

The overall organization of education in the penitentiary system	St Etienne	Gherla	A Lama
Which Ministry is in charge of penitentiary missions?	The Ministry of Justice	The Ministry of Justice	The Ministry of Internal Affairs
Convention with National Education? Regional Education? Local? Attachment of education to a specific service?	4 Conventions succeeded one another between the two ministries in :1995-2002-2011-2019 Each accompanied by a Circular of Orientation	Yes, there is a protocol of cooperation between the Ministry of Justice and the Ministry of National Education, also a Collaboration protocol with the National Agency for Vocational Training, Protocol of cooperation with the Regional Adult Vocational Training Centre and local protocol and procedure for organising and conducting the school activities.	Our school is a specific adult education center similar to any other regular adult education center, depend to the Department of Education of the Regional Government (Xunta) of Galicia. There is an agreement between the penitentiary and the National Distance Education University, known in Spain as the UNED for those who want to pursue university studies.
What are the main official goals of prison education?	Contribute, through education, to the fight against recidivism and for social and professional integration after the sentence	The reintegration of the inmates	Education and social reintegration of those sentenced to imprisonment (art. 25.2 of the Spanish Constitution)
Who finances the human resources of the penitentiary schools?	The Ministry of National Education is responsible for the human resources of teaching and management The Ministry of Justice shall ensure, by agreement, the management secretariat and, where it so decides, administrative assistance to the local education managers	The Ministry of Education	The Department of Education of the Regional Government (Xunta) of Galicia.
Who finances the material resources of the penitentiary schools?	The Ministry of Justice is responsible for the material resources The local authorities (region, department, municipalities) may decide, on an ad hoc or permanent basis, to allocate additional subsidies	The Ministry of Justice is responsible for the material resources The local authorities (region, department, municipalities) may decide, on an ad hoc or permanent basis, to allocate additional subsidies	The Prison is responsible for the material resources but the Department of Education contribute too.
One prison = one school? Or do only some prisons have them? If so, according to what criteria?	One school center per prison 17 ULEs and one juvenile prison (EPM) for the UPR Auvergne-Rhône-Alpes	Every penitentiary has school, but not all of them have all the classes. In some prisons there is only second chance training. Only a few have high school.	Yes, but not every school is the same. Each Autonomous Community has competence in education, and therefore, each adapts the National Legislation to its own.

<p>Are prison schools networked or do they work alone? If so, are they networked or do they work alone? - What is the scale of this network (National, Regional)? - Who leads this network?</p>	<p>The national agreement sets out the main lines of work that each UPR must implement in its region. These variations are implemented by each ULE according to its means, its audiences, its constraints and its capacities. Both the ELU and the UPR formalize their adaptations of the national texts in a pedagogical project (three-yearly since 2020) that is sent to the representative of each ministry, at each level (local and regional).</p> <p>National level: EN: Head of the inclusive school office (General Directorate of School Education) AP: Responsible for partnership and integration policies of the Direction de l'Administration Pénitentiaire (part of the Ministry of Justice) Coordination: National Education Officer (EN staff seconded to the DAP)</p> <p>Regional level: Interregional Director of Penitentiary Services Rector of the academic region &amp; the other academic rectors Responsibility for implementation: Direction of the UPR</p> <p>Local Scale: A teacher provides accountability to both administrations for the lessons implemented, and, where appropriate, team coordination. The ELA (which is no longer a position but a mission since 2019) is also the pivot of the multiple partnership relationships necessary for the organization and implementation of the lessons</p> <p>Translated with <a href="http://www.DeepL.com/Translator">www.DeepL.com/Translator</a> (free version)</p>	<p>Yes, they are networked. They are subordinated to the National and County School Inspectorates. This network is run by the Ministry of Education.</p>	<p>They are independent but follow the guidelines dictated by each Autonomous Community. We communicate from prison school to prison school, when inmates transfer, as well as with regular centers, when the inmates are released.</p>
<p>Are the teachers civil servants of the National Education (Regional? Local?) or of the ministry in charge of penitentiary missions?</p>	<p>3 types of teachers intervene in detention: - Civil servants from the national education system assigned to this post; - Civil servants from the national education system who are posted in traditional establishments and who come to carry out additional hours in detention - Teachers recruited from outside the civil service, on permanent, fixed-term or temporary contracts, full or part-time</p>	<p>yes</p>	<p>They are civil servants, depending on the Department of Education of the Regional Government (Xunta) of Galicia.</p>
<p>Is teaching in prison necessarily linked to a voluntary personal application? – for the teacher ?</p>	<p>Yes, all teachers are willing to work in this particular environment</p>	<p>Yes</p>	<p>Yes</p>

