

Archaeology as Alternative Prison Education

JAYNE PRICE

University of Chester, United Kingdom

CAROLINE PUDNEY

University of Chester, United Kingdom

Abstract: *This paper presents the educational focused outcomes of a set of workshops entitled 'Introduction to Archaeology' that were delivered within a prison. The workshops were delivered as part of a project that seeks to explore the pro-social benefits and social capital (i.e. social and structural aspects that support positive identity formation) that could be developed through engagement with archaeology, specifically for those within the criminal justice system. The workshops offered a bespoke, alternative, educational offering within an adult male prison in Wales. It was designed and delivered by an archaeologist who has an established background in the field, especially in relation to community engagement and education. The social experiences of prison participants were recorded via multi-modal methods and analysed by a criminology researcher. The inter-disciplinary project did not specifically seek to consider how archaeology can offer an innovative, alternative prison education. However, the potential of the inclusive learning that it offered through exploration of artefacts, activity and discussion in small group environments, has been revealed. The paper outlines the potential of such an approach and sets out the benefits within wider literature on prison education, public archaeology and archaeology education.*

Keywords: *prison education; pro-social; intervention; archaeology; learning needs*

Education within U.K. Prisons

Education, skills and work in U.K. prisons is intended to help prisoners in obtaining employment post-release (Gov.UK, n.d) which is subsequently linked to rehabilitation and reducing reoffending (Behan, 2014). Much research and literature exist on the benefits of, and most effective methods in, prison education (see for example Baranger et al., 2018; Ellison et al., 2017; Evans et al., 2017; Newton et al., 2018; Rangel Torrijo & De Maeyer, 2019). Whilst all prisons must offer education, provision can vary beyond standard maths and English. Several organisations support the prison education offer with literacy skills (e.g., <https://www.shannontrust.org.uk/>), academic, vocational, distance learning, and higher education including but not limited to The Open University (<https://www5.open.ac.uk/secure-environments/>) and distance learning can be funded and supported by the Prisoners Education Trust (<https://prisonerseducation.org.uk/>). At the time of the research, there were four education providers for England and Wales: Milton Keynes College, People Plus, Weston College and Novus. However, these contracts are up for tender (Prisoners Education Trust, 2024a). Novus (2024) who delivered education at the prison where the research was conducted, state their approach to learning is 'accessible, inclusive and meets the complex needs of learners'.



In general, it is often the case that prisoners feel excluded from education and find undertaking it difficult. This is in part due to numeracy and literacy skills of those within prison generally being much lower than the wider population (Prisoners Education Trust, 2024b). Disrupted and disengaged education trajectories are commonly epitomised in the ‘school-to-prison pipeline’ (Mallett, 2017). Despite this, much value is placed upon education and skills post-release (Ofsted & HMI Prisons, 2023). In 2016, Dame Sally Coates conducted an independent review of education within prisons in England (Coates, 2016) which highlighted the transformative role education can play in prisoners’ lives and supporting the community also, by reducing reoffending costs. A subsequent inquiry by the House of Commons Education Committee (2022) critically stated that despite a renewed focus upon education within prison (see also Prisoners Education Trust, 2024b), opportunities for major culture change had been missed. Additionally, the same inquiry highlighted a long-term decline in prison education and participation. Issues with quality of education (Ofsted, 2021), staffing shortages impacting upon access to education, and lack of education places continue (HMI Prisons, 2024). Despite the substantial positive benefits of prison education it is underfunded, impacting upon the quality and breadth of education offered (Prisoners Education Trust, 2024b). This undermines the ability to better meet the needs of a diverse group of learners. This current state of prison education is a significant issue when effective education in prison can have numerous personal and social benefits beyond reducing reoffending.

Narrow definitions of rehabilitation have been criticised (McNeill, 2012) and are not the focus of the article here. However, we recognise that a positive educational experience can indirectly facilitate and support pro-social bonds as well as social skills that enable the development of confidence, empathy, and respect (Cleere, 2021). Pro-social capital can be developed through participation in civic life alongside positive supportive relationships. Developing such skills in this way facilitate personal change and a more conformist lifestyle (Cleere, 2021). Stable social bonds in relationships or to employment or education can contribute to the process of desistance from crime (Maruna, 2001; McNeill, 2012). There is therefore a space for educational opportunities that foster pro-social approaches, and the Prisoners Education Trust (2024b) have urged the Government to broaden the curriculum to engage more prison learners.

Despite the research and the recommendations, for the most part, there remains a focus on the economic, vocational view of prison education even when there is increasing advocacy for a more liberal approach (in which social value is fore fronted). For example, Flynn and Higdon (2022) contrast formal prison education focused upon skills (rather than reform), and a more informal experience of learning within which prisoners can engage on their own terms. They argue that education can support prisoners’ skills and opportunities to produce conditions within which they can move away from social stigma, marginalisation, and a criminal past. However, as we have highlighted, the current prison education conditions exclude many. The Coates (2016) review brought to the fore the interplay between liberal and vocational education, where the former concentrates on the development of the individual as a unique personality through exposure to a range of disciplines and opportunities to grow both intellectually and emotionally. The primary concern of the latter is with preparing people for working.

We approach this debate from the standpoint that there is a complex dialect between the two. Coates (2016) argued that the importance of prison education was lost and set out a vision that included the development of skills but also emphasised the importance of personal and social development. This is something we wanted to investigate in terms of how archaeology might offer opportunities to support individuals in their personal and social development, but we have also identified how it can help develop key numeracy and literacy skills. Coates (2016) advocates the provision of curricula such as arts and sports and learning facilitated by ICT – to be of value during the sentence not just focused upon employment upon release. The review called for greater accountability of prison governors and the promotion of education as well as the need for educators to realise the potential of students within prison. More recently though, the House of Commons Education Committee (2022) indicates that there is still much to be done to achieve this on an effective scale.

There are many challenges however, on the path to an improved system of prison education, especially if the desire is to create positive academic, vocational and pro-social learning experiences. Not least because data shows that over a third of the custodial population have a learning disability or challenge. Although screening about the prevalence of neurodivergence is flawed and varies across prison sites, it is estimated that around 50% of the adult prison population have a neurodivergence (Criminal Justice Joint Inspectorates, 2021). Those who do may struggle to engage within formal education settings and processes, and relevant staff

training to understand suitable adjustments is important. Additional barriers to engaging with prison education include prior marginalisation and exclusion, the length of sessions and limited pay. The Prisoners Education Trust (2024b) have argued that providing opportunities that interest and inspire will promote engagement and there should, therefore, be a broader educational offer and encouraged improved links between prisons and local colleges/universities to facilitate this.

It is within this context that this research project emerged. Inspired by recent discourse surrounding the social benefits of archaeology (see for example Everill & Burnell, 2022; Little & Shackel, 2007; 2016; Rockman & Flatman, 2011; Schofield, 2024) and by a previous project undertaken by one of the authors (Pudney 2017a; 2017b), the pilot phase of the project involved twelve archaeology workshops, delivered by an archaeologist within an adult male prison. The workshops were designed for individuals with varying levels of educational attainment from National Curriculum in England, Secondary Key Stages 3 to 4 (KS3/4; typically from ages 11-16 years). This was agreed in discussion with the prison learning and skills team and in line with typical educational levels across the general prison population.

The research aims of the project were simple: to investigate if and how archaeology can offer pro-social experiences for prisoners. The research team included an archaeologist (Caroline Pudney) and a criminologist (Jayne Price). With a background in professional archaeology, higher education and public archaeology, Caroline's role was to design and deliver the workshops. With experience as a social researcher, specifically relating to those within the criminal justice system, and higher education (hereafter HE) professional, Jayne's role was to assess and evaluate any pro-social outcomes. Participants' experiences of learning were captured through interviews, in-class observations and outputs from learning. As already articulated, although the project did not specifically set out to address archaeology's potential in terms of prison education, there arose clear implications, especially since inherently, the workshops were educational. They were based around archaeological activities that a student of the discipline might undertake in a classroom or lab/workshop scenario and were designed and delivered in discussion with a member of staff overseeing education, skills and employment at the prison (which in turn was structurally situated within the remit of reducing reoffending).

