



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



Co-funded by the
Erasmus+ Programme
of the European Union





Co-funded by the
Erasmus+ Programme
of the European Union

This publication has been accomplished during the “EESPIP” project implemented with financial support of the European Commission by the Erasmus + Programme. This publication reflects the views only of the author. The Erasmus+ agency and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

GRANT AGREEMENT NUMBER: 2018-1-FR01-KA204-047670

Programme

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

Partners

Institut Saumurois de la Communication (France) - *Coordinator*

Aproximar, Cooperativa de Solidariedade Social (Portugal)

Centrul pentru Promovarea Învățării Permanente (Romania)

DEFOIN (Spain)

ARID (Poland)

EESPIP Leaders of Output 5

DEFOIN (Spain)

Authors

Ohiane Uranga Pascual

Juan Escalona Corral

Irene Hernández

Design

Aproximar, Cooperativa de Solidariedade Social (Portugal)

Publication date

May 2021

Acknowledgements

Thank you to the European Commission (Erasmus+ Programme) for funding the project.



Contents

1. Presentation of EESPIP	4
2. Introduction how to Improve and Implement Prison Education from a structural perspective.....	5
3. The prison managers- What is the role of manager regarding the reinsertion of women and minorities	8
4. What really exists in their prison to favour the access to training for women and minorities?.....	12
5. How could they interact in order to put in place a well-organized training system and how they could improve the existing system?.....	19
6. Case Study- Prevention and treatment in the penitentiary environment.....	26
7. Conclusions	29
8. Training Proposal Module Plan	31
9. References	32

1. Presentation of EESPIP

The European Educational Support for Prison Officers Interacting in prisons Learning Context with Women and Minorities project (EESPIP), is co-financed through the Erasmus+ Project and the National Agency FR01, 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 an environment not associated with learning: the prison.

EESPIP has been creating content and activities to be delivered 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. Our focus is to understand the impact of non-educative prison staff on the learning experiences of the inmates.

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

The last Module of the project (Intellectual Output 5) is focused on analysing the main characteristics that could support the structural reinforcement of the educational system in prisons in each of the partner country and at a European level. In order to do so, we have done some research and taken data from European reports and from the interviews and Focus Groups (FG) done throughout the project in all partner countries. Moreover partners have undertaken a national search on some specific data required by Defoin for the development of this module.

2. Introduction on how to improve and implement Prison Education from a structural perspective.

“Leadership is needed among policymakers and practitioners in building a public conversation about prisons as a core public service that serves us all, not just the victims and perpetrators of crime. This requires a more open and honest debate about the fundamental purpose of prisons and the policy choices available, and much clearer and stronger evidence of what works and why” (O’Brien, 2010, pg17).

This is the context of the module we will develop for prison managers. The purpose of the module is to bring to attention the fact that further engagement of users in the delivery and design of prison services is likely to deliver greater efficiency and complement rehabilitation programmes aimed at building transversal soft skills and increasing personal responsibility among the prison managers.

This is the case of prison education. We will bring into discussion the difficult setting: overcrowding, prisoners with special needs and considerations, under-staffing. We will put light on the silent but ever-present dichotomy: learning and skills providers tend to view prisoners in terms of their potential, whereas those running prisons have to contend more directly with public safety and security.

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. Prison officers are the largest staff group and have the most contact with prisoners. There are concerns within the prison system as a whole that there are too few prison officers to ensure the safety of prisoners and the security of institutions, let alone engage in the provision of rehabilitation and supporting/reinforcing learning curves.

The last Module of the project (Intellectual Output 5) is focused on analysing the main characteristics that could support the structural reinforcement of the educational system in prisons in each of the partner country and at a European level.

We start this report at analysing some data from the last World Prison Brief from 16/03/2021 to see the evolution of Number of Inmates. We can see there’s an overall reduce on the total number of

inmates in each country from the data we had in the beginning of the project. This is can be due to a combination three main factors that answer to the COVID-19 pandemic situation: the release of inmates to prevent the spread of COVID 19 in prisons, a stop in the judiciary systems and a reduction of crime due to lockdown measures (Aebi & Tiago, 2021).

Statistical number of inmates by country:

Countries	N. of inmates	N. of inmates for 100 000 inhabitants	% of women	% foreigners
France	70.818	105	3,5	21,7
Poland	74.819	197	4,4	1,8
Portugal	12.855	125	7	15,4
Romania	20.440	106	6,6	1,2
Spain	59.115	127	7,6	28

Table 1: N. of Inmates for 100,000 inhabitants per country (with % for women and Foreigners). Data from 'World prison brief' 30/11/2019

Countries	N. of inmates	N. of inmates for 100 000 inhabitants	% of women	% foreigners
France	62.673	93	3,3	22,1
Poland	68.852	181	4,6	1,8
Portugal	11.487	111	7	15
Romania	22.015	115	4,6	1
Spain	57.680	122	7,4	28,1

Table 2: N. of Inmates for 100,000 inhabitants per country (with % for women and Foreigners). Data from 'World prison brief' 16/03/2021

The first Table has been taken from Mapping, scientific and literature review done through the first part of the project (Intellectual Output 1) that was focused on developing the 'image' of the reality we are working with in each of the partner country and at European level and the second one with current data.