<p>How are teachers recruited?</p>	<p>For complete assignments (permanent) in prison teaching (so-called "profile" positions): Call for applications by the regional and departmental authorities - Letter of motivation and CV sent by each candidate - Pre-selection on the basis of the candidate's file, then interview during a joint National Education-Penitentiary Administration committee.</p> <p>For other interventions (whether or not they complement another position), the teachers are recruited, by delegation of the Principal, by the RLE who declares to the UPR management, for remuneration, the hours worked each month.</p>	<p>They submit their applications to the county inspectorate after a national competition in which the subjects are the same all over the country and depending on the grade they choose a post. For prison posts they must also have a special psycho-pedagogical certificate (university) and the agreement in principle from the prison.</p>	<p>The Department of Education offers the vacant positions, either on a permanent or temporary basis. It is a yearly offer for non-civil staff posts.</p> <p>No commission. Individual points of career...</p>
<p>Do teachers receive specific training? If so, do they receive specific training? - on cognitive difficulties? - on detained persons? - from whom ?</p>	<p>- 1 week at the Ecole Nationale de l'Administration Pénitentiaire (National School of Penitentiary Administration), adapted to the particular context of the job - 2 weeks (one per year after the first assignment) of pedagogical training at the Institut National de Scolarisation des élèves en situation de Handicap et de l'Enseignement Adapté (INSHEA)</p> <p>Each teacher assigned for the first time remains in his or her former position for one year. After one year, he/she can decide to return to it. The members of the recruitment commission validate or not his or her desire to remain in the new position.</p> <p>If he/she holds a certificate of professional aptitude for inclusive schooling (CAPPEI), he/she can then be permanently assigned to the post (= he/she will only leave it if he/she wishes to)</p> <p>If he/she does not have the CAPPEI (or previous pedagogical specializations), he/she can remain in the position, on an annual renewed assignment, while waiting to obtain his/her specialization.</p> <p>Continuous training with UPR- ASH- EN- AP training plan</p>	<p>They don't have a specific training for the prison school, but they do have a special module in the university for teaching to adults with special needs.</p>	<p>There is no mandatory specific training even though the guidelines for the transfer selection process states that there has to be a training course to learn how to work in prisons, but currently, this course does not officially exist. However, during the first week of the course, our center provides new teachers with behavioral guidelines and crucial information about the prison environment and, above all, action protocols (operating procedures) for specific situations.</p>
<p>Are there any HR benefits to teaching in this environment: - on career? - on salary? - is the same in every prison</p>	<p>-Salary Differences: For all teachers assigned to a ULE or EPM: A bonus of 2550€ without taxes/year for working in a penitentiary environment. Indemnity of 900 euros without taxes per year, if you are a specialized teacher. Differences in career advancement: minimal in terms of the number of teachers concerned (possible acceleration at the end of the career)</p>	<p>There is no special advantage for teaching in a penitentiary, but they do have an extra 15% at the salary as teaching to persons with special needs even outside the prison.</p>	<p>The only advantage of working as a teacher in a school prison is that the Department of Education considers their performance of high-difficulty, giving them a slightly higher score in the transfer selection process. Even so, there are other centers, such as those located in rural areas, also classified as high-difficulty and receive the same score, which is one point per each working year.</p>
<p>What are the criteria for the continuation of the position?</p>	<p>At the end of the first year, each party can decide whether or not to continue the mission (tenure if all ok)</p>	<p>teachers can remain permanent if their exam score over 7, those who obtain grades between 5 and 7 must compete every 3 years Concours is completed by inspection in class</p>	<p>Those who have a permanent post can stay indefinitely. The provisional ones must participate in the every-year selection process and choose a job post according to their score.</p>

<p>How long is a school year?</p> <p>When does the school year start and end?</p>	<p>From September 1 of year n to July 6-7 of year n+1.</p> <p>In all, 36 weeks at least (school year) with the possibility of opening the ELU more on the proposal of the teachers of the team (cannot be imposed on them) and validation of the UPR Direction and the inspection bodies.</p> <p>NB: A teacher must not exceed 41 weeks per year.</p>	<p>9 months, from 12 September to 10 June</p> <p>37 weeks of work (34, 35 for the other)</p> <p>(64 days of holidays for teachers)</p>	<p>The official school period is ten months, from September 1 to June 30.</p> <p>175 days of courses (35 weeks of work)</p> <p>In A Lama : 170 days</p>
---	---	--	---