This paper outlines the workshops, pedagogic approaches taken in its design and delivery, the learning and discovery environment fostered and its challenges. Additionally, it explores how pedagogic practices taken from archaeology and its delivery in HE and community contexts can benefit prison learners. Whilst it does not seek to offer a specific discussion around desistance, it shows the positive outcomes of the workshops which may offer relevance to this process. Conclusions relating to the potential of archaeology as a cross-disciplinary subject that can help develop basic numeracy and literacy skills as well as assist personal and social development are made. The paper ends by outlining areas for improvement and consideration for future phases of this and similar projects.

Introduction to Archaeology Pilot

The Introduction to Archaeology workshops were delivered as a pilot project and funded by the University of Chester with the prison as a project partner and support from West Cheshire Museums. The project was conducted in a Category C adult male prison in Wales. Caroline connected with the prison's gatekeeper, a member of the prison education and skills staff, as they both believed in the benefits of offering alternative educational opportunities.

The workshops lasted six weeks from March–April 2024 and consisted of twelve sessions. Each workshop introduced participants to archaeological methods as well as objects and evidence from a range of different chronological periods in the past from the Palaeolithic to the Victorian period – covering some 40,000 years of human history. In the workshops participants explored archaeological skills, key debates and considerations for the future.

Workshops were designed to be hands-on and interactive, as is customary in teaching and learning in archaeology. Real archaeological artefacts were brought in, including pottery that is c.2,500 years old, stone tools that are c.6,000 years old as well as a complete Roman cremation urn (jar) with the original, cremated human remains still inside. Replica objects included Roman military armour and equipment. Workbooks and PowerPoints were created for participants to support learning and retain for the future. All participants gained a certificate of attendance from the Department of History and Archaeology, University of Chester.

The gatekeeper promoted the workshops and assessed potential participants' suitability based on its educational level (from KS3/4). The selection process was independent from the researchers and considered applicants remaining sentence length to ensure they could complete the twelve workshops. In total, over 30 participants registered an interest, and 12 participants were assigned a place to ensure small group teaching. Six participants completed the full set of workshops, five left before the end (see discussion in section below) and one was released from prison. The research received ethical approval from the University of Chester and approval from HM Prisons and Probations Service National Research Committee. Workshop participants were not obligated to participate in the research, and this was made clear at each stage of participant information to ensure informed consent. All opted to participate. Pseudonyms are used throughout this paper.

The workshops were advertised on an internal hub. Prisoners' motivation to engage with education can be for knowledge or skill development, as well as seeking to address boredom or pass time (Behan, 2014). There was high participant interest in this course, due to it being 'something different' to the standard provision on offer:

Cillian: 'Erm, just something to get me out to be fair, there was nothing really. It was just er, it did look appealing really, I just thought it would be something else for me to do whilst I were in here, you know what I mean?' (interview)

Steve: 'I'm in here, so I may as well learn different things and make use of my time, so to speak' (interview)

Keith: '... when I came into prison I thought well I'm here, didn't want to be here, didn't think I should be here, but whilst I'm here I'm going to make the most of my time, learn, go to education etc., doing what I could have done with the English and the Maths, and then I saw that on the hub, an introduction to archaeology and I thought that will be interesting that, something I've never done before, something I'd like to learn a bit about whilst I'm in here. So that was it. Just to broaden my horizons.' (interview)

Education staff: 'The education offer in prisons is very similar in all establishments, so to offer something that is not seen anywhere else really raised interest levels.'

Whilst some motivations to join the workshops may have been to escape the monotony of prison (Cleere, 2021) it was evident that participants sought alternative opportunities to those offered within the prison (see also Behan, 2014). Offering choice in education, agency (Behan, 2014) and an educational provision that they can contribute to can provide some fulfilment and a sense of accomplishment (Maruna, 2001). Failing to meet the needs of those in prison with neurodiversity can also be a barrier to accessing education. There is an overrepresentation of people in prison with neurodiversity and prisons now have neurodiversity support managers in place (Prisoners Education Trust, 2024b). The prison where this research was conducted, employed an Additional Learning Needs (ALN) specialist, who could assist in addressing any special needs and ensure informed consent. No additional needs were reported before the workshops began, although some participants voluntarily disclosed neurodivergent conditions such as ADHD (this aspect is explored further below). The researchers, hold Fellowship and Senior Fellowship in Advance HE, a professional teaching qualification (see <https://www.advance-he.ac.uk/fellowship/fellowship>), are experienced in working with individuals with diverse educational needs and ensured that the workshop content was inclusive, following standard university practices.

The workshops did not run smoothly in terms of logistics, with interruptions due to prison lockdowns disrupting two sessions. A session that was meant to utilise a training kitchen was cancelled as the facilities were not ready due to a re-fit. The impact upon the participants is discussed below but this also had an impact on the researchers, and planning required re-thinking. Making up the lost sessions also impacted broader workloads of the 'day job', since this project was being undertaken in addition to usual term-time academic roles. Such an arrangement would not be advised moving forwards, especially if similar education opportunities are to be sustainable. None the less, with the limited budget and resources, the flexible attitude of the gatekeeper, the researchers, and their passion for the project ensured disruption to the sessions were at least partially mitigated.

Archaeology as Cross-Disciplinary Educational Lens

As argued succinctly by Holtorf (2009, p. 184); "Teaching archaeology may not make for better schools, but it can make for better learning," Archaeology involves the incorporation of diverse methods and knowledge from a range of disciplines and brings them together through comprehensive reasoning. Archaeology also has the power to inspire and enchant (Perry, 2019) and can be an effective hook to further engagement (Pudney, 2017a). It therefore has the potential to provide an innovative, alternative approach to prison education.

As a discipline that sits at the nexus of the arts, humanities, and STEM (Science, technology, engineering and maths), archaeology is well-placed to help individuals develop numeracy and literacy skills, scientific knowledge and understanding, as well as explore what it is to be human, including our impact in the world today. Education in archaeology can also incorporate the expressive arts, technology and digital skills (Henson, 2000). Through archaeology, individuals not only learn the subject itself but also develop a wide range of skills and perspectives (Corbishley, 2011; Henson, 2004; 2017; Moe, 2016) thus achieving broader educational outcomes.

Moreover, the discipline can be taught at all levels ranging from early years to postgraduate and adult continuing education. While often seen to outsiders as a vocational subject, it does not have to be and instead can be used as an engaging lens through which to develop broader, transferrable skills and attributes. In the UK, archaeology currently forms part of the National Curriculum for History in England at Key Stage 2 (Department for Education, 2013). Sadly, the A-Level in archaeology was scrapped in 2016 and the subject does not feature in the KS3/4 National Curriculum in England, the new Curriculum for Wales (Welsh Government, 2022) or The Northern Ireland Curriculum (Department of Education, 2023). There are therefore limited opportunities for people to experience archaeology through their educational journey and even fewer if that journey has been disrupted.

As a formal learning opportunity, archaeology is rarely offered within prisons. Where it is available it tends to be as HE, either via the Open University or other distance learning programmes. Elsewhere, to our knowledge, engagement by archaeologists with prisons tends to be done in terms of short-term outreach projects, or with a focus on fieldwork (excavation), the educational and/or social benefits of which are rarely documented. A recent project includes Wessex Archaeology's Digging for Erlestoke (Wessex Archaeology, 2024), where prisoners were involved in excavations and analysis of the findings and thus introduced to archaeology and its methods. The wellbeing of the men was evaluated although at the time of writing, the results are still to be formally published. Elsewhere, another recent piece of research has been investigating the role of archaeology in the health and care of older people in custody (Schofield et al., 2024). The evidence so far suggests that there is much potential for engaging prisoners with archaeology.