The total number of inmates in the partners' countries has been reduced by 15.340 from 238.047 inmates to 222.707 inmates. In all cases the number has decreased except in Romania that has increased by 1575 inmates.

Countries	Number of inmates	Number of institutions	Official capacity of prison system	Occupancy Level %
Level %	62 673	188	60 583	103.4
Poland	68 852	215	81 637	84.3
Portugal	11 487	49	12 687	89.1
Romania	22 015	45	18 245	120.5
Spain	57 680	82	74 071	77,9

Table 3: N. of Inmates, N. of Institutions, official capacity and occupancy level. Data from 'World prison brief' 16/03/2021

Even with the overall reduction of inmates in Europe, from the data we can see that 2 countries from the partnership - France and Romania - have exceeded the official capacity of the prison system and therefore the Occupancy level. Most countries have a very small room and therefore a very limited margin of action. Enough human, space and economic resources are basic necessities to cover and guarantee human rights in prisons.

Moreover, according to the last report on COVID 19- What is happening in European Prisons (European Prison Observatory, 2021), most prisons in Europe are overcrowded, not being able in most cases to follow the World Health Organisation Interim Guidance: Preventing COVID-19 outbreak in prisons: a challenging but essential task for authorities to guarantee health safety and protection in this pandemic crisis (World Health Organization, 2020).

3. The role of manager regarding the reinsertion of women and minorities

Giving value to Education and ensuring all staff is aware of the Educational Opportunities for inmates but also for staff (specialized adult education).

As mentioned on IO1 “The managers declare that all personnel are aware of the educative and reintegration process. However, during some face to face interviews in the prison in Romania it was obvious that the security personnel were highly unaware of the specialized adult education or literacy programs offered”

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; that 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.

Encouraging and facilitating 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 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 only considers part

of the staff with already a higher educational level, when it's 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://wegate.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 EPAL 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 EPAL 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.
- ***Resource Centre:*** has many interesting articles on different subjects. We've found some very relevant ones related with 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](#)
- **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. What already exists in prison to favour the access to training for women and minorities

Treatment Programs at the Prison: in the last years a definitive boost has been given in prisons to treatment programs aimed at achieving the re-education and social reintegration of prisoners. The problem is that they are aimed only to inmates and most cases the perpetrator and not those violated as it´s the case with many women and minorities in prisons.



4.1. *Specific programmes to favour the access to training for women and minorities in Spain*

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

- **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, multicultural 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).

- **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 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)

- **LGTBI Inclusion in prison:**

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

In 2014 Regional law in catalunia against LGTBphobia.



4.2. Specific programmes to favour the access to training for women and minorities in Portugal

In Portugal, there are few specific programmes aimed at promoting the training of women and minorities neither in prison, nor more broadly for these groups of prisoners.

The project E-Pris, 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.

From 2018, new programs were included in Portugal and in a perspective of the main need for opportunities between men and women in the prison environment, the project “Prisões Humanas” 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 lasted for 18 months and aims to cover the Estabelecimento Prisional Central e Regional (feminino e masculino) of Coimbra and the Estabelecimento Prisional Regional de Aveiro (Humana Global, 2005/2006).

There are several programs specifically targeted to women but in the field of competences development and sociocultural activities. However, 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:

Programs addressed to specific problems of young offenders: the intervention programme with young offenders with violent behaviour problems is conceived and implemented under a contract established with FPCEUP (Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto). Construction activities were planned, in collaboration with DGRSP technicians, through the training of DGRSP professionals, supervision of the experimental application, the evaluation and modifications for the preparation of the report and final manual (DGRSP, Plano de Atividades 2019).

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).

There is a lack of programs that directly intervene with women victims of violence in prison context and with other minorities in Portuguese context.

However, we found 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. The study of Guimarães, “Reclusão Feminina: Maternidade e Nacionalidade” (2015) 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.

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.

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).



4.3 Specific programmes to favour the access to training for women and minorities in 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 court 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 court 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 Distanced Learning for Inmates and Staff

Education and training Opportunities for Inmates:

- **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/>



4.4. Specific programmes to favour the access to training for women and minorities in Romania

In general, in adult education, 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.

- Therapeutic community for women with mental issues
- Interpenitentiary activity “Learn to cherish family” to enhance family support systems.
- Program for foreign prisoners: Learn Romanian language and culture.

Purpose: helping foreign inmates adjust in the prison system, and giving them the ways to feel included

Duration: 42 sessions during 2 months

Teaching Methodology: video/audiotutorials and images.

The ANP e-learning platform represents an innovative online development tool that supports individual professional development and allows users to access materials relevant to their chosen topic. The platform centralises and hosts all available development and learning materials, and also provides users with the opportunity to evaluate their knowledge.

