Teaching in Correctional Settings

Analysis of an EI survey

prepared by
Mireille de Koning & Angelika Striedinger

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1. Introduction

Education in correctional settings is gaining importance as a topic on the agenda of international organisations, mainly in the context of the right to education and lifelong learning. Yet, very little attention has been paid to those individuals providing education in correctional settings, namely the teachers. This study carried out by Education International (EI) aims to provide a global picture of the organisation and provision of education in correctional settings with a specific focus on teachers. It aims to find out who the teachers are, to give an overview of their level of qualification, their working conditions and trade union rights, and to provide insight into unions’ policies concerning this topic. This report is based on the responses of 54 EI member organisations to a survey conducted in early 2009.

Findings reveal that education provision in correctional settings and the conditions of teachers working in them vary greatly among regions. Generally speaking, in most regions, but more specifically in Africa, the provision of education to detainees faces a number of key challenges, including a lack of funding, facilities and a shortage of teaching staff. In some countries in the Americas, the Asia-Pacific region, and particularly in African countries, teachers in correctional settings do not have trade union rights. Yet, more than half of the EI affiliates which responded to the survey include teachers who work in correctional settings in their membership.

The 2007 EI congress Resolution on Education in Correctional Settings provides the mandate for this study, which calls for guarantee of the provision of education in correctional settings.

1.1 EI’s Policy on Education in Correctional Settings

One of the main guiding principles of Education International is the right to quality education for all. As stated in the EI constitution: EI aims “to promote the right to education for all persons in the world, without discrimination” (Art. 2f). This right has been reiterated in numerous policy documents, all of which clearly state that education is a human right and a fundamental investment for a better future.

The right to education also applies to individuals detained in correctional settings. In stating this, EI follows the UN General Assembly Resolution 45/111 on Basic Principles for the Treatment of Prisoners, which reads: “All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality” (Art. 6).

At its World Congress in 2007, EI passed a Resolution on Education in Correctional Settings. The Resolution calls for a legal guarantee of the provision of education in correctional settings. Persons detained in correctional settings should have access to classroom subjects, general adult education, accredited vocational and distance education, creative, cultural and social

1 Please refer to Annex III for the full text of the EI 2007 Resolution in Education in Correctional Settings.
education, sports, as well as pre- and post-release programmes. Educational programmes in correctional settings should recognize the diverse backgrounds and needs of inmates. Adequate resources need to be provided to guarantee quality education. The provision of education in correctional settings is a public responsibility and should thus be publicly funded.

The resolution further states that teachers who work in correctional settings have a right to a safe and healthy working environment. Teachers should be appropriately qualified, and have access to approved courses of teacher training and ongoing professional development. Additionally, teachers should be protected by agreements which ensure their conditions of work. They have the right to union representation and secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.

Finally, the EI Resolution on Education in Correctional Settings calls for active campaigning for, and promotion of, the role of teachers working in correctional settings. It resolves that EI should contribute to the visibility and development of education for inmates. In researching the circumstances and unions’ approaches to this issue, this study is a first step towards achieving this task.

1.2 Methodology

This section briefly outlines the methodology used to collect data for the report that formed the basis of the analysis. It includes some limitations to the analysis of the results.

Data collection

The findings of the report are based on an analysis of the results from a survey sent to all EI member organisations in early 2009. In total, 54 national unions responded, representing 40 countries from all regions. European unions are overrepresented in the survey with 25 union responses from 15 countries. Latin American countries are the most underrepresented region in the survey, with five union responses from four countries. In Africa, 12 countries were represented by 12 union responses, and in Asia-Pacific 8 unions from 7 countries responded to the survey. In North America, there were 4 union responses from 2 countries, namely Canada and the United States. A list of all unions which responded to the survey can be found in Annex I.

Some unions which didn’t respond to the survey provided short explanations about their countries’ systems concerning education in correctional settings. These explanations can be found in textboxes throughout the report.

The survey was structured into three broad sections; the first section focuses on the national context, asking questions about whether national legislation grants the provision of education in
correctional settings, which government body and/or other organisation provides education and what forms of education and facilities are available or lacking in correctional settings. The second section formed the main part of the survey and focused on teachers working in correctional settings. It asked questions about their qualifications, sex, working conditions and right to collective bargaining. The third section addressed union policies on education in correctional settings. The survey can be found in Annex II, and an overview of the unions that responded in Annex I.

**Limitations**

This report should be seen as a first step in EI's work on the topic of education in correctional settings. The survey, upon which the report is based, served as a tool to find out who the teachers are who are working in correctional settings, which conditions they are working in, and if and how they are represented by a union. As with any first study, this report faces some limitations that are set out briefly below:

- In cases where more than one union from one country responded, the responses were sometimes contradictory. It was attempted to verify the data via secondary sources, but where this was not possible, all responses provided were included in the analysis. The reason for contradictory responses can be partially explained by variations in organisation of education in correctional settings, which sometimes allows for considerable differences even within countries. It can also be explained by a lack of data available to unions about the organisation of education in correctional settings in their countries.

- The survey was structured in such a way that it focused on the national context, but did not take into consideration variations in legislation and the organisation of education between states, provinces or regions in some countries (this may also have accounted for contradictions of data between unions from the same countries). For some countries, unions were therefore not able to provide an overall picture of the national situation due to these sub-national variations. Countries where education in correctional settings is organised at the provincial/state or regional level could be the focus of further in-depth studies.

- Unions were the source of information for this report. In some instances unions were not able to respond to all questions of the survey, likely due to a lack of information available to them. Validation of the data provided by unions through a desk study could be a useful second phase of the research to significantly strengthen the findings. The use of surveys could be supported by desk reviews, and possibly interviews with unions.

Despite these limitations, the data revealed a number of trends and highlights with regard to the organisation of education in correctional settings and the working conditions of teachers. The study also revealed that this is an under-researched topic which requires further attention to fully understand the organisation and provision of education in correctional settings, and the situation of teachers working in such environments.
2. Country contexts

This section focuses on the policies and provision of education in correctional settings. The aim of this section is to provide a general overview of country contexts in different regions.

Note: All the figures in this section are based on the number of countries represented, not the number of unions that responded.

2.1 Legislation for the provision of education

Does national legislation grant the provision of education in correctional settings?

In 33 of 40 countries for which unions responded to this question, national legislation grants the provision of education to persons detained in correctional settings. It is important to note that in countries where this is not the case, legislation that grants education in correctional settings can exist on other levels than the national level, such as state, provincial, territorial or regional level. This was indicated by unions in Germany, the United States, Canada, India and Australia. In these countries legislation on the provision of education in correctional settings exists, but it is not set at the national level.