The local organization educational			
Who runs the educational facilities locally?	There is a person in charge of teaching (Local Education Officer)	Prison, school inspectorate and county board for special schools	The prison administration.
Is the teaching structure hierarchical or are decisions collective? If collective, who takes responsibility?	<p>In Saint Etienne, decisions are made by the teaching team.</p> <p>However, the local education officer is the main interlocutor with the prison administration, the academic inspectorate and the Regional Pedagogical Unit</p>	The structure of the school is hierarchical, but the decisions are discussed with the teachers of the board of directors on which is a representative of the county council.	Although the main proposals arise from the center's management team, the decisions are collective since every teacher votes during faculty meetings. Then, the management team must ensure the achievement of each agreement reached by the teaching body.
<p>Are there any priority inmates for school?</p> <p>If so, by whom are they defined?</p> <p>Based on what criteria?</p>	<p>People in a situation of illiteracy</p> <p>People without diplomas</p> <p>Young adults</p> <p>Non-francophone people</p> <p>The official texts define the target groups</p> <p>The pedagogical project of the establishment refines this care.</p>	<p>Yes young people and can be enrolled all those who apply and meet the conditions.</p> <p>Is based on a written demand approved by educator coordinator of the school within the educator service, doctor, head of service and approves the director on social reintegration.</p>	<p>Concerning new students, in our center, young inmates have preference over adults, convicts over pre-trial detainees, those with long sentences over those with short sentences, women over men, and inmates of the educational module over the ones from other modules. On the other hand, students who have attended the previous course have a preference over new applicants unless their behavior was not appropriate. (Established by the Ministry of Education in the Organic Regulations of Secondary School Centers, ROC).</p> <p>In any case, the high flow (influx) of inmates means that eventually, those who wish to study and do not have any penitentiary impediment to do so can join the school throughout the year.</p>
Who makes the selection of school-educated detainees? On the basis of what criteria?	<p>On request of the detainee, after validation by the school and authorization from the prison administration.</p> <p>Criteria: target audiences, preparation for an exam.</p>	<p>The educator in charge of the prison school.</p> <p>Depending on the recommendations, if he is convicted, if he has the necessary documents to enroll in school and last but not least if he has expressed a desire to attend school.</p> <p>Generally everyone who wants to go to school is enrolled, they are helped to obtain the necessary documents.</p>	<p>In our center, the director conducts interviews with every inmate who applies for enrolment in the school and temporarily signs each one to a specific educational level. However, at the beginning of the course, instead of an interview, new students have to take an assessment test.</p> <p>Then, according to their score, we classify them in the corresponding levels.</p>

<p>What role does the school play in organizing the movement of detained persons? List system? If so, what is the role of the school in organizing the movement of detainees? - done by whom? - In what form? -- transmitted to whom, by whom and how?</p>	<p>On request of the detainee, after validation by the school and authorization from the prison administration.</p> <p>Criteria: target audiences, preparation for an exam,</p> <p>The convocations are made by lists via a software of the penitentiary administration (GENESIS) and are transmitted to the supervisors.</p> <p>- In other establishments, the lists can be made on Word or Excel</p>	<p>There is a national computer system SIIR in which all students in Romania are registered at the beginning of the school year and transfers during the school year are made between schools in this system</p>	<p>The Treatment Team decides the classification of inmates in the prison modules since they are initially in charge of conducting the interviews of every inmate. Subsequently, they can make transfers from one module to another as they see fit, sometimes, after an inmate has requested it or according to the inmate's behavior.</p> <p>Regarding the transfer of inmates between the modules and the school, the Regional Government (Xunta) has already established a schedule in an official agreement. Therefore, at nine o'clock, teachers get to school, which is when classes could start; however, this is never possible due to other activities run by the prison after breakfast and the distribution of medication. Consequently, we have gotten to an agreement with our penitentiary, establishing the arrival time to be no later than 9:40. Even so, most of the students, from different modules, keep getting late because of the lack of consideration from some counselors of the treatment board and the unresolved problem of lack of nursing staff.</p> <p>Concerning outings or extracurricular events:</p> <ul style="list-style-type: none"> <li>• First, we send to the security department a request for the activity, specifying the date and a list of the teachers who will be in charge of it and the inmates who should participate in it. Then, it will depend on when the activity is taking place.</li> <li>• If the activity is on the prison premises, we have to submit the request at least ten days before. Then, the security department has to approve it and remove, from the list, those inmates that for security reasons cannot participate.</li> <li>• If the activity involves leaving the prison, we have to submit the request at least one month in advance. This time, the Ministry of Interior in Madrid must approve the final list issued by security.</li> </ul>
<p>Are class absences a problem that mobilizes teaching teams? If so, are they? - Are they numerous? - What are the most frequent reasons? What solutions have been implemented? - by the prison services? - by the school service?</p>	<p>Yes, poor attendance has an impact on the composition of class groups.</p> <p>Absences are frequent.</p> <p>Reasons:</p> <ul style="list-style-type: none"> <li>- inmate refusal;</li> <li>- illnesses ;</li> <li>- filing at work, priority appointments, visiting rooms</li> <li>- extraction transfers ;</li> <li>- human resources problems and availability of supervisors</li> </ul> <p>3 refusals from the student will result in removal from the list.</p>	<p>Yes. influences promotability. Inmates who don't have sufficient attendance may lose their scholarships, credits, earning days.</p> <p>Many inmates are still disinterested. Other reasons are: transfer, health problems, judicial problems, preferring to go to work.</p> <p>Constant efforts are made to motivate inmates to continue their studies, prison educators offer them counselling, they receive credits, earn days, are put forward for rewards, they can obtain a qualification, a diploma to help them get a job or a better paid job.</p>	