ANP, through the Professional Development Service, centralises materials and organises the courses depending on the different fields of activity and personnel category, allowing users to

choose both mandatory trainings as well as optional courses they are interested in. Based on the training needs identified at the level of the penitentiary administration system, the specialised structures within the ANP elaborate thematic contents and formulate distance learning proposals, delivered through the e-learning platform. The thematic contents of the courses are sent to the Professional Development Service of the ANP, the body responsible for analysing needs, accrediting the content, and including the materials in the annual offer of continuous development for prison staff.

The e-learning platform is configured at the level of each unit. The officer responsible for the professional development within the unit creates a username and password for each member of staff. All staff are expected to check the annual distance learning offers and register for the mandatory courses. The allocation of mandatory training materials is done by the Professional Development Service or the unit director. Staff are also encouraged to register for optional courses too, depending on their professional development interests.

The professional development activities are carried out in accordance with ORDER No. 3513 / C / 2020 of 8 September 2020, addressing the approval of the Methodology for organising and carrying out ongoing professional training for penitentiary staff, as well as the criteria for evaluating its results.



4.5. Specific programmes to favour the access to training for women and minorities in Poland

Specific programmes to favour the access to training for women and minorities in 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 their 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 have the opportunity to 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 reenter society and the work force. 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 System¹.

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 terms of the national situation, rights for female prisoners have been especially protected thanks to 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 reintegration²

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 prison³.

²„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." Parliament Europejski. 2008 <https://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0033+0+DOC+XML+V0//PL>

³Jaworska, A. (2012). *Leksykon resocjalizacji [Lexicon of social rehabilitation]*. Kraków, Poland: OW Impuls



5. Interaction to put in place a well organized training system and how they could improve the existing system

5.1. 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.

5.2. 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´s a great disparity among partner countries and their investment in staff training after they have approved the competition.

Duration of the course

Countries	Duration (without the preparation)
France	6 months training after the competition
Poland	22 days training after the competition
Portugal	12 months training after a competition
Romania	3 more steps after a completion
Spain	No training after the competition

Table 4: Duration of follow up course per country

So the training system needs to get 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)

“and if we don’t work with these people, if we don’t solve these people’s problems, we still have these cases of recidivism.” (Gonçalves, 2016 as cited in Salesse et al., n.d., p.23).

“The Ombudsman Perception of involvement of the administrative staff in prison education activities was stated as: in addition to school matters, topics such as health, hygiene, drug addiction, citizenship, etc. should be included in this program”. In order to pursue these tasks, he mention the need of having an incentive for the participation of an external, public or private entities, in particular of local health, education, culture and police authorities, among others, in the education of inmates, by carrying out courses, conferences and debates, both within the establishment and abroad” (Almeida, Duarte, Fernando & Abreu, 2003 as cited in Salesse et al., n.d., p.24)

- **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, HMPPS 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 HMPPS 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 creates opportunities for progression within the Service” (Shilson-Thomas, 2020, p. 26).

- **Integral approach of Education:** 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.

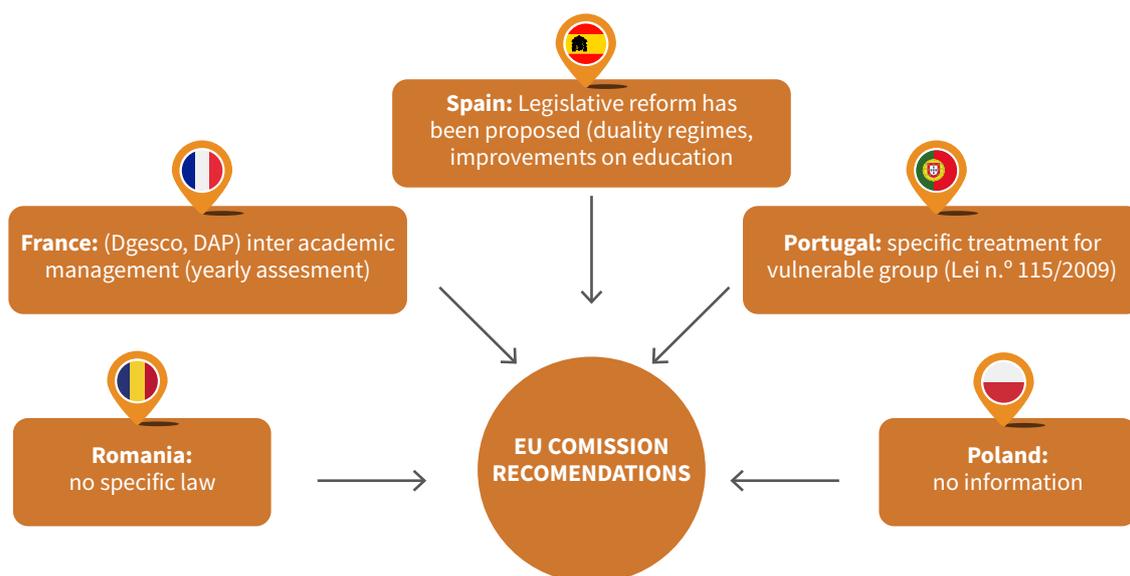
5.3. Law & The role of the government in the prison