Figure 1: Does national legislation grant the provision of education to persons detained in correctional settings? (country count by region)
In all of the African countries included in the study, unions reported that national legislation grants the provision of education in correctional settings. The same applies to the majority of European countries included in the survey, with the exception of Cyprus (according to KTOS) and Georgia (according to ERTOBA). In the Asia-Pacific region, national legislation granting the provision of education in correctional settings exists in half the countries included in this study. In India and New Zealand, according to AISTF and NZPPTA respectively, legislation does not exist on the national level, but may instead be granted at sub-national levels. A similar situation exists in North America where, according to the United States union NEA and the Canadian unions CAUT and CSQ, legislation on education in correctional settings is not set at the national level, but rather as state or provincial legislation. In Latin America, national legislation grants the provision of education in correctional settings in all the countries included in this study, except the Dominican Republic, as reported by ANPROTED.

The Cyprus Turkish Secondary Education Teachers’ Union (KTOEOS) briefly explained that in the northern part of Cyprus there is no systematic education for inmates. Professors may be sent to correctional settings by the ministry of education. Separate facilities for adolescents do not exist.

Who is responsible for the provision of education in correctional settings?

The unions were asked to indicate which government and/or other institution is responsible for the provision of education in correctional settings, and whether non-governmental provision of education occurs. The following figure provides a regional overview of who provides education in correctional settings: government ministries/departments (blue), NGOs/education institutions (green), or both (red).

![Figure 2: Provision of education by region: governmental? NGOs/ Education Institutions? Both? (country count by region)](image_url)
In all of the countries, with the exception of two, provision of education in correctional settings is either solely a responsibility of government ministries, or it is a shared responsibility between government bodies and education institutions or NGOs. Only in India and Mongolia, AISTF and FMESU respectively reported that NGOs and faith-based organisations take the lead in the provision of education in correctional settings without the support of national governments.

Which government institutions are in charge of the provision of education in correctional settings? Generally, governmental provision refers to the ministries of education and/or justice, or national departments charged with penitentiary administration, social welfare or correctional services. In 19 countries the Ministry of Education is responsible for education in correctional settings, particularly in Europe, but also in Latin America and Africa. In some countries in Africa, Asia-Pacific, Europe and North America, national departments of penitentiary administration or correctional services are in charge of the service delivery.

In the Netherlands, CNV Onderwijs reported that the provision of education or schooling programmes in penitentiary institutions is a responsibility of the ministry of justice. Persons detained in correctional settings in the Netherlands have the right to receive education and take part in other activities, proportional to the nature and duration of the detention period, as well as relevance to the individual. For detained youth there exist so-called Schooling and Training Programmes.

What kind of non-governmental institutions provide education in correctional settings? In Africa, non-governmental provision refers largely to NGOs, human rights organisations, faith-based groups or church organisations. In Niger, SNEB also mentioned specific organisations working with former inmates as key providers of education. In Europe and the Asia-Pacific region, non-governmental provision of education in correctional settings refers broadly to higher education institutions such as universities and colleges, as well as organisations of social workers, private companies and NGOs.
Atelier d’Education pour personnes incarcérées (ADEPPI) is an association founded in 1980 that provides education to persons detained in prisons in French-speaking Belgium, including the capital, Brussels. The organisation’s aim is to prevent social exclusion of persons detained through education, and to facilitate their reinsertion into society after they are released from detention. The association receives funding from the Belgian Federal State; the Wallonian region; and the European Social Fund of the EU.

ADDEPI aims at providing education to adult detainees. Education for youth detainees is mandatory by law, and regular teachers are employed to teach in correctional facilities for youth. Currently, 30 people are working for ADDEPI in 11 prisons in Belgium.

ADDEPI does not oblige detainees to partake in the courses and workshops, and adults participate on a voluntary basis. In general, approximately 95% of persons detained are male and 5% female in the prisons that ADEPPI works in. Approximately 500 persons follow courses in prisons each year, and classes usually make up around 10 persons each.

Employees at ADEPPI are not all qualified teachers, although some have received training to teach. They develop and share methods of teaching amongst themselves. Teachers are nevertheless encouraged, when they join the agency, to follow a special training on literacy.

ADEPPI mainly teaches courses oriented towards providing inmates with basic skills as often the education level of detainees is very low. The courses focus on providing detainees with knowledge and skills that can be beneficial to them once they leave prison, such as ICT skills, basic management and accountancy (for example, that can be useful for starting a business or running an independent shop as many find it difficult to find employment), and French and other language skills. Additionally, cultural activities may be provided such as photography, writing, painting and drawing workshops and concerts.

While generally rooms are available to teach in, there is a lack of facilities and teaching staff, often resulting in multilevel classes that are more difficult to teach. One teacher explained that there are still difficulties in obtaining permission from the administrators for classrooms.

A teacher working in this setting explained that flexibility and patience are necessary when working at a prison; students may not show up to class for a variety of reasons and negotiations with administration authorities can be difficult. He considers that education in prisons helps detainees to build their knowledge and skills, and gives individuals a motive to undertake activities during the day, rather than remaining inactive.
How do the unions rate government policy and provision of education in correctional settings?

![Figure 3: Unions rating of government policy and provision of education in correctional settings (union count by region)](image)

All responding unions from **North America** and **Africa** rated government policy and provision of education in correctional settings as low. Most unions in **Latin America**, **Europe** and **Asia-Pacific** rate it as medium.

In **Norway**, according to the Union of Education Norway (UEN), inmates in correctional settings have the same statutory right to education as everyone else, yet the quality of education in correctional settings is lower than in regular settings. There are fewer lessons offered and less educational equipment available to teachers and students. UEN pointed out that the present government has promised to enhance the quality of education in correctional settings.
1.3 Education programmes in correctional settings

Is the national curriculum followed in correctional settings?

In just over half of the countries represented, unions reported that the national curriculum is followed in education programmes provided in correctional settings. Some unions reported that the national curriculum is followed, but there is room for flexibility in the curriculum content, such that it can be adapted to the needs of the detainees. In courses beyond the formal curriculum, teachers are generally free to develop their own curriculum.

With the exception of UNATU/ Uganda, none of the African unions included in the survey indicated that the national curriculum is followed in correctional settings. According to ERTOBA/ Georgia, the national curriculum is not followed, as national legislation does not provide for education in correctional settings; instead, NGOs develop and provide education programmes. In Chile and Somalia, CONATECH and CPC, as well as SNUT respectively reported that the correctional settings develop education courses independently.

By contrast, in other countries, the curriculum in correctional settings must be nationally recognised and delivered by professional educators (for example in Australia, as reported by AEU). In Canada, CAUT described that the provincial curriculum is mandated for basic and secondary education. INTO in Ireland reported that curricular guidelines for detention schools are being developed at present. General subject areas such as language and maths are carried out in accordance with the syllabus for mainstream schools.

What forms of education are available to persons detained in correctional settings?

Generally a variety of forms of education are available to persons detained, ranging from basic education to higher education and vocational training courses, to language education and socio-cultural activities. The unions indicated that in the majority of countries most forms of education are available to both youth and adults. In countries where education is only available to youth, these forms are mainly primary education, formal secondary education, basic literacy and numeracy and language education, whereas education forms that are only available to adults are mainly formal higher education and distance/self learning programmes.

