it is possible to find an overview of the existing prison programmes for women and minorities in the Consortium:

Countries	Female prisoners	Foreign prisoners	LGBTQIA+	Ethnic minorities
France	Parcours de femme (help to réinsertion) Kit Elisa (MIPROF : mission Interministérielle pour la protection des femmes contre les violences et la lutte contre la traite des êtres humains) REP (Relais Enfant Parent) : help to maintain the contact between a child and her imprisoned mother)	Special courses are organised for those who do not speak or write French and who request them. Special courses to help foreigners to better understand the culture and administration of France. La Cimade: intervenes in prisons in order to give foreign detainees access to the law	Association ACMINOP (Therapeutic help and preparation to release for transgenders)	APF France handicap and Ban public (help the disabled person to live in prison with dignity)
Romania	Therapeutic community for women with mental issues Inter Penitentiary activity "Learn to cherish family" to enhance family support systems.	Learn Romanian language and culture Program, with the purpose of helping foreign inmates adjust in the prison system, and giving them the ways to feel included	No information	No information
Spain	Being a Woman Program. Program for the prevention of gender violence for women Gender violence (PRIA) or Control of sexual assault (PCAS) Programs targeted to inmates who have committed sexual crimes against women or minors	Plan for Educational Intervention with foreign inmates of the Ministry of the Interior: <ul style="list-style-type: none"> • Language and Primary Education Programme • Multicultural Training Programme • Education in values and cognitive skills 	No specific program, but transference of inmates to prisons where they felt their identity is expressed Catalonia approved Regional Catalonia 11/2014, of 10 October, on guaranteeing the rights of LGBTQIA to eradicate homophobia, biphobia and transphobia.	Gender violence (PRIA) or Control of sexual assault (PCAS) Programs targeted to inmates who have committed sexual crimes against women or minors Program with three main areas of intervention: educational, multicultural and education in cognitive skills and values

Poland	<p>Programs focused on the educational skills and certifications necessary to allow inmates to be prepared for the world after they finish serving their sentences.</p> <p>The Committee of Women's Rights and Gender Equality protect female prisoners' rights</p>	<p>Programs focused on the educational skills and certifications necessary to allow inmates to be prepared for the world after they finish serving their sentences.</p>	<p>All staff working directly with prisoners are trained against homophobia. Nevertheless there is no detailed information about the range and programmes which are implemented during such training.</p>	<p>Multicultural and intercultural education is implemented to shape the organizational culture of the system. The educational model in its assumptions serves to strengthen the potential of cultural competences of penitentiary personnel and to increase the effectiveness of the system responding to the challenges of multiculturalism and interculturalism. In this regard, training is conducted among employees of the prison service and hares at universities preparing staff for work in the penitentiary system.</p>
Portugal	<p>Project E-Pris, developed in 2014-2015 em Estabelecimento Prisional de Santa Cruz do Bispo Feminino, targeted women digital competences through e-learning training;</p> <p>“Prisões Humanas” project was developed in 2005-2006 with the prisoners and human resources directly involved in prison systems with a view to promote equal opportunities between men and women in the internal and external environment of the prison.</p>	<p>Not possible to find online programs specifically targeted to promoting their access to training.</p>	<p>No information</p>	<p>Not possible to find online programs specifically targeted to promoting their access to training.</p>

Table 3 - Existing Programs To Favour The Access To Education And Training For Women And Minorities In Prison

3.1.2 Description of the existing prison programmes for women and minorities in the Consortium according to some specificities:



France

Basic education

A detainee who is not fluent in reading, writing or arithmetic shall be provided with appropriate education. Special courses can be organised for those who do not speak or write French and who request them.

Vocational training

Detainees can benefit from vocational training courses organised by the regional councils. They have to apply and be selected. Training plans are drawn up jointly by the prison management and the regional council to which the prison belongs. These training courses may be paid. The detainee must apply for training to the prison integration and probation service, via the prison integration and probation adviser.

Secondary and higher education

A detainee must be able to access secondary education (secondary school, high school) or higher education. In particular, he or she can take correspondence courses at the Centre national d'enseignement à distance (Cned), an institution that is part of the Ministry of Education. Enrolment in courses provided by an organisation other than the Cned requires the authorisation of the prison governor. The detainee must apply to the penitentiary integration and probation service, via his or her penitentiary integration and probation adviser, to study. The detainee may also take courses outside the prison, for example for specific vocational training. In this case, a work release or semi-liberty measure (the prisoner is outside during the day, but returns to prison in the evening) may be considered. The measure is granted by the judge responsible for the enforcement of sentences (JAP). The competent JAP is the one of the judicial courts of the place of the prison.

Taking examinations

A detainee can take the exams for a diploma in prison: brevet des collèges, bac, brevet de technicien supérieur (BTS), and so on. If it is not possible to take the tests in prison, the detainee may be granted a leave of absence if his or her criminal situation permits it. The measure is granted by the judge of the application of the sentences (JAP). The competent JAP is the one of the judicial courts of the place of the prison. Diplomas do not indicate the prison status of the holder. The diploma has the same value as if the candidate were at liberty.

National Programme for Distance Learning for Detainees and Staff

- Education and training Opportunities for detainees:
- CNED: <https://www.cned.fr/>
- Le centre de formation d'apprentis (CFA): création, fonctionnement, personnels et apprentis: <https://www.education.gouv.fr/le-centre-de-formation-d-apprentis-cfa-creation-fonctionnement-personnels-et-apprentis-2069>
- Education and training Opportunities for Staff and managers - CNFPT: <https://www.cnfpt.fr/>



Romania

In general, in adult education offered in prison context, there are different civil society organisations offering targeted educational support for specific groups. This is especially true for women. On the other hand, it is difficult in our legislative context to single out minorities without being discriminatory.

Programs targeted to female prisoners

- Therapeutic community for women with mental issues
- Inter Penitentiary activity “Learn to cherish family” to enhance family support systems.

Programs targeted to foreign prisoners

- Program for foreign prisoners: Learn Romanian language and culture. The purpose of this programme is to help foreign inmates adjust in the prison system, and giving them the ways to feel included
- Duration: 42 sessions, during 2 months
- Teaching Methodology: video/audio tutorials and images.

One of the most inspiring examples for educational contexts developed taking into consideration vulnerable populations, is that of the Gherla Prison in Romania, working with women with mental health issues. Launched in May 2014 and developed within RO23 Programme –Correctional Services, including Non-custodial Sanctions, the project entitled Establishing a Therapeutic Community Centre for Women in Gherla Prison brings notable improvements in the Romanian Prison System concerning the effective support on psycho-social recovery of women deprived of liberty. The project is operated by the Ministry of Justice implemented by the National Administration of Penitentiaries, as a promoter, in partnership with Gherla Prison and Bredtveit Prison from Norway.

