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EÖTVÖS LORÁND
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AN EXAMINATION
OF PRISONERS' REINTEGRATION-SUPPORTING LEARNING
IN THREE PENITENTIARY INSTITUTIONS

Thesis booklet

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II. Nyilatkozatok

1. A doktori értekezés szerzőjeként²

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a) a ELTE Digitális Intézményi Tudástárba feltöltendő doktori értekezés és a tézisek saját eredeti, önálló szellemi munkám és legjobb tudomásom szerint nem sértem vele senki szerzői jogait;

b) a doktori értekezés és a tézisek nyomtatott változatai és az elektronikus adathordozón benyújtott tartalmak (szöveg és ábrák) mindenben megegyeznek.

3. A doktori értekezés szerzőjeként hozzájárlok a doktori értekezés és a tézisek szövegének plágiumkereső adatbázisba helyezéséhez és plágiumellenőrző vizsgálatok lefuttatásához.

Kelt: Budapest, 2021.11.12.

a doktori értekezés szerzőjének aláírása

¹ A kari hivatal ügyintézője tölti ki.

² A megfelelő szöveg aláhúzendő.

³ A doktori értekezés benyújtásával egyidejűleg be kell adni a tudományági doktori tanácshoz a szabadalmi, illetőleg oltalmi bejelentést tanúsító okiratot és a nyilvánosságra hozatal elhalasztása iránti kérelmet.

⁴ A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a minősített adatra vonatkozó közokiratot.

⁵ A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a mű kiadásáról szóló kiadói szerződést.

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1. Reintegration and learning in prison

In the world of education and training, the new millennium has brought a paradigmatic shift by defining lifelong learning, and in particular all forms of learning¹, as engines of socio-economic development. European Union documents state that in order to be employable, we need to use skills and competencies as effectively as possible, regardless of how we acquired them (European Commission, 1996; Commission of The European Communities, 2000). This requires an open and flexible approach that allows for continuous skills development. The appreciation of adult learning has brought to the fore the issue of catching up with disadvantaged social groups² through training (Tippelt & Hippel, 2010; Kraiciné, 2012; Budai, 2017). As knowledge becomes a driver of development today, during the fourth industrial revolution, exploiting the potential of lifelong learning is a key issue. Access to learning is an individual and social opportunity and duty for all citizens, as it is a driver of sustainable economic and social development. Thus, the active participation of prisoners serving their custodial sentences in organized learning processes is a priority and an important tool for reintegration (Act 240, 2013 §133 (2) j).

Over the past centuries, the treatment of offenders has changed significantly, and the goals to be achieved for people serving their sentences have been redefined and clarified (Foucault, 1990; Schöh & Stuefer, 2017). Two significant historical periods can be identified in terms of positive changes: one is the XVIII. century, when changes in legislation emphasizing the principle of humanity first appeared, the other is the period between the Second World War and the regime change, when, following the example of prison developments in other European countries, many developments aimed at reintegration were launched in Hungary as well. The institutional system of the penitentiary now provides access to education, supports the acquisition of professions in prisons, thus contributing to the successful reintegration of prisoners (Gorgol & Sponsler, 2011). Prisoners belonging to socially disadvantaged groups and with learning difficulties have to deal with several barriers to their learning that can significantly hamper the success of their learning process (Bolgár, 2019). For learning in prisons to be a natural and effective process for as many prisoners as possible, the material and

¹ Forms of learning: formal, non-formal, and informal learning (Commission of The European Communities, 2000; International Council of Adult Education, 2020).

² Disadvantaged social groups: living in a worse economic and social situation than the national average, for which state interventions and support programs have been established to improve their situation.

personal conditions for learning based on existing legal conditions need to be developed. This will help reduce the high rate of re-offending after release, which is currently at 48.2% (Rutkai & Sánta, 2020, p. 10). In addition to the work of staff in penitentiary institutions, the role of pedagogical professionals is also becoming more important. There is a need for professionally trained teachers who can implement a learning process adapted to the socio-cultural background of the prisoners. There is also a need for a modern learning environment and motivated learners who understand the purpose of learning and who undertake to learn. Only in this way can the goal of reintegration of penitentiary be successfully achieved (16/2014. (XII. 19.) IM regulation §17. § (5)).

