
PRISON EDUCATION AND TRAINING IN EUROPE

CURRENT STATE-OF-PLAY AND CHALLENGES

A summary report authored for the European Commission by GHK Consulting.

May 2013

Authored by:
Jo Hawley
Ilona Murphy
Manuel Souto-Otero

Commissioned by:



Authored by:



Foreword

The November 2011 Council Resolution on a renewed European agenda for adult learning sets "promoting equity, social cohesion and active citizenship through adult learning" as a priority area, in line with the overall strategic framework for European cooperation in education and training, "ET2020". Within this priority, Member States are invited to focus, inter alia, on "addressing the learning needs of people [...] in specific situations of exclusion from learning, such as those in hospitals, care homes and prisons, and providing them with adequate guidance support".

The Council conclusions of February 2013 "Investing in education and training - a response to Rethinking Education" invites the Member States "to ensure [...] that equal opportunities for access to quality education are provided" and to "reduce the number of low-skilled adults by [...] offering tailored learning opportunities to individual learners".

Against this backdrop, this report aims to support Member States in addressing the learning needs of people in prisons. It presents the rationale for providing education and training in prisons, contributions of the European Union to this field, the current state of play in different Member States and concludes by highlighting pre-requisites for effective education and training provision in prisons.

The report has been prepared for the European Commission by GHK Consulting. It draws on the work produced by them on prison education and training between 2010 and 2012, including the outcomes of the "Pathways to Inclusion" conference¹, a review and commentary of existing literature² and an on-line survey³. The report does not necessarily reflect the view or the position of the European Commission.

¹ http://ec.europa.eu/education/grundtvig/confprison_en.htm

² http://ec.europa.eu/education/adult/doc/literature_en.pdf

³ http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

Contents

EXECUTIVE SUMMARY	5
1. INTRODUCTION.....	7
2. IMPORTANCE OF / RATIONALE FOR PROVIDING EDUCATION FOR PRISONERS	9
2.1. Access to education and training – a right for all.....	9
2.2. Reducing the cost of crime	10
2.3. The role of education in promoting rehabilitation	10
2.4. Educational / Skills profile of the prison population.....	11
2.5. Education and training for employability.....	12
3. THE CONTRIBUTION OF THE EUROPEAN COMMISSION INITIATIVES TO PRISON EDUCATION AND TRAINING	14
3.1. European education policies relevant to prison education and training	14
3.2. Socrates, Leonardo da Vinci and Lifelong Learning Programmes	16
3.3. EQUAL Community Initiative	19
3.4. Other European Commission initiatives	21
4. PRISON AS A LEARNING ENVIRONMENT: THE CURRENT STATE OF PLAY	23
4.1. The provision of education and training.....	23
4.1.1. A broad curriculum	24
4.1.2. Education and training for employability.....	25
4.1.3. Art and cultural activities	29
4.1.4. An individualised approach to learning.....	30
4.1.5. E-learning and distance learning	34
4.1.6. Validation of prior learning and experience.....	36
4.1.7. An alternative approach, linked to mainstream provision.....	37
4.1.8. Education and training: part of a holistic approach to rehabilitation	38
4.2. Diversity of the prison population.....	40
4.2.1. Juvenile prisoners	41
4.2.2. Female prisoners.....	42
4.2.3. Foreign prisoners	43
4.3. Prison environment conducive to learning.....	44
4.3.1. Prison environment.....	44
4.3.2. Prison officers and governors.....	45

4.3.3.	Prison teachers and trainers	46
4.4.	Characteristics important for the provision of prison education	49
4.4.1.	Administrative responsibilities.....	49
4.4.2.	Funding and educational resources	51
4.4.3.	Research and evaluation to inform policy and practice	51
5.	CONCLUSIONS.....	53
	REFERENCES.....	56

EXECUTIVE SUMMARY

Education and training can be provided in a multitude of arenas, prisons being one of them. Prisons form a very specific learning environment with distinct challenges differing from those faced in the mainstream education and training sector. Firstly, prison education and training is provided in overcrowded institutions with an average occupancy rate of 105% across the EU-27. Secondly, the prison populations are becoming increasingly diverse. For example, in countries such as Greece and Belgium over 40% of prisoners are foreign-born. However, in spite of these challenges, there is evidence that investing in prison education and training is worthwhile. For instance, a study assessing the costs and benefits of in-prison education to UK society found that the benefits were more than double the investment made. It is thus important to explore the quality and efficiency of current learning provision in European prisons.

Among the c. 640,000 strong prison population in the EU there is a significant proportion of low-skilled Europeans. Even though there is no exact data on the qualification levels of prisoners, it has been estimated that only 3-5% of them would be qualified to undertake higher education, and in many countries there is a high instance of early school leaving among prisoners. Low levels of qualifications have important negative effects on prisoners' employment prospects upon release, which has been found to be one of the key factors influencing whether or not ex-prisoners re-offend. Thus, the provision of basic skills education, and particularly, vocational training, in prisons has an important role to play in the reintegration process of prisoners. However, as noted by the European prison rules, it is important to provide educational opportunities, which meet the needs of individual prisoners. This includes providing education and training also for those who have higher prior educational attainment.

In spite of the potential benefits of education and training for prisoners, such as improving their employability, social inclusion and re-integration into society, they tend to participate in learning relatively little. A recent survey provides comparable insight for the first time into the scale of participation in learning by adult prisoners. The large majority of countries (15 out of 20, including for example AT, BE(nl), CY, FI, GR, HU, NL, PL, SK, UK-Scotland & UK-Wales) reported that less than a quarter of prisoners participate in education and training. Exceptions include countries such as Germany, where between a half and three quarters participate in education and training.

There are a number of ways in which the attractiveness, quality and efficiency of prison education and training can be improved. These include increasing cooperation inside the prison between different actors as well as between prisons and local communities in order to ensure that the education and training provided in prisons is supported and can continue post-release. Innovative learning methods, which put the emphasis on the learner and build on their knowledge and experience, are needed to attract prisoners into learning. This can include the use of ICT and distance learning, which not only expand the scope of learning opportunities but also ensure that learning can continue even in situations where the prisoner changes prisons. The use of innovative learning methods requires skilled teachers and trainers with sound pedagogic skills and a good understanding of the demands and limitations of providing education in prisons. This highlights the importance of both initial and in-service training of prison educators.

The report shows how education and training for prisoners help reduce the social costs of crime and support the rehabilitation of prisoners and their reintegration into society. It further provides an overview of key European policies and funding programmes related to prison education and training, highlighting their added value and contribution to the development of innovative and new approaches to education provision in prisons. It then looks into the current 'state-of-play' with regard to provision in prisons across Europe, providing some concrete examples from individual Member States. The conclusions identify key elements for efficient and effective education and training provision in prisons as well as specific needs for further research on the complex interplay between education and criminal behaviour.

1. INTRODUCTION

“He who opens a school door, closes a prison”. Victor Hugo

Crime has significant costs and consequences for the victim, society as a whole, the economy, the individual offender and his/her family. Prisons have a key role to play in addressing crime and in promoting the rehabilitation of their inmates, thereby reducing the chances that they might re-offend.

A significant proportion of crime is a result of recidivism. A prison sentence in itself may not be enough to prevent re-offending and it is therefore crucial to ensure that time spent in prison is used to the best effect in terms of addressing the key factors that influence the prisoner’s chances of returning to crime, such as level of education, employment status, drug and alcohol misuse, mental and physical health, attitudes and self-control, institutionalisation and life skills, housing, financial support and debt, and family networks⁴.

Education is thus one key aspect of the important rehabilitative role of prisons and has an important, even if often indirect, role to play in many of the other rehabilitative processes in which a prisoner can engage while in prison. It is not just a means of keeping the prisoner occupied. Education has the capacity to form a stepping stone in the pathway towards inclusion for prisoners, who face social exclusion often before they enter the prison as well as after they leave. By providing positive learning environments, prisons can support their inmates to make good use of their sentence, to address gaps in their learning and skills, to improve their employability and to change their personal attitudes and perceptions – including the development of new perceptions and attitudes which can help them to understand the reasons for and consequences of their actions. All of these factors can reduce their chances of re-offending. Moreover, access to education is a fundamental human right according to the European Convention for the Protection of Human Rights and Fundamental Freedoms and prisoners should not be denied the chance to exercise this right.

Yet prisons are all too often negative learning environments - or environments for negative learning - and there is a risk that a prison sentence could actually aggravate the factors associated with re-offending. Challenges currently faced by prison staff and educators are manifold. These include the diversity and ever-changing profile of the prison population; the need to keep pace with changes in mainstream education and training systems; and the adoption of new technologies for learning, which presents particular challenges in relation to security issues in the prison environment. Furthermore, with growing prison populations across Europe – there are currently around 640,000 prisoners in the EU Member States⁵ - and the subsequent overcrowding of institutions (and deepening of imprisonment), there is a risk that education could drop down the list of priorities of the prison regime due to the strain on resources and funding - precisely at a time when it can benefit the largest numbers of people. At the same time, in the context of an economic downturn and increasingly competitive labour markets, prisoners need more than ever to gain skills and competences to enhance their employability.

⁴ Social Exclusion Unit, Office of the Deputy Prime Minister, UK, 2002, Reducing re-offending by ex-prisoners. Internet: http://www.gos.gov.uk/497296/docs/219643/431872/468960/SEU_Report.pdf.

⁵ Council of Europe Annual Penal Statistics 2010.

This paper aims to provide an overview of prison education and training in Europe today. It brings together key messages emerging from a series of work commissioned by the European Commission's Directorate-General for Education and Culture in relation to this topic. Examples from across the Member States are provided to give an illustration of what is happening on the ground. In many countries and at international level, prison education has emerged in recent decades as an issue which is now 'on the map'. Furthermore, it is a recurrent theme in projects financed through European programmes, such as the Lifelong Learning Programme, see 3.2 below. This presents a strong opportunity for further shared learning and experiences in the future.

2. IMPORTANCE OF / RATIONALE FOR PROVIDING EDUCATION FOR PRISONERS

According to international conventions and recommendations, prisoners have the same **right to education** as other citizens. Furthermore, providing learning opportunities in prisons presents a range of potential benefits to the prisoner and to society. Education and training can **reduce the social costs of crime**. They represent one of the key tools that help to **support the rehabilitation** of a prisoner and his/her reintegration into society on completion of his/her sentence.

There is evidence that many prisoners have **low levels of basic skills** (see section 2.4) which can be addressed through learning whilst in prison, thereby improving their ability to deal effectively with the demands and challenges of everyday life and employment. Moreover, training in vocational/professional subjects can help to **improve employability**, which is thought to be one of the key factors that reduce the likelihood of a prisoner re-offending.

Each of these fundamental reasons behind the rationale for the provision of education and training in prisons is briefly discussed in turn below.

2.1. Access to education and training – a right for all

Education and training is not only a means of supporting offenders in their transition from prison to the outside world. It is “*an imperative in its own right*”⁶ and prisoners should not forfeit this right to access education while in prison. The UN has approved conventions to which Member States have given their assent: the ‘Standard Minimum Rules for the Treatment of Prisoners’ refer to the importance of education and training for all prisoners who are able to benefit from these and stress the need for prison education and training to be integrated with the mainstream educational system⁷ and the 1990 ‘Basic Principles for the Treatment of Prisoners’ which includes specific reference to the right of prisoners to take part in “*cultural activities and education aimed at the full development of the human personality*”⁸.

At European level, Protocol no. 1 to the European Convention for the Protection of Human Rights and Fundamental Freedoms states that “*No person shall be denied the right to education*” (Art. 2)⁹ and the European Social Charter (revised) sets out the right to work, the right to vocational guidance, and the right to vocational training¹⁰. Furthermore, the Lisbon Treaty recognised the rights of EU citizens through the enforcement of the Charter of Fundamental Rights; Article 14 of the Charter recognises that “*everyone has the right to education and to have access to vocational and continuing training*”¹¹. The Council of Europe has also approved a number of recommendations relating specifically to prisoners which EU Member States have committed to, notably the 1990 Recommendation on Education in Prison¹² and the European Prison Rules (revised in 2006). These Rules outline a number of specific recommendations in relation to education and training which cover a range of aspects

⁶ Muñoz, V (2009) *The Right to education of persons in detention*, Report of the special rapporteur on the right to education, Human Rights Council, UN, http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

⁷ <http://www2.ohchr.org/english/law/treatmentprisoners.htm>

⁸ <http://www.un.org/documents/ga/res/45/a45r111.htm>

⁹ <http://conventions.coe.int/Treaty/EN/Treaties/html/005.htm>

¹⁰ <http://conventions.coe.int/Treaty/en/Treaties/html/163.htm>

¹¹ http://eur-lex.europa.eu/LexUriServ/site/en/oj/2007/c_303/c_30320071214en00010016.pdf

¹² Council of Europe, (1990), Recommendation No. R (89) 12 adopted by the Council of Ministers of the Council of Europe on 13 October 1989.

from the fundamental importance of facilitating access to learning opportunities, to measures to enable prisoners to continue their education after release¹³. ‘Ensuring prisoners have access to education and training is therefore a duty and it is up to prison services, politicians and policy makers to guarantee these rights are met.

2.2. Reducing the cost of crime

Crime can be seen as an ‘acute form of social exclusion’¹⁴ with significant costs and consequences which extend beyond the victim to society as a whole, the economy, and also the individual offender and his/her family. In the UK for instance, the cost of the criminal justice system in England and Wales, including offenders in custody, has been estimated at €71 billion¹⁵. This figure includes public expenditure (around a fifth of the total) as well as the costs met by victims of crime, business and other parts of government, such as the health service¹⁶.

The cost of prisoners re-offending forms a significant portion of the cost of crime to society. In the UK, the cost to the economy of recently released prisoners is between €11.2 billion and €15.3 billion¹⁷. A study conducted by Matrix Knowledge Group assessing the costs and benefits to UK society of in-prison education found that for every €1 invested benefits were equivalent to €2.50, more than double the investment made¹⁸.

Employment is a key factor in reducing the risk (and costs) of re-offending while increasing government revenues through taxation. Moreover, there is an established correlation between levels of qualification and levels of employment in all EU Member States¹⁹. This works to strengthen employability-related arguments for education and training to be a central part of a broader ‘package’ of support offered to prisoners to enable them to avoid re-offending following release. This issue is discussed in more detail under section 4.

2.3. The role of education in promoting rehabilitation

Prisons should be an “*environment for those who are detained that enables positive change and human capacity*”²⁰. Supporting prisoners to gain knowledge, skills and competences forms an important stepping stone in their journey towards rehabilitation and reintegration into society.

Whilst in prison, education can provide a source of hope and aspirations for the future, as well as a purposeful way of utilising the prisoner’s sentence. For instance, the most important motivation factor for prisoners to participate in prison educational activities in

¹³ See Article 28, Council of Europe, *Recommendation Rec(2006)2 of the Committee of Ministers to member states on the European Prison Rules*. Internet: <https://wcd.coe.int/ViewDoc.jsp?id=955747>

¹⁴ Schuller, T, 2009, *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>

¹⁵ GBP 60 billion

¹⁶ Bynner, J, 2009, *Lifelong Learning and Crime: A life-course perspective*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-4.pdf>

¹⁷ (UK) National Audit Office, 2010. *Managing offender on short custodial sentences* available at: http://www.nao.org.uk/publications/0910/short_custodial_sentences.aspx

¹⁸ Matrix Knowledge Group (2009) *Lifelong Learning and Crime: An Analysis of the Cost Effectiveness of In-Prison Educational and Vocational Interventions: IFLL Public Value Paper 2*, Leicester, National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-2.pdf>. We have converted findings to EUR rather than GBP which would produce a very similar ratio.