<p>Does school attendance affect the length of the sentence? If yes, it does: - To what extent? - Is the teaching team involved in this process? And if so, how?</p>	<p>Yes, remissions can be granted for setting up a training program, attendance and taking an exam.</p> <p>The school is one criterion among others and each case is studied by a commission of the prison administration (behavior, attendance at treatment if required, compensation from civil parties).</p> <p>The ULE fills out the individual form: registration, courses taken, presentation to an exam.</p>	<p>Yes, for each school year they get 30 days off their sentence. They get these days if they pass the school year, if they have enough attendance and grades over 5.</p> <p>The prison educator based on the catalogue enters the data in the computer application and the prisoner receives the earned days.</p>	<p>Yes, absences are a problem as well as disruptions, which are common for different reasons, among others, infirmary check-ups, trials, judicial communications, conjugal visits, or lawyers' appointments.</p> <p>Inmates must always justify their absences since class attendance is mandatory for students. Unexcused absences may result in penalties, and a prolonged absence might result in an official withdrawal.</p> <p>For inmates belonging to the Educational Module, suspension from the school means expulsion from the module. Occasionally, absenteeism occurs for other circumstances, such as the overlapping of school hours with a therapeutic activity or program. In those cases, attendance of both is facilitated to the inmate. Other common absences occur at the end of the break, when some students blend with others who can go back to their module to flee the school undetected. The teachers notice as soon as the next session begins and the student is not present. Inmates verbally justify these absences, by giving different reasons, such as the need to make a phone call, an interest in NGO talks, a need to get an appointment with the psychologist, social worker or educator.</p> <p>Solutions by the school:</p> <ul style="list-style-type: none"> <li>• The Head of Studies controls the exits after recess (which is not always possible).</li> <li>• We have class rosters as a control system.</li> <li>• There are sanctions in case they cannot officially justify the absences (the type of sanctions have been previously mentioned).</li> </ul> <p>Solutions by the Penitentiary:</p> <ul style="list-style-type: none"> <li>• There are not any. However, some officials, as a habit, keep the prison identification card (NIS) when the inmates go to school, and when they ask for it back at the module during school hours, the officials call the management school team to name the inmates who were authorized to leave.</li> </ul>
<p>Is enrollment in school compulsory or voluntary? How does the detainee who wants to enroll in school proceed?</p>	<p>Voluntary registration with a written message from the inmate, or consideration of a referral from the training assistant, prison counselors or medical service.</p>	<p>Voluntary.</p>	<p>Enrollment is voluntary in the school; however, inmates must apply in writing and submit a certificate of studies. In case they cannot get it for whatever reason, they have to take an initial assessment test.</p>
<p>What conditions must a prisoner meet in order to attend school?</p>	<p>To be taken into account: separation measures, reports of possible dangerousness.</p> <p>All persons are welcomed regardless of their penal situation and type of offence.</p>	<p>Depending on the recommendations, if he is convicted, if he has the necessary documents to enroll in school and last but not least if he has expressed a desire to attend school.</p> <p>Generally everyone who wants to go to school is enrolled, they are helped to obtain the necessary documents.</p>	<p>Inmates classified under a 2nd or 3rd-degree status, do not need to meet any conditions. However, those considered 1st-degree inmates have to apply for an imprisonment category, which includes educational and therapeutic activities.</p>
<p>Is it an enrollment period at school or can it be done at any time even if the school started?</p>	<p>Permanent entry and exit, schooling at any time of the year (except during the summer vacations)</p>	<p>the law does not provide and each school determines the period through the board of directors</p>	<p>Registration is open throughout the school year. In high school, the registration period ends on March 1.</p>