The theoretical chapter of the dissertation discusses the relationship between disadvantage and crime, the main learning characteristics of prisoners as a research target group, and the history of the penitentiary in Hungary with a wide range of literature in Hungarian, English, and German. These provided the basis for interpreting learning in prisons and studying the circumstances of the learning process. In the dissertation, we consider all formal, non-formal, and informal learning pathways to be prison learning (Commission of The European Communities, 2000), in particular, the primary and secondary education and vocational training of prisoners, as well as any individual learning process aimed at preparing for release and preparing for a return to society. The primary sources were major international and domestic professional journals on prison affairs. The inventory of opportunities related to prison learning in the research is based on the study of the relevant legal background of the international and domestic penitentiary and vocational and adult education.

The goal and target group of the dissertation

The main goal of the dissertation is to contribute to the more successful social integration of prisoners - members of disadvantaged social groups in a broader sense - by examining the issue of learning in prison. The specific aim of the dissertation is to examine the legal background of prisoners' learning, learning opportunities, personal and material conditions in three Hungarian penitentiary institutions, and the learning opportunities provided by penitentiary institutions to support reintegration, and the thing that characterizes the inmates' interest and learning motivation in these. The three target groups of the empirical study are inmates, educators implementing and supporting

learning, and prison staff. A questionnaire survey of inmates focused on inmates' learning motivations, their prior knowledge of learning, and the extent to which learning helps them prepare for life after prison. The interviews of the prison teachers examined the possibilities of reducing the drop-out rate of the prisoners and the pedagogical and andragogical methods used for the success of the learning process. It was also examined whether the teachers feel prepared for the special circumstances and requirements of the pedagogical work in the prison and whether they participate in special in-service teacher training. In connection with the questionnaire interview of the prison staff, the dissertation discusses the learning support attitudes and activities of the reintegration officers and the staff dealing directly with the prisoners. The research has highlighted the fact that the role of staff in supporting learning is essential, establishing the presence of student inmates in classes and practical sessions.

The antecedent of the dissertation was the years of voluntary prison work, which greatly motivated and helped to prepare the dissertation. This work included leading group sessions for prisoners, which provided an opportunity to gain insight into the world of prisons, to have conversations with staff, and to learn about the possibilities and realities of learning in prison.

2. Prison as a scene of adult learning

Nowadays, the idea of lifelong learning has become decisive also for learning in prison. The individual's education plays a significant role in solving the problems of work, family, and social life and in the right way of life, and to this, the path leads through learning (Hegedűs, 2019). Participation in lifelong learning is no longer just an obligation of the growing generation but an unavoidable requirement for adults. This is a condition for multiple career changes, retention of labor market positions, and the possibility of a successful life.

When studying lifelong learning, it is worth starting from the constructivist theory among the psychological models of learning, the main feature of which is that students create new knowledge based on their previous knowledge, adapting what they have just learned to their previous experience (Fleming, 2011). A further feature is that learning outcomes can provide students with intrinsic motivation, which is particularly important in prison settings, in a tightly regulated learning process where inmates start at a significant disadvantage compared to adults learning in free living conditions.

Education and training of those living in prisons is a key issue for the success of reintegration and participation in society. Access to education, education and / or vocational training are crucial for prisoners' quality of life after release (Ruzsonyi, 2011).

It is key for prisoners to possess the basic competencies that can be considered as the basis for adult learning (literacy, numeracy, digital competence) and learning to learn, which not only deepens the knowledge and competencies needed in the field but also contributes greatly to use the acquired knowledge in other areas of life as well. Therefore, within prisons, it is extremely important to encourage actions that will enable prisoners to acquire the labor market competencies needed for their long-term and successful employment, as well as the civic competencies needed to lead a constructive life (communication, cooperation, responsibility, etc.) (Balázs, 2017).

The key to the realization of lifelong learning within prisons lies in the practice of a learner-centered approach: an environment, material, and personal conditions must be provided that help to overcome the barriers caused by past learning failures and incarceration. To support learning, prison buildings should be designed to enable and facilitate the learning of prisoners and the effective implementation of the learning process by opening new, motivating learning spaces. The possibility of education ensuring the continuity of integrated learning between prison institutions and the external places of education should be made available, which can also contribute to the development of a cooperative system between teachers working in prisons. The learning and work of prisoners should be considered equal and made equal, and the continuous availability of learning, participation in lessons, and the availability of learning tools should be ensured. The expansion of prison education via the Internet should also be considered a strategic issue concerning learning support (Downes, 2014).