¹⁹ Eurostat: European Union Labour Force Survey-Annual results 2008 (especially: Employment rates by sex, age groups and highest level of education attained. Internet: http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_ifs/data/database

²⁰ Muñoz, V (2009) *The Right to education of persons in detention*, Report of the special rapporteur on the right to education, Human Rights Council, UN, http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

a study covering Denmark, Finland, Iceland, Sweden and Norway²¹ was “to spend my time doing something sensible and useful”. Many prisoners also view prison education as an opportunity to engage in second chance education²² (discussed in more detail below). Other ‘pull’ factors are similar to those cited by mainstream adult learners, such as ‘wanting to improve their employment prospects’ or wanting ‘to make their families proud’²³.

Education can also help to instil a sense among prisoner learners that they remain a part of the wider community and to remind them that they will also be part of society after their release. Given that alienation from society generally is a key element in criminality, this inclusive and democratic nature of education is crucial. Gaining skills and re-imagining their place in society can help people to become active in their local economies and communities, from which ex-prisoners may otherwise find themselves excluded²⁴. More generally, there is evidence that education and training help in the development of social capital²⁵.

Furthermore, a holistic approach to adult learning that goes beyond employability focused efforts offers opportunities for personal development and transformation. It has the capacity to change the prisoner’s perception of self and others and it is these perceptions that determine attitude and behaviour. According to Darkenwald and Merriam “the overarching function of the adult education enterprise, it is to assist adults to increase competence, or negotiate transitions in their social roles (worker, parent, ex-prisoner, etc.), to help them gain greater fulfilment in their personal lives, and to assist them in solving personal and community problems”²⁶. Thus in the prison context, adult learning is more than acquiring specific skills, or just focused on preparing people for life after prison, but rather it is helping people to live more successfully. It enables prisoners to develop the motivation, autonomy and responsibility to control their own lives beyond the circumstances in which they find themselves.

2.4. Educational / Skills profile of the prison population

While there is currently no robust evidence to suggest that a lack of basic skills is predictive of offending, it is true that amongst the prison population, levels of education tend to be low, with many prisoners lacking basic skills such as literacy and numeracy. The Irish Prison Literacy Survey for example found that approximately 53% of the Irish prison population had literacy levels of level 1 in the National Qualifications Framework (which is the lowest literacy level) or below, compared to 23% of the general population overall²⁷.

The provision of learning opportunities in prison therefore represents an important opportunity to address this basic skills gap. Prison education and training can also be used to help provide prisoners with fundamental ‘life’ skills - such as civic capabilities to

²¹ Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (Eds.) (2009). *Education in Nordic Prisons. Prisoners’ educational background, preferences and motivation*. Copenhagen: Nordic Council of Ministers. Internet: <http://www.norden.org/en/publications/publications/2009-508>

²² Costelloe, A. (2003) *Third level education in Irish prisons: Who participates and why?* Unpublished doctoral thesis.

²³ Ibid.

²⁴ (UK) Department for Business, Innovation and Skills, 2011, Making Prisons Work: Skills for Rehabilitation. Internet: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/m/11-828-making-prisons-work-skills-for-rehabilitation>

²⁵ Putnam, R. (2000) *Bowling alone: The collapse and revival of American community*. Simon and Schuster.

²⁶ Darkenwald, G. G. and Merriam, S. B. (1982) *Adult Education. Foundations of practice*, New York: Harper and Row

²⁷ Morgan, M, Kett, M. (2003) *The Prison Adult Literacy Survey, Results and Implications*, Irish Prison Service. Internet: http://www.irishprisons.ie/documents/Adult_Literacy_Survey.pdf

enable them to cope better with a number of the issues they face, the ability to manage their own health needs, and financial capabilities²⁸.

At the same time, many prisoners have negative previous experiences of education and are likely to have dropped out of school early. In the Netherlands for instance it has been calculated that 27% of early school leavers were suspected of a crime in comparison to 7% of non-school leavers²⁹ and in Ireland the committal rate for males is considerably higher for early school leavers (46.6 out of 1,000) compared with those who achieve the Leaving Certificate (1.6 out of 1,000)³⁰. The provision of learning opportunities in prison can thus provide a 'second chance' to these potential learners. By providing learner-centred education in terms of both content and methods, prisoners can be given another opportunity to realise their potential. Second chance education thus has an important role to play in providing an educationally-sound alternative to prisoners' negative pre-prison educational experiences³¹.

Nevertheless, a focus on the provision of basic skills education in prisons can mean that for those prisoners who already have or are in the process of studying for higher levels of skills and qualifications, there are few opportunities to pursue education whilst serving their prison sentence³². The Council of Europe Recommendation on Education in Prison states that "*Education for prisoners should be like the education provided for similar age-groups in the outside world, and the range of learning opportunities should be as wide as possible*" and the European Prison Rules state that "*Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations*". Therefore it is important that education in prison is seen not only as a chance to improve the basic skills of those who need it but also as a means of facilitating further or continued learning for those with higher level skills and aspirations.

2.5. Education and training for employability

As Europe moves towards a knowledge economy, there is a growing demand for high-level skills. By 2020, 16 million more jobs will require high-level qualifications, while the demand for low skills will drop by 12 million jobs³³. People with lower skills are more likely to face incidences of unemployment; only 1 of the 10 new jobs created between 2006 and 2010 was in reach of an early school leaver³⁴ and the employment rate of the low qualified (education level ISCED 0-2) is nearly 80% lower than the employment rate of individuals with university level qualifications (ISCED 5-6). In addition to possibly having low qualifications, former prisoners face a number of other barriers to securing employment, including lack of experience in the work environment

²⁸ Schuller, T, 2009, *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>

²⁹ (Netherlands) Ministry of Education, Culture and Science (2010) *The approach to school drop-out: Policy in the Netherlands and the provisional figures of the 2008 – 2009 performance agreements*

³⁰ Smyth, E. and McCoy, S. (2009), *Investing in Education: Combating Educational Disadvantage*, Economic and Social Research Institute, Dublin, 2009.

³¹ The Irish Prison Education Service for instance emphasised this role in its 2003-2007 Strategy Statement for Prison Education, by declaring that one of its four aims is to "*establish the appetite and capacity for lifelong learning*". 2007 <http://www.pesireland.org/pdfs/Strategy%20Statement%20on%20Prison%20Education%20for%202003%20to%202007.pdf>

³² See for example Wilson, A., 2009, *Interrupted education – interrupted life, The criminal justice system as a disruptive force on the lives of young people*. Internet: <http://www.interrupted-education.com/report.pdf>

³³ *Europe 2020, A European Strategy for smart, sustainable and inclusive growth*. Internet: http://ec.europa.eu/europe2020/index_en.htm

³⁴ Cedefop (2008) *Future skill needs in Europe medium-term forecast: synthesis report*. Luxembourg: Publications Office, 2008.

and also prejudice – having a criminal record is a key barrier to obtaining a job³⁵. Post-release licence restrictions can also prevent a person from taking up a particular job or moving to a new area to look for work, thereby reducing their mobility on the labour market.

Yet, research shows that being in employment reduces the risk of re-offending by between a third and a half³⁶. With employment playing an important role in influencing the chances of a former prisoner re-offending it is crucial to try to address prisoners' skills gaps through the provision of learning opportunities which provide skills and competences, relevant to the (local) job market, to enhance their employability. This is discussed in more detail in section 4.

³⁵ A study conducted in 2001 in Britain found that employer discrimination was the most frequent barrier for ex-offenders in securing employment . See Fletcher, D., Taylor, A., Hughes, S., Breeze, J. (2001) *Recruiting and Employing Offenders: the impact of the Police Act*, Joseph Rowntree Foundation, Internet: <http://www.jrf.org.uk/publications/recruiting-and-employing-offenders-impact-police-act>

³⁶ Social Exclusion Unit, Office of the Deputy Prime Minister, 2002, Reducing re-offending by ex-prisoners. Internet: http://www.gos.gov.uk/497296/docs/219643/431872/468960/SEU_Report.pdf

3. THE CONTRIBUTION OF THE EUROPEAN COMMISSION INITIATIVES TO PRISON EDUCATION AND TRAINING

More and more countries see the need to explore solutions to the various challenges of prison education and professional development through European cooperation. In spite of the differences between countries, learning from the experience of others is important for successful policy and practical development.

EU funding has provided support for the development of innovative, experimental activities in the field of prison education and has helped to facilitate mutual learning across borders. Funding from EU programmes³⁷ has helped to support the development of prison education and training systems across Europe and the testing of new approaches, as well as to promote mutual learning between partners from different countries.

This section presents a summary of key European education policies related to prison education and training and an overview of the types of projects and activities which have been supported in recent times through the Socrates, Lifelong Learning Programme and EQUAL initiative³⁸. Some specific examples of projects funded by the European Commission are highlighted towards the end of section 3. Furthermore additional examples of EU funded projects can be found throughout the remainder of this document.

3.1. European education policies relevant to prison education and training

The European Commission's 2001 Communication on Lifelong Learning³⁹ acknowledged the importance of lifelong learning for all European citizens. This was reinforced more recently in the Europe 2020 strategy⁴⁰ for smart, sustainable and inclusive growth and in the Education and Training 2020 Strategic Framework⁴¹. This overarching strategy acknowledges the role of lifelong learning and skills development as key elements in the response to the current economic crisis and in the wider economic and social strategy of the European Union. One of the headline targets of Europe 2020 is to reduce the level of early school leaving and as this report shows, these youngsters are prone to becoming involved in crime. The strategic objectives of the Education and Training 2020 together with the Copenhagen process for cooperation in vocational education and training (VET)⁴², and more recently the Bruges Communiqué⁴³, argue that education and training has a major role to play in addressing the EU's economic and social challenges.

In November 2012, the Rethinking Education Communication⁴⁴ highlighted the important contributions education and training can bring to European economies. The

³⁷ Such as the Socrates/Leonardo da Vinci/ Lifelong Learning programmes, Youth in Action, the AGIS framework programme, the European Social Fund and the EQUAL Community initiative, among others. In 2007, Socrates and its sub-programmes including Grundtvig, along with the Leonardo da Vinci programme became part of the Lifelong Learning Programme

³⁸ More detail on these projects can be found in two background papers and 'compendium of projects' prepared for the 'Pathways to Inclusion' conference http://ec.europa.eu/education/grundtvig/confprison_en.htm

³⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:FIN:EN:PDF>

⁴⁰ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>

⁴¹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

⁴² http://ec.europa.eu/education/lifelong-learning-policy/policy-framework_en.htm

⁴³ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

⁴⁴ http://ec.europa.eu/education/news/rethinking/com669_en.pdf

Communication explores issues related to building the right skills for the 21st century, stimulating open and flexible learning and promoting collaborative effort in partnerships between public and private institutions. Improving the excellence of education and training systems resonates also to the prison education and training field, which is expected to keep pace with mainstream learning provision and ensure that prisoners obtain the skills needed in modern societies.

With regard to basic skills provision, the 2012 report⁴⁵ of the High Level Group on Literacy emphasised the problem of low literacy levels among a large share of the adult population in Europe, despite the fact that almost all of them have been through formal schooling. It underlines that people in this situation are more likely to experience disadvantage and have social problems, or transgress the law, and thus spend time in prison.

At a European level there is also a clear commitment to ensuring that all European citizens have the key competences they need to access employment and achieve personal fulfilment, social inclusion and active citizenship. The European Framework for Key Competences for Lifelong Learning⁴⁶ identifies the key competences individuals require and is made up of competences in 'traditional' subjects (e.g. mother tongue, foreign languages, mathematics, science and digital competences). Furthermore it covers other more transversal competences, such as learning to learn, social and civic competence, taking initiative, entrepreneurship, cultural awareness and self-expression. Member States are encouraged to use the Framework to develop the provision of key competences as part of their lifelong learning strategies.

The context of this present report is the EU policy on adult learning, which has been developing since the publication of the Commission Communication "It is never too late to learn"⁴⁷ in 2006. With a specific objective of raising the skills levels of European citizens, the Action Plan on Adult Learning⁴⁸ (2007) aimed to help remove the barriers that prevent adults from engaging in learning activities, and to improve the quality and efficiency of the adult learning sector. The Action Plan stated that it is not enough to simply attract people into education and training, there must also be a real opportunity for them to raise their level of qualification and integrate better in all aspects of life.

More recently, the Council Resolution on a renewed European Agenda for Adult Learning that was adopted in November 2011⁴⁹ builds on the Adult Learning Action Plan and explicitly mentions the need to engage specific groups who are traditionally excluded from learning, such as those in prisons. It calls for opportunities for adults to engage in learning in a variety of ways – notably through encouraging a range of potential providers (employers, higher education institutions, non-formal education providers) to further embrace adult learning. Underpinning the **Strategic framework for European cooperation in education and training**⁵⁰ ("ET 2020"), the agenda has five priority areas: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion and active citizenship through adult learning; enhancing the creativity and innovation of adults in

⁴⁵ http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-final-report_en.pdf

⁴⁶ http://ec.europa.eu/dgs/education_culture/publ/pdf/lil-learning/keycomp_en.pdf

⁴⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

⁴⁸ http://ec.europa.eu/education/policies/adult/com558_en.pdf

⁴⁹ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>

⁵⁰ http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm

their learning environments; and, improving the knowledge base on adult learning and monitoring the adult-learning sector.

Cooperation at European level on strengthening the provision of Lifelong Learning and VET has driven the development and implementation of tools and schemes to enhance the transferability of qualifications and validation and recognition of skills. These include establishing National Qualifications Frameworks on the basis of learning outcomes, the implementation of the European Qualifications Framework (EQF), the testing and development of the European Credit System for Vocational Education and Training (ECVET) and the European Quality Assurance Reference Framework for VET (EQAVET). These developments are particularly relevant to education and training in prisons and offer greater opportunities to prisoners in terms of gaining skills, competences and knowledge; recognition and validation of learning including non-formal and informal learning, and towards greater transferability of qualifications.

For many prisoners, being inside can have a very negative consequence and become an incubator for more serious or recurring crime on release. Positioning prison education in the context of a lifelong learning framework provides prisoners with potential opportunities to positively engage in meaningful education and training and to integrate into society and working life.

3.2. Socrates, Leonardo da Vinci and Lifelong Learning Programmes

Between 2000 and 2011, a total of 113 projects relating to prison education and training were funded through the Socrates, Leonardo da Vinci and Lifelong Learning Programmes, the large majority of which fell under the Grundtvig sub-programme. Almost all⁵¹ European countries participating in the Lifelong Learning Programme were involved in at least one project and a wide variety of themes were addressed, the most common being ‘transition and reintegration’, followed by ‘adult basic education’, the ‘prison as a positive environment for learning’ and ‘arts and cultural creativity’. The majority of the projects worked with all types of prisoners and not specific sub-groups. Many projects also worked with staff supporting (ex-) prisoners, e.g. prison educators and prison officers.