Spain

Specifically, in Spain, since 2005, many programs have been developed. For instance, Programs such as Gender violence (PRIA) or Control of sexual assault (PCAS) targeted to inmates who have committed sexual crimes against women or minors.



Programs targeted to foreign prison population

The program includes three main areas of intervention, following the recommendations of the Council of Europe. The first, the educational one that includes formal education, knowledge of the language, professional training and health education. The second, multiculturalism with basic knowledge on legal matters, sociocultural characteristics of our country and intercultural activities. And finally, education in cognitive skills and values. Since 2006 it has been developed in different prisons. Throughout 2019 it has been carried out in 5 establishments, in which 120 inmates on average have participated (98 men and 22 women).

Programs targeted to female prisoners

- Being a Woman Program.

It is a program for the prevention of gender violence for women in prisons. The objective of this program is both the prevention of gender violence and the treatment of inmates who have suffered it and need a greater degree of intervention. The program has a clear gender orientation without forgetting its therapeutic nature. It works on education for health, social skills, cognitive and emotional skills. It is intended that the inmates learn to identify and respect their emotions, to get to know each other better, to discover their capacities, learn strategies and acquire tools to face their lives, achieving greater emotional balance and personal well-being. This program was implemented in 2011 in collaboration with the Institute for Women and Equal Opportunities (IMIO). In 2019, it took place in an average of 16 centres and an average of 192 inmates participated in the program (Spanish Ministry of the Interior, 2019; Yagüe, 2006; 2007; 2010).

Programs targeted to foreign prison population

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Inclusion of LGBTQIA+ prisoners

In 2019, 3 inmates were transferred to women's prison according to their expressed identity. Inmates must have the gender in their ID changed from 2006.

In 2014 Regional law in catalonia against LGTBphobia.



Poland

Educational programmes for women and minorities in the Polish prison system focus on the educational skills and certifications necessary to allow inmates to be prepared for the world after they finish serving their sentences.

The Educational system currently in place allows prisoners to pursue studies at various levels (primary, secondary, some forms of higher education). Additionally, inmates usually can train for a profession or a trade. Courses for specialized skills are available as needed in some circumstances. Polish educational experts believe education is important for inmates as it allows them to develop and grow their knowledge and be prepared to re-enter society and the workforce. Educational activities are able to be pursued thanks to the Act of September 7, 1991 on the education system, the Act of June 6, 1997 Executive Penal Code, and the Act on the Education System.³

Programs targeted to female prisoners

In terms of the national situation, rights for female prisoners have been especially protected thanks to a framework developed by the Committee of Women's Rights and Gender Equality. This is detailed in the motion made "on the special situation of women in prisons and the impact of parent's imprisonment on social and family life", which made a series of requests regarding:

- Prison conditions
- Maintaining family ties and social relations
- Social and professional reintegration
- Healthcare
- Preparation for the future: professional and social reintegration⁴

Some critical objectives for current prison education has been identified as to cover deficiencies in education to provide convicts with professional skills so that they would be able to find employment in their life in freedom improve convicts' self-esteem (especially of those who, despite the fact that they have graduated from a primary school, can neither read nor write) to eliminate chances for convicts to be involved into crime again to minimise social exclusion of convicts after they leave prison.⁵

³ Becker-Pesta, Daria. "Organizacja systemu edukacji skazanych w Polsce". E-mentor. Online. <http://www.e-mentor.edu.pl/artykul/index/numer/81/id/1430>

⁴ Motion for a European Parliament Resolution on the Special Situation of Women in Prisons and the Impact of Parents' Imprisonment on Social and Family Life." Parlament Europejski. 2008 <https://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0033+0+DOC+XML+V0//PL>



Portugal

Programs targeted to female prisoners

- The project E-Pris

A project developed in 2014-2015 in Estabelecimento Prisional de Santa Cruz do Bispo Feminino, targeted women digital competences through e-learning training. The project allowed the development of new educational intervention methodologies and tools suitable for this population, targeting ICT skills.

- “Prisões Humanas” project

In 2005 to 2016 (18 months), the “Prisões Humanas” project was developed with the prisoners and human resources directly involved in prison systems with a view to promote equal opportunities between men and women in the internal and external environment of the prison and to sensitize the role of women in family life. The project aimed to cover the Estabelecimento Prisional Central e Regional (feminino e masculino) of Coimbra and the Estabelecimento Prisional Regional de Aveiro (Humana Global, 2005/2006).

In Portugal, there are several programs specifically targeted to women but in the field of competences development and socio cultural activities. However, not many are specifically targeted to promote learning access. Among the programs available depending on the phase of the sentence compliance and the context of application that best suits women and minorities we mention:

- Program aimed at Domestic Violence Aggressors (PAVD): This programme was, in turn, evaluated by the Cooperativa de Ensino Politécnico and Universitário – Instituto de Ciências da Saúde do Norte (CESPU) which in 2012 concluded that this program produces a decrease in the risk of violence, decreased beliefs of legitimization of violence, decreased risk of addictive behaviours, especially alcohol abuse, increased self-responsibility for the criminal behaviour of the agent and the consequent increase in the prevention of recidivism (DGRSP).

Programs target to foreign prisoners

For foreign prison populations, it was not found programs specifically targeted to promoting their access to education or/and training. However, different projects of investigations aimed at analysing and giving voice to these categories. The study of Matos, Barbosa, Salgueiro and Machado “Trajetórias de Vida de Reclusas de Nacionalidade Estrangeira em Portugal” (2011), was carried out with the objective of studying the life trajectories of prisoners of foreign nationality in Portugal. In the study of Guimarães, “Reclusão Feminina: Maternidade e Nacionalidade” (2015)

⁵ Jaworska, A. (2012). Leksykon resocjalizacji [Lexicon of social rehabilitation]. Kraków, Poland: OW Impuls

analysed the impact of motherhood and the difference felt or not equally by prisoners of different nationalities and whether they have children outside or within the prison.

The study of Afonso “Mães e Crianças em Contexto Prisional: dos trilhos da exclusão reclusão aos processos de desenvolvimento e educação” (2005) advocates that the difficulties experienced by foreign inmates are related to the fact that they are far from their country of origin and that many leave their children in the care of other family members, with the absence of family and friends, the lack of visits and linguistic, cultural, and religious issues.