The workshops delivered as part of this project provided an alternative education provision, in which participants learnt about archaeology but in doing so, also had opportunities to learn and develop skills in other disciplines (as will be discussed more below). This provision was valued highly by participants throughout, and of benefit to them:

Sean: *'just gaining knowledge about archology is beneficial, anything about history just expands my knowledge'* (interview)

Dylan: *'it's been good, good, good overall open, mind opener, it's not just the standard prison issue do this do that'* (interview)

Rather than focus upon employability, the workshops sought to promote participants' social capital and wellbeing (Coates, 2016; Nichols, 2017). The comments from the participants' highlight its pro-social value to them by expanding their knowledge and confidence, and value within the course enabling them to build a positive identity (Burke & McNeill, 2019; Maruna, 2001). However, taking a combination of a liberal and a vocational approach to education, prison teaching and learning could also positively impact prisoner employability, as will be returned to below.

Approach to teaching and the learning environment

Positive relationships in prisoner's engagement with education is important, yet there is often a disconnect felt between prison learners and teachers (Nichols, 2017). Caroline's expertise in the field with over

ten years teaching experience and an employment background in community projects was highly valued:

Steve: *'You can see how passionate Caorline is, and that's what I feed off, if someone is passionate about something then you can kind of draw off that energy can't you?!'* (interview)

Dylan: *'everyone could see I was enthusiastic, it's a very exciting course'* (interview)

Education staff: *[the] difference was the passion shown by the lecturer delivering the course. This passion was infectious and in a very short space of time, the prisoners shared this level of interest in the subject area.*

Caroline sought to build a relationship with each participant (as detailed below), and they respected her expertise and passion which may have been lacking for them in prior prison education. Continuous professional development and being research active is an integral part of university lecturers' roles for the benefit of teaching, yet such ongoing professional and research development is not as common in prison educators (Ofsted & HMI Prisons, 2023).

To support participant engagement, workshops typically followed the structure of brief blocks of didactic teaching for context and information before moving onto an activity. Archaeology teaching methods include active participation, enquiry-based learning, discussion, debate, and reflection (see for example Arias-Ferrer & Egea-Vivancos, 2017; Cobb & Croucher, 2020; Debert, 2014) which can be of benefit to prisoners (Behan, 2014; McNeill, 2012). Studies also suggest the discipline appeals to and benefits neurodiverse individuals, those with learning differences and special needs (Cobb & Croucher, 2022). So, while it is the role of the educator to inspire within a positive educational experience (Ofsted, 2021), identify and support students to achieve their potential (Coates, 2016), archaeology naturally lends itself to be able to design engaging and interactive learning.

Participant interest in archaeology was encouraged through artefacts and practical activities including props including a shield, armour, gladius (sword) and helmet replicas (see figure 1). This proved a fun opportunity to try on the outfit and show others in different classrooms; it sparked an interest in Cillian who asked questions and showed good knowledge of the Romans after trying on the outfit. Caroline noted early on that Cillian was very bright. He would often work ahead in activities and so sought to recognise his strength and compliment his good work. This followed the underlying pedagogic values and ethos to try and foster an inclusive learning environment, engaging with participants one-to-one and prompt further exploration.

Figure 1

Roman replica outfit



The tactile nature of archaeology appealed to participants as touch can be absent elsewhere within prison. Object-based learning is a recognised approach in education (Dale et al., 2022; Johanssen, 2019; Kukhareva et al., 2020) and this practical approach helped focus participants' attentions, supporting learning for some neurodivergent participants. Within prison - with strict security processes in place around what can be brought in, in the interests of safety - the novelty of the opportunity, the privilege to be involved in such an initiative and the genuine interest in the topic helped develop active engagement. The hands-on activities and workshop design helped with this, as did the discussion, debate, and openness permitted within the workshop space. In some senses it acted like a 'safe space', where any ideas or opinions were valid.

In the eighth session colleagues from West Cheshire Museums were invited to attend along with a Learning Technology Representative from the University of Chester. The community links were created to promote social bonds and social capital beyond the prison. Identifying and developing positive community relations can be part of 'making good' towards a positive sense of self (Maruna, 2001). It also served to potentially reduce barriers to visiting museums and open opportunities such as raise awareness of museums and other free cultural activities – an important aspect brought out by projects such as those run by the British Museum (Samuels, 2020).

This session covered information about museums and artefacts, including the presentation of evidence found within excavated houses. The participants explored what information can be deciphered from them about their purposes and means of living e.g. pottery remains have shown to be stacked in the same way as kitchen items in the modern day. The participants were each invited to select an item from the museum which they would later use to create a poster on a computer as if for an exhibition and take a 3D scan (the models were not printed but an example for participants was brought in, see figure 2). Not all participants were computer literate and Matty, who had left the project earlier for personal reasons, came back as a peer mentor to show some of the participants how to use the computers and relevant software. Matty appeared keen to re-integrate with the class, on his own terms, and demonstrate his own skills and knowledge. The demonstration of peer-learning, confidence and respect is relevant to pro-social skills (Cleere, 2021) and demonstrates the value of the varied approach to engagement displayed across the workshops.

Figure 2

Artefact and its 3D scan



The use of technology including 3D scanning and, in another session, VR headsets to move around an archaeological site, was of real interest to participants. Many men from other education sessions would enquire what we were doing and this generated further interest in the workshops, which was further encouraged by the positive responses of the participants. The use of technology enabled participants to reflect upon its benefits to archaeology as a discipline, but also the pace of change within society owing to technological advances:

Sean: *'technology, about how it's going, erm, obviously the benefits of been able to not go out and having to like, find out the information that you can find out through the VR headsets and stuff.'* (in interview)

Steve: *'it's not just archaeology; it's opened my eyes to so much. Even this [3D scan] I'm like wow'*

Dylan: *'I learned how to 3D scan!'*

This activity demonstrated how archaeology was used to promote reflections on sense of self and society. Keith did not feel digital skills were wholly accessible and encouraged through the prison, whilst he did not feel they were necessary to him, he saw their value for others:

Keith: *'I'm 59 so there's not probably many more skills that I can pick up on. I'm not good at artistic stuff, that's not me, I'm good at writing, that sort of thing, but artistic, and messing about with computers in an artistic, graphic sort of way, ... that's not me, you know it's given me a little bit of an interest in what you do, but I'm too old for that like, you can't teach an old dog new tricks that's the next generation you know or the generation further back than me. [...] now with the technology side of it, using that 3D imager you know and I'm not going to pick up enough on that and to be honest, I'm probably at an age where it doesn't interest me. The younger lads coming in, that's the future for them, but for me, it's not the future for me'*

Digital learning for prison learners is important (Prisoners Education Trust, 2024b). It was clear that whilst aligned with archaeology to demonstrate real methods and research technologies, the experience was exciting and useful for technological skills development within society and to education.

In most sessions, participants were given the option to respond to tasks through writing, drawing or verbally to acknowledge individual learning needs (see figures 3-5). Participants had workbooks, upon which Caroline reviewed progress and engagement levels; providing positively comments and feedback rather than marking work. It also afforded an opportunity to reinforce engagement and support participant development on their learning journey (Pike & Hopkins, 2019). The interaction with their written work was requested by some participants and it seemed to encourage them to complete activities.

