



**Presentation by George  
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Irish Prison Service and  
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Prisons Education Expert  
Group**

# Background – Irish Prison Service

Political responsibility for the Prison System in Ireland is vested in the Minister for Justice and Equality. The Irish Prison Service operates as an executive agency within the Department of Justice and Equality. It is headed by a Director General supported by 5 Directors.

The Irish Prison Service is administered centrally with its headquarters located in Longford, Ireland. There are 14 institutions in the Irish Prison System consisting of eleven traditional "closed" institutions, two open centres, which operate with minimal internal and perimeter security, and one "semi-open" facility with traditional perimeter security but minimal internal security (the Training Unit). The Training Unit is currently closed for renovations.

There are 4,000 prisoners and 3,500 staff in the IPS.



# What was our task?

To utilise ICT to provide a more efficient and effective delivery of education content both to prisoners and IPS staff.

- Benefits / Pros
  - Allows for a more effective and efficient delivery of education to the stakeholder groups of both prisoners and IPS staff
  - Provides secure platforms which are easily managed and updated with education content and provide real-time statistical and management reports on the uptake and engagement with education content.
- Negatives / Cons
  - Investment/costs associated with these platforms
  - Staff time in the setup, upkeep and content provision of these platforms.



# What did we do?



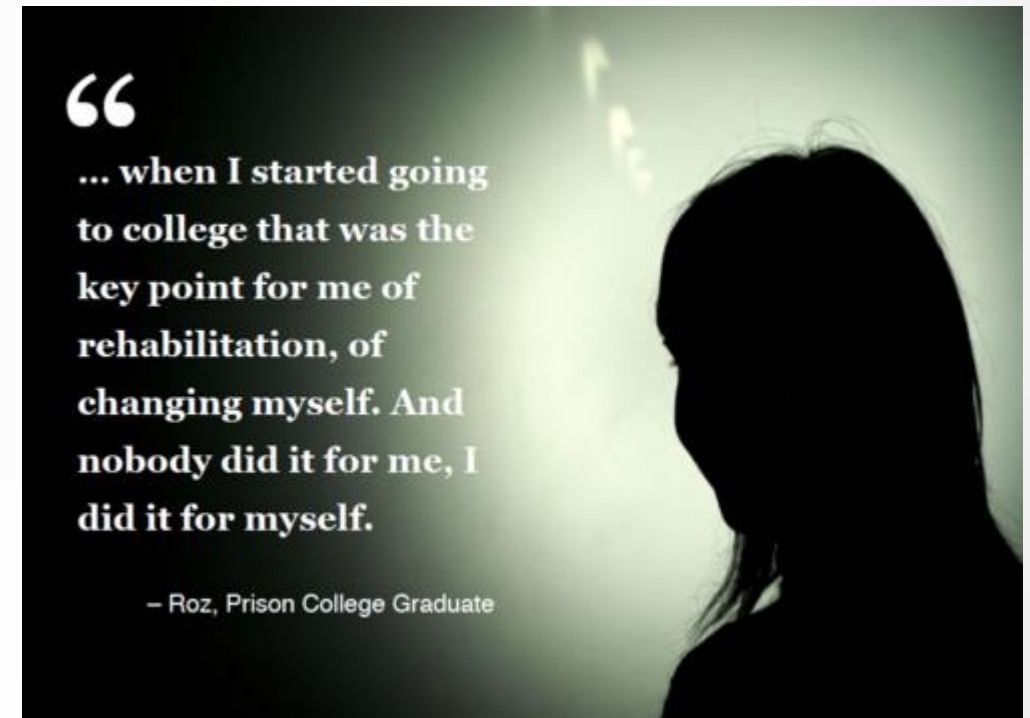
The Irish Prison Service has built two education platforms to support both the education of staff and prisoners.