Ethnic Minorities

About ethnic minorities in the prison context of Portugal, one of the first works that appears in Portugal, relating the prison environment with an ethnic population, is the research developed by Semedo Moreira (1999). The project “Criminalidade, Etnicidade e Desigualdade” (Gomes, 2011), is a study on crime in the reclusive people of PALOP, eastern Europe and Roma ethnicity. From the results emerging from this study, drug trafficking turns out to be the one that most leads these groups of individuals to the situation of prisoners, but we should not fail to consider that the crimes that follow drug trafficking in each of the groups are relatively different (Gomes, 2011).

A study on the expectations of social reintegration of Roma, “When I leave I just want to work as I work here”: perspectives about Social Reintegration of Roma women in the post-imprisonment period” (Brito, 2011), highlighted that women expectations is divided between work and family from the perception of prison guards.

4. Prison Manager's Role

“The management of prisons is primarily about the management of human beings, both staff and prisoners” (Coyle & Fair, 2018, p. 14).

Much has been said about the role of the prison managers: Many authors agree that prison managers should be the leaders, using a positive approach that can lead “to a “remoralization” of a prison, encouraging prison staff to act humanely and value prisoners” (Carlen, 2001 cit in Bennett, 2012), even in the difficult work of prison (Coyle, 2009). Others argued that leadership can be negative, in the way that managers’ work is more focused on management tasks over human values (Coyle & Fair, 2018).

Being aware of these existing challenges, and that not all learning takes place in a classroom, it is important to ensure that the prison manager, along with the education staff and prison officers, is able to support offenders in the development of their lifelong learning skills. For example, the prison managers can highlight the prison officers as prominent examples of potential ‘intermediaries’ of the process of creating a prison learning environment beyond the school walls. In fact, they are not directly part of lifelong learning services, but they can play a crucial part in informal learning (Braggins & Talbot, 2005), promoting learning, being guides, information sources and mentors (Schuller, 2009).

Prison managers need personal qualities to deal with all prisoners “including the difficult and the dangerous in an even-handed, humane and just manner” (idem, p.18). Therefore, some qualities that we can point out for prison managers:

- Have a clear vision and sense of direction and purpose
- Respect others, being courteous and having good manners
- Respect the confidentiality issues
- Being fair when giving feedback to prisoners and colleagues
- Listen to others
- Have interpersonal and communication skills
- Open to constructive criticism

- Take responsibility for their work and themselves
- Motivate people around them
- Manage conflicts in a calm and logical manner
- Be a leader for your colleagues, working in a team and always setting the example for the others, inspiring them, ensuring that tasks are understood, supervised, and accomplished (UNODC, 2010; McGuckin, Halai, & Yagunov, 2017)

The role of prison staff is:

- “to treat prisoners in a manner which is decent, humane and just
- to ensure that all prisoners are safe
- to make sure that dangerous prisoners do not escape
- to make sure that there is good order and control in prisons
- to provide prisoners with the opportunity to use their time in prison positively so that they will be able to resettle into society when they are released” (Coyle & Fair, 2018, p. 17).

4.1. Rules that prison managers should be aware of in their daily work

“Prison management needs to operate within an ethical framework” (Coyle & Fair, 2018, p.14). Therefore, there’s a list of rules prison managers should be aware of in their work:

- The Standard Minimum Rules for the Treatment of Prisoners (1957) revised in 2015 and designed as the Nelson Mandela Rules (2015). These 122 Rules should be understood by all prison managers, since they guide prison management and outline the agreed minimum standards for the treatment of prisoners (UNODC, 2015).
- Basic Principles for the Treatment of Prisoners (1990) that provide principles of good practice in the treatment of prisoners and the management of prisons
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (1988) that highlights the need to respect and promote human rights of the prisoners.
- The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (Bangkok Rules, 2010) details the specific rights of women offenders and highlights the importance of specific training in gender-specific needs and human rights

of women prisoners.

- The Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules, 1985) pointed out principles for the treatment of juvenile prisoners to “foster a process of personal development and education that is as free from crime and delinquency as possible” (UNODC, 1985, p.1).
- The European Prison Rules (1987, revised 2006) are a standard for European prison conditions, and the management of prisons and their prisoners, providing a series of good practices in all areas of prison management.

There are also several instruments specifically targeted to prison staff, such as:

- The Code of Conduct for Law Enforcement Officials (1979),
- The Principles of Medical Ethics relevant to the Role of Health Personnel, particularly Physicians, in the Protection of Prisoners and Detainees against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1982)
- The Basic Principles on the Use of Force and Firearms (1990).

4.2. Supporting the prison manager on the implementation of education in prison context

On Intellectual Output 1, EESPIP partnership has understood that prison managers found that education is a mean of aiding inmates reintegration to society, considering important to encourage prisoner education. However, most of the prison managers do not receive training or support in relation to encouraging and supporting prisoner education, mentioning that there wasn't anything about prison education and training included in their initial training. When they were asked about the changes needed, some have reported the need to have more programs for vocational training, and an alignment of educational programs with the civil society latest evolutions, as well as an active involvement from all.

Armstrong and Griffin define prisons as “unique work environments, from context and purpose” (Armstrong & Griffin, 2004, p.577). The work is challenging and demanding (Lambert et al., 2009; Coyle & Fair, 2018) and staff needs to be given strategies to overcome the challenges of the environment and to promote prisoners’ rehabilitation. Wardens, prison officers and managers are critical in shaping prisoners’ access to learning and the amount of emphasis that is given in any proper institution.

Therefore, in order to support prison managers to promote a prison learning environment and to be able to restructure the education policies, we propose that prison managers:

1. Give value to Education and ensure all staff is aware of the Educational Opportunities for inmates but also for staff (specialized adult education) in their prison

Managers should be aware of the actual knowledge of all the staff and not just their own perception. By establishing regular and automatic anonymous assessment (online feedback / evaluation form), managers could have an overall perspective based on real data. All staff, even Security or the administrative personnel, are formally or informally involved in supporting prison education activities and it's key that everyone works on the same page.

From collected data during the project we know that 22% of the staff considers that the bureaucracy is excessive and should be eliminated; that there should be more educational programs which help with the development of practical activities; those women and men should have the same rights when it comes to education and there should be an open and flexible curriculum adjusted to the audiences put in place.

2. Encourage and facilitate continuous training within the staff organising training informative days/workshops

This can be made through European Training Information Days. There are many training opportunities for adults through different European platforms that are already financed. These are great resources to upskill social workers, trainers and why not wardens and other staff involved at working with inmates. The benefits apart from a better-quality implementation of their work would probably have an impact on staff motivation and satisfaction at work and therefore their performing capacity and the beneficial impact on inmates.