A number of unions reported that certain forms are not available in correctional settings, for example in India where, according to AISTF, detainees only have access to vocational education and training courses, but not to basic education courses. In Sweden, SULF explained that adults are not guaranteed a study place in secondary education, and tertiary education can only be offered if the detainee is accepted in a distance-education study programme.

SYPERWA reported that in Rwanda formal education of inmates does not take place, although detainees are allowed to organise educational activities themselves within correctional settings.
Many of the education programmes provided in correctional settings are targeted at the rehabilitation of persons detained, so that upon release they are able to participate in society and the labour market. In Ghana, trade workshops in farming and raising livestock are offered to detainees, as reported by GNAT. Workshops often simulate a working environment in correctional settings according to COC/ Belgium, TUI/ Ireland and the UCU/ United Kingdom. Often detainees have a low level of education when they enter correctional settings, and as such the core emphasis of education programmes is on the development of basic literacy and numeracy skills.

Additional forms of education identified by unions include religious studies, physical education, and health counselling on HIV/Aids, which was mentioned by KNUT/ Kenya. In Ireland, TUI reported that detainees may benefit from pre-release and post-release education services that incorporate guidance, counselling and education programmes. In some correctional settings, detainees may also participate in classes in public schools outside of the correctional settings, which was described by NSZZ Solidarnosc/ Poland.

According to UNIVERSITAS in Estonia, basic primary, secondary and vocational education is provided in correctional settings in both Estonian and Russian. Vocational education and training is mainly offered in fields such as metal and woodwork, construction and sewing. Detainees can apply for a permit to study outside of the correctional institution and continue their studies in universities. Every year approximately 5-7 persons previously detained attend university. Non-native Estonians are obliged to take language courses and so-called civic duty courses organised by the correctional institution. According to UNIVERSITAS, in order to improve cooperation between schools and the correctional settings, and to better counsel detainees on education issues, an ‘education administrator’ position was created in correctional institutions. A so-called ‘hobby leader’ organises cultural and sport events.

It should be borne in mind that within countries there can be great disparities in the forms of education available to detainees. In some countries education courses may take place on an ad hoc basis and in some correctional settings not at all. This raises questions as to whether in practice detainees really have access to quality educational programs. For example, in the Gambia according to the Gambia’s Teacher Union GTU, education services provided for children are poor, and while time is allocated for education, there exists no curriculum in correctional settings. So-called life skills programmes take place only from time to time.

Are officially recognised education certificates provided in correctional settings?

In over half of the countries represented, detainees can obtain officially recognised certificates upon completion of an education or training course, as in the majority of these countries students in correctional settings follow the same syllabus and examinations as students in regular schools.

In Australia and Germany, AEU and BLBS respectively reported that students in correctional centres receive nationally recognised certificates which do not identify that the detainee has
studied in a correctional setting. In Canada, one union explained that diplomas are certified by the provincial ministry, and another union specified that vocational education certificates are awarded by partner colleges, while university credits or degrees are awarded by partner universities.

In seven countries, unions responded that a certificate of recognition is not provided to the detainees and/or not recognized by education institutions. In the majority of these countries, the national curriculum is not mandated in correctional settings, which explains the lack of certified diplomas for detainees following education.

### 1.4 Availability of resources and key challenges

**Which facilities and services are available for education in correctional settings?**

![Figure 4: Availability of specific facilities and services for education in correctional settings (country count)](image)

Generally, in countries in Africa, Asia and Latin America, facilities and services are lacking for education in correctional settings. Computer facilities, vocational counselling programmes and libraries were most often cited as missing in correctional settings, which can largely be explained by a shortage of funding for educational programmes. In India, AISTF reported that none of the facilities are available to persons detained in correctional settings.

For all of these countries it should be borne in mind that this provides an overall picture of the situation; in some correctional settings within a country these facilities may be available, whereas not in others. This is likely also the case for the majority of countries which indicated that all or some facilities were available. In developing countries in particular, facilities and services may be available in correctional settings in the capital city, but rarely outside of it.
AEU explained that in Australia, facilities in correctional settings vary significantly between states and provinces/territories. In Germany, BLBS reported that services are usually only available to young people who take part in special courses as part of the complimentary vocational education programme. In Niger SNEB described that a few correctional settings have recently renovated buildings, but in the majority of settings where education services are offered, these take place outdoors or in small shacks. FLC-CGIL described that in Italy, facilities and services depend on the presence of space (as correctional settings are often overcrowded). Financial and human resources have been reduced over the last few years, limiting the amount and types of education services that can be provided in correctional settings.

On the other hand, additional facilities and services may be provided in correctional settings, such as mobile libraries and religious premises, which was reported by APGSTA in Pakistan. UCU detailed that additional services offered to persons detained in the United Kingdom include drug rehabilitation and counselling, behaviour counselling, and parenting/family skills classes.

What are the key challenges to the delivery of quality education in correctional settings?

A number of structural obstacles to the adequate delivery of education services in correctional settings were identified by unions in all regions, including poor infrastructure and facilities, low funding, a lack of equipment and materials, a shortage of classrooms and capacity, and teaching staff shortages. In over half of the countries across all regions, unions indicated low funding as a major obstacle to the provision of education in correctional settings.

A lack of infrastructure was noted by unions in eight countries, particularly in Africa. Unions from ten different countries mentioned a lack of facilities in correctional settings. Inadequate instructional equipment and materials were cited by GTU/the Gambia, ZNP International/Poland, and UNATU/Uganda, for example few working tools for workshops, and outdated books in libraries.

A number of unions identified staff shortages and difficulties in recruiting teachers as challenges. ZNP International in Poland mentioned that low teacher salaries are the main reason why teachers do not take on teaching positions in correctional settings. In Malaysia, NUTP identified the government’s lack of commitment to the provision of education in correctional settings as a key challenge. FLC-CGIL/Italy indicated that the directors of correctional settings often play an important role in determining whether education is provided to detainees, as they may not always consider the provision of education in correctional settings a priority. Some unions cited detainees’ low levels of motivation and lack of interest to take part in education courses as a challenge (TUI/Ireland, KNUT/Kenya), and also that inappropriate diets and health facilities may limit detainees’ learning abilities.
2. Teachers working in correctional settings

This section focuses on teachers working in correctional settings. The aim is to first provide an overview of general characteristics of teachers working in correctional settings. Following this, their rights and working conditions will be described in comparison to teachers in mainstream settings. Finally, trade union membership of teachers in correctional settings, as well as teacher unions’ policies and opinions on this issue will be discussed.

Note: All of the figures in this section are based on the number of unions responding, not on the number of countries. The number of countries is partly clarified in the explanatory text following the figures.

2.1 Who are the teachers?

How many teachers work in correctional settings?