The commission of the European Union recommends to the governments of the member states to implement a policy taking into account the following⁴:

1. All prisoners shall have access to education, which should include basic education, vocational training, creative and cultural activities, physical education and sports, social education and library facilities;
2. Education in prison should be similar to that provided in the outside world for corresponding age groups, and educational opportunities should be as wide as possible;

⁴ Recommendation No. r (89) 12 of the Committee of Ministers to Member States on l'éducation in prison (adopted by the Committee of Ministers on 13 October 1989 at the 4298 meeting of Ministers' Deputies)

3. Education in prison should aim to develop the whole person, taking into account his or her social, economic and cultural context.
4. All those involved in the administration of the penitentiary system and the management of detention facilities should facilitate and encourage education as much as possible.
5. Education should not be considered less important than work in the prison system and prisoners should not suffer financially or other harm as a result of receiving this education.
6. Every effort should be made to encourage the prisoner to actively participate in all aspects of education.
7. Developmental programs should be put in place to ensure that prison educators adopt appropriate methods of adult education.
8. Special attention should be paid to prisoners with special difficulties, in particular those with reading and writing difficulties;
9. Vocational training should aim at the broader development of the individual while taking into account the evolution of the labour market;
10. Detainees should have free access to a well-stocked library at least once a week;
11. Education, physics and sport should be developed and encouraged;
12. Creative and cultural activities should be given an important role, as they provide prisoners with special opportunities for personal development and expression;
13. Social education should include practical elements to enable the prisoner to manage his or her daily life in the prison, in order to facilitate his or her return to society;
14. Prisoners should be allowed to participate as much as possible in education provided outside the prison;
15. The outside community should be involved as much as possible in education of prisoners even when it is to be provided inside the prison;
16. Measures should be taken to enable prisoners to continue their education after their release;
17. Prisons should be provided with the necessary funds, equipment and teaching staff to enable prisoners to receive appropriate education.



5.4. National situation

In **Romania** there is no national legislating focusing on a specific group of inmates, as that will be considered discriminatory practice. There is a training basket available for all prisons, from which the Educative coordinator selects most appropriate for each prison context.

In **France**, the partnership between the General Directorate of School Education (Dgesco) for the Ministry of National Education and Youth and the Directorate of Penitentiary Administration (DAP) for the Ministry of Justice have agreed on the inter-academic management of the regional educational units (UPR) and the recruitment, assessment and training procedures for national education staff working in prisons, as well as the creation of a consultation body that enables the two administrations to evaluate the teaching system each year, to assess the resources committed, the actions carried out and the results obtained, to examine the projects and to set the guidelines for the following year.

In the **Spanish** case a Legislative reform has been proposed Proposed Law 39/1970, of December 22, on restructuring of the Penitentiary Corps. From the Union Works Report « Continuing to maintain in IIPP the duality of legal regimes, labour and civil servant, generates dysfunctions in the organization of work and in the management of personnel policy, as well as inequalities in working conditions and remuneration, which are not justifiable. The unification of the labour ties with the Administration and the homogenization of the workforce is a historical claim of this union. The non-inclusion of TMAE (occupational and sports) in the scale of Intervention and Treatment of the Management Body of IIPP, supposes a comparative offense with respect to the rest of TMAE (Social Work) and other professionals included in the future Law of Bodies Penitentiaries » revealing the importance of involving all staff in the training process at the same level.

Educational efforts in the **Polish** prison system especially looks to combat potential future problems when prisoners are released- namely, those coming from labour market requirements which could prevent unqualified women from working. Higher education in Poland is necessary for many fields of work, and in order to prepare inmates, varying degrees of additional education are necessary. Therefore, the prison education system has sought to respond to this need by making education widely available.

In **Portugal**, the national law that explains the importance of a specific treatment for vulnerable group is in “Code of Enforcement Prison Sentences and Imprisonment Measures. Lei n.º 115/2009”, in where in its Article 4 it states:

1. The enforcement of custodial sentences and measures applied to young people up to the age of 21 should particularly promote social reintegration and foster a sense of responsibility through the development of specific activities and programmes in the fields of education, vocational guidance and training, acquisition of personal and social skills and prevention and treatment of addictive behaviours.
2. The execution of custodial sentences and measures applied to over-65s shall respect their specific needs and their state of health and autonomy, in particular by guaranteeing them the necessary assistance in the activities of daily living and ensuring them particularly suitable accommodation, safety, activities and programmes.
3. The enforcement of custodial sentences and measures imposed on women shall take into account their specific needs, in particular with regard to health, hygiene, maternity protection and parental education.
4. The execution of custodial sentences and measures applied to foreign prisoners or belonging to ethnic or linguistic minorities shall, as far as possible, allow the expression of their cultural values, mitigate any difficulties in social integration or mastery of the Portuguese language, in particular by providing contacts with consular or diplomatic entities or organizations supporting immigrants, Portuguese courses, translation of documents or intervention of interpreters.