Assuming that a greater economic and human investment should be made by governments; this time should be accounted for as working hours. In some countries this time is already considered by law and some countries are still working on it as Spain but in all cases it is only considered part of the staff with already a higher educational level, when it is believed that the training process should be extended to all staff.

- **The UN Forum on Minority Issues:** provides a platform for promoting dialogue and cooperation on issues pertaining to persons belonging to national or ethnic, religious and linguistic minorities. Available at: <https://www.minorityforum.info/page/gkut1vg9b8mq398xc1pccv7vi>

- **WEgate:** is an online platform that aims to help women entrepreneurs to start and build up their business with the help of our engaging community and knowledge sharing. Available at: <https://wegrate.eu/>
- **SALTO-YOUTH:** has to offer a great deal on training opportunities, resources and tools and support through the resource centres that can be accessed through www.salto-youth.net.
 - **Tool Box for training** contains hundreds of tools and activity ideas for youth work (considering youth up to 30 years old). Many resources here are adaptable to the prison framework and are a potentially source of innovation and motivation for staff and inmates.
 - Salto Youth is a network of **7 Resource Centres** working on European priority areas within the youth field (considering youth up to 30 years old).
 - [**Eastern Europe & Caucasus!**](#) SALTO EECA supports cooperation between Programme and Eastern Partnership countries and Russian Federation within Erasmus+ Youth and European Solidarity Corps.
 - [**EuroMed Youth cooperation**](#) Bringing both sides of the Mediterranean closer: the challenge of the EuroMed cooperation.
 - [**Inclusion & Diversity**](#) inclusion & diversity training, publications or resources for international youth work with young people with fewer opportunities
 - [**Participation & Information**](#) to foster participation of young people in democratic processes. An evidence-based knowledge hub and impartial broker creating links and synergies between European Union youth policy and programmes.
 - [**Western Balkans**](#) The SALTO South East Europe Resource Centre promotes co-operation between the Programme Countries and Western Balkan Partner Countries in the frame of the Erasmus+: Youth in Action Programme and European Solidarity Corps.
 - [**European Training Strategy and Youthpass**](#) SALTO Training and Cooperation RC contributes to the capacity-building and to the recognition of learning in youth work.
 - [**European Solidarity Corps Resource Centre**](#) The mission of the European Solidarity Corps Resource Centre (RC) is to provide the Network of National Agencies, SALTOs, the Commission and beneficiaries with support in the implementation of the European Solidarity Corps.
 - **European Training Calendar:** Finally in the Calendar it's possible to find trainings and seminars run by SALTO, European Solidarity Corps Resource Centre, Erasmus+ NAs and

NGOs in the youth field, most of them are virtual but there are also f2f (all funded by SALTO, organisers and National Agencies). It's a great resource to facilitate a free lifelong learning programme for staff.

- **EPALE Electronic Platform for Adult Learning in Europe:**

EPALE is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers.

It is part of the European Union's strategy to promote more and better learning opportunities for all adults. by supporting and strengthening the adult learning professions. It currently counts with 89.740 members.

- **Communities of Practice:** Communities of practice are online groups where people with similar interests from the adult learning sector can get together. Join a community to meet like-minded EPALE members from across Europe and exchange ideas, resources and good practices. There's one CoP called: AWARE - Mental Health awareness in prisons across Europe.
- **MOOC:** This Platform enables managers, staff and volunteers to access different online courses that can be undertaken anytime at their own pace and upskill themselves.
[EPALE online course for AE lecturers - development of teaching skills](#) The EPALE National Center, in cooperation with its experts, has prepared an interactive online course focused on the development of teaching skills. The course is devoted to current topics in the field of adult education and contains basic skills and knowledge for lecturers and teachers from various fields. The course is free.
- **The Resource Centre** has many interesting articles on different subjects. We've found some very relevant ones related to education in prisons.
 - The Prison System: Priorities for Investment. This report assesses the state of the current prison system in UK and recommends that the new Government should focus on four areas: sentencing policy, the prison estate, safety, and the workforce.
 - [Books beyond bars: the transformative potential of prison libraries](#)
 - [10 Prisons Project – Family engagement programme resources](#)
 - [How universities can better support mature students returning to education - Part Two](#)
 - [Reforming Outcomes - A Review of Offender Education in Wales](#)
 - [How to motivate inmates for learning](#)

- **ERASMUS PROGRAMME - KA1 MOBILITY:**

Key action 1 from Erasmus + Programme offers Learning mobility opportunities to encourage the mobility of **students, staff, trainees, apprentices, youth workers and young people.**

Some of the calls that could apply to managers and staff in prisons, volunteers or students that are preparing themselves to work on prisons are:

- Higher education students and staff
- VET Vocational education and training learners and staff
- Adult education staff

4.3. How can the prison manager promote prison Lifelong learning

Lifelong learning covers learning from preschool age to post-retirement. As regards adult learning, it is a key element for achieving the goals set by the Europe 2020 Strategy (European Commission, 2010) aiming to modernize social policies, increase competitiveness, and achieve inclusive economic growth. As stated in the Council Resolution on the Renewed Agenda for Adult learning (EU, 2011 cit in Monteiro et al., 2015), this training can “contribute to developing a competitive economy based on knowledge and innovation which makes full use of its resources and human capital.” (EU, 2011, p. 372/3 cit in Monteiro et al.,2015).

We can consider here the lifelong learning with a two-sided perspective, including both the knowledge needed to go further on education and training, and the skills needed to continue the lifelong learning process in society and at work (Schenck, 2005). In the prison settings, education and training must be characterised both by providing opportunities to develop personal skills such as self-confidence, problem-solving, creativity, and by improving the ability to learn and assess information in a continuous perspective. Encouraging lifelong learning of prisoners with a whole-person approach in a context where identities are often fragmented (Schuller, 2009), in addition to benefit the individual’s life, can contribute to both the social and economic well-being of society; encouraging lifelong learning of prison officers can improve the well-being of prison officers at work and the functioning of the working system and environment. As considering lifelong learning an effective instrument against crime requires intervention on several fronts, we can say that prison officers represent one of the preconditions for meeting the educational needs of prisoners, building useful networks of support.

The concepts addressed within adult learning and lifelong learning apply to prison education as advocated by the Council of Europe Recommendation on Education in Prison (2011, p.1 cit in Monteiro et al.,2015), where it states that “Education for prisoners should be like the education provided for similar age-groups in the outside world, and the range of learning opportunities should be as wide as possible” (Monteiro et al.,2015).