The unions were asked to indicate how many teachers work in correctional settings in their countries. The numbers in the following table should be considered as estimates, bearing in mind a lack of information concerning this issue. When unions responded for the same country but each gave different figures, both are included in the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>No of teachers (estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Africa</strong></td>
<td></td>
</tr>
<tr>
<td>Republic of Congo</td>
<td>10</td>
</tr>
<tr>
<td>Gabon</td>
<td>4</td>
</tr>
<tr>
<td>Somalia</td>
<td>205</td>
</tr>
<tr>
<td>Uganda</td>
<td>100</td>
</tr>
<tr>
<td><strong>Asia-Pacific</strong></td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>2500 / 100</td>
</tr>
<tr>
<td>New Zealand</td>
<td>150</td>
</tr>
<tr>
<td><strong>Europe</strong></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>100</td>
</tr>
<tr>
<td>Ireland</td>
<td>200 / 40</td>
</tr>
<tr>
<td>Republic of Moldova</td>
<td>41</td>
</tr>
<tr>
<td>Poland</td>
<td>2000</td>
</tr>
<tr>
<td>Spain</td>
<td>300</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>2000-2500</td>
</tr>
<tr>
<td><strong>Latin America</strong></td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>384 / 200</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>110</td>
</tr>
<tr>
<td>Uruguay</td>
<td>1000</td>
</tr>
</tbody>
</table>
Some unions did not specify the number of teachers currently working in correctional settings. UEN in Norway, for example, indicated that it is difficult to estimate the number of teachers working in correctional settings, as they often also work in regular upper secondary schools.

Who are the teachers: employees, volunteers or inmates?

The survey aimed to find out whether teachers working in correctional settings are employed or whether they work on a voluntary basis.

![Figure 5: Are teachers working in correctional settings (qualified or unqualified) employed? Are volunteers used as teachers in correctional settings? (union count by region)](image)

The results show that there is a mix of systems in all regions: Some unions indicated that teachers in correctional settings are employed, while others indicated that there are both employed teachers and volunteers working in correctional settings. Only one union in the Asia-Pacific region (AISTF/India) said that there are only volunteers working as teachers.

In the United Kingdom, UCU reported that volunteers do not officially work in correctional settings, but some institutions may use volunteers, as well as other inmates, to help detainees in dealing with, for example, literacy problems. In Poland, ZNP International noted that sometimes faith-based groups visit correctional settings for adolescents to support teachers in their work. ANPROTED in the Dominican Republic explained that volunteers may be soldiers, detainees, or members of non-governmental organisations.

Is there a connection between who is responsible for the provision of education in correctional settings on the one hand, and on the other hand whether teachers are employed or volunteers? The results show the following pattern: In countries where the government is responsible for the provision of education, the majority of the unions (nine out of 14) responded that teachers are employed, and some (five out of 14) indicated that they are both employed and volunteers. In countries where there is a mix of systems, i.e. both governmental and non-governmental
institutions provide education in correctional settings, two thirds of the unions (12 out of 18) responded that teachers are both employees and volunteers, while one third (six out of 28) said that they are employed. In one country, India, the responsibility lies with NGOs, and in this case the teachers are only volunteers.

This leads to the conclusion that governmental provision of education in correctional settings implies that in most cases teachers are employees, while in a mixed system, there are most likely both employees and volunteers working as teachers in correctional settings.

The unions were asked whether inmates also work as teachers in correctional settings in their countries. In Europe, the Asia-Pacific region and North America, only a few unions indicated that inmates are part of the teaching body. In Latin America and Africa the answers are almost evenly divided.

![Figure 6: Do inmates work as teachers in correctional settings? (union count by region)](image)

### Are the teachers male or female?

Although these answers are not a representative sample, they do indicate trends: While teachers in correctional settings in Europe appear to be evenly distributed between men and women, teachers in correctional settings in Africa, Asia Pacific and the Americas seem to be primarily male.
What is the teachers’ level of qualification?

The survey asked whether teachers in correctional settings are generally qualified as teachers, and whether there are also unqualified teachers employed. The following graph shows the numbers of unions which indicated that teachers are generally qualified (blue), the number of unions which said that there are both qualified and non-qualified teachers working in detention centres (red), and the number of unions which reported that the teachers who work in correctional settings are generally not qualified (green).

Figure 8: Are teachers working in correctional settings in general qualified as teachers? Are there also unqualified teachers employed? (union count by region)
In all regions, some unions indicated that there are qualified teachers working in correctional settings. Similarly, in all regions unions pointed out that there are unqualified people working as teachers – either parallel to qualified teachers, or only unqualified teachers. In **Europe** and the **Asia-Pacific** region, the provision of qualified teachers in correctional settings is very widespread. In the **Americas** there is a balance between qualified and unqualified teachers. Only in **Africa** a majority of the unions indicated that teachers are generally not qualified.

ZNP International in **Poland** indicated that the employment of unqualified teachers to teach adolescents takes place only occasionally; these teachers are usually students who are still studying and have not received their diploma yet. Similarly in the **United Kingdom**, UCU explained that unqualified teachers may work in correctional settings, but they must be in the process of acquiring qualifications.

**Do teachers have access to training and professional development?**

The unions were asked about special training and professional development of teachers in correctional settings. Their answers can be seen in the graph below: the blue sections represent the number of unions that said that there is both special training and professional development. The red and green sections show how many unions explained that teachers who work in correctional settings have access to only special training, or only professional development. The purple sections represent the unions that indicated that there is neither special training, nor professional development available.

![Figure 9: Is special pre- or in-service training required and/or offered; is professional and/or personal development available to teachers working in correctional settings? (union count by region)](image)

In the **European** and the **Asia-Pacific** region, the majority of the unions indicated that there is both special training and professional development available for teachers working in correctional settings. The **Americas** present mixed responses, and in **Africa**, the majority of the responses indicated that there is neither specific training required, nor professional development available.
Why do teachers work in correctional settings?

In the majority of the countries included in the survey, teachers are placed in correctional settings by choice. The following unions noted that teachers may be transferred to correctional settings: FETRASSEIC/ Republic of Congo, BLBS/ Germany, NUTP/ Malaysia, APGSTA/ Pakistan and F.E.C.C.OO/ Spain.

Further reasons for teachers working in correctional settings may be a lack of employment opportunities within regular settings. A lack of qualification level was mentioned as a reason for teachers to work in correctional settings by FESEENA/ Gabon, GTU/ the Gambia, and UNATU/ Uganda.

2.2 Working conditions of teachers

Do employment conditions differ from those of teachers in regular settings?

A set of questions in the survey tried to assess whether the terms and conditions of employment for teachers in correctional settings are different to those of teachers working in regular settings such as schools or universities. Three questions focused on this issue; one concerning the terms and conditions of employment, one concerning salary and/or additional compensation, and one concerning professional autonomy in curriculum content and teaching methodology.

![Figure 10: Are the terms and conditions of employment for teachers working in correctional settings different to terms and conditions for teachers in regular settings? (union count by region)](image)
When it comes to terms and conditions of employment, all regions show a more or less equal distribution between the two answers: In some countries, the conditions are the same, in others, they differ between teachers in regular settings and teachers in correctional settings.

In **Italy**, FLC-CGIL reported that working times of teachers in correctional settings are more flexible than in regular schools; teaching time is organised on a weekly basis, and is broadly interpreted to include any kind of activity with detainees, such as counselling or tutoring. UCU in the **United Kingdom** explained that the employment terms and conditions are different for teachers working in correctional settings because the work is 'contracted out', and there is a separate source of funding for this. Employers will only operate within a strict budget which in many instances leads to inferior employment contracts.

