

EDUCATION IN PRISON



Teachers/Prison staff

Teaching and working with prisoners is certainly more stressful and requires additional efforts and more energy.

Prison teachers need a lot of additional knowledge to work with prisoners; they need to know the typical psychosocial characteristics, the social status, the culture and the environment from which the inmates originate: that's why **each teacher should be further trained to work with this specific target group.**

Teachers are too much dependent on the dispositions of the authorities along with the indifference of the prison staff, which

sees teachers as outsiders to the prison creates a challenging environment for the delivery of the courses; they miss cooperation with other professionals in the prison.

Better communication, more appreciation, more efficiency resources as well as a better understanding between the teachers and the prison authorities/staff will improve education substantially. A training programme for teachers to teach in a prison environment would benefit both teachers and inmates.



ICT and digital education resources

The use of internet is strictly controlled, computers are used, but without Internet connection; in most cases technology is absent from the settings where prison education is taking place; the provision for e-mail communication is highly desired.

In prison digital devices are missing; teaching without the motivational aspect of such technology is a challenge.

There are not many digital classes organised in prison. Most inmates value the use of IT, and its knowledge in relation to employability, but no one is allowed to use a computer related to work in

prison.

Access to modern technology would greatly improve educational outcomes. Security features have to be considered in designing an upskilling programme for inmates coming from a closed prison, i.e., limits in using equipment such as internet, laptops, etc. Teachers will have to work in an environment that is strictly controlled, and need to know how to operate in such an environment.

AN INNOVATIVE PEDAGOGICAL APPROACH IN PRISONS

SHOULD BE RESULT-ORIENTED

SHOULD BE INFORMAL, ORGANISING LEARNERS IN SMALL GROUPS, IMPLEMENTED THROUGH SHORT MODULAR COURSES AND WITH A LINK BETWEEN INSIDE AND OUTSIDE PRISON EDUCATIONAL PROVISIONS

SHOULD RELATE THE CONTENT TO LIFE AND BE BASED ON THE INMATES' EXPERIENCES; KNOWLEDGE AND COMPETENCIES SHOULD BE USEFUL AND RECOGNISED AS NECESSARY IN EVERYDAY LIFE

SHOULD INCLUDE, AS WELL-ACCEPTED AND EFFECTIVE LEARNING METHODS: CONVERSATION, DISCUSSION, COLLABORATIVE LEARNING AND RESEARCH LEARNING, PROJECT WORK, ROLE PLAYS, DRAMATIZATION, GAMIFICATION AND PROBLEM SOLVING



SHOULD FORESEE A PEER-LEARNING APPROACH, AS A GREAT SOURCE OF KNOWLEDGE FOR INMATES

SHOULD RELY ON THE KEY COMPETENCES FOR LIFELONG LEARNING

SHOULD PAY ATTENTION TO RAISING TOLERANCE, LEARNING ABOUT INTERCULTURAL DIFFERENCES AND DEVELOPING SKILLS IN NON-COMMUNICATIVE COMMUNICATION

SHOULD DEVELOP APPROACHES AND RESOURCES TO DEVELOP LEARNERS' SELF-STUDY SKILLS, HELPING THEM TO DEVELOP AS INDEPENDENT LEARNERS