The condition for the establishment of a learning support prison is the preparation of all professionals in direct contact with the prisoners for the performance of learning support tasks, as well as the organized further training of pedagogical and adult education professionals and vocational trainers, in addition to the continuous development of harmonized personal and material conditions, as part of which it is necessary to develop and implement special methods and procedures that can be used in prisons and meet modern security requirements.

3. Results of empirical research, discussion

Research questions

The research questions focused on the legal background of prison learning in support of reintegration and the practice, personal and material conditions of the three penitentiary institutions examined, and whether they meet the learning needs of prisoners and their prior readiness for successful learning.

- What learning opportunities does sentencing provide for prisoners in preparation for release?
- What organized forms of formal and informal learning does prison enforcement offer, and in what forms do prisoners participate?
- What are the learning motivations of the prisoners?
- What teaching methods do teachers use in the prison training? What motivational procedures are used to reduce the drop-out rate of learning prisoners?
- Are the teachers prepared for the special circumstances and requirements of education and training in prison?
- Is there special in-service teacher training for prison education?

Hypotheses

H1: There is no special pedagogical methodological practice in the education and training of prisoners, which would take into account the characteristics of prisoners due to social, economic, and socio-cultural disadvantages.

H1A: The learning competencies, habits, and motivations of the prisoners are underdeveloped compared to their peers in the majority of society, and these characteristics do not support the effective learning and teaching process in prison.

H1B: The post-release goals of the prisoners are undeveloped; they have little motivation to learn.

H2: The prison as a learning environment can be characterized by a number of factors that hinder/impede learning.

H2A: The methodology of pedagogical and adult educating work in prison does not adapt to the special circumstances of learning and teaching in prison.

H2B: Access to the learning toolkit (textbooks, learning aids, library, etc.) is limited in space and time.

H2C: The system of teacher training and in-service training in Hungary does not include special training for the training of prisoners.

H2D: Teachers who work in prison conditions adapt to the needs of the target groups through self-training.

H3: The feasibility and success of the legislation related to education, which helps reintegration, strongly depends on the given personal and material conditions and possibilities of the prison.

Methodology of empirical research

The empirical research was carried out in three Hungarian prisons: the Balassagyarmat Strict and Medium Prison, the Vác Strict and Medium Prison, and the Győr-Moson-Sopron County Remand Prison, according to the following aspects: the penitentiary institutions examined should have different characteristics according to their capacity, purpose of detention and regional classification.

In the empirical study, inmates and staff were interviewed using a questionnaire, and teachers were interviewed using a semi-structured interview method. A total of 137 completed and evaluable questionnaires were returned from prisoners, and 27 from interviewees, besides 16 teacher interviews were conducted. The data of the questionnaire and interview research are presented in the table below.

Time of data collection	Location	Method	Target group	Sample
July to August 2019	Out of jail	Interview	Teacher	N=16
April to May 2018	Balassagyarmat Strict and Medium Prison	Questionnaire	Prison staff	N=10
		Questionnaire	Prisoner	N=47
	Vác Strict and Medium Prison	Questionnaire	Prison staff	N=10
		Questionnaire	Prisoner	N=48
	Győr-Moson-Sopron County Remand Prison	Questionnaire	Prison staff	N=7
		Questionnaire	Prisoner	N=42

1st Table
Main features of empirical research

The hypotheses were confirmed using two analytical software. In order to understand the deeper correlations of the results obtained by the SPSS quantitative analysis, the qualitative content analysis of all hypotheses and sub-hypotheses was performed using the ATLAS.ti method. During the application of SPSS, the preparation of the analysis was started by importing the data from the questionnaires. During the operationalization, the data were transformed into variables, and then an association study was performed according to the hypotheses (Fischer Exact test, significance analysis with crosstabulations, Cramer's V-calculation, and chi-square calculation to show correlations). When calculating the SD (standard deviation), we took into account that in a significant part of the questionnaires the binary and for three-stage Likert scale variables, the standard deviation calculation is not relevant, because these variables are not continuous variables, so they do not represent intervals or scale variables (Mayer). For the only continuous variable (mean age of inmates), SD was indicated. Using ATLAS.ti, coding and analysis were performed using the grounded theory approach (Glaser & Strauss, 1967; Schiller et al., 2020). The 507 statements of the interviewees were coded, and 164 codes were obtained by filtering the content matches, which were modified to 29 codes by merging the responses with similar content. A few days after the first coding cycle, the data were re-coded, reducing the number of codes by one more after refining the codes. The pre-refined data set (s) contained 29 different codes,

the post-refined set (j) contained 28, so we finally continued the analysis with 18 matching codes (n). To calculate reliability (f), the following formula was used (Dafinoiu & Lungu, 2003):

$$f = \frac{2n}{i + j}$$

n: the number of matching codes,
 i: the number of codes from the first encoding process
 j: the number of codes from the second encoding process.