In the past, the development of good practices, methodologies and materials in prison education and training has mainly been practitioner-led and taken place at the level of the individual organisation. As a result, developments and innovations in one prison are rarely shared with colleagues in other prisons or other countries. This means that *“teachers new to prison education or those attempting new approaches and programmes are forced frequently ‘to reinvent the wheel’”*⁵². EU funding has helped to facilitate the sharing and transfer of practices and has helped to create sustainable partnerships and networks to ensure this process of mutual learning continues in the long-term.

Although the projects themselves were delivered through partnerships, some projects set out specifically to create a network of organisations with common interests and/or aims, in order to facilitate more sustainable cooperation and ‘networking’. By establishing networks, the projects enabled the process of mutual learning to continue beyond the lifetime of the project. In addition, by bringing together organisations working on

⁵¹ Only two European countries were not involved in projects at all: Iceland and Liechtenstein.

⁵² Prison Education in Europe: Informing Practice, Policy and Provision 2008. Review of the VEPS [Virtual European Prison School] Project and its associated Conference for Directors and Coordinators of Prison Education.

common issues, networks form a stronger tool for raising awareness, sharing information on the issues common to their members, giving a higher profile and added value to the members and opening up possibilities for future cooperation. In 2012, funding was granted to a network of projects called PriMedia, which will run until 2015. The network aims to disseminate effective practices in the use of ICT and multimedia in prisons to support learning.

The projects set out to achieve a wide range of aims and objectives and carried out many different types of activities. Partners sought to: learn from each other by working transnationally; work directly with beneficiaries, both (ex-)offenders and staff working with them; create new products for use in prison education and training; and find out more about or raise awareness of issues connected with prison education and training, amongst others. These aspects are developed further below.

While all the projects, by their nature, provided an opportunity for the partner organisations to work together and in doing so encouraged participants to learn from each other or exchange experiences, some focused particularly on facilitating mutual learning. In order to support this process of mutual learning, the majority of projects undertook some form of mobility activities, which enabled the partners involved to develop strong and often lasting relationships with peers from across Europe.

Projects working directly with beneficiaries – (ex-) prisoners, prison staff/educators or other professionals involved in supporting (ex-) prisoners - undertook activities such as delivering courses or cultural activities, organising mobility opportunities for prison staff and involving prison staff and other professionals involved in supporting (ex-) prisoners in developing project outputs. The projects clearly found that working transnationally brought many benefits to (ex-) prisoners, staff and at organisational level too, such as extending their personal experiences and communication skills; improving motivation and self-esteem; and providing awareness and understanding of the strengths and weaknesses of their systems.

Many projects brought partners together to develop and pilot new products or methods for education and training in prisons. In doing so, they sought to create new ways of supporting prisoners or prison staff to take up and access learning opportunities or new ways of supporting them to gain relevant skills and competences. Some projects set out to find out more about an issue relating to prison education and training. Their aim was to fill gaps in knowledge, both among the project partners and also outside of the project, or to inform the development of a new product or methodology, helping to ensure that their outputs responded to an identified need.

EU funding through the Socrates, Leonardo da Vinci and Lifelong Learning Programmes has led to a range of benefits at individual, organisational, national and transnational levels. Individuals taking part in the projects have benefited and learned from participating in transnational work and some have created lasting relationships with their peers in other countries. Thus, these projects have promoted intercultural awareness and understanding across Europe. Organisations have benefited from a chance to pilot new activities, develop new tools or to change their ways of working in line with tried and tested practices, as a result of mutual learning. Funding from the Jean Monnet strand of the Lifelong Learning programme has also been provided to the European Prison

Education Association (EPEA)⁵³, to support further promotion and awareness-raising of the association in a wider range of countries.

Some examples of projects funded through the Socrates, Leonardo da Vinci and Lifelong Learning programmes, in particular via the Grundtvig sub-programme, are described in the box below.

EU-funded projects to support prison education

The aim of the Grundtvig **Hidden Arts** project was to build up an international network to develop new ideas and inspiration in relation to using arts, music and culture to help learners from disadvantaged backgrounds to cope better with life. Participants said that *“Hidden arts fills our lives with many new contacts and topics. The project gives us the possibility to cooperate with highly motivated European partners and to learn from each other.”* As a result, one of the partner organisations was able to introduce prison education to a prison, which had not previously been engaged in prison education.

The Grundtvig learning partnership **Accreditation of prior (experiential) learning in a prison environment** aimed to identify inhibiting factors for the development of accreditation of prior experiential learning in prisons, reflect on the validation and recognition of non-formal and informal learning in prisons and develop means to support the accreditation of prior learning in prison environments. The project resulted in a comprehensive report, which outlines the concepts of social reintegration and the consideration given to the accreditation of prior (experiential) learning for those in custody in the partner countries of the project; as well as the results of an exploratory survey which was carried out to provide the basis for action research at European level to develop the process of accreditation of prior (experiential) learning for those in custody.

The Leonardo da Vinci project **Vocational Training Programme - Assessment and Case Management (ACM)** sought to improve the skills and competences of social workers supporting young (ex-) prisoners by providing specialist training. The key project result was the development of an ACMP curriculum and a working version of the ACMP modules. ACMP’s successful impact can be seen in the decision by the project coordinators, Crime Prevention Fund – IGA, to implement the ACM programme developed as a Master’s degree specialisation in the 2008-2009 educational programme of the Plovdiv University “P. Hilendarski” in Bulgaria.

The Grundtvig project **‘Law through Experience: Interactive and Participatory Socio-Legal Training for Prison Educators’** developed a socio-legal training course for prison educators focusing on topics relating to human rights. Dissemination activities were carried out throughout the project and prison educators from countries such as Russia, Albania, Kenya, India and the USA expressed an interest in taking part in the course, which shows that it

⁵³ <http://www.epea.org/>

was attractive to its target group and applicable in different environments. Furthermore, following their participation in the project, all partners were invited to cooperate with their national prison authorities and to offer training either to prisoners or to prison educators, or to both.

The Grundtvig **Partnership in Prison Education Learning in Networked Environments (PIPELINE)**⁵⁴ project aimed to improve prison education in Europe by making ICT available to learners and teachers in correctional education, in line with the security demands of this environment. The key outcome of the PIPELINE project was the successful delivery of a system to allow the secure use of ICT in prison education. The system can be adapted to the different organisational and pedagogical needs and security demands of individual learning environments (i.e. different prisons). Other important project outcomes include the development of an e-learning platform, a publishing system and examples of multi-literacy practice. In Norway, the Internet for Inmates⁵⁵ (IFI) project was set up as a follow-up to PIPELINE. The aim was to link up all prisons in Norway to a national network which facilitates access to the internet in line with the security requirements of the prison environment. This is based on the categorisation of sites according to over one hundred categories (e.g. ‘search engines’, ‘news’, ‘sports’ but also ‘drugs’, ‘pornography’ etc.). The level of access is tailored according to the appropriate security levels for the prisoner concerned.

The **Eliminating Language Barriers in European Prisons through Open and Distance Education Technology (ELBEP)**⁵⁶ Grundtvig project offered second language education to prison staff through an online learning environment, to enable them to better support prisoners of foreign nationality. Five online language courses were produced as a result of the project, which are available via the project website. Partners felt that by working together, they were able to target audiences and to see best practices in different countries, and to reach a higher number of beneficiaries for the utilisation of the project outcomes⁵⁷.

3.3. EQUAL Community Initiative

The main aim of the European Community Initiative EQUAL was to find innovative ways of fighting discrimination and promoting employability. Under the programme, which ran from 2001-2008, 121 projects or ‘Development Partnerships (DPs)’ focused on strengthening the employability of (ex)-prisoners by testing innovative ways of working and developing tried and tested ways of reducing re-offending. These DPs received substantial financial support of over €170 million.

In addition to the individual DPs, national networks were also set up, which helped to promote the new approaches that had been developed and to engage policy makers,

⁵⁴ For a detailed project description, see: http://www.epea.org/index.php?option=com_content&task=view&id=129&Itemid=162

⁵⁵ <http://www.fylkesmannen.no/fagom.aspx?m=20566&amid=3526903>

⁵⁶ <http://elbep.anadolu.edu.tr/>

⁵⁷ ELBEP final report. Internet: <http://elbep.anadolu.edu.tr/ElbepFinalReportPublic.pdf>

thereby helping to work towards the ‘mainstreaming’ of the practices and learning from the projects. A European steering group was also set up to take forward mainstreaming efforts relating to the issue of resettlement at European level. A Policy Forum organised as part of these mainstreaming efforts led to the development of a set of ‘Recommendations for the Re-Integration of (Ex)-Offenders’⁵⁸, one of which relates specifically to education and training for prisoners (“*All prisoners should have the opportunity of engaging in training and educational programmes that will increase their employability*”).

The Development Partnerships funded through the EQUAL programme at the Directorate-General for Employment, Social Affairs and Inclusion aimed to support the resettlement and reintegration of prisoners in a number of ways. The projects with a focus on education and training issues set out to: extend the range of learning opportunities available in prisons; adapt education and training to changing labour market needs and link vocational preparation with new forms of aftercare to enable ex-prisoners to continue their training on release and facilitate their placement in a job; find ways of introducing ICT to prisons which are compatible with the security issues, legal requirements and also conventional attitudes towards prisoners; and to help prisoners to acquire soft skills which are needed to obtain or retain employment.

Some examples of EQUAL Development Partnerships with a focus on education and training for prisoners – primarily to boost their employability - are described in the box below.

EU funded education and training projects to support the employability of (ex-) prisoners

The **REINSERT** Development Partnership (DP) introduced learning opportunities as part of the regular provision in all 17 prisons in the French (and German) speaking Community of Belgium. A total of 28 further education and training centres were actively engaged in prison education and training within the context of the DP. The new training provision developed through the DP was integrated with further training or work experience opportunities outside the prisons, thus providing pathways from prison to work and civil society.

The **Women into Work** DP, based in the UK, ran exercises and workshops to help their participants to improve their self-confidence and self-esteem, in order to prepare them for the world outside of prison. They were also given tuition in a range of job search skills.

The **S.A.L.I.S** DP, based in Italy, aimed to give its beneficiaries skills that would improve their performance in the workplace and in doing so to increase their potential value to an employer. The DP emphasised knowledge about what is expected of employee and on improving personal relationship both in terms dealings with customers and working with fellow employees.

The **ZUBILIS** DP, based in Germany, aimed to increase the relevance of education and training provision for (ex)-prisoners, by modernising its content

⁵⁸ http://ec.europa.eu/employment_social/equal/data/document/0707-recomoff.pdf

and methods of delivery, in close cooperation with employers and other labour market actors. Its activities focused on three main areas: increasing the media competence of teaching and training staff in the penal system and developing media-supported programmes for prison inmates; adapting existing vocational qualification programmes for use in prisons; mobilising, and capitalising on, relevant expertise available outside the penal system, for example from temporary employment agencies and research organisations.

Other DPs helped their beneficiaries to develop skills and competences to increase their chances on the labour market on release, through for example work experience opportunities and the development of skills for entrepreneurship or self-employment. Many recognised that prisoner beneficiaries experience considerable barriers to accessing education and training and provided personalised support to overcome these. Some sought to promote improved cooperation or other changes in the way agencies were involved in supporting work with prisoners.

One of the key principles of the EQUAL programme was partnership-working. The programme helped to generate positive examples of cooperation involving prisons, education, health and social security, NGOs, employers' and trade union organisations and, at local level, organisations representing prisoners, their families and their victims. Various Member States have built on the EQUAL experience and have used their national and regional European Social Fund (ESF) Operational Programmes to continue support for projects that address the needs of (ex)-prisoners. For instance in Romania, ESF funds have been used in the project "Increasing the chances of social integration" to transfer learning from the Portuguese prison education system.⁵⁹

At European level, a community of practice was established which built on the thematic networks which emerged as a result of the EQUAL programme. The European Ex-Offender Community of Practice (EXOCOP)⁶⁰ aimed to develop and extend a European learning network focused on the exchange, transfer and standardisation of expertise amongst the participating Member States. The aim was the development of a joint strategy to improve the conditions necessary for the successful reintegration of ex-offenders at regional, national and European level. Through workshops, seminars and a final policy forum, the Community of Practice ensured that the work undertaken through EQUAL is sustained in the longer-term.

3.4. Other European Commission initiatives

Directorates-General for Education and Culture's Sport Unit also has involvement with the prison sector. Over a period of 18 months (2011-2012), the European project *Prisoners on the move: Move into sport, move through sport!* brought together experts, and public and private actors involved in the fields of sport, prison and social inclusion. The project concluded that it is necessary to establish complementary and mutually reinforcing partnerships with partners from relevant policy domains (e.g., sport, health, welfare, education, employment) and on different levels (e.g., European, national, regional and on prison level) to stimulate a multi-actor approach. The project recommended that sport movement should get closer to the prison authorities and other institutions responsible for the inclusion programmes, and that more participation of

⁵⁹ http://ec.europa.eu/education/adult/doc/survey/annex5_en.pdf

⁶⁰ <http://www.exocop.eu>

inmates in community events, inside and outside prison, are necessary to connect prison life with social life as bridges towards inclusion. Both could lead to the use of sports as an additional tool for the inmates' (re-)integration.

One specific aspect examined was extending physical activity and sport beyond the recreational role assigned in the legal regulations of several prison systems, and to assign an educative role to these activities equivalent to the formal education or school. The importance of training inmates as sport trainers and coaches was another issue addressed, i.e. increasing personal attributes that can be used by inmates outside prison. To acquire certification to help their future inclusion, existing curricula that can be offered to this target group, for example, the training model provided in STAPS (University education in the field of sport) in France or the 'trainer' degree in a specific sport, offered by the Flemish Trainer School (VTS). Emphasis was placed on competence building of prison sport staff through the organisation of training programmes focussing on the use of sport as a means of personal and social development. Making sure that other prison staff members are informed and aware of the potential values of sports within the prison setting was also stressed.

In addition to activities carried out by the Directorates-General for Education and Culture and Employment, Social Affairs and Inclusion outlined above, a selection of projects commissioned by other Directorates-General of the European Commission is presented here.

A small number of projects relating to prison education and training were also funded through the AGIS framework programme for police and judicial cooperation in criminal matters

http://ec.europa.eu/justice_home/funding/2004_2007/agis/funding_agis_en.htm⁶¹, which was run by the Directorate-General for Justice and Home Affairs from 2003 to 2006. In summary, the programme promoted cooperation among police, customs and judicial practitioners in criminal matters and supported their contribution to the development of European policy in this area.

The Directorate-General for Research published a report in 2006, following the outcomes of a comparative research project from 2002-2005, focused on the reality of women in European prisons and their life after release⁶². The project focused on the efficiency of social and penitentiary policies which promote their social and labour integration. This study compared approaches in France, Germany, Hungary, Italy, Spain and the United Kingdom. In relation to prison education, the research findings report barriers to participation faced by female prisoners.

More recently, the Directorate-General for Research commissioned a comparative study into policies and practices across twelve European countries concerning access to education for marginalised groups in Europe, including prisoners⁶³. A key message emerging from the research is the need for strategic leadership to stimulate national lifelong learning strategies for prison education - and structures, at both national and prison institutional levels, to ensure that education is a core, mainstream part of prison institutional culture and practices.