![Figure 11: Are there different agreements concerning salary and/or additional compensation for teachers working in correctional settings? (union count by region)](image)

Similar to employment conditions, with regard to the salary and compensation agreements about half the unions of each region replied that they are the same as for teachers in regular settings, and the other half indicated that there are differences.

In **Italy**, FLC-CGIL reported that teachers receive an allowance, but that this is an insignificant amount. Similarly in **Poland**, according to ZNP International, teachers working in rehabilitation centres for adolescents receive allowances for difficult working conditions.

UEN in **Norway** reported that in the beginning of the 1990s, they managed to get a favourable decision by an arbitrating body: Teachers in educational settings are now awarded the same compensations for extra risk, which other employees in correctional settings had received for several decades. However, this compensation is not given when inmates are taught outside the prison walls.
Are there differences in terms of professional autonomy?

![Bar chart showing differences in professional autonomy across regions.]

Figure 12: In general, do teachers possess the same professional autonomy in curriculum content and teaching methodology as teachers in regular settings? (union count by region)

When it comes to the degree of professional autonomy, the majority of the unions in all regions except Africa indicated that teachers in correctional settings possess the same level of professional autonomy as teachers in normal settings when it comes to teaching methodology and curriculum content.

Some respondents described cases where teachers in correctional settings can work more autonomously than teachers in normal settings: In Ireland, TUI reports that, as courses in correctional settings don’t always lead to state examinations, teachers don’t have to follow a specific curriculum. A more informal teacher/student relationship is advocated. At the same time, teachers have less contact with, and receive less feedback from, other teachers or educational professionals. In Poland, NSZZ Solidarnosc explained that the educational law defines that teachers are able to choose the programme, books and method themselves.

Other unions described cases where the professional autonomy for teachers in correctional settings is limited: In Finland, OAJ reported that the use of internet is prohibited. BLBS explained that teachers in correctional settings in Germany have a limited choice of teaching methodology. In Somalia, according to SNUT, teachers do not possess the same professional autonomy: They are given a set of curricula which they are required to teach, and rarely receive the opportunity to express their views regarding the content and teaching methodology employed.
How do teacher unions rate the working conditions?

![Bar chart showing the rating of working conditions by region.]

Figure 13: How would you rate the working conditions for teachers in correctional settings compared to teachers in regular classrooms? (union count by region)

In **Europe**, **Latin America** and **Asia Pacific**, most unions qualify the conditions of teachers in correctional settings as average in comparison to the conditions of teachers in regular classrooms. In **North America** and **Africa**, about half the unions which replied to the survey rate them as poor in comparison to regular schools.

What are the biggest concerns for teaching in correctional settings?

![Bar chart showing concerns for teaching.]

Figure 14: What do you think is the biggest concern for teachers in correctional settings? (union count)
The survey asked the unions about the biggest concern of teachers in correctional settings. As there are no significant differences between the regions, the answers are presented globally.

The biggest concern seems to be the health and safety of the teachers, followed by the nature of the students – for each of those issues, about half of the unions said that they see them as one of the biggest concerns. About a third of the unions indicated that classroom and learning resources, as well as the personal security of teachers are one of the biggest concerns.

OAJ in Finland detailed that the majority of detainees have learning difficulties and special needs that cannot always be taken into account. ANPROTED in the Dominican Republic emphasised that adequate salaries and incentives are a concern for teachers. In the United Kingdom, UCU reported that an additional concern for teachers working in correctional settings compared to teachers in regular schools is their isolation from other teaching professionals.
3. Union representation

The third part of the survey focused on trade union representation for teachers in correctional settings. The aim was to find out whether teachers have the right to unionise; whether they are represented by a union that negotiates on their behalf; and whether those unions are members of EI, another GUF or not.

Do teachers in correctional settings have trade union rights?

The survey asked whether teachers in correctional settings have the right to collective bargaining or not, and whether the terms and conditions of employment are governed by collective agreements. In the graph below, blue indicates the number of unions that reported both the right to collective bargaining and the existence of a collective agreement. Red and green represent the number of unions saying that either only collective bargaining exists as a right, or that there is only an agreement. The unions represented in the purple bar sections said that neither the right to collective bargaining, nor an agreement exists in their country for teachers working in correctional settings.

Figure 15: Do teachers working in correctional settings have the right to collective bargaining? Do collective agreements govern the terms and conditions of employment of teachers working in correctional settings? (union count by region)

Teachers in correctional settings have most rights in Europe: three quarters of the unions indicated that teachers have the right to be member of a trade union, and that their working conditions are defined in collective agreements, and only one union reported that neither exists (KTOS/ Cyprus). The answers from the Americas and Asia-Pacific are evenly divided: About half of the unions in each region indicated that teachers in correctional settings have the right to unionise, and that working conditions are governed by collective agreements, and half of the
unions answered that neither exists. Only in **Africa**, a majority (six out of seven unions) indicated a lack of these rights.

Does the right to collective bargaining lead to better working conditions? The results show that unions which indicated that teachers in correctional settings have the right to collective bargaining, qualified their working conditions mainly as “average” (17 out of 26), and to small parts as “good” (4 out of 26) or “poor” (5 out of 26). In contrast, unions which said that teachers do not have the right to collective bargaining, qualified their working conditions to equal parts as “average” (9 out of 16) and “poor” (7 out of 16).

It can be concluded that unionising leads to better working conditions: When teachers in correctional settings have the right to collective bargaining, their working conditions are regarded as better than in contexts where they do not have this right.

**Are teachers in correctional settings represented by EI’s affiliates?**

The unions were asked whether they include teachers who work in correctional settings in their membership, and whether they represent and negotiate on their behalf. The answers can be seen in the table below, which compares membership in and representation by the unions responding to this survey with the existence of trade union rights.

Globally, more than half of the EI member organisations (25 out of 41) which responded to these questions have members who work as teachers in correctional settings. All of those unions, with the exception of three (FNE/ **Portugal**, CPC/ **Chile** and FEDMYFEP/ **Uruguay**), fulfil their duty of representing these members and negotiating on their behalf. Unions which do not have teachers in correctional settings as their members also do not report any trade union activity on this issue.

Most of the unions, which said that teachers in correctional settings have the right to unionise, also have them as their members, with the exception of ERTOBA/ **Georgia** and SULF/ **Sweden** (which is a union for university teachers). Two unions which reported that trade union rights do not exist for teachers in correctional settings in their countries, do however have them as members: SNUT/ **Somalia** and CPC/ **Chile**.