Figure 3

Example of activity for participants

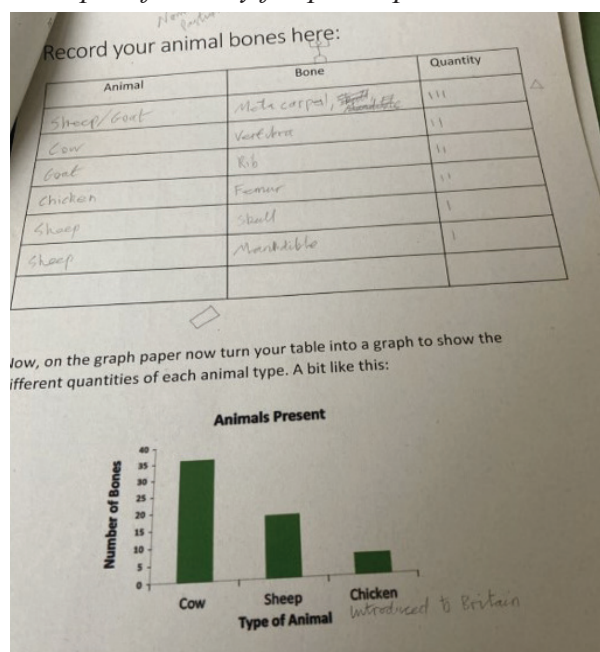


Figure 4

Graph following on from this exercise

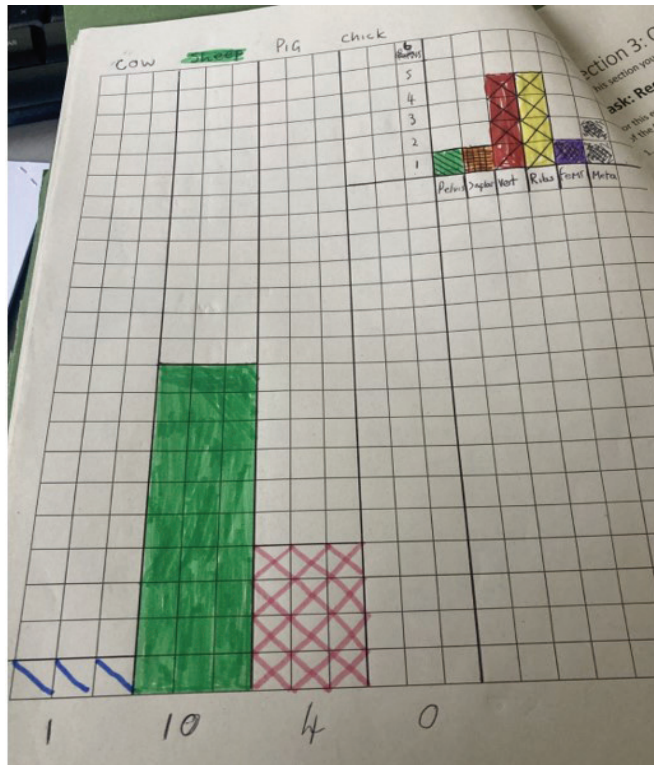
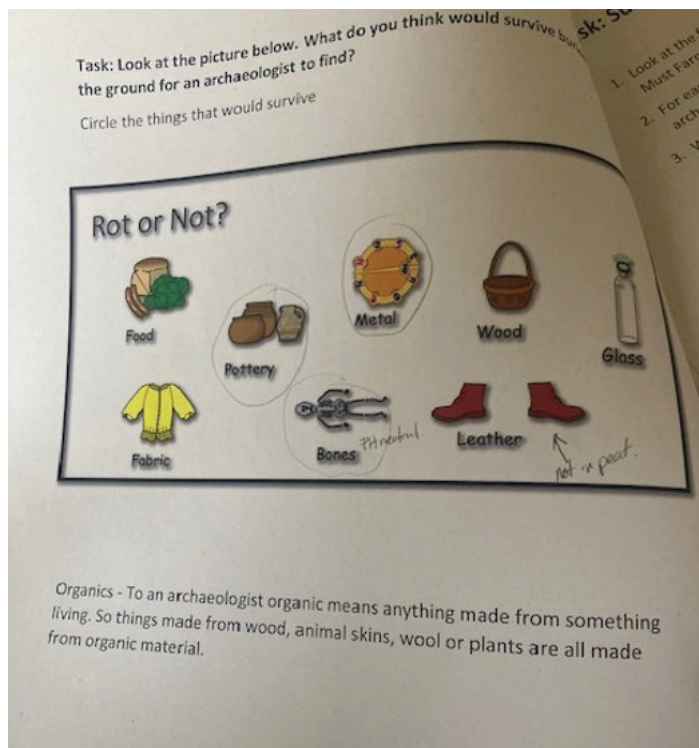


Figure 5

An exercise using images



Such recognition is important for participants' positive sense of self, contributing to pro-social skills. Upon receiving positive feedback, participants were proud, with some stating that they had been practicing it within their cells, thus showing wider elements of personal development outside the classroom.

The overall workshop environment was also notable. In the periods of activity there could be both a lively room filled with conversation and discussion and at other times a silent room as participants focused on the task at hand. After the first session attended by Keith, he shared the following feedback to an education staff member:

Keith: *'I just wanted to comment to say how good the archaeology course is. The 2 lecturers who run it are excellent. The course has been so interesting & informative. I have never seen inmates take such an active interest in a prison lesson before'*

Participants and other staff members would often comment on the difference in atmosphere between the archaeology and other classrooms:

Education staff: *'I think the course was brilliant! I've never seen a group of prisoners so engaged in an activity, and the fact it was in a classroom makes it even more incredible! In the majority of classes, prisoners are restless, don't particularly want to be there and their behaviour in the class reflects this. This wasn't the case in the archaeology course and the engagement levels were higher than anything I've seen in a prison.'*

Whilst prisoners had varied motivations to attend the workshops the content was stimulating and this maintained engagement. Whilst there were some challenges within the workshops as detailed below, they were managed within the workshop space.

Social engagement, learning differences, and their impact on the learning environment

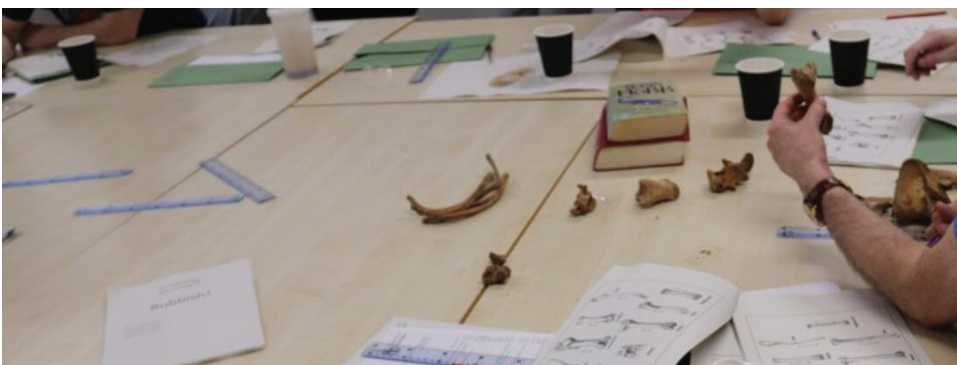
It was important to try and foster a positive environment in which participants felt comfortable that they belonged. Given her training, knowledge and experience as an educator, Caroline was sensitive to participants' needs, adapting pace and content, taking frequent breaks and asking for feedback about participant understanding throughout:

Steve *'I'm a slow burner me, so some things you taught me in the first week, I won't get until the third week'*

To help support different abilities within the group, information was repeated, and participants began each session with two-way recaps. Additionally, mechanisms were employed to adapt the traditional classrooms with visual reminders to support participants, for example, a chronology timeline they created together displayed around the room.