Although, the European Prison rules which provide a set of common standards, states that:

“Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible, and which meet their individual needs while taking into account their aspirations”

The EU Council Resolution in the area of lifelong learning to explicitly embrace prisoners within its scope of relevant target groups, via a social cohesion and active citizenship lens. Into this scope, the EU Council proposed **6 ways or strategies** to improve prison education (European Commission, 2018. Available at: <https://epale.ec.europa.eu/en/blog/6-ways-improve-prisoners-access-education-europe>



Figure 2 – 6 Strategies To Improve Prison Education (European Comission, 2018)

1. Use prison wings

One of the barriers to education in prison is the prison overcrowding because it limits the space for the activities and in consequence the motivation. Thus, to overcome this barrier is using the

“prison wings”, that is, the buildings where prisoners are accommodated – as sites for education and not simply to have a separate education section. This will promote:

- The spread of education in the prison culture;
- Works within limitation of space;
- Works as a complement to the others education spaces in prison;
- The interaction between pares which will stimulate motivation to access and participate in lifelong learning fitting the prisoners needs;

2. Integrate across prisons

Another issue that is a barrier that affects prison learning is not simply early release but also prison transfer. This obstacle to education can clearly be overcome through:

- An integrated education opportunities approach across prisons, and between prisons and the local educational institutions.
- Short and intensive courses;

3. Tutor support for continuing professional development/ collaboration

Introduce more collaboration across the different stakeholders such as teachers. Therefore, a key movement is needed to get away from an individualist focus approach of the isolated teacher or tutor in prison to a collaborative approach; this is particularly important in a prison education context which may bring its own specific requirements.

4. Equal status between education and work

Sometimes the prisoners want to study but the work is at the same time and if he/ she chooses work rather than work in some countries the prisoners will lose income. Thus, political and governmental changes are needed regarding this question because this appears to be in violation of the European Prison Rules (28.4): ‘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’.

- Provide the same right to work and education;
- Provide flexibility schedules;

5. Access to learning via the web

While reasons for limiting prisoners' communication with the outside world are obvious, it must be technologically possible to devise programmes to allow for limited external communication and access to key aspects of the web for prisoners' distance education.

- E-learning and b-learning courses;

6. National in strategic focus

Some countries place prison education on the margins of national strategic policy making for education and lifelong learning in some EU and this must change.

Key conditions for a successful strategy on offender learning are the commitment and the competence of the prison staff (Schuller, 2009). According to Schober, Finsterwald, Wagner, Lüftenegger, Aysner and Spiel (2007), among the strategies to promote lifelong learning, and that can be applied in this specific case to prison officers' role in encouraging prisoners lifelong learning, we can find:

- Encourage a learning goal orientation
- Encourage interests of prisoners
- Encourage a flexible implicit theory
- Encourage self-efficacy and confidence in own abilities
- Encourage meta-cognition
- Encourage learning strategies
- Encourage skills associated with cooperative learning
- Provide feedbacks

In a more specific perspective, to promote lifelong learning in prisoners, prison officers can also:

- Encourage the building of an appropriate self-esteem
- Encourage the belief in a better life ahead (Schuller, 2009)

- Encourage learning ownership, that means, encourage prisoners to be responsible for their own learning
- Show the rewards of taking such a responsibility
- Encourage to learn from mistakes and to turn them into opportunities
- Suggest and recognize some learning tools, tricks, that can help to learn in a more efficient and easy way (for example, mental repetition)
- Help to set or propose learning goals (Wabisabi Learning, 2021)
- Promote a life-course approach which sees the offender as changing over time, with particular needs at particular stages
- Understand the offender in his or her cultural and social context, and relates their potential and progress to the world outside
- Be aware of the pluralism of methods and of the importance of a clear communication (Schuller, 2009)

Thinking in the re-entry process, in order for lifelong learning to have a reasonable chance to improve the crime situation, it is important to recognize the offenders need to be part of networks and social groups which will support their desistance and not the reverse. Prison officers can here contribute by conveying the importance of building social links and supportive external networks (Schuller, 2009).

5. The prison managers' point of view

Within the framework of the **Support for the Structural Reinforcement of the Educational System in Prisons**, four interviews have been carried out with members of penitentiary institutions in France and Spain. Through these interviews we can get an idea of the current situation of these institutions and of the plans that are being carried out in relation to education and reinsertion of prisoners in general, and of women and minority groups in particular. Thus, the main key ideas obtained from these interviews are as follows:

- **Objectives of the penitentiary system as an educational community aimed at the reintegration of prisoners:** One of the objectives of the penitentiary system is the reintegration of the offender into society after having spent a period of time in prison and having assimilated during this time certain values and attitudes that will allow him/her to reintegrate into society without any recidivism. However, although the process of reintegration begins when entering prison, it does not end in these centres, but various factors outside the penitentiary institutions intervene, such as social, family or socio-cultural factors. It is important that, understanding prison as an educational community, it is not isolated from society outside the prison system. To this end, the development of the areas promoted in recent years (at least in the Spanish context): intervention, education and training, work and labour insertion, leisure and culture and sports programmes, is fundamental.
- **Work in prisons:** It is necessary to understand that work in prisons does not correspond to a single member, but it is a multidisciplinary environment in which a balance between all its actors (psychologists, educators, management, social workers, trainers, etc.) is necessary; being all the staff working in this type of centres involved in the process of reintegration of prisoners.
 - **The role of the prison management:** It is essential to maintain order in the prison by supervising and controlling activities, reducing conflicts, promoting re-education aimed at reintegration and preventing delinquency, as well as complying with EU mandates and promoting education in values.
 - **The role of the other prison staff:** is also considered essential in order to preserving security in the prison and even carrying out the educational activities proposed in these centres.
- **Educational activities in prisons:** However, although training is a fundamental part of the reintegration process, education in prisons poses one of the most complex scenarios with regard to education. Prisons do not have enough activities that involve prisoners, particularly women and minorities. In general, many prisoners do not get access to any training courses and this generates tension and even aggression among prisoners. Specifically in relation to women and minorities in prisons, most of the activities carried out are language courses for those foreign prisoners who do not know the language and, if they master the language, other courses such as literature, cookery, electricity, etc. However, these activities do not usually respond to the educational demand of the prison.
- **Educational limitations and restrictions in the prison system:** Prisons do not provide the necessary conditions to foster learning and teaching. This is mainly due to:
 - **The situation of overcrowding in prisons:** this encourages situations of violence and radicalization of prisoners, as well as the impossibility for all prisoners to access an educational programme.

- **The level of education of the prisoners:** below the general average and including many cases with a lack of primary education.

We found that some of the obstacles for the prisoners are the language, the short time to follow the courses (due to short sentences) and their hatred for schools. In order to improve prisoners' employment opportunities, social inclusion and reintegration into society the lifelong learning programmes are key during their time in prison but also afterwards.