The highest degree of trade union representation exists in **Europe**: 90% of the responding unions answered that teachers in correctional settings have the right to unionise, 80% have them as their members, and 75% represent them and negotiate on their behalf. In **North America**, half the unions (two out of four) indicated that there are trade union rights, membership and union activity for teachers in correctional settings. In **Latin America** and the **Asia-Pacific** region, slightly less than half of the unions (two out of five each) indicated such rights and activities. The worst situation in terms of trade union participation is reported by the **African** organisations: Only two out of seven organisations (FETRASSEIC/ **Congo** and SNUT/ **Somalia**) said that they have members who teach in correctional settings and that their unions are active on their behalf.
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<th>No of teachers who are members</th>
<th>Representation &amp; Negotiation</th>
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Do EI’s affiliates have policies and action plans on education in correctional settings?

The unions were asked not only whether they represent and negotiate for teachers in correctional settings, but also in which fields they have a policy and/or an action plan. There were no major differences between the regions; therefore the results are presented globally.

![Bar Chart]

**Figure 16: Does your union have a policy and/or action plan on: (union count)**

For each of those issues, less than half of the unions in the survey have a policy or an action plan. The issue that most unions (18 out of 39) are dealing with is advocacy for the provision of education in correctional settings – probably as part of their policy on education for all. However, only 12 of these 18 unions specifically work on education in correctional settings. 16 unions have a policy and/or action plan on working conditions of teachers in correctional settings.
4. Conclusions

The results show that there is a strong variety of systems in all regions concerning the employment status of teachers in correctional settings, their employment and salary conditions as well as their qualification levels. Not only do the conditions differ between countries, but also between different institutions within the same country. A stronger government involvement in education for detainees seems desirable concerning the employment status of teachers: In countries where the government is responsible for providing education in correctional settings, the teachers are more likely to be employed personnel as opposed to volunteers.

The main problems facing teachers in correctional settings are a lack of infrastructure and equipment, staff shortages and low salaries – all of which lead back to a lack of funding, indicating that providing education to detainees is low-priority for most governments. Generally, the teacher unions in Europe rate their systems more positively than the unions in other regions, with the lowest assessment given to African systems. This specifically concerns the level of qualifications, training and development of teachers, as well as availability of infrastructure.

When it comes to trade union rights, the majority of European organisations, as well as about half of the organisations in the Americas and the Asia-Pacific region report the existence of trade union rights for teachers in correctional settings, as well as union membership and union activity. African unions presented the worst situation: In most countries, teachers in correctional settings don't have the right to unionise, which means that they are not part of EI's member organisations, and therefore the unions do not advocate for their rights. Still, more than half of the unions that responded to the questionnaire include teachers in correctional settings in their membership.

The results of this study show that there significant obstacles to providing quality education to detainees. It also raises many questions. Continued research on this issue, and raising awareness amongst its member organisations, is part of Education International's duty towards its members who work as teachers in correctional settings.
Annex I: List of regions, countries, unions

The following table provides an overview of the unions which participated in the survey, as well as an overview of the regions and countries represented:

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<th>Country</th>
<th>Union</th>
<th>Acronym</th>
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<td>Federacion de Ensenanza CC.OO.</td>
<td>F.E.CC.OO</td>
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<tr>
<td>Spain</td>
<td>Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical</td>
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<td>UCU</td>
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<td>Asociacion Nacional de Profesionales y Technicos de la Educacion</td>
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<td>Federacion Democratica de Maestros y Funcionarios de Educacion Primaria</td>
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<td>Canadian Association of University Teachers</td>
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<td>Centrale des syndicats du Québec</td>
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<tr>
<td>United States</td>
<td>National Education Association</td>
<td>NEA</td>
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</tbody>
</table>
Annex II: Survey

Below is the survey sent to member organisations; unions had one month time to complete it.

**EDUCATION IN CORRECTIONAL SETTINGS EDUCATION INTERNATIONAL SURVEY**

This survey is part of a feasibility study undertaken to assess the situation of teachers working in correctional settings, prisons and detention centres, and to what extent education unions represent teachers working in these settings.

The survey is in part a response to the resolution Education in Correctional Settings (EICS) endorsed by the 5th World Congress, July 2007. This resolution is founded on the premise that education is a right; that provision of education within a prison setting should be in the context of a continuum of lifelong learning, and that teachers have a right to a safe and healthy working environment. The resolution calls for a campaign for legislative guarantee of education for all inmates, including the right to engage in cultural activities and education; the establishment of communication networks among teachers working in correctional settings; and the promotion of the role of teachers, and their unique position in the lifelong learning continuum.

This research takes place in the context of the first international conference on education in prisons, scheduled for September 2009 in Brussels. The findings of the survey will be very valuable as a basis for discussion during that conference.

*Your input to this survey is very important, both to expand EI’s knowledge base and for the potential improvement of working conditions of teachers working in correctional settings. We therefore greatly appreciate your cooperation in completing the survey.*

**NOTE:**

*Correctional settings* is used as a holistic term to cover a range of centres or facilities where individuals are physically confined or detained, and usually deprived of a range of personal freedoms, such as movement. The term covers prisons and youth detention centres.

The term *teacher* is used in this survey to identify a person working as a teacher in a correctional setting, who has qualifications or not, and who may be employed by the state or another party.

---

**Questionnaire**

**Part 1**

**Country background information**
Q1a  Does national legislation grant the provision of education to persons detained in correctional settings?

Yes  ☐  No  ☐

__________________________________________________________________________________
__________________________________________________________________________________

Q1b  If yes, does the provision differentiate youth and adults?

Yes  ☐  No  ☐

__________________________________________________________________________________
__________________________________________________________________________________

Q2  What government or other institution is responsible for provision of education in correctional settings?

____________________________________________________________________________

Q3a  Does non-governmental provision of education in correctional settings occur?

Yes  ☐  No  ☐

Q3b  If yes, who is the provider?

____________________________________________________________________________
____________________________________________________________________________

Q4a  What forms of education are accessible to persons detained in correctional settings? Please tick the boxes to indicate whether this form of education is available to youth, adults, or both.

<table>
<thead>
<tr>
<th>Q4a.1</th>
<th>Formal primary education</th>
<th>Youth</th>
<th>Adults</th>
<th>both</th>
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<tr>
<td></td>
<td>Formal secondary education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Formal higher (university) education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Q4a.4</td>
<td>Basic skills: literacy &amp; numeracy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Q4a.5</td>
<td>Vocational education / training / retraining</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Q4a.6</td>
<td>Distance learning/ self learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Language education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q4a.8  Non-formal education / personal/ professional development/ socio-cultural activities

☐ ☐ ☐

Q4b  If other forms of education are provided, please specify:

__________________________________________________________________________

Q5a  Are the following facilities and services available for education in correctional settings? Please tick the boxes.

Q5a.1 Classrooms
☐ ☐
Q5a.2 Libraries
☐ ☐
Q5a.3 Teaching resources (books, materials, etc.)
☐ ☐
Q5a.4 Computer facilities
☐ ☐
Q5a.5 Time reserved for educational activities
☐ ☐
Q5a.6 Vocational counselling programmes
☐ ☐

Q5b  If other facilities and services are available, please specify:

__________________________________________________________________________

Q5c  Are available facilities and services present in all correctional settings? Please explain briefly.