Figure 6

Participants working together on an activity



Activities and discussions (see figure 6) valued lived experience and informed perspectives. For example, participants were invited to draw the layout of their house in a session about excavations to prompt discussions about what assumptions future archaeologists may make about their way of living (see figure 7). Archaeology was used in this way to explore the past and consider the future (QAA, 2022). Participants informed

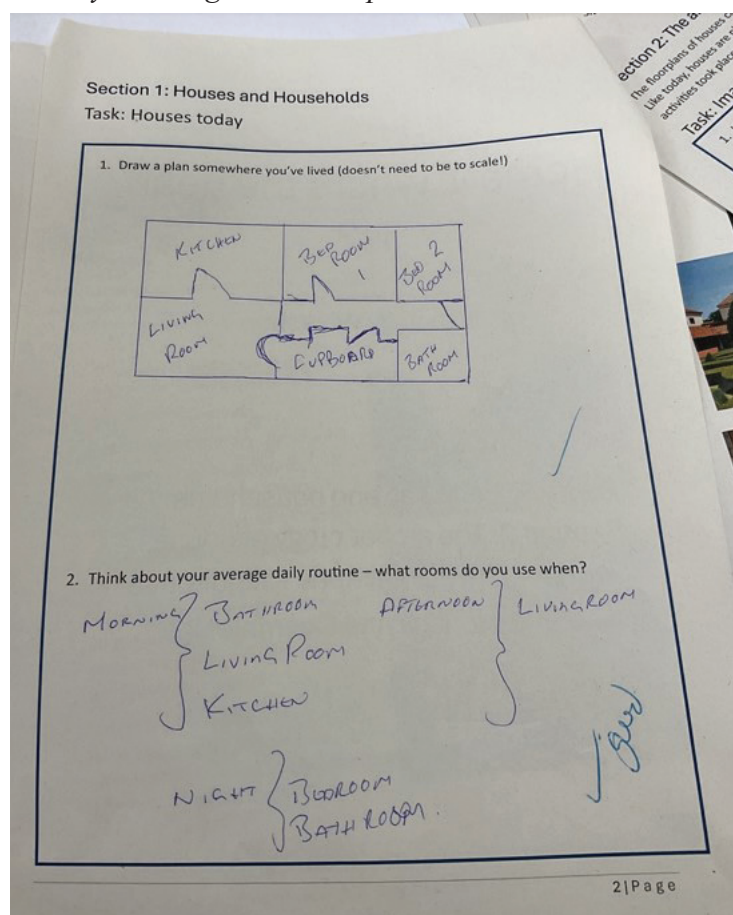
us that they really valued this educational space where there was rich conversation about the subject area and 'everyone paying attention' to one another (Tony, interview):

Dylan: *'It's, it's engaging in here, it's not like a normal class, everyone just talks over each other, this was a listening and engaging and very, you know, you've got to be there, you've got to be in the class to know what it's like'* (interview)

Sean: *'just having people with the same sort of mindset that you can talk to about it, so you can actually get a conversation out of it, so expanding my knowledge [...] everyone's got an opinion and it's just like, just like seeing every aspect of it like, by listening to everyone's, everyone's side of it.'* (interview)

Figure 7

Activity drawing on lived experience

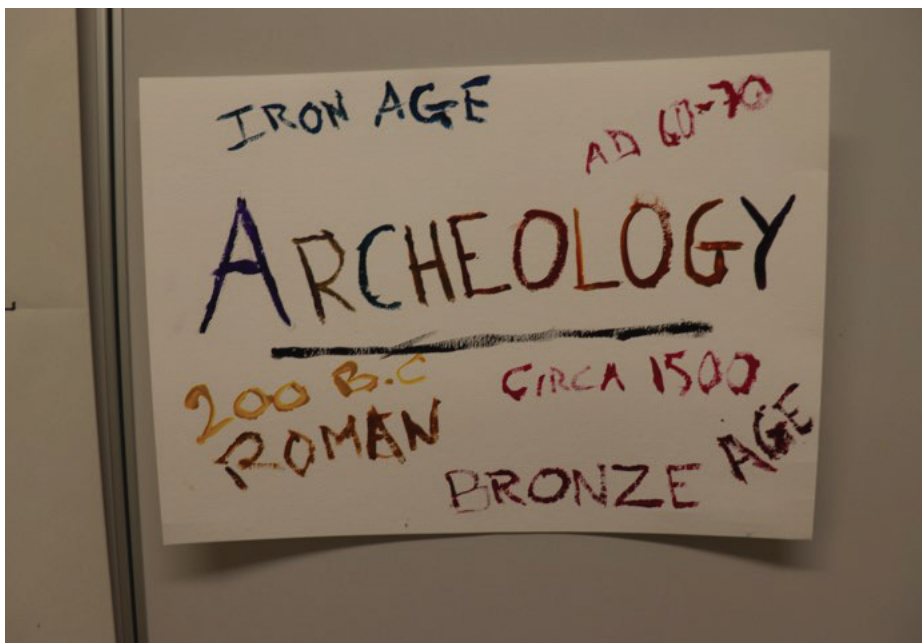


Showing prisoners that their contributions were valued, working together and showing mutual respect contributes to the development of self-esteem and confidence. Such pro-social skills can support prisoners in overcoming future challenges (Burke & McNeill, 2019; Cleere, 2021; Pike & Hopkins, 2019).

For some the workshops became a useful distraction, from other education provision or interventions, challenging 'pad mates' and prison lockups. Steve told us he 'missed' the workshop when it was cancelled due to lockdowns, that he was 'learning loads' and shared this with his family when they came to visit, thus reflecting the positive development of social bonds. One participant also created a poster (see figure 8) showing its value and interest to them beyond the learning environment.

Figure 8

Poster created by participant in art class



However, there were tensions present. At the end of the first activity within the first session, three participants opted to leave. They later informed the gatekeeper that it was due to one participant's behaviour of constantly interrupting. Whilst this participant was engaged with the workshop content throughout, participants found him to be disruptive and a 'know it all'. Two other participants subsequently left the workshop citing personal reasons but mentioned the 'clashes of personalities' impacting upon their wellbeing. Tony said the interference put him in a 'bad mood' (interview) and wider participants' frustrations were expressed within the class and interviews:

Keith: *'No, the only thing I haven't enjoyed, and it's nothing to do with you guys, you know. It's the disruption in the class, from you know, the other lad, who won't shut up, he knows more about it than you, you know.'*

Interviewer: *'Is that typical in education here?'*

Keith: *'No, no, that's the first time I've come across it, other lads can be disruptive but they're disruptive in the fact that they don't want to learn, so they'll sit in the class with their arms folded, they'll just mutter to their mate or something, I don't want to be here.'*

Sean: *'...the challenges with, even with people in the classroom as well, because obviously the environment we're in people are quite loud'* (interview)

Whilst this environment did prove challenging for participants, it also allowed them to develop pro-social skills and social capital. With the support of Caroline who sought to de-escalate tensions verbally and encourage participation from all rather than one dominant personality, the individual sought to deal with the challenging environment and overcome their frustrations rather than leave the classroom as they were engaged with the workshop. In discussion with the gatekeeper about how to best manage the situation, we agreed that removing participants would not be effective as this could replicate prior disrupted education and serve as a de-motivational approach (HM Chief Inspector of Prisons, 2024). We sought equality of participation, not wanting to exclude nor dissuade anyone:

Education staff: *'The only challenge I found with the course was that there was one prisoner who was very disruptive to the rest of the class, which took a little bit of the shine off a very positive experience for the rest of the prisoners. The prisoner does have additional learning needs, and his behaviour reflected this, and I always want to be inclusive allow all of the prisoners to have access to these great opportunities. However, at the same time we lost a few prisoners from the course who struggled to be in a class with someone who behaved in this way. This is a really difficult situation to manage as nobody is in the wrong.'*

While some aspects of the situation will resonate with all teachers, any event that could damage a student's relationship with education and the positive opportunities presented can be detrimental beyond their learning (Nichols, 2016). It is important to provide support and adjustments as expected within wider educational sessions, rather than a focus upon disciplinary actions which are common within prison. The tension highlighted the importance of being responsive within sessions to individual and group needs. It also highlighted how teaching and learning are a two-way dialogue in which there also exists the continual professional development of the teacher through reflective practice (as fore fronted by Sellars, 2012, see also CJJI, 2021).