The result of the reliability calculation is 0.63157894736. According to the professional literature (Sántha, 2012), coding is considered reliable if $f > 0.6$, so the results are acceptable from a reliability point of view (see table below).

n	i	j	f
18	29	28	0,63

2nd Table
 Result of reliability calculation of intra-coding

There are 43 inductive codes under the nine theoretical categories that make up deductive elements. The deductive elements represent the hypotheses of the dissertation and are the most important interview questions for the hypotheses.

Confirmation of hypotheses

The three hypotheses and sub-hypotheses were confirmed based on the questionnaire and interview studies used.

Hypothesis		Result	Method of analysis
H1	There is no special pedagogical methodological practice in the education and training of prisoners, which would take into account the characteristics of prisoners due to social, economic, and socio-cultural disadvantages.	Confirmed	ATLAS.ti
H1A	The learning competencies, habits, and motivations of the prisoners are underdeveloped compared to their peers in the majority of society, and these characteristics do not support the effective learning and teaching process in prison.	Confirmed	ATLAS.ti
H1B	The post-release goals of the prisoners are undeveloped; they have little motivation to learn.	Confirmed	SPSS ATLAS.ti
H2	The prison as a learning environment can be characterized by a number of factors that hinder/impede learning.	Confirmed	SPSS ATLAS.ti
H2A	The methodology of pedagogical and adult educating work in prison does not adapt to the special circumstances of learning and teaching in prison.	Confirmed	ATLAS.ti
H2B	Access to the learning toolkit (textbooks, learning aids, library, etc.) is limited in space and time.	Confirmed	SPSS ATLAS.ti
H2C	The system of teacher training and in-service training in Hungary does not include special training for the training of prisoners.	Confirmed	ATLAS.ti
H2D	Teachers who work in prison conditions adapt to the needs of the target groups through self-training.	Confirmed	ATLAS.ti
H3	The feasibility and success of the legislation related to education, which helps reintegration, strongly depends on the given personal and material conditions and possibilities of the prison.	Confirmed	ATLAS.ti

3rd Table
Methods used to confirm the hypotheses

Confirmation of hypothesis H1

Hypothesis H1, that “There is no special pedagogical methodological practice in the education and training of prisoners, which would take into account the characteristics of prisoners due to social, economic, and socio-cultural disadvantages“, has been confirmed using ATLAS.ti. Prisoners are difficult to move out of their unmotivated and aimlessness because teachers are not informed about their previous socio-cultural background, so they have no way to apply and develop their methodology in a targeted way. There is no significant correlation between the degree of motivation of prisoners and the institution as a location. In the classroom, teachers are limited to communicating subject-specific information, so there is little communication between them to look at

the socio-cultural and socio-economic situation of students. This is because the prison regulations prohibit personal conversations between teachers and prisoners. Nevertheless, students sometimes talk about their problems.

*“If I let the students talk, it’s hard to get back on track.”
(Interviewed teacher No. 7)*

Educators also reflected that students do not speak honestly in front of each other.

“We can't talk face to face. If there are more, they are lying around.” (Interviewed teacher No. 14)

Hypothesis H1A, that “The learning competencies, habits, and motivations of the prisoners are underdeveloped compared to their peers in the majority of society, and these characteristics do not support the effective learning and teaching process in prison”, has been confirmed using ATLAS.ti. According to these, the majority of inmates in the sample are low-skilled. Furthermore, a previous experience has been confirmed that the higher the educational level of prisoners, the more they participate in the training offered by the prison. Due to the low level of education of prisoners, the teachers are not able to keep the curriculum schedule, they must return to explain and repeat the parts of the curriculum several times during the lessons.