- Staff – the IPS has deployed a Moodle solution for education of prisons staff in the Irish Prison Service College, for both new recruits and also existing prisons staff
- Prisoners – the IPS ICT Directorate has deployed an in cell training solution for prisoners to complete their in classroom training when they return to their cells in the evening.



# What are the results?

- Staff (Moodle) - benefits to date have been considerable and over the past number of years the IPS College have developed and enhanced the centre's teaching content; quality and standards through online training, all of which has contributed greatly to facilitating organisational change within the IPS. Furthermore, by adopting blended learning methodologies the IPS College team has reduced each students 'face to face' time hours by requiring them to access pre-course readings etc. via the Moodle learning platform prior to commencing their learning programmes. As an example on one course alone, this approach has generated savings of 336 hours and the associated costs of travel and subsistence.
- Prisoners – IPS ICT has deployed in two prisons to date, a locked down thin client in selected prisoner's cells. The thin client allows the prisoner access to his in classroom education content in his cell via a secure link to a secure dedicated education content server in IPS HQ. The content of the education material on this server is decided in conjunction with a senior group of education prisons staff and the IPS Education Directorate management team.





Expert group on Education in Prison met for the first time in Nicosia, Cyprus with representation from:

Cyprus, Slovenia, Slovakia, Scotland, Rhineland-Palatinate Germany, Mecklenburg-Western Pomerania Germany, Ireland, Romania, Belgium and Georgia and a member of the European Prison Education Association (EPEA) from Denmark.

Council of Europe Recommendation Rec. R (89) 12 on education in prison.





## EXPERT GROUP REMIT

- Reiterate the strong principles underpinning the Council of Europe Recommendations on Prison Education (1990) and their ongoing relevance;
- Advise on how best to enhance the existing recommendations through highlighting best practise in educational approaches in particular areas e.g. working with women; young people; people with mental health issues etc and utilising the significant and ongoing advances in technology;
- Build on the achievements of European Prison Education Association (EPEA), Europris and the Europe Penological Council to improve communications and collaboration and provide a more holistic approach to the educational and associated needs of the European prison population;
- Establish and nurture collaboration with other expert groups to provide a coherent and coordinated approach to custodial education and interventions.



## E-technology Training


Although there is strong justification for access to the Internet for all learners, we need also respect alternative perspectives and demonstrate the benefits through shared practice and positive outcomes.

In the interim period there are some realistic alternatives to full Internet access providing a range of digital skills and communication opportunities.
















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## iLearn Technological Support


**Administration**


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### Blended Learning Consortium

|                                                                                                     |                                                                                                    |                                                                                                  |                                                                                                     |                                                                                                 |                                                                                                             |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <br>Beauty        | <br>Business    | <br>Childcare | <br>Construction | <br>Digital  | <br>E-Safety             |
| <br>Employability | <br>Engineering | <br>English   | <br>Enterprise   | <br>French   | <br>Health & Social Care |
| <br>Hospitality   | <br>ICT         | <br>Maths     | <br>PE / Sports  | <br>Plumbing | <br>Prevent              |
|                 |               |             |                |            |                        |

[ilearn.fife.ac.uk/course/view.php?id=4925&section=3](https://ilearn.fife.ac.uk/course/view.php?id=4925&section=3)

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Engineering - Block 1


 Fife College

# Engineering Systems

## Maths for Engineering 1

|                            |                            |                                                                                           |
|----------------------------|----------------------------|-------------------------------------------------------------------------------------------|
| Outcome 1<br>Section 1 - 4 | Outcome 2<br>Section 5 - 7 | <b>Section 1:</b><br>Set Notation, Restricted Domain & Asymptotes and Composite Functions |
| Section 1                  |                            |                                                                                           |
| Section 2                  |                            |                                                                                           |
| Section 3                  |                            |                                                                                           |
| Section 4                  |                            |                                                                                           |

 [Section Info](#)