<p>Can all detainees attend the school regardless of the regime? If so, can detainees with different regimes belong to the same class?</p>	<p>Yes, possible mixing between accused and convicted persons.</p> <p>Mixing not authorized for the moment</p> <ul style="list-style-type: none"> <li>- In some structures, the mixing of men and women (or even minors and adults) is possible for certain activities (and in particular for the preparation of exams or the taking of exams)</li> </ul>	<p>Yes</p>	<p>Yes, but 1st-degree inmates must attend class in their module, as well as those from the Therapeutic Module (MET). The school holds in-person (face-to-face) classes for 2nd and 3rd-degree inmates coming from different modules. We classify or separate students by educational levels, not by prison status.</p>
<p>How many students can be in a class ? Which is the procent of inmates who attend the school ? Which is the promotional process ?</p>	<p>From 8 to 10 people In Covid period : 4-5 persons</p> <ul style="list-style-type: none"> <li>- In other structures : 6 to 14 persons</li> </ul> <p>Approximately 20% of inmates are enrolled in school</p> <ul style="list-style-type: none"> <li>- The percentage often depends on the size of the establishment: for small establishments (&lt;100 inmates), 50% of the inmates may be enrolled.</li> </ul>	<p>Maximum 12 minimum 4 (in the law) 10% (go to school) 100% (succeed to pass to the next level)</p>	<p>. At the central school, the classrooms have a capacity for 20 students, except in Secondary (ESA), where the 3rd and 4th-level classrooms can hold up to 30.</p> <p>In isolation, the groups have no more than three students. For the closed-imprisonment category, the groups have up to 12 students each. Daily, slightly more than 20% of the inmate population attends the academic education classes. The percentage increases if we consider those enrolled in UNED and professional training courses, held periodically.</p> <p>There is a system of continuous evaluation to promote a student. When the tutor (mainly for primary school students, who have just one teacher), or the teaching body, considers that a student deserves to be in a higher course, they reflect it in the corresponding official report, which they send to the Department of Education.</p>
<p>Do the detainees who are transferred during the school year continue to school? If yes, who monitors whether the detainees have the school?</p>	<p>Yes, inmates can attend school in the new prison. Schooling pathway" documents can be provided</p>	<p>Yes Is the SIIIR system</p>	<p>If the inmate wants to continue studying in another penitentiary or a regular school for adults, once released, we transfer his/her file, so he/she can finish the school year. Even though there is not a follow-up of the student's school activity once he leaves the center, we know that he continues his studies because the destination school has to request his/her file. If the inmate returns to our center, we enroll him/her once more to continue his studies without any problem.</p> <p>If an inmate comes registered from another center, in that case, he/she will have to transfer his/her academic records to become one of our students.</p>
<p>Can detainees from school be expelled for disciplinary reasons?</p>	<p>Yes (the rules of the school center must be respected)</p>	<p>Yes</p>	<p>Yes. The standard procedure is for a first offense a verbal warning and wiggling and the next one a temporary suspension. If th e inmate repeats it then his/her expulsion will be permanent. In cases where the matter is particularly serious, we will suspend the offender immediately. Sometimes, the security deputy director expels a student to prevent him/her from committing prohibited actions while at school.</p>

<p>What kind of informal activities are organised in prison? Who organizes them? Who coordinates the activities? They are part of extracurricular activities ?</p>	<p>School center: - Conferences and workshops (archaeology, visit of a politician, trainings on neuroscience, "stopmotion" workshop, "Nuits de la Lecture",...)</p> <p>Social service of the prison : - cultural part with theater, opera, cinema, discussion group on domestic violence, "Quai du Polar", radio program, media library, writing workshops</p> <p>- The national employment agency: "forum des métiers "</p> <p>- Various associations (reintegration activities, computer science, ...)</p>	<p>Informal activities are organized by the social reintegration sector by educators social assistants psychologists priests sports monitors are structured and semi-structured group activities.</p> <p>there are standardised programmes in each area which are adapted to the needs identified by the assessments</p>	<p>There are sports activities organized by a sports monitor, such as between blocks and inter-prison championships, which are at a regional or autonomous community level.</p> <p>There are also professional-arts and crafts activities, such as music, painting, pottery, and other crafts, as well as occupational training activities of level I and level II, such as a mental-health aide course and others like cooking and baking, construction painting, and welding.</p> <p>The prison administration or the corresponding monitors or coordinators of the Sub-directorate Treatment Department of the penitentiary organize each of these courses.</p> <p>As for extra-curricular activities, our educational center organizes music, theater, drawing, and painting activities, as well as a book and film clubs, the latter in the Galician language, and poetry and short story competitions.</p>
<p>Are there coordination times for the follow-up of detained persons? If so, are there? - between which partners? - In what form and how often? - - for what purposes?</p>	<p>A weekly "synthesis" time is scheduled at the school center.</p> <p>Partners from the prison administration may be called upon.</p>	<p>no</p>	<p>Yes, every Thursday morning, all teachers meet to evaluate both attendance and school performance of students. During these meetings, we decide whether a student is at the appropriate educational level or if a change is necessary. We monitor each inmate's class attendance and behavior and establish whether we should reprimand or warn an inmate or change his/her to another classroom for the negative influence on others. In short, we review any situation that may arise.</p> <p>Besides these weekly meetings of the entire teaching staff, there are three yearly ones of a joint commission made up of administrative prison members, Director and Training Coordinator, and two members of the education department, School's Director and the Inspector.</p> <p>The main objective of this committee is to solve any problem that may arise between both administrations. They also coordinate activities' schedules offered by both entities to avoid interferences.</p>
<p>Can detainees freely choose their courses? If so: - in full? - in part? - formal/informal</p>	<p>It is the detainee who expresses a wish for training. During the interview, an individual training plan is proposed, taking into account</p> <ul style="list-style-type: none"> <li>- the length of incarceration,</li> <li>- the initial training course,</li> <li>- the release project and the project at school,</li> <li>- the class lists.</li> </ul>	<p>Partial on written demand</p>	<p>Regarding formal education, inmates attend the level corresponding to their previously completed studies. In non-formal education, inmates apply for courses they are interested in; however, since there are limited seats, they must meet for each course personal and prison requirements established by the Treatment Deputy Directors.</p>
<p>Are all those detained in school voluntary? How do they report themselves?</p>	<p>Inmates come to classes on a voluntary basis.</p>	<p>Yes</p>	<p>In general, inmates come voluntarily. However, if they are in the educational module and do not have the obligatory minimum studies, the Treatment Team will force them to go to school. If they refuse or at some point stop attending, the Treatment Team will expel them from that module.</p> <p>All inmates need to make a written request to come to school.</p>