For the guards and other staff, the main problems are the lack of prison staff, money, security, time and, above all, the lack of qualifications to be teachers. These limitations respond above all to governmental ones, being these the main actors who can intervene in the improvement of penitentiary institutions but for whom, unfortunately, education in penitentiary institutions is not a priority.

- **Improvement of the current education system:**

- Bearing in mind that the prison is not an isolated organ of society, it is necessary to insist on the search for comprehensive educational responses that not only work with prisoners, but also with individuals outside prisons.
- Obstacles are often the result of old and unchanging legal frameworks and prison regulations.
- Need to seek comprehensive educational responses. On the one hand in the task of rehabilitating prisoners in their civic rights and duties, and on the other hand through the full development of the personality of those who inhabit them and actively contribute to their autonomy and social inclusion, through an educational community that cannot and should not isolate itself from society.
- In terms of education, access to technological advances such as the internet or distance learning courses, both for prisoners and staff, would also be an advantage with regard to the training of prisoners. However, there is still some reticence to implement these tools in prisons despite the benefit they can bring.
- Finally, in order to improve education in prisons, it would be fundamental to have qualified teachers for the same, without being the unqualified staff themselves who deliver the programmes. Moreover, all actors are susceptible to improvement through training programmes for prison staff, whether at the educational, health, legal or behavioural level. Continuous improvement should be a guideline.

6. EESPIP Experience

6.1. Overview

For two years, the EESPIP Consortium partnership developed four stand-alone modules that form 4 Intellectual Outputs of the project. These four training modules targeted the following aspects:

- “Prison as Learning Environment”, mentoring support on situational awareness
- Support on the mentoring of prison officers
- Vocational training for prison staff
- Support for the structural reinforcement of the educational system in prisons

Each country has piloted a training capsules with one or two of the following target groups:

- Prison managers
- Prison officers
- Prison makers and
- Representatives of training providers.

The overall goal of the training was to mobilize the prison staff into the acquisition and recycling of knowledge and competences to promote close to the prisoners’ their motivation into lifelong learning and to test the products developed in the partnership.

On Table 4, we can see the overall findings of the EESPIP piloting experience:

Country	Training format	Nº of participants	Training Duration	Participants Profile	Nº of Prisons involved	Positive points	Improvement Suggestions	Overall Evaluation
France	100% online	11	1 day	trainers, prison officers prison managers political representatives	1	The subject was interesting and innovative. Maybe it can be done with other stakeholders involved in the prisoners' training.	To do it face to face and to invite more officers and prison managers.	Our participants told us that they enjoyed the content and the training we provide. The participants were eager to communicate about the training to other prison staff.
Romania	Pilot 1 Jilava penitentiary – 15 th of July, online	Pilot 1 Jilava penitentiary – 6 members of staff	1 day	prison educators	2	The topic of understanding education at all levels was considered very important and needed by all staff categories	More open talks needed, with more colleagues from all prison units and also from other countries	More training in an interactive manner is needed, exchange of experience and support to learn pedagogy.
	Pilot 2 Ploieşti penitentiary – 4 th of August, on site	Pilot 2 Ploieşti penitentiary – 11 members of staff						

Country	Training format	Nº of participants	Training Duration	Participants Profile	Nº of Prisons involved	Positive points	Improvement Suggestions	Overall Evaluation
Spain	Face to face	21	1 day	Mayors, Prison officers, technical experts from local councils, political representatives, local development agents and stakeholders.	2	The Pilot training was held in a county with 6 overcrowded prisons. We considered it especially relevant to implement the piloting among stakeholders and policy makers in this area.	Involved all actors related to prison education in the same room. Get access to prison facilities and do the training there.	All participants considered training is needed and relevant. Training will be well received if it's included in their working hours.
Poland	mix	10	1 and a half day	Educational staff, teachers of prison education, students of the penitentiary, prison officers of the higher level, probation staff	2	The EESPIP products seems to be utilized in many institutions in PL as a training content in the daily work of various specialists of prison education and ex-prison education	There were no significant improvements pointed out. The only concern was to disseminate it to the proper target group.	The overall evaluation was very positive and participants considered the content as very useful and necessary.
Portugal	100% Online (synchronous and asynchronous)	27	3 days and a half	Prison officers; Professionals' working in education and training fields in prison; Deputy director	9	Pertinent topics; Really positive experience; Rewarding experience and important interaction with other prisons and colleagues.	Including more prison staff in these types of initiatives, creating a bridge between all; Continuation of the initiative in other areas of the prison context.	Most participants would recommend the training to others. Most of the participants rated the training contents as "very good".

7. Recommendations for the structural reinforcement of education in prison context

Education today is actually about lifelong learning. It is a process, part of our everyday life as active citizens. This reflects at prison level just as much as it does in any public service institution in our community.

First and foremost, we have to promote prison as a public service of primary importance and relevance. This needs to be understood by prison staff of all levels, by prison administration and management, but also by the local communities. This is the setting in which prisons offer context for community learning and for lifelong learning of all persons taking part: staff, prisoners, prisoners' families and social connections, civil society, public institutions relating to prisons. This takes place whether we acknowledge or choose not to. This takes place whether we agree with it or not. So in the context, EESPIP project and partnership sends out the message to encourage prison staff at management level to take ownership of the lifelong learning process.

As stated from the beginning of our project proposal, EESPIP project aims to open up to staff learning opportunities related to professional development in an environment associated not with learning: the prison. Our project will deliver content and activities for prison officers to further develop their professional training, related to their professional environment.

The thinking behind this project is about the importance of human relationships in shaping a learning career. Prisoners spend the vast majority of their time with or around prison officers. The collective support, or not, of the officers has the potential to wield significant influence on the progress and development of prisoner education. One finding from "Shared Responsibilities Report" was that 34% of governors and education managers reported their perception that there was a lack of commitment to education among uniformed staff in their establishments. At the very practical level, it is the officer who unlocks the prisoner-learner so that s/he may get to classes. The day-to-day running of a prison depends wholly on prison officers, and this in turn must impact directly on the effectiveness of any educational policy, whatever the aspirations of policy makers. Within such an environment, relationships become especially important. Difficult times can be transformed through positive relationships.

Through this document we would like to send a message of support and encouragement to all prison staff that have some level of decision: start a conversation about lifelong learning and education

- Education of your own prison staff about what they need and what they like to learn; also career management and career support is an essential part of learning

- Education about how to create a positive, mental health aware space within the prison premises
- Education to fight against discrimination, bias, ignorance, radical or extremist attitudes in all persons
- Education to support a greener lifestyle, sustainable and respecting people and environment,
- And many more instances of education that take place in any living community, prison being such a community.