University of Edinburgh: Massive Open Online Learning Courses







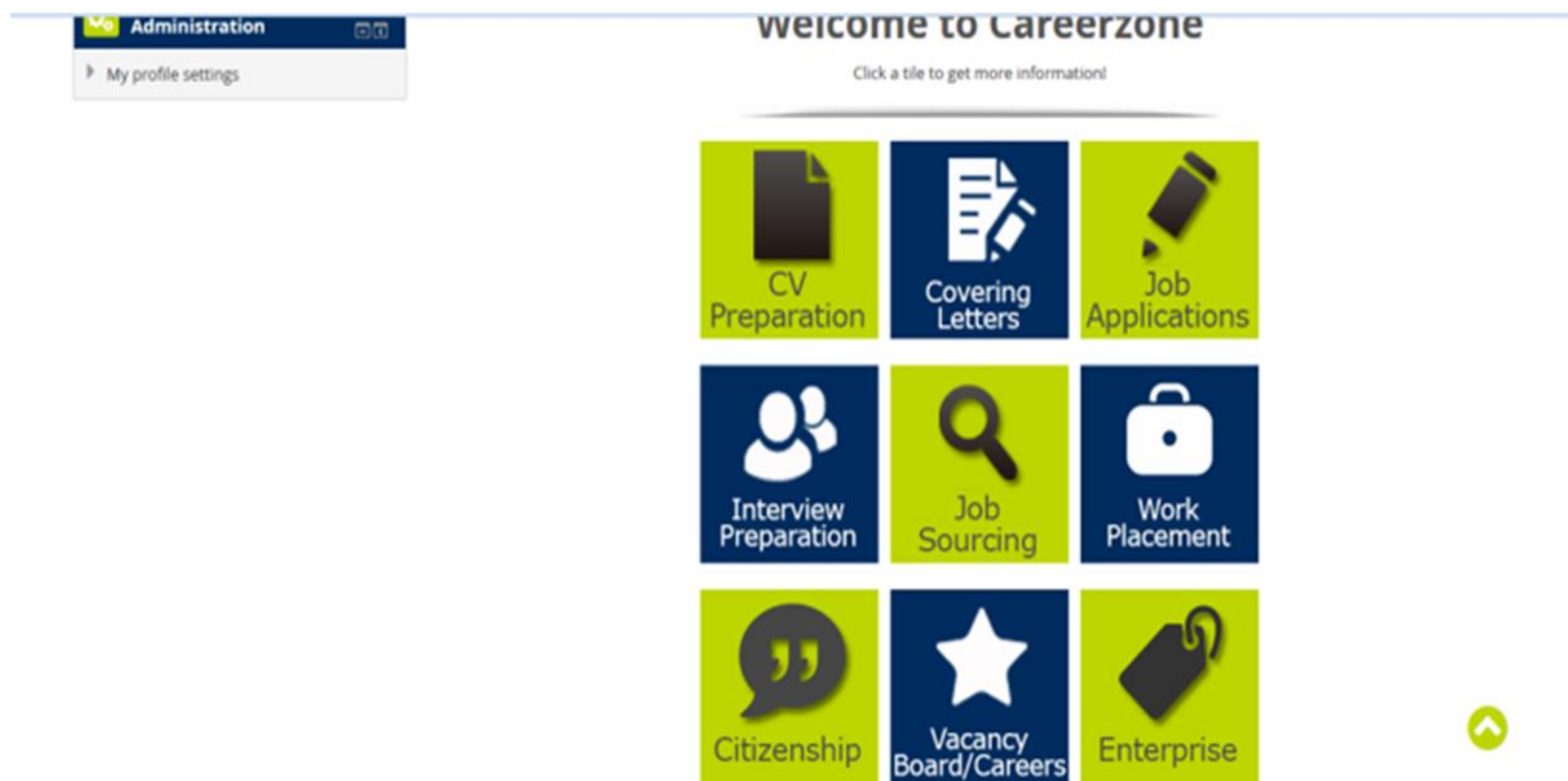
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## Gamification of Learning



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Employability Support





# Q & A