“Their primary school education is extremely poor, it is difficult to build on, so there is a repetition in the 9th grade, with which time passes.” (Interviewed teacher No. 2)

Hypothesis H1B, that “The post-release goals of the prisoners are undeveloped; they have little motivation to learn”, has been confirmed using SPSS and ATLAS.ti. The SPSS analysis confirmed that neither low nor high levels of learning motivation of prisoners depend on the location of the detention.

	Frequency	Percent
Not motivated by anything	75	54,7
Motivated by one thing	54	39,4
Motivated by two or three things	8	5,8
Total	137	100,0

4th Table

Frequency of low levels of learning motivation among prisoners in the three institutions combined.

To make the three institutions comparable, we conducted an association study between low levels of motivation and place of detention.

	Not motivated by anything	Motivated by one thing	Motivated by two or three things	Total
Balassagyarmat	24	22	1	47
	51,1%	46,8%	2,1%	100,0%
Vác	26	19	3	48
	54,2%	39,6%	6,3%	100,0%
Győr	25	13	4	42
	59,5%	31,0%	9,5%	100,0%
Total	75	54	8	137
	54,7%	39,4%	5,8%	100%

5th Table

Crosstabulation of low motivation and place of detention

Using the significance test and the Fischer Exact test, it was confirmed that the correlation between the low level of motivation and the place of detention was not significant, with a significance level of $p=0.428$.

	Frequency	Percent
Not motivated by anything	95	69,3
Motivated by one thing	37	27,0
Motivated by two or three things	5	3,6
Total	137	100,0

6th Table

The frequency of high levels of learning motivation among prisoners in the three institutions together

To compare the three institutions, we conducted an association study between the high level of motivation and the place of detention.

	Not motivated by anything	Motivated by one thing	Motivated by two or three things	Total
Balassagyarmat	30	15	2	47
	63,8%	31,9%	4,3%	100,0%
Vác	29	17	2	48
	60,4%	35,4%	4,2%	100,0%
Győr	36	5	1	42
	85,7%	11,9%	2,4%	100,0%
Total	95	37	5	137
	69,3%	27,0%	3,6%	100,0%

7th Table
Crosstabulation of a high level of motivation and a place of detention

Cross-tabulation analysis of the data showed that the association between high levels of motivation and the location of detention was not significant ($p=0.053$). According to the results of ATLAS.ti, only a small proportion of student inmates participate in a learning process aimed at a more successful future. Some people do not apply to the prison school for knowledge, professional knowledge or education, but for the scholarship they can get, or for the possibility of leaving the cell, and for the environmental diversity provided by learning. Another typical learning motive is praise and reward for good behavior, such as a weekend break. At the same time, some learn in the hope of finding a job in the labor market.

Confirmation of hypothesis H2

Hypothesis H2, that “The prison as a learning environment can be characterized by a number of factors that hinder/impede learning”, has been confirmed using SPSS and ATLAS.ti. The lack of learning support tools and the lack of methodological culture of teachers adapted to prison conditions can be considered an obstacle to learning in prison. The relationship between access to the learning toolkit and the institution as a location is moderately strong. The in-service training of teachers is not organized, they are prepared individually for the prison work. Based on the SPSS analysis, it can be stated that bullying is a sensitive issue among prisoners. Of the 137 evaluable

questionnaires, only 33 were answered for the question “*Did any learning process help you against bullying by fellow prisoners?*“. Respondents who responded at all were assumed to be affected, while non-respondents were assumed not to be affected by the problem (see 8th Table).

Number of confusing aspects	Frequency	Percent
1	1	0,8
2	3	2,5
3	9	7,4
4	108	89,3
Total	121	100,0

8th Table
Frequency of aspects that interfere with learning (prison harms) among prisoners in the three institutions together

For comparability between the three institutions, we conducted an association study between prison harms as a barrier to learning and the place of detention (see 9th Table).

	One confusing factor	Two confusing factors	Three confusing factors	Four confusing factors	Total
Balassagyarmat	0	2	1	39	42
	0,0%	4,8%	2,4%	92,9%	100,0%
Vác	1	1	8	31	41
	2,4%	2,4%	19,5%	75,6%	100,0%
Győr	0	0	0	38	38
	0,0%	0,0%	0,0%	100%	100,0%
Total	1	3	9	108	121
	0,8%	2,5%	7,4%	89,3%	100,0%

9th Table
Crosstabulation of prison harms and place of detention

According to these, the correlation between the place and the confusing factor is significant ($p=0.001$) and the strength of the correlation is medium (Cramer’sV = 0.269).