____________________________________________________________________________
____________________________________________________________________________

Q6  Are there physical obstacles to the provision of education in correctional settings? What are these obstacles (e.g. overcrowding, lack of funding, poor facilities)?

____________________________________________________________________________

Q7  How is imprisonment generally regarded by society in your country? Please tick which box applies.

7.1 As a punishment and/or form of isolation for criminals
☐
7.2 As a means to rehabilitate and reintegrate persons who have committed crimes
☐
7.3 Some of both
☐

Part 2
Teachers working in correctional settings
NOTE: The term teacher is used in this survey to identify a person working as a teacher in a correctional setting, who has qualifications or not, and who may be employed by the state or another party.

Q8 How many teachers are employed in correctional settings in your country?

__________________________________________________________________________________

__________________________________________________________________________________

Q9a Are teachers working in correctional settings in general qualified as teachers?

__________________________________________________________________________________

__________________________________________________________________________________

Q9b Are there also unqualified teachers employed?

__________________________________________________________________________________

__________________________________________________________________________________

Q9c Are volunteers used as teachers in correctional settings? If yes, are such volunteers generally qualified or not?

__________________________________________________________________________________

__________________________________________________________________________________

Q10a Is special pre- or in-service training required and/or offered to teachers working in correctional settings?

__________________________________________________________________________________

__________________________________________________________________________________

Q10b Is professional and/or personal development available for teachers working in correctional settings?

__________________________________________________________________________________

__________________________________________________________________________________

Q11a Are teachers working in correctional settings generally male or female?

Male □    Female □

Q11b Are teachers working in correctional settings generally at the beginning, middle or end of their career?

Beginning □    Middle □    End □

Q12a Does your union include teachers working in correctional centres as your members? If yes, please indicate the current number.

__________________________________________________________________________________
Q12b  Does your union represent teachers working in correctional settings and negotiate on their behalf?
__________________________________________________________________________________
__________________________________________________________________________________

Q12c  Do teachers working in correctional settings have the right to collective bargaining?     Yes     No
                              ☐     ☐

Q12d  Do collective agreements govern the terms and conditions of employment of teachers working in correctional settings?     Yes     No
                               ☐     ☐

Q12e  Are the terms and conditions of employment for teachers working in correctional settings different to terms and conditions for teachers in regular settings?     Yes     No
                                ☐     ☐

Please explain briefly:
__________________________________________________________________________________
__________________________________________________________________________________

Q12f  Are there different agreements concerning salary and/ or additional compensation for teachers working in correctional settings? Please explain briefly.
__________________________________________________________________________________
__________________________________________________________________________________

Q13a  How would you rate the working conditions for teachers in correctional settings compared to teachers in regular classrooms?

  Poor ☐     Average ☐     Good ☐

Q13b.1 What do you think is the biggest concern for teachers working in correctional settings? Please tick which apply.

  Health and safety ☐
  Personal security ☐
  Nature of the student ☐
  Classroom and learning resources ☐

Q13b.2 If other, please specify:
__________________________________________________________________________________
Q14a In general, do teachers possess the same professional autonomy in curriculum content and teaching methodology as teachers in regular settings?

__________________________________________________________________________________

Q14b Is the state curriculum mandated in correctional settings?

__________________________________________________________________________________

Q14c Upon completion of an education or training course, is a certificate of recognition provided that is recognised by education institutions?

__________________________________________________________________________________

Q15a How are teachers placed in correctional settings? Please tick which apply.

- By choice  
- By transfer  
- Lack of employment opportunities  
- Lack of qualification level  

Q15b Do inmates work as teachers in correctional settings?  

Yes ☐ No ☐

Part 3

Union policies on education in correctional settings

Q16 Does your union have a policy and/ or action plan on:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16.1 Education in correctional settings?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Q16.2 Working conditions of teachers in correctional settings?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Q16.3 Advocacy for provision of education in correctional settings?</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Q17 How does your union rate government policy and provision of education in correctional settings?
Thank you for your cooperation!
Annex III: EI Resolution on education in correctional settings

The 5th World Congress of Education International meeting in Berlin, Germany from 22-26 July 2007,

Notes:
1. The United Nations General Assembly Resolution 45/111 on Basic Principles for the Treatment of Prisoners at Article 6 states: “All prisoners shall have the right to take part in cultural activities and education aimed at the full development of the human personality.”
2. Education is a right. It improves individual’s lives, including their vocational outcomes, and it promotes overall societal cohesion;
3. Increased benefits accrue to individual inmates and also to society broadly as a result of the provision of education in correctional settings;
4. Being imprisoned is a transitional situation. From a lifelong education perspective (particularly for the young) this transitional situation must be taken into account, and the focus of education whilst incarcerated must be part of a lifelong education continuum;
5. Teachers who work in correctional settings have a right to a safe and healthy working environment.

Recognises the overuse of custodial sentencing evident in the massive growth of inmate numbers. Imprisonment should be a punishment of last resort.

Believes:
6. That the provision of education in correctional settings should be guaranteed in legislation. Access to education should include classroom subjects, adult basic and general education, accredited vocational education sensitive to trends in the labour market, distance education, creative and cultural activities, physical education and sports, social education and pre- and post-release programmes;
7. The provision of educational programmes in correctional settings should be adequately resourced, publicly funded, and not subject to outsourcing to private, for profit organizations;
8. The development of educational programmes in correctional settings should recognize the diverse backgrounds and needs of inmates, with respect to education, vocational education and personal development;
9. The development and resourcing of programmes should be set within the context of, and underpinned by an understanding of the over-representation of Indigenous people in the criminal justice system, and their specific needs;
10. Educational programmes should be integrated with the educational and vocational education and training system of nations so that after release, inmates can continue with their education and vocational training with less difficulty;
11. Teachers teaching in correctional settings should be teacher qualified, with their professional status recognized and linked to teachers teaching in schools, vocational, community, higher education or other appropriate sectors;
12. Within correctional facilities:
   a. All inmates should be provided with access to educational programmes which are comprehensive and which meet individual needs and aspirations, no matter what their legal status;
   b. Education should have no lesser status than work and no inmate should be disadvantaged financially or otherwise for taking part in education;
   c. Appropriately resourced teaching facilities including a library or similar facility with a range of appropriate resources and technology should be available for all inmates;
   d. All inmates need to have access to information on sexuality and HIV/AIDS.
13. Students in correctional settings have the right to access an accredited programme of education, including vocational skills training, for the purpose of improving their overall level of education and their life chances after release. Specifically:
   a. Young inmates and those with special needs should be given priority;
   b. Young inmates subject to compulsory education should have access to such education;
   c. Inmates from indigenous backgrounds should have access to programmes which are culturally appropriate and relevant to their needs;
   d. Inmates from traditionally marginalized groups including women, persons from linguistic minority groups, GLBTI and inmates with disabilities should have access to appropriate education programmes;
   e. Inmates with literacy and numeracy needs, and those without basic or vocational education should also be given priority;
   f. Inmates in correctional facilities have the right to educational programmes which deliver recognized qualifications.