⁶¹ http://ec.europa.eu/justice_home/funding/2004_2007/agis/funding_agis_en.htm#

⁶² http://ec.europa.eu/research/social-sciences/pdf/mip_en.pdf

⁶³ Downes, P. (2011) 'A Systems Level Focus on Access to Education for Traditionally Marginalised Groups: Comparing Policy and Practice in Twelve European Countries.'

4. PRISON AS A LEARNING ENVIRONMENT: THE CURRENT STATE OF PLAY

This section of the report presents the main messages emerging from the recent work commissioned by the Directorate-General for Education and Culture in relation to prison education and training. In presenting the key themes, we draw particularly on the main outcomes of a recent on-line survey on prison education and training⁶⁴. Other work considered in this section includes the outcomes of the ‘Pathways to Inclusion’ conference held in Budapest in 2010 and a review and commentary of existing available literature⁶⁵ conducted in late 2010, early 2011.

Where reference is made to the outcomes of the survey on prison education, it is important to note the limitations of the data collected through the on-line survey. Completion of the survey was voluntary for the national coordinators of prison education (or equivalent) identified by European experts on prison education and training, and it was not possible to obtain a full set of responses from the 35 countries originally envisaged. Although the response rate was good at over 80%, the sample was relatively small at a total of 33 responses. Furthermore, in some cases only partial responses were received and some responses were contradictory, or appeared to contradict information gathered via telephone interviews or the document review. It is also necessary to stress that the broad messages discussed below should be contextualised at a local level and tailored to the individual needs of prisoner learners.

This section begins with a discussion on the various aspects of and strategies for the **provision of education and training in prisons**. This includes discussing the importance of a broad curriculum, learning for employment as well as arts and cultural activities; exploring how to meet the individual needs of prisoners, using e-learning and validation of prior learning and experience; and the benefits of an alternative approach in prison education compared to mainstream education as well as making sure that prison education is a part of a holistic rehabilitation package. The section then moves on to a discussion on the **diversity of the prison population** and on the type of **prison environment** that is conducive to learning, including the physical environment and the prison staff. Lastly, the section discusses **characteristics important for the provision** of prison education, such as administrative responsibilities, funding and research needs.

4.1. The provision of education and training

In the majority of European countries provision of education and training is a legal requirement. Whilst this commonly applies to all prisoners, in some instances only specific groups must be given educational opportunities or certain groups are given priority (e.g. juveniles, prisoners lacking basic literacy skills). In other countries only certain types of education must be provided (e.g. primary-level education only). The provision of education and training in prisons can be divided into three main categories⁶⁶:

⁶⁴ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

⁶⁵ Prison education and training in Europe - A review and commentary of existing literature, analysis and evaluation and the suite of documentation produced for the ‘Pathways to Inclusion’ conference. http://ec.europa.eu/education/adult/doc/literature_en.pdf

⁶⁶ The survey findings have also shown that actors across Europe structure and categorise their provision differently. In Estonia for example the Prison Service identifies four categories of education: 1) formal general education 2) formal vocational education 3) rehabilitation programmes (programmes with the approval of the prison service such as anger management, aggression replacement training etc) 4) informal education (all other educational activities).

- general education (i.e. courses in subjects such as mathematics, sciences, history, geography, foreign languages, literacy etc.)
- vocational education and training (i.e. education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market; and
- non-formal learning, for example (but not restricted to) vocational training activities not typically leading to certification, some art and craft activities and offence-focused programmes to help prisoners to address issues such as anger management, thinking skills and substance abuse, as well as preparation for integrating in society on release.

In terms of take up, the survey findings show⁶⁷ participation in education and training amongst adult prisoners tends to be lower than 25% in the majority of European countries⁶⁸. In total, 15 of the 20 respondents reported participation levels between 0 and 24% (e.g. AT, BE(nl), CY, DK, FI, GR, HU, NL, PL, SK, UK-Scotland and UK-Wales). As the data does not reveal whether the participation rate is below 1% or above 23%, it is possible that considerably less than a quarter of prisoners take part in learning. Those prisoners who do take part in education and training are generally able to acquire the same qualifications as those awarded outside of prison.

The survey findings show⁶⁹ that common barriers to participation are lack of motivation and previous negative experiences of education. Attitudes towards mainstream education are thus a key challenge to encouraging participation among prisoners⁷⁰. In Bulgaria, for example, female prisoners' 'value system' is identified as one of the reasons for dropping out of educational opportunities offered to them - for many education is 'not part of their life priorities'⁷¹. In Slovenia, the reasons given for prisoners to drop-out of education are most often lack of motivation, problems with substance abuse and learning difficulties⁷².

4.1.1. *A broad curriculum*

The Council of Europe Recommendation on Education in Prison⁷³ and the European Prison Rules emphasise the importance of providing a broad curriculum in prison education and training. This broad curriculum should ensure that there is wide scope for critical reflection and personal development, for the cultivation of meaningful and useful knowledge and skills and for offenders to broaden their perceptions of their role and their future. For instance, a review of the Irish prison education curriculum⁷⁴ stressed that a broad and varied curriculum is necessary to encourage more prisoners to participate in

⁶⁷ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

⁶⁸ This was measured by asking respondents to select one of the following categories: "up to 24%", "25-49%", "50-74%" or "75-100%".

⁶⁹ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

⁷⁰ Hurry, J., Brazier, L., Snapes, K., Wilson, A. (2005), *Improving the literacy and numeracy of disaffected young people in custody and in the community*, Internet: http://www.nrdc.org.uk/publications_details.asp?ID=28#

⁷¹ Boyadjieva, P., Valentina Milenkova, Galin Gornev, Kristina Petkova and Diana Nenkova, (2010), *The Role of Bulgarian Educational Institutions for Promotion of Access of Adults to Formal Education*. Sofia: Institute of Sociology. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

⁷² Ivančič, A., Vida A. Mohorčič Špolar and Marko Radovan, (2010), *Access of adults to formal and non-formal adult education – policies and priorities. Country report: Slovenia*. Slovenian Institute for Adult Education and Ministry of Education and Sport. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

⁷³ See Articles 1,2 and 3

⁷⁴ 'Prison Education in Ireland: A Review of the Curriculum' by the Curriculum Review Group set up in 2003.

educational activities and to ensure that all their educational and personal development needs are met at different stages throughout their sentence.

As outlined above, basic skills training is for many prisoners the first gap in learning which needs to be filled. However, experience shows that this needs to go beyond basic literacy, numeracy and language skills to also incorporate areas such as basic health capabilities, personal development, financial capabilities etc, which will help to facilitate their reintegration. In the UK for example, the charity Safe Ground uses drama to help prisoners develop literacy skills linked to skills in parenting and building better relationships with their families through its courses ‘Family Man’ and ‘Fathers Inside’⁷⁵. These courses aim to help address the needs of participants in terms of education, employability and personal development, as well as maintaining family relationships, which play an important role in preventing re-offending.

The European Prison Rules⁷⁶ state that “*prisoners with literacy and numeracy needs, and those who lack basic or vocational education, should be given priority*”. A survey among prisoners in Nordic countries found that most inmates who want to start an education in prison have a preference for vocational subjects⁷⁷. Vocationally oriented courses have an important role to play in the curriculum offer for offenders⁷⁸, if it facilitates access to rewarding employment. Vocational training can also help to promote personal development and can provide ‘life-wide’ skills which can be used for example in the home environment.

4.1.2. Education and training for employability

In some prison systems, vocational education is delivered alongside work activities while in others vocational training forms a part of the prison education service. It is difficult to offer the same range of vocational programmes in prisons as in the ordinary education system outside prison and for the training offered to keep pace with developments in the skills in demand on the labour market. However strong links between work and training can enable students to learn theory in the classroom and conduct practice in the prison workshops⁷⁹. For example in Germany, the small-scale computer-recycling project ‘ECO-PC’⁸⁰ enables female prisoners in Berlin and Brandenburg prisons to undertake ‘on-the-job’ learning and to work towards an individualised certificate through learning units in subjects such as IT basic skills, German and mathematics.

There is also a case for prison work to have a better link with employment outside of prison, which should give prisoners a better chance of obtaining employment on release. If training is provided with no real prospect of securing employment after release, this can be damaging for prisoners⁸¹. With growing prison populations and limited resources, identifying and supporting opportunities to combine education and work can be seen as one way of preparing prisoners for employment following their release but also as a way

⁷⁵ <http://www.safeground.org.uk/>

⁷⁶ See Article 28, Council of Europe, *Recommendation Rec(2006)2 of the Committee of Ministers to member states on the European Prison Rules*. Internet: <https://wcd.coe.int/ViewDoc.jsp?id=955747>

⁷⁷ Eikeland, O-J, Manger, T and Asbjørnsen, A, eds, 2009, *Prisoners’ Educational Backgrounds, Preferences and Motivation*, TemaNord. Internet: <http://www.norden.org/en/publications/publications/2009-508>

⁷⁸ See the Council of Europe Recommendation on Education in Prison (Article 9)

⁷⁹ Norwegian Ministry of Education and Research, *Short Version of Report no. 27 to the Storting [the Norwegian Storting] (2004-2005) Education and Training in the Correctional Services “Another Spring*. Internet: [http://www.epea.org/images/pdf/AnotherSpring\(Norway\).pdf](http://www.epea.org/images/pdf/AnotherSpring(Norway).pdf)

⁸⁰ <http://www.evangelisches-johannesstift.de/die-wille/bildung/projekte/eco-pc>

⁸¹ McEvoy, Kieran, *Enhancing Employability in Prison and Beyond: A Literature Review*, Queen’s University Belfast for NIACRO 2008. Internet: http://www.niacro.co.uk/filestore/documents/publications/Sept_08_49699_EmplyRep.pdf

of overcoming resource constraints. Here opportunities exist to provide accredited training to prisoners engaged in prison work.

Prison work presents an opportunity for prisoners to positively engage in meaningful activities within the prison environment, gain experience of the demands and disciplines of a working environment and to gain self-respect as well as skills and competences to improve their employability. Défi-Job, in Luxembourg, for example, enables prisoners taking part in its sheltered workshop to acquire a range of both generic and specific skills to enhance their employability, as described in the box below.

Gaining skills through work, Luxembourg

Défi-Job is a non-profit organisation which aims to facilitate the social reintegration of inmates of the Givenich prison (an open prison) through work. It offers employment opportunities both in the formal labour market and also in a sheltered workshop, depending on how ready the prisoner is to take on employment. The scheme is funded by the national Ministries of Labour and Justice.

The work undertaken by the prisoners involves the design and production of a number of lines of items, including furniture and document holders, which are sold in a small number of retail outlets. Through their work, the participants are supported to develop the skills and capacities they need to take up formal employment on release from prison, including motivation (e.g. to arrive on time each morning) as well as generic skills required by employers such as team-working and communication.

Prisoners must apply for employment with Défi-Job and must meet certain criteria in order to obtain a place on the scheme. These criteria are based on: 'readiness' – i.e. their attitude and motivation towards work and future social integration; behaviour and working relations with the psycho-social-educational services; attitude towards drug addiction; and administrative legal situation (identity card, working permit, official address, etc.).

There are a number of factors within the design of the project which help to increase the self-esteem of the participants, by helping to create a feeling that they are reintegrating into the community:

- They are given an employment contract;
- They are paid the equivalent of the minimum wage (which is much higher than the wages paid for prison work);
- They are entitled to make social security contributions;
- They are paid two extra days per month instead of being given holiday.

In 2011, 23 prisoners participated in the Défi-Job scheme, of which 12 went on to formal employment on leaving prison, 7 continued to work in the Defi-Job workshop while they finished their sentence in prison, and 4 were unemployed.

Although prison work has the potential to enable prisoners to improve their employability, it is important to distinguish between 'prison work' (domestic work that keeps the prisons running, such as preparing meals in the kitchen or cleaning the prison) and 'work training', i.e. the industrial work that takes place in prison workshops.

It is also important to highlight that evidence suggests that the relative levels of remuneration of prison work on the one hand and the allowances payable to prisoner's who engage in learning on the other, have an important impact on inmates' decisions. Whilst remuneration for participation in work or education / training can act as an incentive to participation and falls within the principle of 'normalisation'⁸², higher payment for prison work may act as a disincentive to participation in lesser paid prison education opportunities. In Belgium (Wallonia) for instance, when both training and work opportunities are available, there is a strong preference among inmates for work as the income obtained from prison work is more attractive than the bonuses and premiums paid to encourage students to participate in education and training⁸³. In the UK prisoners are also rewarded for attending educational courses; however the amount that they are paid is lower than the amount received by those who undertake prison work.

Yet often prison work is low-skilled, limited to manual and repetitive activities, and does not provide those involved with skills – or qualifications – which can help them to obtain a job on release. For example, in a UK survey of women prisoners, although around half of those who had a job in prison said that the work had helped them to develop new skills, only three in ten believed that their prison work would help them to get a job on release. The reasons they thought that the prison work would not help them on release were either that they had no interest in that type of work or that they thought the work was too menial⁸⁴.

If prison work is to be of value to the inmates involved, strong involvement from employers and training organisations is important. For example, Timpson, a retail company in the UK, has set up special training workshops for prisoners. The scheme provides training to prisoners released on temporary licence and actively seeks to recruit former prisoners⁸⁵. Similarly, where vocational training is provided, it is important to ensure that it is up-to-date and provides the prisoner learners with skills that are on demand on the labour market. Joint work with employment services in particular in the area of vocational training, should help to ensure that the training provided will prepare the individuals for the labour market⁸⁶. Besides specific vocational skills, generic skills required by employers, such as motivation, reliability and team-working skills are also important.

In Austria, a legal obligation to provide education and opportunities to work to all prisoners was introduced in 1975. In return for the obligation of prisons to provide education and work opportunities, prisoners in Austria are obliged to work. Consequently, prison institutions in Austria include workshops and establishments in 50

⁸² Best, P, Keeping prisoners active in an increasingly difficult economic environment (From the 12th Conference of Directors of Prison Administration Proceedings). European Committee on Crime Problems, Strasbourg, 1997

⁸³ Schoenaers, Prof F. (promoteur), D. Delvaux, C. Dubois, S. Meherbi (chercheurs), *Recommandations pour une amélioration de l'enseignement et de la formation en prison en Communauté française (Belgium)*. Internet: http://www.kbs-firb.be/uploadedFiles/KBS-FRB/05%29_Pictures_documents_and_external_sites/09%29_Publications/PUB2009_1963_RecommandationsPrisons.pdf

⁸⁴ Hamlyn, B., and Lewis, D.. (2000), *Women Prisoners; a survey of their work and training experiences in custody and on release*. UK Home Office. Internet: <http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf>

⁸⁵ <http://www.justice.gov.uk/news/features/features-180111a>

⁸⁶ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. (Eds.) (2009) *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefidi-efni/2009-536>

different branches, executing orders from private enterprises. When working, inmates receive wages. Approximately 75% of those wages are withheld by the institution as a contribution to the costs of imprisonment. The remaining 25% are split; half is saved up as future seed money to help prisoners start their life after release, while the other half is at their disposal to make purchases during their stay in prison. If educational measures on offer are liable for fees, prisoners also have to pay for those programmes⁸⁷.

