



## Training path

### Integration of a trainer in the prison educational team

#### A. Induction phase

This phase allows a new trainer to know the stakeholders in the tripartite relation learners (prisoners) / educational staff / penitentiary staff. The objective is to understand the role of each of them and to be aware of the action perimeter (possibilities and limits). This phase is conducted through meetings, visits and open discussions.

##### ***A1. Welcome by the training coordinator (from the training centre)***

The training coordinator presents the integration process and asks the first immediate questions.

##### ***A2. Meeting with the manager of the prison***

Getting to know the functioning of the prison

- how to enter
- the rooms (classroom and kitchen for the practical courses)
- equipment of the room
- the security system (beep, camera)
- material and tools allowed in the classrooms

##### ***A3. Getting to know the penitentiary staff, their composition and their role***

- the manager (gives the permission to enter, facilitate the good running of the training by resolving problems that have not pedagogical causes)
- the guardians (escort the trainer in from-to the classroom, open the doors, in charge of showing the prisoners in time at the course, escort the prisoner in the cell in case of problem during the course)
- the person referent for education and training (manages the wages, intermediary with the training coordinator, welcomes the new learners with the training coordinator)

##### ***A4. Explanation about the target group (general aspects of prisoners living in a closed environment)***

- Main characteristics of the target group (short term convicts, difference between convicts and defendant)
- What do the trainer has to take into account when working with the prisoners?
- How to keep distance with the target group?
- How to avoid the most common tricks and traps from prisoners?
- Prevention of risks

##### ***A5. Characteristics of the actual group***

- the penitentiary aspect (behaviour of each concerned prisoner inside the jail, leaders, influencers...). Note: the cause of the imprisonment is not known by the trainer (except if the prisoner speaks about it)



- the group and the training: suspected reasons for their participation in training (real interest for the job, need for money, willingness to leave the cell, willingness to have a sentence reduction...)

### **A6. Visit of the premises**

The visit is done with the manager and a guardian. It takes around one hour.

## **B. Pedagogical dimension**

It is a training which objective is to acquire vocational skills: the learner has to be able to work

### **B1. Information phase**

This phase is done through an interview with the training coordinator. It consists in an extensive presentation of the training:

- Presentation of the objective of the training
- Content (activities/competence reference framework)
- Funding (and consequences)
- Practical organisation (open workshop, timetable, material available)
- Training team
- Assessment modalities (specific to the diploma, done all along the learning path – not a final exam)

As it is an open workshop it is important for the trainer to organise in order to have all the tests ready and passed on time, respecting the individual progress, the moment when the competence is acquired as well as the formal side (validation of all evaluation documents by the Inspector from the Ministry of Education).

If a prisoner leaves, it is not necessary to hurry for validation if he is not ready, he will be able to be assessed after if he wishes.

This assessment dimension is important especially if the trainers has never practiced this kind of continuous assessment procedure.

### **B2. Peer exchange**

The peer exchange (with members of the training team) facilitates the solving of practical problems and helps reducing the apprehension that some trainers may have before entering a closed system.

Continuous assessment is usually part of the peer exchange.

A new trainer may have a more neutral aspect, and his presence can help breaking some stereotypes. In some cases, s/he will help to pay more attention to the characteristic of the person, as a person and not as a prisoner.

### **B3. Immersion**

This is the first training experience. The trainers is alone with the prisoners. In case of problem, s/he can enter in contact with a guardian or with the educator from the prison (if he is in his office).

### **B4. Feedback and remediation**

After the first course(s) a meeting is organised with the training coordinator and the training team. The new trainers express her/his feedback and questions that may have arisen.



## **C. Continuous training**

### ***C1. Regular team meeting***

Once a month a team meeting is organised. Apart from the usual problems that are discussed, a specific working time is always dedicated to the assessment process (where are the learners regarding the competences that they need to acquire).

Specific additional meetings can be organised in case of problem.

### ***C2. Access to specific modules delivered by the Ministry of Justice***

Trainers are informed about the possibilities to benefit from training modules proposed by the Ministry of Justice. Such participation are encouraged. As example we can give: “Conflict prevention and management”.

### ***C3. Access to specific modules delivered by the Ministry of Education***

Trainers are informed about the possibilities to benefit from training modules proposed by the Ministry of Education. Such participation are encouraged. As example we can give: “Stress management”.

### ***C4. Recommendation for reading***

A bibliography is given to the trainer.

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