5.5. Identified Structural barriers

As we´ve seen from the results of the EESPPIP, Survey Education in prison is different from education offered in an open environment facing several barriers:

At the level of the prison itself

- Lack of personnel.
- Lack of means.
- Lack of staff involvement.
- Lack of fair and equal system among different staff
- Lack of awareness of managers regarding the actual knowledge of staff in education opportunities and facilities.

At the level of prisoners

- The personal and financial difficulties of prisoners,
- Their basic level of education and lack of involvement,
- Negative experiences of the inmates related to school. The relationship can change in prison as the educators should have a different approach and the population may reconcile with the School System.
- Their volatility: some prisoners do not stay long enough to complete a course of study, while others, on the contrary, sentenced to a long term, do not see the need for it.

In the specific case of women inmates and minorities, they face a range of barriers to access learning, both institutional as personal. (I.e. associated with their imprisonment and dispositional (i.e. linked to their personal circumstances). Furthermore, given the current context in many countries of Europe a number of factors constrain the extent to which education and training can be offered and the range of provision which can be made available, including:

- Finite staff & resources;
- Restrictions imposed by the security requirements of the prison regime;
- Priorities of policy makers (Salesse et al., n.d.)
- Feminization of poverty focused on the workplace
- Low level of instruction
- Disruptive environments

6. Case Study Prevention and treatment in the penitentiary environment (Del Pozo Serrano, 2015)

The aim of this paper is to analyse the current situation of treatment in prison from school education and socio-educational intervention with drug dependent women in prison. This R&D research, developed from a multi-method approach with a sample of 15 % of females held in national prisons, analysed through 538 valid questionnaires, 61 semi-structured interviews, analyses the participation and evaluation of the people in prison in formal programs (literacy, lower secondary education, upper secondary education and university) and social programs (self-esteem, social skills, children's education, gender, socio-cultural and sports programs, modules about respect and preparation for a life of freedom). Furthermore, this study presents, from four different consumption profiles (not addicted, active addicts, former addicts, and addicts in methadone maintenance programs), some of the most significant data and analysis programs and educational activities presented in the processes of prevention and cessation of drug use problems and social reintegration. (Del Pozo Serrano, 2015).

Within some of the key findings, positive feedback of programs with socio-educational emphasis was found (in the ranking from highest to lowest: self-esteem, social skills, socio-cultural programs and gender) to be higher than regular programs, although school programs at all levels are very highly rated and represent the lacking basic education in almost 26 % of the women in prison (idem).

According to this study, 23% of the women surveyed have no education or have unfinished primary education. Subsequently, 18% of women who have completed primary are found, and subsequently 17% have completed ESO, 13% have vocational training, 8% high school or COU, and very reduced, in 7% have completed higher education (idem).

	Men	%	Women	%	Total	%
Spaniards	34715	74,9	2.813	73,8	37528	74,9
Foreigners	11.603	25,1	998	26,2	12.601	25,1
Total	46318	100	3811	100	50.129	100

Table 5: Distribution of the prison population in Spain according to nationality and sex (31-12-2019)

Appreciation	High School	VET	University
Very good	48%	50%	35%
Good	26%	33%	45%
Normal	26%	10%	20%
Bad	0%	7%	0%

Table 6: Assessment of regulated educational programs

Appreciation	Sociocultural	Social skills	Gender	Gender violence	Selfesteem	Early Childhood Education	Preparation for freedom
Bad	3%	5%	2%	3%	2%	6%	8%
regular	7%	4%	8%	9%	6%	13%	7%
Good	44%	38%	36%	36%	33%	23%	30%
Very good	46%	53%	54%	52%	59%	58%	55%

Table 7: Women Assessment of Social Educational Programmes

There is, in general, a positive assessment of women on regulated educational programs, and mainly those with a socio-educational perspective, highlighting the latter as propellants for the development of protective factors in drug cessation processes. Despite their high valuation, not all women (only 53% of those surveyed) participate in programs or activities that would be within the professional fields of HE, such as socio-cultural programs, social skills, programs on gender violence, gender courses, self-esteem courses, early childhood education courses and adaptation and preparation courses for freedom.