What is the average length of time between incarceration and schooling?	Very variable. Interview possible the week following arrival. Schooling on CPU recommendation, on receipt of words - In other establishments, the waiting time before accessing courses varies from 1 week to 6 weeks (some courses such as language teaching can be in high demand and it can take a long time to access these courses)	The teacher and supervisor are present	We have never calculated this average since we have never considered it significant. In our prison, there are numerous inmates with long sentences, who have never attended school. The reason might vary, they might already have a compulsory school certificate and do not wish to study further, or they might have a paid job, which they consider productive and the means to stop being a financial burden on their families. Other inmates request to go to school from the first day of serving their sentence, whether it is long or short. Others alternate going to school with paid assignments, which are their priority, but in between those, they come to school.
Are there waiting lists? If so, who manages them and how?	There are waiting lists for each course. The school center manages these lists (notably with the management of absences and needs)  Implementation of "Modules" (defined period of courses) of 7 weeks: at the end of the module, all the people leave the module and are replaced by others..	No	Currently, the waiting list is not existent, except at the beginning of the course year and just on some levels. However, those inmates on the waiting list eventually enroll as others drop out. Every week, the director checks for openings and covers them with new students.
Do work or other activities compete with school? What are the consequences? What are the solutions?	Work, visiting hours, sports, professional training, cultural activities ... prevent detainees from attending classes.  To partially overcome this difficulty: setting up afternoon courses or correspondence courses for people who work	Yes	Yes, there is such a competition, and the school is at a disadvantage since the other activities are paid-activities, and the school is not. When the jobs are in shifts, the penitentiary assigns the afternoon shifts to the school's students so they can combine both tasks since school is in the morning. When they cannot attend school, the school allows them to take the exams and provide them with the necessary materials through classmates living in the same module.
Do The teachers collaborate with the people who organizes informal activities ?	Sometimes	Mostly paid work but generally gainful activities because I get earning more days Yes	There are sports activities organized by a sports monitor, such as between blocks and inter-prison championships, which are at a regional or autonomous community level.  There are also professional-arts and crafts activities, such as music, painting, pottery, and other crafts, as well as occupational training activities of level I and level II, such as a mental-health aide course and others like cooking and baking, construction painting, and welding.  The prison administration or the corresponding monitors or coordinators of the Sub-directorate Treatment Department of the penitentiary organize each of these courses.  As for extra-curricular activities, our educational center organizes music, theater, drawing, and painting activities, as well as a book and film clubs, the latter in the Galician language, and poetry and short story competitions.
What is the average length of schooling in the structure?	5 months • - In other establishments, averages range from 2 or 3 months to several years.	yes	No, but they coordinate with them to make it easier for students to do both activities, if possible.

What is the average course length for a detained person: Per day? Per week?	Depending on the course of study, it can be (indicative schedule that may vary) : - Language courses (from 1.5 h to 4.5 h per week) - Basic knowledge course (from 6h to 12h per week) - Baccalaureate (from 10 to 18 hours per week)  - The average number of hours of classes for a detainee is 7 hours per week (10 hours for minors)	22h – 30h weekly depending on the class	Most students spend 4 hours a day in school, which is 16.6% of their daily imprisonment time.
What is the average length of a teacher's course? Per day? Per week?	1.5 hour class 21 hours of teaching per week  - Primary school teachers: 21 hours - Secondary school teachers (secondary education): 18 hours - Outside" teachers may come and give classes in addition to their teaching in a regular school (from 2 to 6 hours per week)	6 h daily maximum	It depends on the level of education. The course year starts on September 1 and ends on June 30. The weekly hours of class attendance are as follows: Primary School, Level I: 12 classes Primary School, Level II: 16 classes Secondary School: 20 classes High School (Baccalaureate): The number of classes varies according to the number of school subjects that each student registers for and attends as a listener.
Are digital media available? If so, which ones?	Classrooms equipped with networked computers (without internet). Interactive digital board - In all schools digital media are available	16 h weekly 6 h daily	For teachers, the course year is from September 1 to June 30. The hours of attendance at the center are: Primary School: Theoretically, 30 hours a week (in reality, 25 hours a week). Secondary School: 23 hours a week. Besides, each teacher has seven and a half hours per week of schoolwork, conducted at home, and also another seven hours, called complementary non-fixed, in which they can carry out other activities in the educational center.
Are internet resources available? If so, how?	no	yes	The school has one desktop computer in each classroom without internet connection, nine laptops, and one projector in each class. There are also external hard drives and pen drives for teachers' use only.
Are professional certifications being prepared? If so, which ones?	Certificates of professional competence (level 3 in the European classification) Professional titles" recognized by the professional world.	No	Even though the rules forbid internet access in the classrooms, teachers have internet access in their launch room and the director's and steering committee office. Then, they can use external memories (pen drives) to transfer information to the classes.
Who is in charge of organizing and holding the qualification courses ?	The school center	yes	The Penitentiary grants them depending on the type of course.
Are high school diplomas prepared? - If so, which ones? By all teachers or only by some (and if yes, which ones and why?)	A diploma of access to university studies with outside teachers	County Vocational Training Agency through accredited trainers	The Treatment Deputy Director's Office.