In addition to educational programmes that seek to improve job-related skills, those that tackle problems which influence employability, such as substance abuse, are also seen to influence recidivism. For some prisoners, skills issues may not be the most immediate priority and corrective education⁸⁸ may be advisable to prepare them for further (vocational) education and training. Nevertheless, the emphasis on corrective education can be at the cost of other educational programmes and subsequently has a negative effect, which should be avoided⁸⁹.

Many countries have taken steps to help to improve prisoners' employability on release, through for example pre-release programmes to promote employability or work experience opportunities for prisoners. Day-release programmes can be used as a means of 'normalisation', providing increased opportunities for contact with society. In this respect Langelid et al propose that there should be increased contact between prisons and society, for example through more frequent placement of prisoners in open institutions, allowing more day-release for education and work which would result in automatically making better use of traditional social services⁹⁰. Here it should be noted that open institutions are only suitable for certain types of prisoners.

The intensive training programme⁹¹ provided in Vienna-Simmering prison and three other institutions in Austria provides prisoners with the opportunity to follow a fully recognised pathway of vocational training during a relatively short period of time (12 months). The reduced timeframe was put in place to provide as many inmates as possible the opportunity to participate – specifically to those who serve a relatively short sentence and will soon be available again for the labour market outside. This was made possible by narrowing down the content of the theoretical learning. Since the training is provided to adults only (from 18 years on), the inmates have completed their compulsory education. On completion of the training, the prisoners acquire a widely acknowledged certificate of 'skilled worker' from the competent institution (the Chamber of Crafts). It is the same certificate as that acquired by trainees outside through a normal training path and therefore enhances their employability on release and their chances of achieving full social rehabilitation. Furthermore, inmates who are eligible for day release are encouraged to take up training outside of the prison – for instance a completed training measure will always have a positive influence on the verdict about early release etc.

It is important to underline that post-release programmes to support employability do not seem to be a common element of prison education and training (which is perhaps

⁸⁷ National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin. Rammel, Stephanie and Regina Gottwald: *Social Inclusion in Formal and Non-formal Adult Education*. Findings from Austrian Institutions and Government Representatives. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

⁸⁸ Corrective education focuses on combating offending behaviour and attempts to bring about a change in prisoners' attitudes towards crime

⁸⁹ Warner, K. (2005) *Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners?* Internet: <http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf>

⁹⁰ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefild-efni/2009-536>

⁹¹ Case study: Intensive training for skilled workers (Facharbeiterintensivausbildung), Austria. http://ec.europa.eu/education/adult/doc/survey/annex3_en.pdf

because post-release support is not considered to be part of prison education and training itself, rather as a role to be undertaken by probation and other services outside of prison). Yet follow-up support for prisoners on release is recognised as an important part of efforts to prevent re-offending and it is important that those involved in prison education form links and work together with partners on the ‘outside’ to support the transition process at the end of a prisoner’s sentence.

Given the wide range of social and personal issues that prisoners face, the research literature points to a more integrated approach to help prisoners secure employment post release. Here, education programmes that take a ‘holistic’ approach, combining support in different areas such as housing, relationships and addiction for example are seen to be effective. As Webster et al (2001) and Morgan and Owers (2001) have argued integrated programmes are necessary to help prisoners find employment post release and to help them address other problems they may face such as homelessness or substance abuse for example. In Greece, the Women’s Prison of Theva is piloting an integrated programme to help inmates receive vocational training combined with support to address barriers that may be precluding them from finding employment. Through a collaborative approach between the prison, a vocational training institute and NGOs, prisoners participate in education and training in catering and also have access to support that enable them to deal with a range of personal and social issues they face pre and post release⁹².

As discussed above, a broad curriculum needs to extend beyond basic skills and vocational training, to encompass a wide range of subjects. While prisoners should be able to obtain recognised formal qualifications, this should not mean that non-formal learning opportunities to promote personal development, increased self-confidence etc, are given less priority. Indeed, non-formal learning can present a route into education for prisoners with previous negative experiences of the mainstream system. It can also play an important role for prisoners serving long sentences, or those for whom a focus on work is unrealistic⁹³.

4.1.3. Art and cultural activities

Arts and cultural activities have been found to be particularly effective in supporting a prisoner’s personal and educational development. There is evidence that these programmes improve personal and social skills, develop self-confidence and encourage participation in future learning⁹⁴. Furthermore, arts and cultural programmes can be effective in supporting the rehabilitation of a prisoner and can aid the reconstruction of his or her relationship with society. They can help to reduce the detrimental effects of a prison sentence by helping to ‘normalise’ life in prison. They can also be particularly effective as a way of engaging prisoners who are disaffected by the educational process through non-traditional teaching material and teaching methods. In France for example, the survey findings have shown ⁹⁵ that access to cultural activities is relatively well regulated and recognised as a right for prison inmates, as described in the box below.

⁹² (Source: telephone interviews with Ms Faragoulitaki, Ministry of Education and Religious Affairs and Mr Pirounakis, Prison Director of the Female Prison of Thebes, 2 May 2012).

⁹³ (UK) Department for Business, Innovation and Skills, 2011, Making Prisons Work: Skills for Rehabilitation. Internet: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/m/11-828-making-prisons-work-skills-for-rehabilitation>

⁹⁴ Anderson, K. and Overy, K. (2010), *Engaging Scottish young offenders in education through music and art*, International Journal of Community Music 3: 1; Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

⁹⁵ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

Cultural activities in prisons, France

The French legislative framework (*Code de procédure pénale*) foresees that in each prison, a library should be available for inmates and that the service in charge of reinsertion (*service pénitentiaire d'insertion et de probation*, SPIP) should develop cultural activities⁹⁶. These include regular artistic events and weekly cultural activities for inmates. The development of cultural activities in prison has been given substantial attention for at least 20 years by the relevant authorities (mainly the Ministry of Justice, the Ministry of Culture and their decentralised structures), and a stock-taking conference was organised in Valence in 2005⁹⁷. In nearly all regions, framework agreements have been signed between regional structures in charge of justice and of culture to increase cooperation in this area. Engagement in cultural activities is regarded in France not (only) as an entertainment but also as one important way to facilitate reinsertion, including through the indirect impact that cultural activities have on attitudes, motivation and self-esteem of inmates.

Research has also shown that arts programmes in prisons often enable prisoners to stay better connected to their families while imprisoned⁹⁸, which is thought to be an important influencing factor on whether the prisoner re-offends on release. In Portugal for example, 'BebéBabá' is an organisation that runs music projects for parents and their babies in the community, as this is thought to help to strengthen bonds between mothers and babies in prison. The projects provide babies born in prisons with better opportunities to experience music, which can help to partly "compensate for the social and learning deprivation of children in prison"⁹⁹.

It is also possible to link arts programmes with vocational training. The Prison Art Foundation in Northern Ireland runs programmes in prisons in Northern Ireland. One of these programmes, entitled 'Paint Magic' acts as a link between work and art¹⁰⁰. The use of creative arts provides a platform to link prison activities with post release activities. From 2005-2007, the Grundtvig programme supported PAN – a European Network of organisations involved in prison arts education in 12 countries, which examined official policies and government support and identified good practice and common approaches in teaching arts in prisons.

4.1.4. An individualised approach to learning

For the prison to be a meaningful learning environment, the learning and training provided needs to be learner-centred, holistic and flexible and meet the real needs of the prison population, before and after release. In this respect, it is positive to see that many countries in Europe undertake individual action plans for prisoners to help them to create a tailored 'learning journey'. For these individual action plans to be effective, it is important that they are based on an initial assessment of the individual's educational

⁹⁶ Decisier D. (2006), Les conditions de la réinsertion professionnelle des détenus en France, Journal officiel de la République française, avis et rapports du Conseil économique et social Internet: <http://lesrapports.ladocumentationfrancaise.fr/BRP/064000250/0000.pdf>

⁹⁷ Fédération interregionale du livre et de la lecture (2005), Culture en prison – Ou en est-on?, FILL, Paris

⁹⁸ Safe Ground (2010) Annual Report 2009/10 http://www.safeground.org.uk/wp-content/uploads/SafeGround_AnnualReport_2010_FINAL.pdf

⁹⁹ Rodrigues, H. et al. (2010), 'Music for mothers and babies living in a prison: A report on a special production of 'BebéBabá' ' *International Journal of Community Music* 3: 1, pp.77-90

¹⁰⁰ Hughes, J. (2005) *Doing the Arts Justice - A Review of Research Literature, Practice and Theory*, The Unit for the Arts and Offenders Centre for Applied Theatre Research, Internet: http://www.artscouncil.org.uk/publication_archive/doing-the-arts-justice-a-review-of-research-literature-practice-and-theory/

needs and that the individual prisoner has ‘bought in’ to the plan and recognises that he / she has responsibility for the learning and rehabilitation process set out therein. The information recorded within the plan should also be communicated to relevant partners, including for example the new prison when a prisoner is transferred. It is also important for the provision of education and training on offer to prisoners to be sufficient to meet the needs identified in such an individual action plan.

Other means of ensuring that education and training provision can be **tailored to the needs of the individual** include offering appropriate information, advice and guidance and ensuring that the educational offer addresses the individual’s specific skills gaps, such as through modular learning –reviewed in this section- or the validation of prior learning, experience and competences – reviewed in section 4.1.6. Performance on these aspects is varied. For instance with regard to information and guidance, a survey of inmates in five Nordic countries found that a large percentage of prisoners stated that they did not receive information about educational possibilities¹⁰¹.

The provision of **guidance** / creation of ‘individual pathways’ was an area of particular interest to some of the Development Partnerships (DPs) funded through the EQUAL programme. Efforts to address the need for individualised support to prisoners can be found amongst those DPs which offered (ex-) prisoners integration pathways, resettlement plans or employability programmes to help ensure that they were given more tailor-made provision to support their social and vocational integration. The MABIS programme for instance, which preceded the ZUBILIS DP, provided individualised support plans to prisoners in 11 of the 37 prisons in North-Rhine Westphalia. The counsellors involved provided guidance on suitable training opportunities and possible placements in employment after release and also played an important role in ensuring effective links with after-care agencies¹⁰². This programme has now been continued with support from national funding¹⁰³.

A number of examples of the provision of one-to-one support for transition from an institution to release can be found at national level. One is the ‘ArJuS’ project, implemented in three youth correctional facilities in Hessen, Germany¹⁰⁴, which provides individual support to young prisoners in their transition from the prison to society. In the Netherlands, an example of an individualised approach to the provision of guidance and training is ‘Work-Wise’, which was also involved in EQUAL projects over the period 2002-2007. Work-Wise provides support to juveniles through a four-phase approach, starting during their time in an institution and continuing beyond their release, as outlined in the box below.

Work-Wise, the Netherlands¹⁰⁵

Work-Wise helps young people (aged 12-23) who have been placed in a closed (judicial) institution to find a pathway towards a job or training. The Work-Wise ‘Individual Routing Counsellor’ provides support to make sure

¹⁰¹ Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (Eds.) (2009). *Education in Nordic Prisons. Prisoners’ educational background, preferences and motivation*. Copenhagen: Nordic Council of Ministers. Internet: <http://www.norden.org/en/publications/publications/2009-508>

¹⁰² Mercer, A., 2010, Learning for Resettlement and Reintegration, Analysis of EQUAL Projects and Key Messages. Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

¹⁰³ <http://www.mabis-net.de/>

¹⁰⁴ For more information see: http://www.bfw-hessen.de/cms/front_content.php?idcat=86&idart=136

¹⁰⁵ <http://180.nl/producten-en-diensten/work-wise>

that the young person is able to access and continues to attend education and training both inside and outside the establishment. In addition, the support from Work-Wise extends to cover also housing, leisure and social networks. Each young person benefits from support from a dedicated consultant, who supports them during their time in the institution and also after their release.

Most Work-Wise programmes are split into four phases, which form a cumulative process of developing skills for work. These phases are: intake and planning; 'inside'; transition in / out; and 'outside'. As well as skills development, the programmes teach the young person to make choices and provide support in finding a job or attending a course of study. The initial focus is on acquiring a professional qualification (if necessary), then on searching for an internship or job. Moreover, all participants are given a follow-up plan incorporating guidance for after they have been released from the institution.

Work-Wise does not work in isolation and collaborates with relevant partners such as child welfare agencies, as well as schools, employers and the wider community.

Over 1,300 young people complete a work-wise pathway each year. Follow-up data on those completing their pathway in 2010 show that six months after completion 35% of participants were in work, 45% in school, 8% in other activities (e.g. full-time parent, protected day training, etc.), while only 12% had no regular daily activities¹⁰⁶.

Access to guidance and counselling serves to increase participation in prison education and training and supports prisoners in their transition to the community. In preparing for reintegration, the literature highlights some interesting examples. For example, in Greece, guidance and counselling is generally available to prisoners participating in an educational programme. Prisoners can access information in relation to education and training opportunities inside and outside prison, information on employment and entrepreneurship opportunities and can access support in searching for employment, preparing CVs and developing interview techniques. In addition, there are a number of guidance and support services in particular prisons. For instance, a guidance counsellor and psychologist is available at the Female Prison of Thebes on a daily basis to prisoners¹⁰⁷.

Prisoners themselves can become involved in the provision of advice or mentoring¹⁰⁸. Peer mentors can also be involved in delivering learning and providing advice and guidance, which in turn provides a learning opportunity and a chance to acquire valuable skills for those involved. The 'Toe by Toe' Reading Plan mentoring programme in the UK, which is run by the Shannon Trust¹⁰⁹, has developed a training module for prisoners who take on the mentoring role. In Greece, peer learning and peer support and a positive

¹⁰⁶ Source: 'Introduction to Work-Wise' presentation made at the HSI Conference, Potsdam, 21 March 2012

¹⁰⁷ Rigoutsou E., Prisoner Counselling, Ministry of Education, January 2005 and telephone interviews on 2 May 2012 with Mr Pirounakis, Prison Director of the Female Prison of Thebes

¹⁰⁸ Schuller, T., *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>; O'Brien, R. (2010), *The Learning Prison*, Royal Society for the encouragement of Arts, Manufactures and Commerce Prison Learning Network. Internet: http://www.thersa.org/data/assets/pdf_file/0006/278925/RSA_The-Learning-Prison-report.pdf

¹⁰⁹ <http://www.shannontrust.org.uk/>

predisposition of classmates are evident in the second chance schools operating in prisons, with older prisoners offering help to younger prisoners with their learning and native speakers assisting foreign nationals in learning Greek. This peer support starts with prison education within the prison second chance schools, but is then extended to all areas of prison life making second chance schools an oasis of peer learning and support in the prison environment¹¹⁰. In Hungary, former prisoners have been invited to participate in training programmes in prison. They offer practical advice to young prisoners based on their experiences of being in prison and also present discussions in relation to crime-prevention for example. In England, the St Giles Trust's Peer Advice project trains serving prisoners to achieve a recognised information, advice and guidance qualification. These peer advisers support fellow prisoners by providing guidance on issues such as housing, employment and training opportunities¹¹¹.