In the question to the staff questionnaire, that “*How do you assess the impact of the prisoners’ learning activity on the following prison harms? 1. prisonization, 2. hospitalization, 3. stigmatization, 4. bullying*“, if there was an improvement, it was

coded as +1, if the situation worsened, it was coded as -1, and, if it did not change, it was coded as 0, and finally the four values of the variable were added. Thus, we obtained a scale with possible values ranging from -4 to +4, where negative values indicate the predominance of aggravation of harms and positive values indicate the predominance of improvement. The correlation of the thus created variable with the place of detention was examined with the following cross-tabulation.

	Zero harm	One harm	Two harms	Three harms	Four harms	Total
Balassagyarmat	3	1	0	2	2	8
	37,5%	12,5%	0,0%	25,0%	25,0%	100%
Vác	3	1	2	2	2	10
	30,0%	10,0%	20,0%	20,0%	20,0%	100,0%
Győr	2	0	5	0	0	7
	28,6%	0,0%	71,4%	0,0%	0,0%	100,0%
Total	8	2	7	4	4	25
	32,0%	8,0%	28,0%	16,0%	16,0%	100,0%

10th Table
Crosstabulation of the impact of prison harms on learning and place of detention

We found that in Balassagyarmat and Vác there were typically improvements in three or four prison injuries, while in Győr, these two categories were not chosen by any of the respondents – in Győr there is generally a smaller improvement.

According to the results of the study with ATLAS.ti, one of the conditions for effective learning in prison is that the student is in the same institution during the whole learning process, because if a prisoner is transferred to another institution, there is a risk that the learning process will be interrupted, and so the student will drop out. The timing of the sentence is also crucial for learning: a too-short sentence does not make it possible to achieve the intended learning outcome, while a too-long prison period discourages those concerned.

“If the judge finds that he still gives them another year, so they extend it, they waive it all. Or if the judge decides to shorten it, they can’t finish school.” (Interviewed teacher No. 2)

A further experience of the study is that students are only sometimes able to take advantage of social learning time, and access to classrooms and the library is clearly

hampered. This is due to the fact that prisoners can only move around the institutions accompanied by staff and have to wait for an escort in a significant proportion of cases.

“They want to go to the library, but they can’t get there. This is because there are very few reintegration officers, and they will not be escorted.” (Interviewed teacher No. 4)

The conflict between work obligation and teaching time is another barrier to learning. In many cases, the timing of work makes it impossible to get to the classroom, leading to learning delays. All this is compounded by the constant tensions and stressful situations between fellow prisoners, which make it difficult for students to concentrate.

Hypothesis H2A, that “The methodology of pedagogical and adult educating work in prison does not adapt to the special circumstances of learning and teaching in prison”, has been confirmed using ATLAS.ti. It has been found that educators can only partially apply their methods used in out-of-prison pedagogical practice within the prison.

“Inside, the possibilities are quite limited, most frontal lessons can be kept. I was wondering if a cooperative lesson could be introduced, it works outside, but inside, I don’t know if it would work.” (Interviewed teacher No. 1)

The methodological success of teachers is hampered by prison security measures. The use of digital learning tools and the updating of teaching materials and learning aids during the school year are hampered.

“Material can be uploaded in September, but only in September, this cannot be changed during the year.” (Interviewed teacher No. 2)

Hypothesis H2B, that “Access to the learning toolkit (textbooks, learning aids, library, etc.) is limited in space and time”, has been confirmed using SPSS and ATLAS.ti. In the SPSS analysis, we found that the relationship between the place of detention and the access to the learning toolkit was significant ($p=0.001$). The correlation is of medium strength (Cramer’s $V=0,28$).

	The toolkit is not helpful	The toolkit is moderately helpful	The toolkit is greatly helpful	Total
Balassagyarmat	6	13	28	47
	12,8%	27,7%	59,6%	100,0%
Vác	7	9	29	45
	15,6%	20,0%	64,4%	100,0%
Győr	17	9	9	35
	48,6%	25,7%	25,7%	100,0%
Total	30	31	66	127
	23,6%	24,4%	52,0%	100,0%

11th Table
Crosstabulation of the supportive nature of the learning toolkit available in prison and the of the place of detention

A study with ATLAS.ti found that textbooks and other related teaching and demonstration tools in prison libraries are incomplete. Furthermore, libraries are difficult for detainees to access due to a lack of accompanying staff.