At a management level there are a few aspects the EESPIP partnership recommends managers to take into consideration, to have a self-reflection moment about, before putting into discussion with colleagues:

- 1) What is the perspective of the prisoners in relation to education and to learning experiences, thinking about their connection with prison staff. How do they perceive guards, admins, correctional staff in general? How do prisoners see prison staff's attitude towards education?
- 2) How is the education taking place in the prison, practically connected with the resettlement aspects?
- 3) To whom are available education and training offers in your prison? Are there some categories left out?
- 4) Do all learners have equal access to resources, support, guidance and mentoring for their educational activities?
- 5) Have you ever taken a look, identified barriers and key blockages in learning in your prison?
- 6) Have you ever took a look at the education being offered in your prison, taking into account the massive range of different abilities, motivation, prior learning experience and attainment as well as the particular needs of certain groups, e.g. black and minority, ethnic prisoners, women prisoners, young prisoners, prisoners serving long and short sentences, prisoners on remand and prisoners who have rejected the more traditional forms of education? What about your staff's educational offer? Is their diversity and diverse needs taken into account?
- 7) Have you looked at maximising the opportunities you have at hand, and supporting your educational program? Civil-society cooperation, volunteer programs, European projects?
- 8) Have you thought about setting educational experiences more adapted to the context and needs of your learners, like self study groups, distance and open learning, peer education, individual and peer supported cell work, prison officer supported cell study and study on the wings, and evening classes?

- 9) Have you thought about setting up an informal educative consultation group in your prison: key stakeholder groups, including prisoners, educationalists, prison staff and relevant independent groups from civil society
- 10) Have you analysed what are the practices in your prison to encourage the engagement in learning, especially for vulnerable groups like minority, ethnic prisoners, women prisoners, young prisoners, prisoners serving long and short sentences, prisoners on remand and prisoners who have rejected the more traditional forms of education?
- 11) Have you thought about integrating the library actively into the educational programs for all within your prison?

After thinking about the topics above, it would be worth having a structured conversation with staff and prisoners alike, in some format of an unconventional conference maybe. Just to give a quick list of aspects worth talking about, while planning to support education, we suggest the following:

- 1) Curriculum of all educative programs: is it built, adapted, adjusted, with the users from your prison in mind? Is it in connection with provisions from other prisons to assure the continuity of learning in case of transfer?
- 2) Are there funds to support education, resources, materials, IT infrastructure?
- 3) Is there a standardised assessment of educational needs?
- 4) Are learners aware of the application process, should any of them wish to join? Is this done in a transparent way? Is the language available to all?
- 5) Is the learning pathway of learners documented, kept track of, registered and transferable?
- 6) Are there flexible learning opportunities, to assure equitable access to all learners regardless if they also engage in work activities or not? Is there a possibility to provide access to all for both vocational classes and adult education classes without excluding one or the other because of the schedule?
- 7) Is there an involvement of outside civil society in delivering learning contexts inside prison?
- 8) Is there an involvement of family and friends in supporting education and training?
- 9) Is there an open conversation in the prison about ways in which prison officers can contribute towards encouraging and supporting learning opportunities for prisoners?
- 10) Do you support events to celebrate the achievements of learners from your prison?

Once you have this public discussion with prisoners, your staff, your superior and key stakeholders that support your prison, the next step is to look at the structural parts needing your involvement to push further learning in prison.

1. Integrate across prisons

An integrated education opportunities approach across prisons, and between prisons and the local educational institutions to overcome prisoners' early releases or transfer. As stated above, this starts from the curriculum provision. And even if this is not directly the task of a prison staff with management role, you are exactly in the correct position to ask questions about it, to communicate with your peers from other prisons and to set up the responsible staff in making this seamless transition between locations, keeping an unitary curriculum provision.

2. Promote collaboration between teachers

Introduce more collaboration across the different stakeholders such as teachers. Therefore, a key movement is needed to get away from an individualist focus approach of the isolated teacher or tutor in prison to a collaborative approach; this is particularly important in a prison education context which may bring its own specific requirements.

This also opens up the discussion about corrections staff versus Ministry of Education staff. It is within the mandate of management level professionals to put at the same table all teachers, educators, trainers, tutors, foremans from workshops, etc, irrespectively of their employer, and create a unitary perspective about correctional pedagogy. Here you need to promote the retention and the professionalisation of staff trained, dedicated and inspired to develop prisons as lifelong learning hubs.

Essential is the promotion of collaboration between teachers coming from outside and educators that are prison staff. It is clear that the challenges of an "outside" adult learning professional coming to work in a correctional criminal justice system are high. The learning environment is unique and challenging: the main purpose of a prison is custodial and the practical aspects of incarceration of offenders leave little room in developing the prison as a learning environment also. The adult learners themselves are particular, having first and foremost the statute of offenders, with all the attached rules and restrictions this statute brings. Their motivation of engaging in learning experiences is also altered by this. Due to the relative isolation of different prison environments, teachers employed in prisons have had few opportunities to come together within networks to share and discuss practice. The staff concerned with the learning process is mixed: from "outside" teaching organizations / institutions and from "inside" the criminal correctional justice system. Each group has different conditions of service and tends to have allegiance to rather different kinds of culture, tradition and ethos regarding learning, teaching and training. But these are challenges that an "outside" adult learning professional has little idea about. Moreover, there are a lot of aspects that stress the context of prison education, the training needs of staff, and the possibilities for creating a positive learning environment within which prisoners can learn and progress.

3. Equal status between education and work

Sometimes the prisoners want to study but the work is at the same time and if he/ she chooses work rather than work in some countries the prisoners will lose income. Thus, political and governmental changes are needed regarding this question because this appears to be in violation of the European Prison Rules (28.4): ‘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’.

- Provide the same right to work and education;
- Provide flexibility schedules;

4. Access to learning via the web

While reasons for limiting prisoners’ communication with the outside world is obvious, it must be technologically possible to devise programmes to allow for limited external communication and access to key aspects of the web for prisoners’ distance education.

5. Give to prison education a strategic focus

Some countries place prison education on the margins of national strategic policy making for education and lifelong learning in some EU countries and this must be changed.