- Although the SGIP promotes educational programs, formal training that implies completion of basic training, promotion in secondary education or higher education is detected as a priority need for women. 23% of the women surveyed have no education or have unfinished primary education. In this sense, only 26% of them participate in formal education programs (adult literacy courses, literacy and Spanish, secondary education, regulated education, high school, intermediate and higher level training cycles and university studies). Said reality shows that there is still no universal access and permanence of women in the constitutive axis of prison treatment, which should suppose education as a fundamental door for the complex future socio-labour reintegration / reintegration.
- The authors found that, in general, active addicted women are the ones who best value self-esteem programs and social skills programs (or those that deepen the acquisition of social

skills and preparation for freedom) for what they imply for the support of their recovery, being less valued by former addicts and in PMM; since they minimize the risk of relapse. Women with a consumption profile (former addicts and in PMM) show high interest in sociocultural and sports courses, a springboard that enables prevention and improvement in comprehensive health. This main conclusion, supposes from the Penitentiary Institution, having the attention placed in the motivational programs and relapse prevention for this population.

- Despite the fact that the majority of women are mothers (around 80%), very few participate in early childhood education courses or programs (7% of the women surveyed). This evidences the need for a specific and generalized treatment regarding maternal-filial and parental competences in the Penitentiary Institution, especially for active addicts who are the ones who least value these programs and need greater reinforcement and socio-educational motivation.
- Despite advances in gender treatment policies in Europe and Spain, there is very little participation of women in these specialized gender courses (11% of surveyed women) and, therefore, we can affirm that in Spain there is not enough care for women inmates, most of them being survivors of gender violence, so it is urgent to move forward in this regard (Del Pozo Serrano, 2015).



7. Conclusion

*“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 with 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.



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

Module IO5: Support for the structural reinforcement of the educational system in prisons		Trainer:
Session nr.:	Duration: 5h	Date:
General objectives:	To help prison managers, staff and stakeholders analyse on main characteristics that could support the structural reinforcement of the educational system in prisons	
Learning outcomes:	<p>To enable prison managers and stakeholders to understand the importance of:</p> <ul style="list-style-type: none"> • Lifelong learning for women and minorities in prison context but also for all staff • The officer/prisoner relationship in training. <p>Instructors will be able to organize training sessions to teach prison managers how to structurally improve the education system in prisons.</p>	
Content:	<ul style="list-style-type: none"> • Presentation of EESPIP • Introduction on how to Improve and Implement Prison Education from a structural perspective • The prison managers and their role • Favoring the access to training for women and minorities? • Training system and how to improve <ul style="list-style-type: none"> • The implication of all the members of the staff • Training for the staff • Law & The role of the government in the prison • Identified Structural barriers 	
Methods:	Expositive, Interrogative and Interactive Digital training with alternating practice and theoretical input and role-playing. Feedback from experience	
Recognition:	Training certificate EQF Level: IV	

8. Training Session- Module Plan

MODULE PLAN		
Schedule (proposal)	Activities	Resources and materials
9.00 am -9.30	Presentation; Ice breaking activities;	PPT & Kahoot
9.30 to 10.30	Introduction on how to Improve and Implement Prison Education from a structural perspective Role of prison managers and its main challenges	PPT presentation Exchanges with participants (group exercises)
10.30	Coffee break	
10.45 to 11.15	Favouring the Access to training for women and minorities Brainstorming about Training system and how to improve	PPT presentation Exchanges with participants (group exercises)
11.15 to 12.00 pm	Training for the staff: ACCESS to European tools and resources.	PPT presentation
12.00 to 13.00	Law & The role of the government in the prison Identified Structural barriers	PPT presentation Practical activity
13.00 to 13.30	Debriefing	Jamboard/mentimeter
Course evaluation	Verify that the course meets the requirements	Evaluation form

9. References

Aebi, M., & Tiago, M. (2021). Prisons and Prisoners in Europe in Pandemic Times: An evaluation of the short-term impact of the COVID-19 on prison populations (p. 3). *Ecole des sciences criminelles*.

Almeda, E. (2003). *Incarcerated Women*. Barcelona: Ariel.

Almeda, E. (2010). Deprivation of liberty and foreign women. Old prejudices and new inequalities. In F. T. Añaños (coord.), *Women in prisons. Social education in contexts of risk and conflict* (pp. 201-234). Barcelona: Gedisa.

Añaños, F. T. (2010). Prisoner women and their relationship with drugs. Implications from Social Education. In F. T. Añaños (Coord.), *Social Education in contexts of risk and conflict: Women in prisons* (pp. 77-100). Barcelona: Gedisa.

Añaños, F. T. (2013). Previous educational training in the face of discrimination: women prisoners in Spain. *Education Magazine*, 360, 91-118.

Caride, J. A. and Gradaille, R. (2013). Educating in prisons: new challenges for social education in penitentiary institutions. *Education Magazine*, 360, 36-47.

Castillo, J. and Ruiz, M. (2007). An educational challenge in the 21st century: The education of criminals within the prison environment. A gender perspective. *Education Magazine*, 360, 301-314.

Castaños, M. and Palop, M. (2007). The intervention process in women with drug addiction: Guidelines to include the gender perspective. In M. Castaños, C. Meneses, M. Palop, M. Rodríguez and S. Tubert, *Intervention in drug addiction with a gender perspective*. (pp. 60-75). Madrid: Institute for Women.