Neurodiversity can especially impact upon experience within education settings with many in prison having been excluded from school, leading to issues with any future engagement with education. Neurodivergence, learning difficulties and learning challenges are also prevalent amongst the prison population. (CJJI, 2021; House of Commons Education Committee, 2022). Whilst assessment screening was seemingly taking place across the institution, it appeared there were issues with the identification of learning needs, difficulties or disabilities as we were not made aware of any before commencing the sessions, but some participants self-disclosed within it. We asked participants how we could best support them and followed inclusive learning practices, but participants also sought to self-manage through getting up and moving around. Creating an enabling environment for neurodiversity needs within prisons include specialist teaching, sensory facilities, peer mentors and support groups (CJJI, 2021; HM Chief Inspector of Prisons, 2024). Whilst techniques used within archaeology can be beneficial (Cobb & Croucher, 2022), more is needed to be done within prison education to assess and support those with ALN. Last year, neurodiversity support officers were put in place across all public prisons to support the identification of neurodiverse learners and improve their access to education (Gov.UK, 2024). Future evaluations may indicate how successful they are.

The tensions demonstrate the varying educational needs of a group of learners, heightened within the environment, as by its very nature, prison is challenging. As previously mentioned, two sessions across the six-week period were cancelled due to staff training/wellbeing days which meant entire day lock up for prisoners. Throughout the delivering the workshops, participants' ongoing frustrations and issues associated with the prison regime became evident. This included short notice of lock up, tensions exacerbated in close settings, turmoil of issues occurring outside the prison and the emotion of deeply missing loved ones – some of whom they appeared to have lost contact with. The gatekeeper advised some participants that the tensions they were experiencing within the classroom may be mirrored in day-to-day life outside of prison, such as working with others they may not get along with:

Dylan: *'Key things that I've learned, listen to others, take in what everyone is saying around you, don't just be objective to one way opinion, especially when you're listening to someone who's lived it, been there, been on telly, time team and actually got real life experience, that's wisdom, that's different'* (interview)

Steve: *'[I learned to] listen more, pay attention more, and dunno, respect other people a bit more'* (interview)

For the participants, being able to adopt or develop pro-active roles whilst within the prison contributed to pro-social skills and positive identity. Steve was a very calm influence on the group and mentioned that he along with Keith were sometimes accommodated with more disruptive prisoners to reduce tensions. Whilst Steve acknowledged challenges, he saw this as an opportunity for personal development, demonstrating the broader social value of education spaces and opportunities presented such as these workshops. Prisoners may desire to learn from and move away from criminal past and have something to show for their time in prison (Maruna, 2001). Offering an engaging and inclusive education experience can provide an opportunity to escape from the challenges of prison life (Cleere, 2021).

Discussion

The workshops and associated research project set out to identify how archaeology can offer pro-social experiences and opportunities for prisoners (see Price & Pudney forthcoming). In doing so, we also found that it created some significant insights into prison education. As outlined above, the approach sought to promote individuals as active participants through practical activities, a key aspect of archaeology teaching and learning. By bringing artefacts into the prison, participants were invited to apply their learning to archaeology and

promote a positive educational experience for those who are likely to have had a disrupted experience previously (Flynn & Higdon, 2022).

Change can be difficult to measure in this context (Behan, 2014; McNeill, 2012), and we do not seek to represent this course and wholly rehabilitative, the positive effects of engagement with it are clear. Participants and staff members valued the workshops, and while for differing reasons, their comments reflect the need and desire for longer term positive educational investment within prisons:

Keith: *'I say to people, I'm on this course, if it comes up again, do it'*

Matty: *'that's a pat on the back for you'*

Education staff: *'The main benefit was to give the prisoners a thoroughly positive experience in an education setting. This would have been the first course many of the prisoners had completed from start to finish and at least one was awarded his first ever certificate. This particular prisoner has now enrolled onto a lower-level maths course, which is something he said he would never have done prior to completing the archaeology course as he said he never saw himself as someone who could sit in a class and learn.'*

Whilst we cannot lay claim to this course of workshops being entirely transformative (see for example Behan, 2014; Best et al., 2021; Pike & Hopkins, 2019), the quote above demonstrates how offering a bespoke, alternative, educational opportunity, distinct from traditional academic content can encourage prison learners, who may have disjointed prior educational trajectories, to access education. By engaging with particular educational elements such as maths (counting, creating percentages and displaying results in graphs), the workshop content promoted participants' confidence in their skills to undertake further study. Being involved in workshops that supported pro-social development can also support with processes of desistance (Maruna, 2001; McNeill, 2012).

The series of workshops invited participants to engage with the community by bringing in staff from local museums and the University, thus developing wider social bonds and social capital. In turn, this allowed them to see opportunities to positively contribute within the community and make amends (Maruna, 2001; Cleere, 2021). Participants saw the investment in them to learn and develop, and they felt valued within the space the workshops presented – a form of pro-social labelling (Burke & McNeill, 2019). Developing such positive identity in this space, away from a past negative identity, can be part of a gradual contribution to future desistance (Maruna, 2001). The nature of this type of activity therefore aligns with Coates (2016) perspective that it is often the arts and alternative education provision that are most celebrated. They are, however, often one-offs. Based on the limited evaluation presented here and supported by the multitude of positive education experiences being offered across the heritage sector in the UK, we would advocate for its inclusion in the curriculum to be reconsidered. It certainly appears to have potential within prison education, and an ongoing aim of the project will be to develop this potential further.

The workshops may not have been so successful if met with different attitudes of prison educators and personnel, those who we worked with were wholly supportive of the workshops and continue to encourage their development and future inclusion. Unfortunately, at the time of writing, funding has not been sourced to support this. This raises issues of sustainability; a barrier we wish to address. The prison education staff were frustrated that there appeared to be a 'lack of ambition' to change the current education provision, which is heavily focused upon qualification and employment outcomes rather than engaging alternatives. Education staff felt that the workshops had numerous advantages for both individuals, the prison community, and society, including improving behaviours:

Education staff: *'Several of the prisoners who completed the course have very poor behaviour in other areas of the prison. The fact that this course has completely changed their behaviour, even if it's only when in the lessons, will show them that they can change the way they act and there are benefits to this. This can only be of benefit to the community as they will eventually be released back into society, and the aim is for them to have a different perspective and conduct themselves in a way that differs to what led to them being sent to prison.'*

Archaeological activities and opportunities are not frequently available to marginalised groups, including those involved in offending behaviour and it is evident that there are pro-social opportunities and the potential to positively impact the lives of individuals (see Price & Pudney forthcoming). The workshops provided a positive education space and an opportunity for participants to attend the library to loan and return a weekly allowance of books. Many requested this time weekly. They took out books of personal interest and others linked to archaeology. Several archaeology titles were also recommended for the prison library to purchase. The approach to teaching an alternative subject supports Coates (2016, p. ii) assertion that "employability" should not drive the entire focus of the curriculum. Beyond the classroom, participants' literacy skills were also developing as they engaged with reading and writing within their cells.