Are higher education diplomas prepared? - If so, which ones? Face-to-face or by distance learning?	A law degree thanks to a partnership with the University of St Etienne.  - Higher education diplomas (bachelor's degree, master's degree) by correspondence: the courses are given by teachers or the family or friends of the detainee	Yes Ministry of Education makes diplomas	After students have passed the academic subjects and gotten the teacher's positive evaluation, our center requests the Secondary School and High School (Baccalaureate) diplomas to the Ministry of Education, who issues these types of official documents.
Are these diplomas given directly to the persons detained and by whom? Is a specific ceremony organised? By whom? How is this done?	The diplomas are given in person to show the value of the investment, or put in their file at the clerk's office to be retrieved when the person is released from prison.  A ceremony is organized once a year with the prison director, the principal of the UPR and the IEN ASH.	Yes Ministry of Education makes diplomas	We hand the university degrees obtained through the Distance Education University (UNED). UNED teaches using the internet, tutorials, and on-site (face-to-face) examinations.
Are certificates of competence issued? If so, of what type and for what purpose? In what form?	Yes for the first school levels (certificate of competence) in order to value the acquired skills.	Yes the coordinator of school	In Spain, secondary and high school diplomas are issued at least one year after the end of the studies, so some inmates are no longer in the center when we receive them. There is a party at the end of the school year, where teachers give a gift to students who have obtained his/her secondary or high school diploma. When we receive their diplomas, we hand them individually if the inmates are still in our prison, or we send them by regular mail if they are in another penitentiary or to their address if they are already released. This year the rule has changed, and if the inmate is released, the document is sent to the nearest educational facility, so he/she can pick it up.
Are there individualized monitoring tools? If so, in what form? Who provides them and who has access to them?	Math and French placement tests Self-assessment software for French and math • - Each teacher uses the tools he/she wishes	Yes when he finishes high school	The so-called certifications of core competences (key skills) are processed to allow those students who have not completed secondary education to have access to vocational training courses. The prison organizes these courses through external associations that collaborate with the student.
Are there distance educational pathways that would be decided by the detainees themselves without the intervention of the school?	Voluntary associations provide distance learning.  Some inmates purchase language methods to work in their cells.	NO	Yes, each teacher has a document where he/she keeps adding information regarding each student's academic and behavioral performance, which later helps to keep an objective perspective of each student during evaluation and weekly faculty meetings. Moreover, thanks to it, we can answer each student's evaluation questionnaire, requested and given by the prison every month.
		Yes college and high school	Yes, some private entities offer training courses, and the Distance Education University (UNED) offers degrees.

The implementation of classroom instruction As a teacher...			
Is my course curriculum my responsibility, or do I have to follow a predetermined curriculum? If so, by whom? Formal/informal	Competence framework for exams and for French as a Foreign Language courses (European language framework)  Pedagogy and educational content adapted to the needs of the detainee.  Possibility of setting up extra-curricular projects (based on pedagogical skills)	The timetable is made by the coordinator of the school structure in the interval established by the penitentiary and stipulated in the collaboration protocol, and for informal education each specialist makes his/her timetable.	Regarding formal education, each teacher is responsible for the program; however, this one has to follow the official curriculum set by the Department of Education. On top of that, the school and the inspector have to approve it. While in non-formal education, the course providers and the prison staff have full responsibility for their programs.
Do I have an equipped office to prepare my classes within the structure?	No, an all-in-one office. Prepared courses at home. Limited Internet connection One computer for all 3 teachers  - In other correctional facilities: - One teacher's room - One computer per teacher connected to the Internet	Yes.	Yes. A little bit reduced, but yes.
Have I met my students in interviews before they join a group?	All students are interviewed in order to clarify their project and/or their needs. This interview allows us to make an initial evaluation of the student's academic level. The teacher who will take charge of the student is not necessarily the person who did the interview.	Teachers do not know their students beforehand, only the educator in charge of the school evaluates and selects them, and for informal education, each specialist selects his/her group.	No. The principal of the center conducts the initial interview.
Do I have the keys to my room? If not, who will open it for me?	Yes, only since this year. - In most prisons, teachers do not have keys to classrooms (they are opened by guards)	No, the classes are open. There is a designated person from among the prison officers in charge of supervising the school.	The classrooms are open and only closed at recess (during the break). The school interns are in charge of that task.
Is my room locked when I teach?	Sometimes at the request of the teachers or by decision of the sector supervisor	No	No. Only those classes that are in the closed-imprisonment category remain closed.
Do I have an alert system, a security system, in case of an incident?	Yes, individual portable alarms and panic alarms in each classroom.	Yes, there is video surveillance in the school corridors, a person who visually supervises the classes (the classroom doors are transparent) and a panic button.	No. In the closed-imprisonment category, there is a bell on the wall to warn or call prison staff about the ending of class, open the door, or to let them about an incident.
Is the layout of my room free, or is it pre-determined? - If so by whom? On what criteria?	Arrangement of the free room (if COVID: distancing measures)	Yes, by the logistics provided by the penitentiary, depending on prison specifics and budget.	The layout of the classroom is free, and each teacher can modify it according to his/her needs.
Do my students belong to a fixed or evolving group? - If evolving : At what rate? On what criteria?	Fixed class lists with the possibility of changing levels if necessary (based on the teacher's decision on the skills acquired by the student)	Evolving, because they can be transferred for various reasons.	The groups are fixed, but the students change throughout the course, as there are continuous enrollments and dropouts. In a class of 20 students, the regular influx is around 40 to 50 students throughout the year.