CC.OO Union Workers Commission. (2016). Report on the current situation of penitentiary institutions. Analysis from the union perspective of the CC.OO

Combessie, P. (2005). *Femmes, intégration et prison: analyse des processus d'intégration socioprofessionnelle des femmes sortant de prison in Europe*. Paris: Faire.

DAFNE (2006). *Prison programs in the Member States of the European Union for women who have suffered gender-based violence and for men who have committed violence against women*. Recovered from <https://goo.gl/k6JLt5>

De Val Cid, C. et al (2012). *Condemned to inequality. System of indicators of prison discrimination*. Barcelona: Icaria. Andalusian Ombudsman (2006). *Women deprived of liberty in prisons in Andalusia*. Seville: Special report to Parliament.

Del Pozo Serrano, F. J. (2017). Education in Spanish prisons: Training and socio-educational action with drug-dependent inmates. *Education XX1*, 20 (2), 343-363, doi: 10.5944 / educXX1.19047 <http://revistas.uned.es/index.php/educacionXX1/article/view/19047>

Del Pozo Serrano, F. J. (2017). Education in Spanish prisons: Training and socio-educational action with drug-dependent inmates. [Education in Spanish prisons: Training and socio-educational action with drug dependent women in prison]. *Education XX1*, 20 (2), 343-363, doi: 10.5944 / educXX1.19047

Del Pozo, F. J. and Mavrou, I. (2010). Socio-educational Experiences and Programs in the closed and open Prison Environment with women and children. In F. T. Añaños (Coord.), *Women in prisons. Social education in contexts of risk and conflict.* (pp. 235-260). Barcelona: Gedisa.

Del Pozo, F. J. and Gil, F. (2012). Educational professionalization of Reintegration in Penitentiary Centers. In S. Morales, J. Lirio and R. Marí, *La Pedagogía Social en la Universidad. Research, training and social commitment.* (pp. 285-299). Valencia: Nau Llibres.

Del Pozo, F. J. (2012). Socio-educational Action in the Penitentiary Environment with inmate women and mothers: Realities and challenges from a gender perspective. In E. López (Dir.), *Women and social education: Theory and praxis for socio-educational intervention.* (pp. 53-69). Madrid: UNED.

Del Pozo Serrano, F. J., (2015). Prevention and treatment in the penitentiary environment: drug addicted women inmates in Spain. *Social Pedagogy. Interuniversity Magazine*, 26, 173-199. DOI: 10.7179 / PSRI_2015.26.07.

Del Pozo, F. J. and Añaños F. (2013). Prison Social Education Where do we come from? And where are we going? *Complutense Journal of Education*, 24 (1), 47-68.

Del Pozo, F. J., Jiménez, F. and Turbi, A. M. (2013). Treatment programs: Socio-educational and socio-labor performance in prisons, *Social Pedagogy. Interuniversity Magazine*, 22, 55-72.

Del Pozo, F. J. and Martínez, J. A. (2015). Challenges of prison treatment in Colombia: gender differential approach and action from an international perspective. *Criminality Magazine*, 57 (1), 9-25.

Del Pozo Serrano, F. J and Gil Cantero, F. (2014). Education as the backbone of prison treatment. *Galega Magazine of Education*, 59, 15-17.

De Lara, E. and Ballesteros, B. (2007). *Research methods in Social Education.* Madrid: UNED.

European Prison Observatory. Covid-19. What is happening in European Prisons. 25.03.2021 Report http://www.prisonobservatory.org/upload/25032020European_prisons_during_covid19.pdf

European Parliament (2006). Recommendation R (2006). Committee of Ministers to Member States on European Prison Rules. Recovered from <https://goo.gl/GrhfT6>

European Parliament (2008). Report on the special situation of women in prisons and the repercussions of incarceration of parents on social and family life. Brussels: European Parliament.

Gallizo, M. (2010). New realities in the prison environment with female inmates: treatment, health and drug addiction. In F. J. Del Pozo Serrano, F. T. Añaños, I. Mavrou and D. Sevilla (Coords.), Education, Health and Drug Addiction: Approaches, programs and experiences in areas of exclusion (pp.135-144). Madrid: Drugfarma.

Heidensohn, F. (2009). Women and social control. In T. Newburn, Key Readings in criminology. (pp. 779-795). London: Willian Publishing,

YO SOY. Andalusian Institute for Women (2004). Gender and Health. Seville: Andalusian Institute for Women.

King, James. (2019) Review of European Prison Education Policy and Council of Europe Recommendation (89) 12 on Education in Prison October 2019 <https://rm.coe.int/presentation-europris-james-king/168098bc8c>

Lassus, M. (2010). Conditions of creation and education in prison milieu In F. J. Del Pozo, F. T. Añaños, I. Mavrou and D. Sevilla (Coords.) Education, Health, and Drug Addiction. Approaches, programs and experiences in areas of exclusion (pp. 54-67). Madrid: Drugfarma.