As already mentioned, education programmes which take a 'holistic' approach, combining support in different areas such as housing, relationships, addiction, boredom, finance, unemployment are seen to be effective. In Ireland for example, the focus of prison education and training is on meeting the learners' needs, as described in the box below.

A learner-centred approach to prison education, Ireland

In Ireland, the focus of prison education is on meeting the learners' needs. This holistic approach is student-centred and the learner's personal development and the learning process are considered more important than the curriculum. The learners' needs set the agenda and prisoners are expected to take personal responsibility for their learning and sentence management. Collaborative and activity-based learning, involving small groups, or pairs, engaged in supportive discussion and problem solving is the norm. Learning tasks are geared towards the strengths of different learners and entail clearly defined learning objectives. This approach is designed to nurture the learner's personal development and foster the knowledge, values and skills necessary for good citizenship and aim to bring about significant changes in the prisoners' thinking and actions¹¹².

The use of **modular or unit-based courses** presents an opportunity to ensure that the prisoner's sentence length¹¹³, or transfer to another prison mid-sentence, which are important barriers to participation in education, do not prevent him /her from undertaking or completing education and training. Modular courses can also be a way of motivating the individual and providing evidence of his/ her capabilities. In the Neuruppin-Wulkow prison in Brandenburg, Germany for example, and taking into account that prisoners serving short-term sentences are generally not able to complete a full apprenticeship training, a modularised version of the apprenticeship allows participants to take parts of the course and then complete it on release¹¹⁴. In Norway,

¹¹⁰ Source: <http://3sdetes.wordpress.com> and telephone interview with the coordinator of the tele-psychiatry unit run by NGO KLIMAKA and the Female Prison of Thebes, 2 May 2012.

¹¹¹ <http://www.stgilestrust.org.uk/s/what-we-do/p489/prison-based%20services.html>

¹¹² European Prison Education Association, 2008, *Prison Education in Europe*.

¹¹³ In a survey among prisoners in the Nordic countries, prisoners with short sentences, for instance three to four months, seemed to believe that it is impossible to begin or complete a course of education within the short period of incarceration. Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefild-efni/2009-536>

¹¹⁴ Hammerschick, W., Hayes, J., Hjarne, U., and Meyer, I., 2011, KEYS – Innovative Models for the Integration of Working and Learning in Adult Prisons. Internet: http://www.keys.fczb.de/fileadmin/keys/Texte/111102_Keys_Handbook_online_final.pdf

short-term, modular courses were introduced by prison teachers in order to address the specific needs of their learners, including offenders serving short-term sentences. The benefits of such courses include: increased motivation, more student-centred teaching and the possibility to combine modules in order to achieve a full qualification¹¹⁵. These benefits were recognised by the Bulgarian partner in the EU-funded project ‘Virtual European Prison School’ (VEPS), which allowed the partners involved to test the applicability of the Norwegian modular system and adapt it to the Bulgarian context.

4.1.5. *E-learning and distance learning*

The use of new technologies to introduce ‘e-learning’ is a way of ensuring learners are able to undertake a more tailored learning pathway, and / or to gain access to personalised learning support, amongst other benefits¹¹⁶. The use of ICT can be a cost-effective solution to the provision of learning, as it may be difficult to meet the varying needs of all prisoners through on-site provision. ICT is also important to ensure prison libraries can remain relevant and provide access to up-to-date materials. It can also help to overcome the problem of lack of continuity for those prisoners who are moved to another institution or who are serving short-term sentences.

As the research findings have shown¹¹⁷, prisoners in Europe tend to have limited access to ICT and the Internet, which is often related to concerns about the associated security risks and a perception that access to technology is a ‘luxury’ which does not correlate with the prison regime¹¹⁸. In contrast, prisoners have access to distance learning in the majority of countries, although often they are required to pay some or all of the associated costs.

Security must be a key factor in any initiatives to introduce e-learning opportunities in prisons, yet this does not preclude the existence of a range of initiatives where the use of technologies and distance learning are employed. In Sweden for example, the introduction of the ‘Learning Centre’ model has made it possible to overcome issues around the involvement of multiple educational providers/stakeholders and to broaden significantly the educational offer to prisoners, as described in the box below.

The Learning Centre model, Sweden¹¹⁹

All formal general education in Swedish prisons is provided via the ‘Learning Centre’ model. There is one Learning Centre in each of Sweden's prisons, each with one or more teachers. In addition, a computerised platform called the ‘Net Centre’ is used to give prisoners access to over 130 subjects/areas of learning and to teaching competence beyond what is available in the prison where they are located. Learning Centre facilities are also used to enable prisoners to continue with their studies when they have been transferred to a different prison facility or once they have been released.

Prior to the introduction of the Learning Centre model, the delivery of

¹¹⁵ European Prison Education Association, 2008, *Prison Education in Europe*.

¹¹⁶ See for example Englebright, L. And Pettit, I, 2009, *E-learning in the secure estate*, National Institute of Adult Continuing Education, Leicester. Internet: <http://shop.niace.org.uk/clearingsecureestate.html>

¹¹⁷ Survey on Prison Education and Training in Europe.

¹¹⁸ O’Brien, R. (2010), The Learning Prison, Royal Society for the encouragement of Arts, Manufactures and Commerce Prison Learning Network. Internet: http://www.thersa.org/_data/assets/pdf_file/0006/278925/RSA_The-Learning-Prison-report.pdf

¹¹⁹ Prison education: Mapping of key data, Annex 6 - Case study: The Learning Centre, Sweden. http://ec.europa.eu/education/adult/doc/survey/annex6_en.pdf

education provision across the prison estate, the range of subjects/areas of learning offered and the type of education offered in terms of general, vocational, higher and non-formal education varied significantly. With limited resources in terms of qualified teachers, there were few opportunities for learners to obtain recognised qualifications. There was also a lack of continuity for those prisoners who were transferred from one institution to another.

The structure of the Learning Centre approach now means that prisoners have continuous access to teaching staff. The distance, or ‘blended’, learning approach is believed to increase access to education and attainment and to improve motivation and rates of participation. Moreover, it presents a true opportunity for the prisoner to be seen as a ‘learner’, rather than a ‘prisoner’, due to the distance learning approach taken.

There are currently a number of other examples of both national and transnational projects and initiatives which have sought to identify new and practical ways to exploit the use of ICT in prison education. One is the Learning Platform in Prison (LIS) project in Brandenburg, Germany, which is installing and sustaining a learning platform developed through the e-Lis EQUAL DP in all prisons in Brandenburg¹²⁰. Others include the Internet for Inmates (IFI) project in Norway (which is referred to in section 3.1) and the ‘Virtual Campus’ initiative in the UK, which is outlined in more detail in the box below.

Virtual Campus, UK

The Virtual Campus (VC) secure web-based resettlement tool offers prisoner learners the chance to access training materials and tools which assist them on their journey towards social reintegration, including secure access to websites. It is seen as a modern way of providing education, training and employment services, which can motivate and engage learners (as opposed to more traditional methods, i.e. ‘chalk and talk’). It also helps to link work taking place in custody to mainstream education, training and employment provision and enables learning commenced in custody to be continued after the prisoner has been released.

The VC is accessible to most learners, with the exception of certain high-risk groups. Each prisoner student is risk-assessed and given a unique log-in, which determines the content that they can use and view. The number of websites that can be accessed is restricted and all activity is heavily monitored.

The VC provides a seamless “*through the gate*” system for prisoners. When a prisoner transfers to a different prison or is released, they take their profile and coursework, which are saved to their *eportfolio*, with them. This means that learners can now continue with coursework and build on previous documents (CVs and assignments etc.) already created, rather than starting from the beginning every time they are transferred or go out into the community. In

¹²⁰ <http://www.ibi.tu-berlin.de/projekte/lis/lis.htm>

addition, learners have the ability to communicate with and receive support from advisors and tutors through the ‘*secure relay messaging*’ functionality.

According to the evaluation¹²¹ of the VC pilot, it has benefits to the organisations, staff and prisoners involved. It brings economic advantages due to the streamlining of delivery, staff are able to improve their performance and practice, and in turn feel more fulfilled, while prisoners found that working towards a qualification or looking for a job using a computer and the Internet helped them to feel ‘normal’, despite being in custody. The VC also creates a ‘level playing field’ for prisoners, by enabling them to submit a CV or to access live vacancies whilst in prison.

Where e-learning is used, it is important to make sure that it is not simply understood as self-study, which could lead to the isolation of learners. The method should not be seen as a means to reduce the number of teachers / trainers working in prisons. Tutor or mentor support is still required, since a relationship between educator and learner is often necessary for effective learning to occur, particularly in the case of learners with negative previous experiences or perceptions of education and training. In relation to the Learning Centre model in Sweden for example, some prisoners find it difficult not to have face-to-face contact with their allocated teacher. If a prisoner has been moved to another prison facility most communication with their allocated teacher is carried out over the telephone and via an electronic platform or email, with teachers generally forwarding educational materials to the prisoner and then following up with a telephone discussion. Some prisoners however are immediately apprehensive about this approach as they have limited ICT skills. In addition, when prisoners have not been able to access immediate support, some have lost interest and dropped out of their programme. Methods of overcoming this lack of face-to-face contact therefore need to be implemented if e-learning is to provide a viable alternative to the traditional classroom approach to teaching.

4.1.6. Validation of prior learning and experience

Many prisoners have significant ‘life experiences’ which could be evaluated prior to commencing participation in education and training, in order to ensure that any learning opportunities meet the specific needs of the individual. Validation, or accreditation, of prior learning can be used to ensure that a tailored course can be undertaken, which builds upon and fills in the ‘gaps’ in the knowledge /competences of the prisoner learner. It can be used to offer opportunities to: acquire full or partial qualifications; gain access to courses or exemptions so that training accessed can be shortened or adapted; provide the impetus to take up further learning opportunities; or may help to improve self-esteem. Several projects across Europe – both national and transnational - have now begun to test out, or find out more about, the use of validation of prior learning for prisoners¹²². One of these can be found in Norway, where a pilot project which commenced in 2007 has managed to establish validation of prior learning as a tool for mapping skills and competences and providing adapted education for students in prisons.

¹²¹ Turley, C., and Webster, S., 2010, Implementation and Delivery of the Test Beds Virtual Campus Case Study, National Centre for Social Research.

¹²² For example the ‘APL for youngsters in (juvenile) prison’ project under the transfer of innovation strand of the LLP, and the ‘Accreditation of Prior Experiential Learning in Prison, From a European Challenge to a Grundtvig Educational Partnership’ project.

Validation of prior learning for prisoners, Norway

The use of validation of prior learning has been piloted with Norwegian prisoners as a possible means of offering them an education that is adapted to their backgrounds and needs¹²³. Five local projects were implemented, each bringing together partners from the school department, prison staff and Norwegian Welfare and the local office of the labour administration.

The participants concluded that validation of prior learning is an adequate method for many prisoners. In total, 186 prisoners were assessed during the project period. The method was first and foremost used within vocational study programmes and candidates were able to shorten their study period by 1.5 – 2 years. Some of them were able to achieve a journeyman's/trade certificate level by accessing additional education following the validation exercise.

An evaluation of the pilot project¹²⁴ has found that validation of prior learning in itself constitutes an element of motivation for students in prisons, which appears to assist in forward-looking orientation of students upon completion of their prison terms. It also found that validation of prior learning for this group of students appears to function most favourably when paired with personal follow-up and guidance. The schools involved in the pilot have now put in place a validation system in cooperation with prison personnel, the county administration and the Norwegian Labour and Welfare Service.

4.1.7. *An alternative approach, linked to mainstream provision*

As indicated, 'previous negative experiences of education' is one of the most important barriers to learning for prisoners, together with 'lack of motivation', which is likely to be related to previous negative experiences of education and school drop-out. It is therefore important that learning opportunities in prison offer an alternative to the traditional format of mainstream schooling. This is currently not the case in many countries and prisons are simply an alternative environment in which to learn. In order to ensure engaging learning opportunities, it is necessary to provide teaching / training which is based on the individual needs of prisoners and takes into account their previous skills, knowledge and experience.¹²⁵ It is also important that alternative learning styles are recognised. For example, while for many prisoners training in basic skills is a first requirement; basic skills do not have to be taught as a specific subject as such. Basic skills can be *embedded* in a wider curriculum offer¹²⁶, i.e. included within activities or experiences which the learner can apply to his/her own circumstances, or contextualised so that learners can apply the learning to their own circumstances. For instance, a study conducted in the UK found that where basic skills lessons for young offenders were

¹²³ More detail on this information can be found in: Duchemin, C., 2010, Validation of prior learning: a stepping stone for the reintegration of inmates into society (Norway). Internet: <http://libserver.cedefop.europa.eu/vetelib/2011/77485.pdf>

¹²⁴ Garmannslund, P. -E. and Meltevik, S., 2010, Med blikket rettet fremover (Looking forward) Sluttrapport for evaluering av realkompetansevurderingsprosjektet innenfor kriminalomsorgen (Final report in the evaluation of "The National Project of Prior Learning within the Norwegian Correctional Services"), Bergen: Fylkesmannen i Hordaland

¹²⁵ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefidi-efni/2009-536>

¹²⁶ Schuller, T., 2009, *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>

delivered by making use of meaningful contexts and games, students were more responsive and were engaged for longer¹²⁷.

At the same time, it is necessary to ensure that formal education and training offered in prison is an integral part of the mainstream education and training system and results in the same qualifications which can be easily recognised by employers and education and training providers on the ‘outside’. The UN’s Standard Minimum Rules for the Treatment of Prisoners¹²⁸ for example emphasise the importance of integrating prison education and training with national education systems, to ensure prisoners can continue their learning on release. This requires close cooperation between the ministries and agencies responsible for their implementation. Such cooperation also means that pre-release opportunities can be capitalised upon in relation to support to:

- make connections and links before a prisoner is released (for example, in the form of pre-release courses, career guidance, phased release programmes and sentence management plans),
- ensure a smooth ‘handover’ from the support services in prison to those in the community, and an appropriate follow-up,
- ensure prisoners can continue their learning on release and thereby capitalise on the education and training they have undertaken inside prison so that the investment in learning provision does not go to waste.

4.1.8. Education and training: part of a holistic approach to rehabilitation

Whilst education and training are an important stepping stone in a prisoner’s journey towards rehabilitation and reintegration into society, it is only one element of the ‘package’ of support required to prepare a prisoner for release. Indeed, it may be that before the prisoner’s skills needs can be addressed, more complex issues will need to be tackled. Education therefore needs to come together with a range of interventions to address the full range of needs of the individual prisoner. Other elements include support to tackle substance misuse, (mental) health problems and to find accommodation, positive leisure activities and to manage their finances on release. As already highlighted at various points in this report, education and guidance can help offenders to tackle some of these problems by improving their awareness and competences. This multi-faceted, integrated package of support needs to be opened up at the beginning of the prison journey and to continue through to release and beyond. Individual action plans, accompanied by follow-up assessments, are again an important part of this process.

In Greece for example, the Women’s Prison of Theva is piloting an integrated approach to help inmates receive vocational training in combination with support to address the full range of barriers that may be precluding them from finding employment, as described in the box below.