What are the consequences of possible changes in the group : - for me? - for the group? - for each student?	For the teacher: difficulty in managing turnover (difficulty in recreating a group cohesion, being obliged to repeat what has already been seen with other students). Need to individualize and adapt teaching. To set up modules. This implies that the student must also adapt	For both formal and informal education, the class or group can disintegrate. No legal consequences for either party.	The students' influx is a disadvantage as new students have missed days of classes and even exams, having to make up for the lost time.  This situation forces the teacher to give the overdue material to new students with the loss of time and effort that this imposes. When group connection and fellowship are lost, the quality of teaching decreases.
Are there additional teaching resources that my students can use during the course? If so, which ones?	Computers, globes, maps, dictionaries, educational displays, textbooks, ...	There are offline programs with lessons installed on the computer that can be used by students	Different libraries serve inmates as a study area. There is a prison library, a school library, and small modular libraries. Sometimes, some of the advanced students help, giving reinforcement classes in their modules outside school hours to other classmates.
Can my students move around during class?	Yes	yes	They can only leave the classroom if the prison staff called them to attend some required appointments, such as infirmary, judicial proceedings, and communication with lawyers or relatives. In the classroom, the students have to remain seated in their corresponding spot without interfering with the educational activities.
Are all my courses the same length? Who sets this duration?	Yes, one and a half hour slots defined by the internal organization of the prison. - In some institutions, the length of the classes varies (from 45 minutes to 3 hours)	Yes	The educational legislation regulates the length of class sessions. All of them have the same amount of hours.
Is collaborative work between my students possible? Set up? Encouraged? Comment ?	Sometimes, depending on the session objectives. It can be encouraged according to the teacher's objectives	yes	It is possible and highly recommended to encourage group cohesion. Each teacher decides freely to use it or not, and no matter the decision, the school fully supports it. No one can force a teacher to use a particular methodology, as teachers have the right to teach as they see fit.
Which are the most used methods and techniques of working with the group for both formal and informal ?	Group or individual work	exposure learning through discovery role play exercise brain storming	The foremost techniques used are constructive methods to instill in each student new positive knowledge while eliminating those interiorized negative points and habits. We conduct study work with them almost daily. We encourage communication and dialogue between classmates, as well as student-teacher conversations, to learn values of respect and equality in a collaborative way. For several years now, in the lower levels, we have also tried emotional education methodologies, for which several teachers from the center are currently taking introductory courses.
Is pedagogical differentiation systematic? If not, when do I use it ?	Yes, this is a professional skill of the special education teacher	no	Those that each teacher considers most appropriate for the subject he/she teaches.

<p>Is class management problematic? If so, on what points?</p>	<p>Rarely mail it can happen that inmates call each other a little aggressively or that they do not have an appropriate behavior towards the teacher.</p>	<p>no</p>	<p>No, as long as the teacher keeps his/her authority and follows the rules, previously given by the management team. The most frequent cause is teachers' failure to adapt to the prison environment because they believe they are in a regular adult center, which is a mistake since they will demand a level of work that prison students cannot give. Consequently, inmates lose interest and ultimately quit the subject. If the number of unmotivated students is high, the situation worsens; the students devote themselves to other matters, hindering the class.</p> <p>If there is a problem of indiscipline, we follow the procedures established to solve it. (Previously mentioned).</p>
<p>Are there regulatory disciplinary procedures? Am I associated with them? How? By whom?</p>	<p>School contract with a regulation signed by the inmate and the educational team following the interview. Consultation with the educational team during weekly summaries. .</p>	<p>Yes No Security staff</p>	<p>We do not have pedagogical guidelines for each type of student; in other words, we lack specialized personnel to help. Each teacher detects student's needs at different moments and tries to give detail attention to support with both class explanations and material; thus, these inmates can meet the minimum objectives to pass the subject.</p>