“We need to put together an illustrative toolkit that we would bring in and apply. They are sure to learn what they see in a tenth of a time.” (Interviewed teacher No. 8)

Nowadays, the use of info-communication devices and the Internet would also be an essential condition for the education of prisoners – digital devices can only be used offline in prison. Educators emphasized the importance of using the internet in class.

“It’s 2019, and the use of the internet is mandatory. We cannot exist without using the Internet, it is very difficult to teach. And it is forbidden in prison.” (Interviewed teacher No. 3)

The furnishings and facilities of the classrooms do not meet the needs of adult learning.

“What is given is a very simple, old-fashioned classroom with a single board and 3 chalks.” (Interviewed teacher No. 3)

Hypothesis H2C, that “The system of teacher training and in-service training in Hungary does not include special training for the training of prisoners“, has been confirmed using ATLAS.ti. It was found that none of the interviewed teachers was aware

of any in-service training in prison pedagogy or any preparatory course that would support their work:

“I don’t know about it, I’ve never heard anything like it in my life, that there would be some further training in prison.” (Interviewed teacher No. 2)

During the interviews, there is a recurring need for professionals to provide training that would prepare pedagogical professionals for the challenges arising from the behavior and attitudes of prisoners.:

“If the prison were to think about education with us in the longer term, it would be good if we could get at least one such theoretical training, which is key for these people.” (Interviewed teacher No. 12)

In the absence of training and further training, teachers are actually left to their own devices concerning to the use of special prison pedagogical methods.

Hypothesis H2D, that “Teachers who work in prison conditions adapt to the needs of the target groups through self-training”, has been confirmed using ATLAS.ti. Teachers employed in prisons do not have a professional organization, they usually only have the opportunity to discuss their professional problems by meeting at random.

“We don’t communicate with each other, we don’t even meet each other, only on very rare occasions. I have no insight of the work of my colleagues at all.” (Interviewed teacher No. 13)

Occasionally, teachers visit each other at the expense of their free time, but these events take place on an individual initiative, in an unorganized way.

“We have to learn almost everything from each other and ourselves.” (Interviewed teacher No. 6)

Educators try to prepare for their special pedagogical tasks within the penitentiary system through self-training.

Confirmation of hypothesis H3

Hypothesis H3, that “The feasibility and success of the legislation related to education, which helps reintegration, strongly depends on the given personal and material conditions and possibilities of the prison.”, has been confirmed using ATLAS.ti, as a result of which it can be established that legal, reintegration opportunities are not fully exploited. It was found that the success of the learning-teaching process in prisons depends not only on the opportunities provided by the legal background but also on the existing learning motivation of the detainees and the supportive attitude of the staff (guards, reintegration officers, and their staff). There are no legal provisions for implementing and enforcing the possibilities provided by law. There is no guidance for either the prison staff or the teachers employed in the prison on how to implement clear and forward-looking legal provisions, i. e. what tools, conditions, opportunities should or could be taken into account in pedagogical work for reintegration. As a result of these shortcomings, legal options often remain untapped.

“There are a couple of reintegration officers who do their job very reluctantly, and that puts us at a standstill.” (Interviewed teacher No. 1)

Suggestions

Based on the doctoral research, in order to make prison learning more effective and efficient and to fulfil its role of reintegration more effectively the following suggestions can be formulated:

- It is necessary to modernize the learning and teaching processes in the prison, taking into account the new pedagogical-andragogical research results.
- Within the framework of the given legal background, a more modern, special learning environment and methodology of study support should be provided for students in prisons, corresponding to the specifics of the target group of prisoners. As part of this, it is necessary to develop a new system of material and personal conditions for learning, to expand the tools of prison learning (illustrative and teaching tools, library, experimental tools, etc.), and ensure regular library use.

- The organized further training of teachers teaching in prison in prison pedagogy and prison andragogy is of key importance, as well as the exchange of experience and the provision of opportunities for the connection and cooperation of teachers.
- In order to successfully reintegrate prisoners, more attention needs to be paid to seizing the opportunities offered by the legal environment.
- Research should be launched in the field of prison pedagogy and prison andragogy to develop a methodological culture. Penitentiary should provide space for developmental initiatives and research formulated by staff members, heads of institutions and other professionals, so that, as far as possible, learning can successfully contribute to the achievement of reintegration goals, facilitate the successful realization of reintegration forms into society.

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