In terms of employability, basic qualifications are insufficient (Flynn & Higdon, 2022) it is also increasingly apparent that wider social and personal skills are desired by employers. This is, for example, evident in the guidance given to universities by the Higher Education Academy (Cole & Tibby, 2014), where the development of subject specific and generic attributes as well as life skills and a sense of the value of the attributes held are paramount (Bridgstock, 2009). Teaching via problem solving and discovery (enquiry or experienced based learning) can be a way of effectively achieving this (Kolb & Kolb, 2005), and teaching and learning in archaeology has particularly proven effective in this sense (Croucher et al., 2008; Giles et al., 2008). It is recommended that more value within prison education is considered beyond formal education, with value placed upon alternative provision that supports active learning and pro-social development.

Whilst employability is the primary motivator for prisoners to engage in education, the second motivator is the ability to cope with life both inside and beyond the prison (Nichols, 2016; 2021). It has also been argued that prisoners' interpretations of their educational experiences go beyond education (Nichols 2016). Individual identity is central to this: ensuring the confidence and sense of empowerment "...through having knowledge, a new interest and being able to think critically and analytically" (Nichols, 2016, p. 272). Participants desire for a certificate at the end may have tied in with the expectation it may help them gain employment after release but also showed the value of recognising engagement and attaining skills through education. For some, it was the first certificate they had received. Comments about enjoying the workshops, looking forward to it, and how time passed quickly during the sessions demonstrate how the archaeology sessions helped them cope with life inside the prison, even if it was to pass the time. The third motivating factor identified was family (Nichols, 2016; 2021). This was especially the case with Steve, who would regularly comment how what he'd learnt would be shared with his daughter and his educational development would enable him to help her with her homework on release, thus improving social bonds and allowing learners to see themselves in a positive way (Cleere, 2021; Maruna, 2001).

Participants' perspectives and lived experience was valued and applied to a subject area they had not studied before. They learnt from others and highlighted this as a strength of the workshops and their own personal development. However, it was clear that this led to tensions and frustrations at times, which were heightened by virtue of being within the prison. The importance of tailoring teaching and learning to individuals, focusing upon de-escalation and encouraging all to participate within smaller groups was demonstrated here.

Concluding Remarks

This project has highlighted the value education can offer during prison sentences to promote a positive educational experience that encouraged the potential of participants. The basics of accessing education need to be addressed and the value of a broad offer of education, to meet the needs of a diverse group of learners, promoted. Offering a broader education base allows prisoners to engage with wider interests and personal development of selves that is overlooked within traditional education (Cleere, 2021).

To promote inclusivity across prison learning, firstly, it is important that learning needs are identified so that they can be responded to with educator training and development. Secondly, consideration of how to manage and mitigate tensions by encouraging mutual respect and ensuring that all participants feel they are listened to. Inclusive learning might also be improved by structural issues including the length of sessions in three-hour blocks, as shorter, flexible sessions can better encourage participation (see also Behan, 2014; House of Commons Education Committee, 2022; Ofsted and HMI Prisons, 2023) and equal pay being granted in prison for education and work (House of Commons Education Committee, 2022; Ofsted & HMI Prisons,

2023) to reflect the value of education in offering comparable social benefits. Caroline's passion for archaeology was reflected in their teaching delivery which participants drew from within sessions and activities. As detailed in this paper, participants were more engaged with these workshops than with other education classes. Whilst this was for a variety of reasons, it does highlight the third key point we wish to make: the importance of quality of teaching within prison, led by educators engaged in continuous professional development with a passion for their subject (see Ofsted & HMI Prisons, 2023; Prisoners Education Trust, 2024b).

The 'unmeasurable' impacts of prison education are augmented when a positive educational experience is attained. However, educational benefits need to be balanced with the social relationships, good health, and wellbeing of prisoners. This limited study has demonstrated that archaeology has the potential to offer innovative and engaging activity and education for prison learners through which their social relationships, sense of self, and ability to cope is also developed. Therein, it is argued that archaeology can offer pro-social experiences for prisoners. The task ahead of us now is to build upon this example and try and design a model for archaeology provision in prisons that is both sustainable and for which outcomes can be measured. It is hoped that the newly titled 'Archaeology and Prison Education' project continues to find financial support so that educational opportunities might be provided in prisons across the U.K.

Acknowledgements

We would like to thank the participants in the workshops and research along with the gatekeeper and prison staff who supported the project. Thank you also to Steve Lambert who reviewed an earlier draft of this paper and the journal editors and reviewers for their constructive comments.

Funding

This research project received funding from the University of Chester and in-kind support from the prison where the research took place.

References

- Arias-Ferrer, L., & Egea-Vivancos, A. (2017). Thinking like an Archaeologist: Raising awareness of cultural heritage through the use of Archaeology and artefacts in education. *Public Archaeology*, 16(2), 90–109. <https://doi.org/10.1080/14655187.2017.1479558>
- Baranger, J., Rousseau, D., Mastorilli, M. E., & Matesanz, J. (2018). Doing time wisely: The social and personal benefits of higher education in prison. *The Prison Journal*, 98(4), 490-513.
- Behan, C. (2014). Learning to Escape: Prison Education, Rehabilitation and the Potential for Transformation. *Journal of Prison Education & Re-entry*, 1(1), 20. <https://doi.org/10.15845/jper.v1i1.594>
- Best, D., Bartells, L., Beck, G. & Musgrove, A. (2021). Avoiding ‘starburst’: The need to identify common metrics of evaluating strengths-based programmes in prison. *Prison Service Journal*, 254, 11-16.
- Bridgstock, R (2009). The graduate attributes we’ve overlooked: enhancing graduate employability through career management skills. *Higher Education Research and Development* 28(1), 31-44.
- Burke, L. & McNeill, F. (2019). *Reimagining rehabilitation beyond the individual*. Routledge, Taylor and Francis Group. <https://ebookcentral.proquest.com/lib/uocuk/detail.action?docID=5583435>
- Cleere, G. (2021). *Prison education and desistance : changing perspectives* (1st ed.). Routledge, Taylor & Francis Group.
- Coates, S. (2016). *Unlocking potential: a review of education in prisons*. <https://assets.publishing.service.gov.uk/media/5a7f537eed915d74e33f5bf5/education-review-report.pdf>
- Cobb, H., & Croucher, K. (2020). *Assembling Archaeology: Teaching, Practice, and Research*. Oxford University Press.
- Cobb, H., & Croucher, K. (2022). *Assembling wellbeing in archaeological teaching and learning*. In P. Everill and K. Burnell (eds). *Archaeology, Heritage, and Wellbeing* (pp. 223-238). Routledge.
- Cole, D., & Tibby, M. (2014). *Defining and developing your approach to employability. A framework for higher education institutions*. York: Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/defining-and-developing-your-approach-employability-framework-higher-education>
- Criminal Justice Joint Inspectorates (2021). *Neurodiversity in the criminal justice system: a review of the evidence*. <https://cjjj.justiceinspectorates.gov.uk/inspection-report/neurodiversity-in-the-criminal-justice-system-a-reivew-of-evidence/>
- Croucher, K., Cobb, H., L., & Brennan, A. (2008). *Investigating the role of fieldwork in teaching and learning archaeology – a report*. Lancaster: Carnegie Publishing (for the Higher Education Academy, Subject Centre for History, Classics and Archaeology).
- Dale, V., Tasler, N. & Sánchez-Jáuregui, L. (2022). *Object-based learning: active learning through enquiry*. In T. Betts and P. Oprandi, (eds.) 100 Ideas for Active Learning (pp. 566-574). University of Sussex Library: Falmer,
- Department of Education (2023). *Statutory Curriculum*. Available at: <https://www.education-ni.gov.uk/articles/statutory-curriculum> (Date accessed: 12/09/2024)
- Department for Education (2013) *National curriculum in England: history programmes of study – key stages 1 and 2*. Available at: https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMA-RY_national_curriculum_-_History.pdf (Date accessed 11/09/2024).
- Ellison, M., Szifris, K., Horan, R., & Fox, C. (2017). A rapid evidence assessment of the effectiveness of prison education in reducing recidivism and increasing employment. *Probation Journal*, 64(2), 108-128.
- Evans, D. N., Pelletier, E., & Szkola, J. (2018). Education in prison and the self-stigma: Empowerment continuum. *Crime & Delinquency*, 64(2), 255-280.
- Everill, P., & Burnell, K. (Eds.). (2022). *Archaeology, Heritage, and Wellbeing: Authentic, powerful, and therapeutic engagement with the past*. Routledge.
- Flynn, N. & Higdon, R. (2022). Prison education: Beyond review and evaluation. *The Prison Journal*, 102(2),