14. Teachers working in correctional facilities have the right to:
   a. Be protected by industrial awards and agreements which ensure their conditions of work;
   b. A safe and healthy working environment protected by OH&S legislation which covers blood borne communicable diseases;
   c. Be represented by their union, especially within their working environment;
   d. Approved courses of teacher training, and access to well resourced, ongoing professional development;
   e. Secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.

Resolves that EI should:

15. Actively campaign for the legislative guarantee of education for all inmates in correctional facilities;
16. Promote the establishment of communication networks between teachers working in correctional settings internationally;
17. Promote the role of teachers working in correctional settings, and recognize their unique position in the lifelong learning continuum;
18. Campaign for the right of all inmates to take part in cultural activities and education aimed at the full development of the person;
19. Contribute to the visibility and development of education for inmates to facilitate their return to society as active citizens.
Teaching behind bars: Reintegrating prisoners through education

Sophie Dupont, a business education teacher, parks her modest car outside an imposing building. At the entrance gate, she shows her ID card. Smiling, she greets the guard, who then hands her a beeper. She has to wait until one gate is fully closed before the next one opens. Only then can she make her way to the class room. For the last three years Dupont has been a trainer at the high-security prison for men in Andenne, in the Belgian countryside. Her students are serving long prison terms, usually between 3 and 10 years.

“I don’t know what they are in for. Sometimes the press tells me who one of them is and why he has been sent to prison. For me they are, above all, a person with a name, not a number. Human relations are very important to me, and providing structure,” says Dupont.

“As a teacher, I want to be accessible,” she continues. “I have broken away from the traditional image of school and I am ready to question myself. Over the years I have built up a reputation based on trust. There is mutual respect. It is essential to show them respect and to keep your word.”

She literally took refuge in education in prison. In 1997, she was threatened by one of her students at the technical college where she was then teaching. She dreaded going back there. Instead she found a part-time job in a prison, and discovered it suited her very well. “I’m having fun! I’m thinking of asking for life imprisonment, with semi-detention (work-release) in reverse,” she jokes. But seriously: “I feel safer in prison, surrounded by guards, than outside in a technical college.”

Through her highly-motivated, dynamic approach and positive spirit — qualities she believes to be essential for teaching in prison — she tries to be a “ray of sunshine” for prisoners who are feeling down.

“I have a positive view of prison. I don’t think about the fact that there could be a hostage-taking, for example. I always try to think about the fact that I could be setting one or two of them back on the straight and narrow. I don’t think we should judge people, and sentence them twice over. Rather we should try to understand what they have been through.”

That view is shared by her colleague, Salvatore Scavone, who has been teaching welding for two and a half years.

“They have done wrong, but I am helping them overcome that,” says Scavone. “Everyone has the right to social integration, and everyone can make a mistake. Some have been put
back on track. And I like to explain my work to young people. Here we are in a prison, with adults. I like contact, thinking about things together.”

How do these teachers appear in the eyes of the prisoners, most of whom struggled in school and failed? Training gives them more possibilities when they are released, but welding students Bruno, Mohamed and Said say their principal motivation is to free their minds and leave their cells for a few hours.

“The teacher is someone from outside,” Bruno points out. “It is a different relationship than with the prison guards. They are here to give us something. We are learning to work in a group. Everyone helps each other to do the exercises we are given.”

What is the relationship between the teachers and the prison staff? Dupont explains that sometimes it is strained because guards feel that the prisoners tend to see them as “bad guys” and the teachers as “good.” Moreover, the prison staff sometimes think that the teachers systematically side with the inmates and also see them as “bad.” For their part, these teachers don’t always understand why there are so many checks and find it difficult to get used to all the security measures in the prison system, however essential.

Stéphanie de Ketele, the prison’s training director, explains: “We work hard at reducing tension between prison staff and the teachers. We have set up a disciplinary team for this.”

Dupont also recognises this: “I’m not seen in the same way as the guards. It is easier to get my message across. But we all have the same aim: to help them reintegrate into society.”

Taking a training course has a positive impact on the life of the inmates. According to the preliminary results of an EI study on education in correctional settings, national legislation guarantees education for prisoners in most of the 40 countries from which trade unions responded.

The objective of the survey was to know: who and where are the teachers working in correctional settings; whether they are members of EI affiliates; what their working conditions are like; and what EI can do for them. It was carried out following adoption of a resolution on Education in Correctional Settings at the 2007 World Congress. The resolution affirms that people in prison have the same right to education and respect for their human rights as do all others; it addresses accreditation of courses taken in prison and the personal development of both prisoners and teachers.

“Everyone has the right to education, whether they are incarcerated or not,” says EI Deputy General Secretary Jan Eastman. “When prisoners have access to education, it’s beneficial to them personally and to society in general.”

The resolution insists that students in correctional settings should be able to access accredited programmes. In Andenne, students can take the same state-approved course as students in ordinary colleges and, if successful, they receive a national certificate as a metalworker.

In Belgium, as in other countries, the trade unions insist on their role in the certification of diplomas. Régis Dohogne, former General Secretary of CSC-Enseignement, explains that the adult education programmes offered inside and out of prison are the same. “The idea is to develop a range of courses in terms of literacy and basic education diplomas, which should be available in all prisons.”
Teachers who work in prisons must, like the inmates, have their rights recognised and guaranteed. EI’s survey showed that 24 of the 43 trade unions said their principal concern is that many of their students have learning disabilities that cannot always be properly addressed. As well, teachers expressed concern for their personal health and safety.

The resolution states that “teachers working in correctional facilities have the right to be represented by their union especially within their working environment, and to secure employment, with appropriate additional financial compensation for the particular circumstances of their working environment.” The EI study reveals that teachers who work in prison have different terms and conditions of employment because their work is “sub-contracted” and there is a different source of funding for that. All too often, teachers in prisons have a lower-status contract. Dohogne warns that unions “have to be careful that they [teachers in prisons] don’t face discrimination when it comes to permanent appointments, and joining the statutory system.”

Dohogne has high praise for these colleagues: “There is a lot of generosity among teachers; many want to dedicate themselves to the public good.”

Sophie Dupont and Salvatore Scavone are among the many teachers around the world who provide prison inmates with the skills and education that they will need to successfully reintegrate into society in the future.
Annex V: Definitions

**Correctional settings** is used as a holistic term to cover a range of centres or physical facilities where individuals are physically confined or detained, and usually deprived of a range of personal freedoms, such as movement. The term covers provisions and youth detention centres.

**Non-governmental bodies** were widely interpreted by the unions to include human rights- or other NGOs, voluntary organisations, foundations, higher education institutions (universities and colleges), vocational training institutes, private and for-profit organisations, faith-based organisations and churches.

**Forms of education** included in the survey were: formal primary education, formal secondary education, formal higher (university) education, basic skills: literacy & numeracy, vocational education and (re)training, distance learning, self learning, language education, non-formal education, personal & professional development, socio-cultural activities.

**A teacher** was broadly defined as a person working as an educator in a correctional setting, regardless of whether s/he has qualifications or not, and whether s/he is employed by the state or another party.