The Spanish Penitentiary Regulation incorporates into its text the advances that have been produced in the field of intervention and treatment of inmates, consolidating a concept of treatment more in line with the current approaches of legal dogmatic and behavioural sciences, making emphasis on the socializing component, rather than its clinical concept. For this reason, the Regulation opts for a broad conception of treatment that not only includes therapeutic-care activities, but also training, educational, work, socio-cultural, recreational and sports activities, conceiving the reintegration of the inmate as a process of comprehensive training of his personality, endowing him with efficient instruments for his own emancipation. Similarly, in international standards, the Minimum Rules for the treatment of prisoners, adopted by the First United Nations Congress on the Prevention of Crime and Treatment of Offenders (1977) and the European Penitentiary Standards (2006), refer to the importance of a program of physical education, sports and recreational activities.

To these six recommendations, EESPIP project adds some more:

6. The implication of all the members of the staff.

All members of the staff have to be involved in the training in prison, otherwise the program will never take place or it might be at risk. The creation of the new scale of “Intervention and Treatment” within the Correctional Institutions Management Body has been proposed. Prison treatment has a multidisciplinary nature; it is made up of professionals with diverse basic training, as stated in our Penitentiary Legislation. The European tendency is to work towards unifying a more integrated educational approach among staff.

7. Put in place some training for the staff, working as a mentor

Improved preparatory training for staff in prisons is key to improve the structural education in prisons. From the data collected during the project most staff said that whether there was anything about prisoner education and training included in their initial training, half of them said that there were no matters discussed regarding soft skills, mentoring and coaching.

Training update and follow up should be guaranteed for all staff and to ensure training quality. As we have shown in IO2 there is a great disparity among partner countries and their investment in staff training after they have approved the competition. So, the training system needs to be organized and rehabilitation programmes aimed at building skills and increasing personal responsibility on reinsertion of all staff should be put in place.

Facilitating emotional and mental supporting systems is key for personal development and reintegration of inmates. This should be established with trained staff and personnel playing the role of mentor/coach for the inmates providing emotional and mental support, monitoring the evolution and wellbeing. This can be organised collaborating with organisations and volunteers (letters to inmates).

The head of the prison guard says that inmates have no monitoring inside the prison: “There’s no follow-up. The inmates don’t have anyone there. Then violence settles in prison, because it is a closed system, is more aggressive in a way than the outside world, the weakest are always penalized in comparison with the people not incarcerated.” (Gonçalves, 2016 as cited in Salesse et al., n.d., p.15)

- **Improving retention** “Though pay awards and additional staff training are significant yearly expenses, these costs should be considered alongside the high costs of attrition. Reducing this wastage, and creating a more capable workforce, can create the best value for investment in staffing” (Shilson-Thomas, 2020, p. 25)
- **Improving training** “The Ministry of Justice also recognises that the quality of training and opportunities for progression can have a positive impact on retention. For new recruits, HMPSS are reviewing the Prison Officer Entry Level Training course to consider how to include a greater practical learning element. Additional on-the-job training can help to address skills gaps and improve prisoner-staff relationships. For instance, Offender Management in Custody keyworkers, who work to manage small groups of prisoners, receive training specific to this role. The introduction of ‘Five Minute Intervention’ training teaches officers to address negative behaviours in prisoners in short conversations. To improve retention for more experienced officers, particularly on Closed Grades, experienced officers are being encouraged to progress to more advanced roles on Fair and Sustainable grades. Band 4 Advanced Prison Officers have more opportunities for specialist training, and Prison-Officer-Entry-Level-Training Mentors are responsible for settling new recruits. This mentoring role is

particularly encouraging, as HMPSS report that it has been “the most promising intervention” to improve retention of new staff, too. At each level of experience, training should better prepare staff for the demands of their roles and create opportunities for progression within the Service” (Shilson-Thomas, 2020, p. 26).

8. Improve the training of teachers, preparing them for the education in prison context

Most teachers working in prison context practice education in the community. Therefore, correctional teachers should be trained on how to adjust education to the prison context, focusing on the specific needs of the offender population (Coates, 2016; Steurer, 2020). There are a number of factors influencing the understanding and development of teachers in prison context, emerging from our work, piloting experiences and previous research done. They were also summarized by the Loncon Center of Excellence in Teacher Training. Organizational factors include: the pivotal role of the Prison Director / Governor in determining the extent to which a custodial setting can be managed to create positive conditions for learning; the rigid, hierarchical structure within which education often has low priority; security procedures, overcrowding and constant movement of prisoners. Added to this, prison educators are lacking clear professional status and clear routes into employment.

Cultural factors include the confined, time-bound, physical environment – entirely different from other environments. This makes for an unsettled learning environment marked by disruption and discontinuity. External circumstances weigh heavily on prisoners’ lives and have a significant impact on feelings; and this gives rise to high levels of ‘emotional load’ affecting the dynamics of learning and teaching. There is, in other words, a conflict between the prisoner-learner’s relatively fragile identity as learner and the dominant, legally imposed status as offender.

Pedagogical factors include discontinuity in individual learning and fluctuating patterns of attendance. Learner groups are frequently characterized by an extremely wide range of individual needs, which require a greater degree of differentiation than is generally needed in mainstream education settings. Prisoners typically have a relatively fragile identity as learners, and often have low self-esteem, lack of confidence, and poor basic skills. Teachers have limited access to internet resources and therefore it is difficult for them to find ways of making teaching resources and content relevant. A major factor affecting teaching and learning is the need to manage and deal with the ‘emotional load’, the practical and emotional support needs that prisoners bring with them to class, which affects both learner and teacher and the ‘emotional climate’ in the prison classroom.

7. Conclusions

“Education should be at the heart of the prison system”. If education is the engine of social mobility, it is also the engine of prisoner rehabilitation.

In order to achieve this, we propose the following recommendations:

A great investment in human and economic resources to avoid overcrowded prisons. Better conditions within the prisons and a higher rate of staff per inmate results in an environment that allows for all the staff to be more involved in educational programmes.

Improve the training from staff (soft skills, mentoring). This can be done in several different ways, such as European Training Information Days. To encourage the training of staff, the hours that they spend in training should be counted as work hours, and they should therefore be paid.

Inform and promote Access to European Opportunities Tools for youth and adult training. Alongside improving the training of staff, plenty of opportunities for further training are available at European level.

Need to develop Social Educational Programmes interpersonal skills and even one's self-confidence. These programmes are of great importance especially with dealing with inmates that are dealing, for example, with addictions. By implementing these educational programmes, the needs of some of the most vulnerable inmates can be addressed.

Feedback and Evaluation from all staff involved: The prison and probation services and the educational authorities must make regular surveys of prison populations, identify needs, and see to it that the educational activities offered are kept in line with these needs. A contrasting issue came up in relation with the staff's training or support in order to encourage and support prisoner education, more exactly the management said that prison staff do receive training, while the staff consider that they do not receive any training related to the above.

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