¹²⁷ Hurry, J., Brazier, L., and Wilson, A., with Emslie-Henry, R. and Snapes K. (2010) *Improving the Literacy and Numeracy of Young Offenders in custody and the Community*, Internet: http://www.nrdc.org/publications_details.asp?ID=178#

¹²⁸ <http://www2.ohchr.org/english/law/treatmentprisoners.htm>

Vocational training combined with holistic support to tackle barriers to employment, Greece¹²⁹

A vocational programme to train inmates in the culinary professions was introduced at the women's prison of Theva in the academic year 2011-2012. The prison cooperates with a vocational training institute and NGOs to help participants address problems such as substance abuse, mental health issues and accommodation for when they have left the prison. Through this cooperation, there are also plans to support the inmates receiving vocational training to find jobs after they have been released in NGOs offering catering services. It is also foreseen that the inmates will be provided with kitchen equipment when they complete their sentence, in case they want to offer catering services on a self-employed basis.

Some studies show that the main motivational factors for prisoners participating in education are related to gaining better control over the lives they will be living after release¹³⁰. An evaluation of Norwegian prisons highlighted the demoralising effects of prisoners' concerns about a future full of problems, including the prospect of unemployment. It is therefore recommended that prison education units should cooperate with various authorities in the community (education, labour market and social welfare authorities) in order to facilitate the transition between prison and the community. This will subsequently encourage prisoners to draw up and implement their plans for the future¹³¹.

On release, prisoners have to take control of aspects such as housing, health, money and employment. Preparation for this transition through pre-release activities is therefore crucial. In addition, it is essential for rehabilitation packages to continue beyond release and for appropriate aftercare to be arranged before the offender leaves prison¹³². This means that collaboration and communication with the 'outside' world is vital, including for example links with the various service providers responsible for ensuring the different aspects of resettlement are put into place, as well as stakeholders from the local community (e.g. prisons, probation services, housing, social and health services, voluntary organisations, education and training providers, employers etc). In Norway for example a model of follow-up after release has been developed (the '*Steinkjer model*'¹³³) which is based on strong interagency collaboration, with a focus on participants themselves. Representatives of the various agencies meet with the ex-prisoner, discuss his/her current situation and draw up plans for the future. Another example is the KrAmi intervention in Sweden, which is described in the box below.

KrAmi, an alternative probation offer, Sweden

The KrAmi intervention, for young probation-service clients needing help to establish themselves in the labour market, differs from 'ordinary' probation services in that it provides social training, vocational counselling and practical

¹²⁹ Source: Representative of the Ministry of Education and Religious Affairs and Mr Pirounakis, Prison Director of the Female Prison of Thebes, 2 May 2012

¹³⁰ Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (Eds.) (2009). *Education in Nordic Prisons. Prisoners' educational background, preferences and motivation*. Copenhagen: Nordic Council of Ministers

¹³¹ Ravneberg, B. (2005). *Dannelse eller disiplinering. Selvforvaltningsstrategier hos elever i fengsel*. I T. Langelid and T. Manger (red.), *Læring bak murene*. Bergen: Fagbokforlaget.

¹³² Harper G. And Chitty C., eds., 2005, *The impact of corrections on re-offending: a review of 'what works'*, UK Home Office Research, Development and Statistics Directorate. Internet: <http://www.homeoffice.gov.uk/rds/pdfs04/hors291.pdf>

¹³³ Norwegian Ministry of Education and Research, *Short Version of Report no. 27 to the Storting [the Norwegian Storting] (2004-2005) Education and Training in the Correctional Services "Another Spring"*. Internet: [http://www.epea.org/images/pdf/AnotherSpring\(Norway\).pdf](http://www.epea.org/images/pdf/AnotherSpring(Norway).pdf)

work training and involves cooperation between correctional, social work and employment services. An evaluation¹³⁴ of the intervention found that those on KrAmi programmes experienced positive outcomes that were significantly better than those of mainstream probation groups.

Based on the KrAmi projects, a new resettlement project is now being piloted in Norway – the TAFU project¹³⁵. TAFU offers a person-centered approach to developing essential skills for effective resettlement – for example CV skills, interviews, self-awareness and personal development and change. The training consists of three weeks of theory followed by 3-6 months of vocational training with an employer, leading to employment and / or education. The project is based on cooperation between the government agencies involved in the resettlement of the prisoner.

4.2. Diversity of the prison population

Prisoners are a heterogeneous group and as such have different learning needs in terms of both content and learning methods. Survey results have shown¹³⁶ that in the majority of European countries this is recognised through provisions to ensure that prisoner learners are able to develop and pursue their own tailored learning ‘journey’. Most commonly this takes place through the development of an individual action plan and initial and follow-up assessments.

This section focuses in particular¹³⁷ on juvenile prisoners, female prisoners and foreign prisoners who do not speak the language of the country in which they are imprisoned¹³⁸. Prisoners seem to be more likely to participate in education and training if they are *young, serving a long sentence, and based in a large prison*. This is most likely a reflection of the facts that:

- for many juveniles participation in education is mandatory;
- the age profile of the prison population tends to be more weighted towards the younger age groups¹³⁹;
- it may be more difficult to complete an education course if only serving a short sentence; and
- larger institutions are likely to have more capacity in terms of resources and facilities to provide educational opportunities.

¹³⁴ Jess, K. (2005) *Socioeconomic evaluation of a correctional programme in Sweden* European Journal of Social Work, Volume 8, Issue 4, December 2005, pages 399-417. Internet: <http://www.informaworld.com/smpp/content~db=all~content=a727318223~frm=titlelink>

¹³⁵ <http://www.tafu.no/>

¹³⁶ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

¹³⁷ Other groups with specific needs include those serving shorter sentences or on remand, prisoners serving longer sentences, prisoners with mental health problems or learning disabilities or difficulties.

¹³⁸ More information about the remaining sub-groups can be found in the workshop documentation from the ‘Pathways to Inclusion’ conference.

¹³⁹ Although the age profile of prisoners varies across European countries, in most the largest numbers of prisoners can be found in the age groups 20-30 and 31-40 years. Council of Europe Annual Penal Statistics (SPACE I), Survey 2009. Internet: [http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP\(2011\)3%20E%20-%20SPACE%20I%202009.pdf](http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP(2011)3%20E%20-%20SPACE%20I%202009.pdf)

4.2.1. Juvenile prisoners

Young people in prison are particularly vulnerable. Juvenile prisoners have high rates of recidivism (although studies across Europe which focus on recidivism are incomplete)¹⁴⁰, unmet needs in terms of proper diagnosis of existing disadvantage, and fragmented educational histories. Juvenile prisoners often have additional educational needs, requirements and rights compared to adults. There is considerable variation in national approaches towards the incarceration of children and the age of criminal responsibility. Within the EU, the age of criminal responsibility varies from 8 years in Scotland to 16 years in Portugal. Some European countries (Italy for example) do not include juveniles in their prison population statistics. In other countries, the management of juveniles is taken up by specially-designated bodies rather than the national Prison Service (Youth Justice Board in England and Wales for example). This means that the education of young people in prison is somewhat fragmented and often difficult to record¹⁴¹.

Access to education is therefore complex for juveniles. Some countries make education mandatory for those under school leaving age but it is well documented that many young people in the criminal justice system have already had fragmented and interrupted schooling and they do not adapt well or move seamlessly into prison education. Their previous absence from school also exacerbates certain key factors in their ability to learn (undiagnosed learning difficulties for example) or their understanding of employment options (absence from careers advice and guidance). On the other hand, those who have succeeded in completing their education prior to incarceration often find it difficult to continue with higher-level learning. This reflects not only the low prior educational achievement of many inmates - it has been estimated that only between 3% and 5% of European prisoners would be qualified to undertake higher education¹⁴²- but also the lower levels of support and access available for prisoners to take part in higher-level education, compared to primary- and secondary-level due to the emphasis in most countries on the teaching of basic skills in prisons.

Prisons are often ill-equipped to deal with these issues. Contemporary media (such as internet or digital imaging or recording) is mostly unavailable, isolating them further from their peers. Approaches to learning frequently focus on a traditional model rather than the inclusion of blended or embedded learning which might be better suited to the age, stage, and learning style of young people. Arts-based programmes have had some considerable success in developing the education and training possibilities of young people in prison. An example is provided in the box below.

Painting workshops for juvenile prisoners in Avlona prison, Greece

The Gymnasium and Lyceum in the Avlona prison for minors and young offenders took on a project concerning wall painting in the prison yards, in collaboration with the Athens University School of Fine Arts. Work-groups

¹⁴⁰ B.S.J. Wartna & L.T.J. Nijssen WODC studies on recidivism 2006 – 2011 <http://english.wodc.nl/onderzoeksdatabase/1453a-international-comparisons-of-reconviction-rates.aspx>

¹⁴¹ Council of Europe Annual Penal Statistics PC CP (2011) 3 [http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP\(2011\)3%20E%20-%20SPACE%20I%202009.pdf](http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP(2011)3%20E%20-%20SPACE%20I%202009.pdf)

¹⁴² Callejo, J. and Viedma, D., *Eurodesip: diagnosis of state of Higher Education in Penal Institutions in Europe*. Internet: http://labspace.open.ac.uk/file.php/3965/EURODESIP_Spain.pdf

brought together fine arts university school students and Gymnasium and Lyceum students, resulting in the painting of 1,000 square metres of the prison's yards. All in all, about 150 people from the prison and 35 from the Fine Art School were involved. Participation was open to all prison inmates and the themes for the paintings came as a result of proposals and team discussions between all participants during a preparatory period before the actual painting. The result was greater than anticipated, and brought a new perspective of expression, art and colour to the everyday prison life.

4.2.2. *Female prisoners*

With regard to female prisoners, in 2007, the European Parliament asked the EU Member States to incorporate gender equality into their prison policies and detention centres and to take greater account of women's circumstances and the often traumatic past of women prisoners¹⁴³. Female prisoners have a range of different needs in comparison to men. For instance in the UK, over half of the women in prison report having suffered domestic violence, one in three has experienced sexual abuse and one in four women in prison has spent time in local authority care as a child. Furthermore, 30% of women (as compared to 10% of men) have had a previous psychiatric admission before they come into prison¹⁴⁴.

Moreover, women's criminal 'careers' tend to be shorter than those of men and they mainly serve very short or very long sentences. Female prisoners with caring responsibilities are also more likely to seek jobs in prison that pay the most, in order to send money home. This can be a disincentive to participation in education and training. Thus it would not seem appropriate to simply modify the provision developed for male prisoners, instead a more 'women-centred' provision should be considered. Yet because females represent the minority of prisoners in all countries of Europe¹⁴⁵, prison systems are geared towards male prisoners and tend not to take account of the different situations and problems of women. In the UK, the specific nature of the female prisoner population has been recognised, as described in the box below.

Recognising the specific needs of female prisoners, the UK

A Prison Service Order (PSO) was introduced in the UK in 2008¹⁴⁶ with a specific focus on how to manage women prisoners and to meet their different needs. In terms of education, training and employment, a four-stage approach has been designed to cover: finding security and identity; building self-esteem and confidence; gaining qualifications and preparing for work; and moving into employment or self-employment. It is recommended that single gender provision should be made available for the first two phases of the approach, 'finding security and identity' and 'building esteem and confidence'. Among other things, it is also recommended that teaching staff and instructors should receive advice and support on the likely different behaviour of women

¹⁴³ The report of the European Parliament Committee on Women's Rights and Gender Equality can be found at the following link: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0033+0+DOC+XML+V0//EN>

¹⁴⁴ Prison Reform Trust, 2011, *Bromley Briefings Prison Factfile*. Internet: <http://www.prisonreformtrust.org.uk/Portals/0/Documents/Bromley%20Briefing%20December%202011.pdf>

¹⁴⁵ Ranging from a low of 0% of the prison population in Liechtenstein or 2.6% of the prison population in the former Yugoslav Republic of Macedonia, to 7.6% of the prison population in Spain Data taken from the International Centre for Prison Studies World Prison Brief. Internet: <http://www.prisonstudies.org/info/worldbrief/>

¹⁴⁶ Prison Service Order 4800, 'Women Prisoners'. Internet: <http://www.justice.gov.uk/offenders/types-of-offender/women>

offenders to male offenders in the workshop and classroom environment.

4.2.3. Foreign prisoners

In relation to foreign prisoners, the Council of Europe Recommendation R (84) 12 concerning foreign prisoners states that they should have the same access as national prisoners to education and vocational training and that in order that they may have access to courses designed to improve educational and professional qualifications, consideration should be given to the possibility of providing them with necessary special facilities. Other relevant legislation to highlight is the Council Framework Decision 2008/909/JHA of 27 November 2008 concerning custodial sentences or measures involving deprivation of liberty. Article 3(4) provides that Member States must facilitate the social rehabilitation of the sentenced person by ensuring that they serve their sentence in their home country.

In spite of the recommendation above, in some countries the prison population is made up of a high proportion of foreign prisoners (e.g. in Switzerland they make up 71.4% of the prison population and in Greece, 55.5%¹⁴⁷). This creates a need for materials in the language of the learner as well as opportunities for language training for both the offenders and for prison staff so that they can better communicate with inmates of foreign nationality. Similarly to female prisoners, foreign inmates may prioritise paid prison work, in order to be able to maintain contact with their families at home. Also, for those who are likely to return to their home country at the end of their sentence, there may be a reluctance to learn the national language of the country where they are imprisoned, as well as a need for education about their status, rights and complex legal immigration issues.

Undoubtedly, it is difficult to meet the educational and training needs of foreign prisoners in every prison. Nevertheless, creative efforts and innovations are necessary to ensure that suitable provision is in place. Distance learning and ICT could also be used to create training resources and facilitate links with education and training provision in the prisoner's home country.

Some examples can be identified from across Europe of such efforts:

- The Internet for Inmates¹⁴⁸ project in Norway, which set out to facilitate access to the Internet for those serving prison sentences, for educational purposes. The project is thought to be of benefit to foreign prisoners who struggle with the Norwegian language.
- The 'Virtual School' established as part of the VEPS project (more detail is provided in section 4.1.4) was designed as a repository for educational programmes, teaching materials, course syllabi, etc, which teachers can access to assist their non-national learners to study in their mother tongue or achieve certification from their country of origin.

¹⁴⁷ Data on share of foreign population in overall prison population: ICPS World Prison Brief (<http://www.prisonstudies.org/info/worldbrief/>). Data may not all be from the same year.

¹⁴⁸ <http://www.fylkesmannen.no/fagom.aspx?m=20566&amid=3526903>

4.3. Prison environment conducive to learning

As discussed, prisoners face a range of barriers to accessing learning, both institutional (i.e. associated with their imprisonment¹⁴⁹) and dispositional (i.e. linked to their personal circumstances¹⁵⁰). Furthermore, given the current context in many countries of Europe a number of factors constrain the extent to which education and training can be offered and the range of provision which can be made available, including:

- finite staff and resources;
- restrictions imposed by the security requirements of the prison regime; and,
- priorities of policy makers.

The prison culture and environment have an important influence on the take-up of education and training by inmates. This includes the actual surroundings in which education and training takes place as well as the staff involved in both prison education and training and those involved in overseeing the prison itself (i.e. prison officers and governors).