Langan, N. P. and Pelissier, B. M. (2000). Gender Differences among Federal Prisoners in Drug Treatment [Unpublished Manuscript]. Washington, DC: Federal Bureau of Prisons. Recovered from <https://goo.gl/JyU6qJ>

Llopis, J. J. (2008). Study on the prospects for improving care for drug-dependent women with children in Europe. Implications and consequences. In F. T. Añaños, F. J. del Pozo and I. Mavrou (coords.). Social Education in the Penitentiary Environment: Women, Children and Family. (pp. 261-270). Granada: Natívola.

Lewis, M. & Lockheed, M. (2007) (eds.). Exclusion, Gender and Education Case studies from the developing world. A companion volume to Inexcusable Absence Washington, D. C. : Center for Global Development.

Lorenzo, M. ; Aroca, C. and Alba, J. L. (2013). Penitentiary pedagogy in Spain: lights and shadows, Revista de Educación, 360, 119-139.

O ´Brien, Rachel (2010) The Learning Prison. RSA

OHCHR (1976). International Covenant on Economic, Social and Cultural Rights. Recovered from <https://goo.gl/pJjsiy>

Pérez Rodríguez, S. (2008). Women in prison: Situations of risk, comprehensive care and gender violence. In F. T. Añaños, F. J. Del Pozo and I. Mavrou (Coords.), *Social Education in the Prison Environment: Women, Childhood and Family* (pp. 13-31). Granada: Natívola.

Pérez Serrano, G. (2001). Social margination. The study in prisons. *Education Magazine*, 325, 341-364.

QUNO. Quaker United Nations Office (2006). *Women in Prison and Children of Imprisoned Mothers: Recent Developments in the United Nations Human Rights System*. Geneva: Quaker United Nations Office.

Rutherford, M & Duggan S. (2009). Meeting complex health needs in prison. *Public Health*, 123 (6), 415-418.

Salomone, J. (2004). *Towards best practice in women's corrections: The Western Australian low security prison for women*. Perth: Western Australian Department of Corrective Services.

Sáez, J. (2010). Is there a specific education for women in prisons? Some reflections from professional logic. In F. T. Añaños (coord.), *Women in prisons. Social education in contexts of risk and conflict*. (pp. 101-122). Barcelona: Gedisa.

Salesse, F., Tafani, J., Roşiu, R., Huber, D., Leitão, T., & Lourenço, R. et al. Mapping, scientific and literature review. CPIP.

Shilson-Thomas, A. (2020). *The Prison System: Priorities for Investment*. London: Reform

Spanish Ministry of the Interior. (2019). *General Report of Penitentiary Institutions 2019 General Secretariat of Penitentiary Institutions*. Ministry of the Interior - General Technical Secretariat http://www.interior.gob.es/documents/642317/1202140/Informe_General_IIPP_2019_12615039X.pdf/6c227fde-3cee-43f7-b061-666bca7ac514

Shilson-Thomas, Aidan (2020) *The Prison System: Priorities for Investment* <https://reform.uk/research/prison-system-priorities-investment>

Symonds, J & Gorand, S. (2010). Death of mixed methods? Or the rebirth or research as a craft. *Evaluation and research in Education*, 23 (2), 121-136.

SGIP (2013). *General report 2013*. Retrieved from <https://goo.gl/JMzk3R>

SGIP (2014a) *Regulations*. Recovered from <https://goo.gl/2SK00D>

SGIP (2014b). *Specific programs for women*. Recovered from <https://goo.gl/Y7RORF>

SURT (2007). *Comparative report between Hungary, Germany and Spain. Programs inside and outside prisons for women who have suffered gender-based violence and for men who have abused*. Recovered from <https://goo.gl/3agVK8>.

SURT (2008). Women, exclusion, gender violence and prison in Europe. In F. T. Añaños, F. J. Del Pozo and I. Mavrou (Coords.), *Social Education in the Prison Environment: Women, Childhood and Family*. (pp. 378-390). Granada: Nativola.

UN (2014). *Universal Declaration of Human Rights*.

UNESCO (1999). *Adult and Inmate Education*. Hamburg: Confectionery.

Yagüe, C. (2006). *Mothers in prison: History of women's prisons through their maternal aspect*. Granada: Comares.

Yagüe, C. (2007). Women in prison. Intervention based on their characteristics, needs and demands. *Spanish Journal of Criminological Research: REIC*, 5, 1-24.

Yagüe, C. (2010). Current overview of the situation of women and mothers in Spanish prisons. The equality program. In F. T. Añaños (coord.), *Women in prisons. Social education in contexts of risk and conflict*. Barcelona (pp. 183-200). Gedisa

World Health Organisation (2021). *Preparedness, prevention and control of COVID-19 in prisons and other places of detention*. Copenhagen: WHO Regional Office for Europe

Design:

Aproximar CRL, Cooperativa de Solidariedade Social



Project number: 2018-1-FR01-KA204-047670



Co-funded by the
Erasmus+ Programme
of the European Union