- 196-216. <https://doi.org/10.1177/00328855221079276>
- Gov.UK (n.d.). *Prison life*. <https://www.gov.uk/life-in-prison/education-and-work-in-prison>
- Gov.UK (2024). *Greater support for neurodivergent offenders in bid to cut crime*. [Press release]. <https://www.gov.uk/government/news/greater-support-for-neurodivergent-offenders-in-bid-to-cut-crime>.
- Henson, D. (2000). Teaching the past in the United Kingdom's schools. *Antiquity*, 74(283), 137-141.
- Henson, D. (2004). Archaeology in schools. *Education and the historic environment*, 23-32.
- Henson, D. (2017). Archaeology and education. *Key concepts in public archaeology*, 43-59.
- Holtorf, C. (2009). Archaeology. From usefulness to value. *Archaeological Dialogues*, 16(2), 182-186.
- HMI Prisons (2024) *Annual report 2022-23*. [HC 1451 <https://assets.publishing.service.gov.uk/media/64a43d244dd8b3000c7fa479/hmip-annual-report-2022-23.pdf>
- House of Commons Education Committee (2022) *Not just another brick in the wall: why prisoners need an education to climb the ladder of opportunity*. First report of session 2022-23, May. <https://committees.parliament.uk/publications/22218/documents/164715/default/>
- Johansson, P. (2019). Historical enquiry in primary school: Teaching interpretation of archaeological artefacts from an intercultural perspective. *History Education Research Journal*, 16(2), 248-273.
- Kolb, A., & Kolb, D. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, 4(2), 193-212.
- Kukhareva, M., Lawrence, A., & Koulle, K. (2020). Layers of interaction: Object-based learning driving individual and collaborative active enquiry. *Innovations in Active Learning in Higher Education*.
- Little, B. J., & Shackel, P. A. (Eds.). (2007). *Archaeology as a tool of civic engagement*. Rowman Altamira.
- Little, B. J., & Shackel, P. A. (2016). *Archaeology, heritage, and civic engagement: working toward the public good*. Routledge.
- Mallett, C. A. (2017). The school-to-prison pipeline: Disproportionate impact on vulnerable children and adolescents. *Education and urban society*, 49(6), 563-592
- Maruna, S. (2001). *Making good: how ex-convicts reform and rebuild their lives*. American Psychological Association.
- McNeill, F. (2012) Four forms of 'offender' rehabilitation: towards an interdisciplinary perspective. *Legal and Criminological Psychology*, 17(1), 18-36. ISSN 1355-3259
- Moe, J. M. (2016). Archaeology education for children: Assessing effective learning. *Advances in Archaeological Practice*, 4(4), 441-453.
- Newton, D., Day, A., Giles, M., Wodak, J., Graffam, J., & Baldry, E. (2018). The impact of vocational education and training programs on recidivism: A systematic review of current experimental evidence. *International journal of offender therapy and comparative criminology*, 62(1), 187-207.
- Nichols, H. E. (2016). *An inquiry into adult male prisoners' experiences of education* (Doctoral dissertation, University of Hull).
- Nichols, HE (2017). Encouragement, Discouragement and Connection: The Role of Relationships in Prison Education Experiences. *Prison Service Journal*. ISSN 0300-3558
- Nichols, H. (2021). *Understanding the educational experiences of imprisoned men: (Re) education*. Routledge.
- Novus (2024) *Prison education for adults*. <https://www.novus.ac.uk/what-we-do/adult-prison-education/>
- Ofsted and HMI Prisons (2023) *Prison education: a review of reading education in prison* <https://www.gov.uk/government/publications/prison-education-a-review-of-reading-education-in-prisons/prison-education-a-review-of-reading-education-in-prisons>
- Ofsted (2021) *Launching our prison education review*. <https://www.gov.uk/government/speeches/launching-our-prison-education-review#:~:text=Five%20years%20have%20passed%20since,best%20>

- Perry, S. (2019). The enchantment of the archaeological record. *European Journal of Archaeology*, 22(3), 354-371.
- Pike, A., & Hopkins, S. (2019). Transformative Learning: Positive Identity Through Prison-Based Higher Education in England and Wales. *International Journal of Bias, Identity and Diversities in Education*, 4(1), 48–65. <https://doi.org/10.4018/IJBIDE.2019010104>
- Price, J & Pudney, C. (forthcoming) Archaeology, prison education and social capital, the pro-social benefits: exploring the past, participating in the present and promoting positive futures within the UK prison system.
- Prisoners Education Trust (2024a) *Getting the new prison education contracts right*. <https://prisonerseducation.org.uk/2023/06/getting-the-new-prison-education-contracts-right/>
- Prisoners Education Trust (2024b). *Getting prison education right: priorities for the new Government*. <https://prisonerseducation.org.uk/wp-content/uploads/2024/09/Getting-prison-education-right-September-2024.pdf>
- Pudney, C. (2017a). Romans and Reducing Recidivism: Archaeology, social benefit, and working with offenders in Wales (Part 1). *Public Archaeology*, 16(1), 19-41.
- Pudney, C. (2017b). Translational Public Archaeology? Archaeology, social benefit, and working with offenders in Wales (Part 2). *Public Archaeology*, 16(2), 74-89.
- QAA (2022) *Subject benchmarking statement: archaeology. The basics*. https://www.qaa.ac.uk/docs/qaa/sbs/sbs-archaeology-the-basics-22.pdf?sfvrsn=61bddc81_23#:~:text=As%20a%20subject%20discipline%2C%20archaeology,we%20shape%20our%20future%20collectively
- Rangel Torrijo, H., & De Maeyer, M. (2019). Education in prison: A basic right and an essential tool. *International review of education*, 65, 671-685.
- Rockman, M., & Flatman, J. (Eds.). (2011). *Archaeology in society: its relevance in the modern world*. Springer Science & Business Media.
- Samuels, J. (2020). *The British Museum in Pentonville Prison: Dismantling barriers through touch and handling*. In *Touch in Museums*. Routledge. 253-260.
- Schofield, J. (2024). *Wicked problems for archaeologists: heritage as transformative practice*. Oxford University Press.
- Schofield, J., Moe-Byrne, T., & Perry, A. E. (2024). ‘Taking time’: Using Archaeology to Develop Policies Around the Mental and Physical Health of Older People in Custody. *The Historic Environment: Policy & Practice*, 15(3), 328–343. <https://doi.org/10.1080/17567505.2024.2388845>
- Sellars, M. (2012). Teachers and change: The role of reflective practice. *Procedia-Social and Behavioral Sciences*, 55, 461-469.
- Welsh Government (2022) *Curriculum for Wales*. Available at: <https://hwb.gov.wales/curriculum-for-wales/> (Date accessed 12/09/2024)
- Wessex Archaeology (2024) *Digging Erlestoke* (<https://www.wessexarch.co.uk/news/digging-erlestoke-community-dig-difference-0>) (Date accessed 27/08/2025)