4.3.1. Prison environment

Providing a dedicated area for education, such as a cluster of classrooms, can help to create an educational atmosphere which is distinct from the main prison itself and is conducive to learning. For example, in Vienna-Simmering prison in Austria, the intensive skilled worker training (described in more detail in Box 14) is delivered in a historic building, castle 'Kaiser-Ebersdorf'. Therefore, the premises do not immediately resemble a prison. This notion is enhanced by the fact that the prisoners wear the typical working clothes of the respective trades (cooking gear, carpenters' trousers etc.) instead of institutional clothing. In Flanders (Belgium) too, efforts are being made to make the schools in prisons look like the schools outside, to help to motivate the prisoners in their learning. In contrast in England, wing-based learning (in addition to a separate educational site in the prison) has been found to be successful in expanding access to educational opportunities. It can help to engage prisoners because they feel more comfortable in their own surroundings and can be more flexible in terms of access to learning¹⁵¹.

There are a number of other institutional barriers that limit/restrict access to learning opportunities in the prison environment. For example, Oates (2007) and Maunsell et al., (2008) highlight the difficulties associated with the timings of learning opportunities. Here they note that some prisoners experience difficulties accessing scheduled education opportunities/classes that clash with other activities within the prison regime.

With finite staff and resources, in some countries teaching staff are allocated a limited number of hours to deliver educational opportunities. Furthermore, Downes (2011) identifies limitations and variations in the resources available to encourage education in prisons. Given that the quality of prison libraries vary across European countries, sharing

¹⁴⁹ For example, interrupted learning caused by a move to another institution, shortage of resources and/or staff, limited availability of places for learners and restricted offer in terms of level and content

¹⁵⁰ E.g. Associated with coming from a disadvantaged background, previous failure in education and other factors such as low self-esteem or disability

¹⁵¹ Engel, L., Holford, J. & Mleczko, A. (2010), *The access of adults to formal and non-formal adult education. Country report: England*. LLL2010 project, Subproject 5. University of Nottingham: Nottingham, UK.

resources across prisons and better promoting reading in prison and use by prisoners of library facilities can be positive. This reflects previous Council of Europe legislation that states every institution shall have a library for the use of all prisoners that is adequately stocked with a wide range of both recreational and educational resources.

Although digital literacy is also becoming more and more essential for work, leisure and personal development, the current lack of access to ICT facilities in European prisons presents a barrier to the teaching of digital literacy skills. In Denmark, Finland, Iceland and Norway, and for a representative selection of inmates in Sweden, inadequate access to ICT equipment was considered to be the biggest problem faced by prisoners in accessing education¹⁵².

4.3.2. *Prison officers and governors*

Prison staff play a key role in helping prisoners to understand the different aspects of prison education available to them and they therefore need to be aware of and committed to the need to find an appropriate balance between the dual imperatives of care and custody. Promoting prisoner education should be an essential objective of the prison institution and this should be made clear to all those who are involved, including external providers and prison officers¹⁵³, who can play a crucial role in motivating and supporting prisoners to access learning opportunities. Furthermore, the prison governor and senior management equally have a vital role to play in promoting prison education and shaping the positive learning environment in which it can develop¹⁵⁴.

Thus, Schuller suggests that prison officers should be viewed as key players in encouraging prison education¹⁵⁵ and Braggins and Talbot have noted that prison officers have the potential to motivate prisoners to engage in education because they are the people that have most contact time with them¹⁵⁶. Furthermore, greater encouragement from both prison staff and peers is identified as one way in which participation in education and training could be increased; other highly regarded strategies include greater flexibility of learning opportunities and improved information/awareness-raising. In Austria, prison staff are involved in supervising the training aspects of a programme designed to enable prisoners serving short sentences to undertake vocational training, by providing a condensed version of the standard skilled worker training programme, as described in the box below.

Intensive programme to become a skilled worker, Austria

The intensive programme to become a skilled worker (Facharbeiterintensivausbildung), which is available in four Austrian prisons, offers prisoners who have not already completed vocational training the chance to follow a one-year intensive training in eight different professions. This is a reduced timeframe in comparison to the standard skilled worker

¹⁵² Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (Eds.) (2009). *Education in Nordic Prisons. Prisoners' educational background, preferences and motivation*. Copenhagen: Nordic Council of Ministers. Internet: <http://www.norden.org/en/publications/publications/2009-508>

¹⁵³ Braggins, J., Talbot, J., *Wings of Learning; the role of the prison officer in supporting prisoner education*. Centre for Crime and Justice Studies, Internet: http://www.esmeefairbairn.org.uk/pdf/wings_of_learning.pdf

¹⁵⁴ O'Brien, R. (2010), *The Learning Prison*, Royal Society for the encouragement of Arts, Manufactures and Commerce Prison Learning Network. Internet: http://www.thersa.org/_data/assets/pdf_file/0006/278925/RSA_The-Learning-Prison-report.pdf

¹⁵⁵ Schuller, T (2009) *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>

¹⁵⁶ Braggins, J., Talbot, J., *Wings of Learning; the role of the prison officer in supporting prisoner education*. Centre for Crime and Justice Studies, Internet: http://www.esmeefairbairn.org.uk/pdf/wings_of_learning.pdf

training programme, which was put in place to allow as many inmates as possible to participate – specifically those who serve a relatively short sentence and will soon be available again for the labour market.

The practical training is carried out in different professionally equipped workshops on the premises; following the rules of the official training regulations. The training is supervised by prison staff, while external teachers provide the theoretical part of the education in classes held in the prison institution. On completion of the training, the prisoners acquire a widely acknowledged certificate of ‘skilled worker’ from the Chamber of Crafts. The certificate enhances their employability on release and consequently their chances of achieving full social rehabilitation.

In Estonia, prison officers also support prisoners in their participation in personal development and self-awareness programmes (Tamm and Saar, 2010). Yet education staff sometimes lack appropriate support from prison officers, which can lead to late and non-attendance of prisoners in education¹⁵⁷. A UK study to explore the views of prisoners engaged in education found that many prisoners felt that prison officers were not supportive of prison education. Prisoners thought that officers gave more attention to discipline and security matters¹⁵⁸.

Where prison officers themselves have low levels of qualifications, there may be some issues regarding their understanding of the value of education for prisoners. They may feel that prisoners are offered more opportunities than they themselves, or others in the ‘outside’ community, are¹⁵⁹. In some countries there may therefore be work to be done to ensure that prison officers have a good understanding of the role learning can play in the rehabilitation of prisoners. Prisoner officers can also become involved in the delivery of learning to prisoners and research has found that many prison officers would be interested in doing so, but feel constrained by the demands of their job and lack of time¹⁶⁰. This is likely however to require further investment in training of prison officers and in the current context this may be difficult in many countries, where prison staff are already under increasing pressure to allow them to dedicate time to other tasks beyond security, due to overcrowding and limited resources.

4.3.3. *Prison teachers and trainers*

As we have seen, international conventions and laws state that the education provided in prisons must be comparable with mainstream provision. Prison educators and trainers should therefore be fully qualified and professionally and systemically supported to ensure that provision is commensurate with that in the community. The prison context is unique and imposes restrictions and constraints not experienced elsewhere, nevertheless prison teachers and trainers need generic teaching and training skills and competences which are supplemented by additional skills, and capacities specific to the prison context.

¹⁵⁷ Centre for Social Justice, Breakthrough Britain: Locked Up Potential - A strategy for reforming prisons and rehabilitating prisoners (2009). Internet: <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLREPORT.pdf>

¹⁵⁸ Prison Reform Trust (2003): Time to Learn, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

¹⁵⁹ O’Brien, R. (2010), The Learning Prison, Royal Society for the encouragement of Arts, Manufactures and Commerce Prison Learning Network. Internet: http://www.thersa.org/_data/assets/pdf_file/0006/278925/RSA_The-Learning-Prison-report.pdf

¹⁶⁰ Braggins, J., Talbot, J., *Wings of Learning; the role of the prison officer in supporting prisoner education*. Centre for Crime and Justice Studies, Internet: http://www.esmeefairbairn.org.uk/pdf/wings_of_learning.pdf

Educational work in prisons must be carried out within the constraints set by the prison authorities on the basis of security and other objectives and requirements of the prison system. The work of the teacher / trainer in prison therefore brings with it an additional and in some respects different set of challenges, requiring psychological, social, didactical and pedagogical preparation and on-going support in the framework of initial and continuing teacher training. Thus whilst it is often preferred that teaching shall be provided by trained educational staff with certified subject area competence¹⁶¹, it also seems important for education and training staff working in the prison context to have access to relevant training related to the specific challenges they face.

There is however some debate and conflicting views in Europe about the type of qualifications, training and experience teachers and trainers in prisons should have. Whilst some argue that teachers and trainers need additional training to work successfully in the prison environment, others argue that this approach implies that prisoners are a different category of learners who need to be treated in a different / special way. Instead, they argue, what is needed is well qualified teachers who understand the process of learning and are able to apply this to the prison population as the principles of teaching apply to all types of learning.

Survey responses¹⁶² showed that in most European countries, teachers and trainers in prison are required to have a relevant teaching / training qualification. While for teachers this tends to be the same qualification as is required of teachers working in mainstream provision, for trainers and adult educators there is greater variation across countries. Only in a very small number of countries are teachers / trainers required to have specific qualifications relating to teaching in prisons. Teachers and trainers are offered inductions to work in prisons in the majority of countries, although these vary in terms of length and content. Training for prison educators is necessary to enable them to keep pace with changes in the mainstream education system and with the evolving skills requirements of employers. This includes ICT, as both a tool for teaching and a subject of learning, as teachers will still need to be able to facilitate the e-learning process and cannot simply be replaced by the technology. It is also important to help them to understand the needs of the diverse sub-groups of the prison population (e.g. female prisoners, prisoners with special educational needs, those serving short- / long-term sentences, those who already hold third level qualifications, etc). The training should also cover areas that relate to the prison context, such as negotiating security constraints and adapting materials and resources for prisoner learners. Where continuing / in-service training is provided, participation tends to be voluntary for prison educators.

The survey findings show¹⁶³, that in Romania, financial support from the European Social Fund (ESF) has been used to support two transnational projects to improve the organisational culture in the national prison system. This included the provision of training opportunities to staff and the development of a number of handbooks for staff involved in the education and training of prisoners.

Transnational learning to support prison education staff, Romania

The National Administration of Prisons in Romania has recently carried out

¹⁶¹ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. (Eds.) (2009) *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefild-efni/2009-536>

¹⁶² Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

¹⁶³ Survey on Prison Education and Training in Europe. http://ec.europa.eu/education/adult/doc/survey/survey_en.pdf

two EU co-funded projects with transnational cooperation from partners in Portugal and the UK. The projects have helped to change the existing organisational culture in the national prison system, with the ultimate aim to improve the access to and participation of prisoners in the labour market.

The first project, 'Increasing the chances of social reintegration', was carried out in cooperation with the Portuguese General Department of the Prison Service. Starting from products developed within the Portuguese prison system, various educational programmes were adapted to the context of the Romanian penitentiary system. The project also set up an intranet to support all categories of prison staff, which includes a section for the educational staff. An e-learning course for teacher training was also developed, while teacher educators received training in e-tutoring.

The second project, 'Partnership for social inclusion', was developed in cooperation with Lancaster University and developed three guides of good practice for prison staff. After the end of the project these handbooks - addressed to prison educators, psychologists and social workers - have been distributed to all Romanian prisons.

The two projects allowed the education, psychological assistance and social assistance activities offered in Romanian prisons to be very much improved. The projects helped to create an environment that encourages learning and development, which will increase the opportunities of prisoners to reintegrate in society. National resources available for prison education are low, hence the EU co-funding made it possible to learn from other prison systems and to apply this learning to the prison system in Romania, benefiting a large number of prisoners and staff members.

In France newly-appointed prison teachers are offered initial and in-service training to help teachers to adapt to working in prison, as described in the box below.

Training for new prison teachers, France¹⁶⁴

Teachers taking up a role in prison education in France are required to undertake three (separate) weeks of training during their first year in post. This training is provided jointly by the Prison Administration Department (PAD, Ministry of Justice) and the School Education Department (Ministry of National Education) and is intended to help teachers to adapt to working in prison and to build up teaching skills that correspond to the needs of offenders.

The first week of training is provided at the National School of Prison Administration (*ENAP: Ecole Nationale d'Administration Pénitentiaire*) and is intended to familiarise them with their new working environment.

The second and third weeks of training are delivered at the INS HEA, a higher education establishment under the supervision of the Ministry of Higher

¹⁶⁴ Effective Induction for Prison Teachers: Desk Research, France. Internet: http://prisonteachers.weebly.com/uploads/5/0/9/6/5096825/desk_research_-_france.pdf

Education and the Ministry of National Education. While there is some course content which is followed by all of the teachers, there is also some specific content for those teachers who are going to be working with juveniles, or adult prisoners.

The trainees also have access to a learning management system, designed specifically for the course, which is considered to be particularly valuable since prison teachers have few opportunities to meet outside of this training and also rarely attend training provided to teachers working in mainstream schools and colleges.

A further key issue faced by prison educators is that of isolation partly because there is a lack of understanding amongst teachers working in mainstream schools or colleges of the environment and restrictions in which prison educators work. Teachers and trainers employed in prisons often have few opportunities to come together within networks to share and discuss practice.

At European level, some transnational projects have been funded through the Socrates / LLP programme which work with prison educators. For example, the ‘Effective Induction for Prison Teachers’ project¹⁶⁵, which was supported by the Grundtvig programme, led to the development of a European learning programme for prison teachers, incorporating modules on: teaching and learning in custodial settings; security; prisoner psychology; networks and resources.

Opportunities for transnational collaboration may be particularly beneficial for those working in the field of prison education, for whom there may be more scope to share learning and experiences with their peers from other countries than there is for them to do so with educators working in other fields within their own country. Grundtvig offers mobility and in-service training possibilities for teachers in adult education, while Leonardo da Vinci provides similar opportunities for trainers.

4.4. Characteristics important for the provision of prison education

The following section now moves into a discussion concerning key characteristics that are important for the provision of prison education. This requires an understanding of the administrative responsibilities associated with different aspects of education and training in prison. Collaboration between all actors involved backed by political commitment and engagement and sufficient funding and educational resources are also key factors in the provision of prison education.

4.4.1. Administrative responsibilities

Responsibilities for the different aspects of education and training in prisons are in many countries distributed across a range of different stakeholders, although national Ministries of Justice or Education are key players in most countries. There is also variation in the organisations responsible for the different types of education (general, vocational and non-formal). This will also vary depending on whether a dedicated prison education system is chosen or a system which draws on a full range or partial services provided through the mainstream education and training system is in place. With a range

¹⁶⁵ <http://prisonteachers.weebly.com/>

of organisations – from the public, private and third sectors – involved in the various aspects of prison education and training, strong communication and collaboration between these various stakeholders is crucial to ensure consistency and coherency in the education and training provided.

A number of European countries have structures in place to ensure such coordination takes place. In Flanders (Belgium) for example, a Strategic plan on assistance and services for prisoners was introduced in 2000, in recognition of the need to ensure a coherent, integrated policy for educational activities in prisons. It is described in the box below.

Strategic Plan on Assistance and Services for Prisoners, Flanders, Belgium

In Flanders (Belgium), the strategic plan on assistance and services for prisoners (strategisch plan hulp- en dienstverlening aan gedetineerden) was launched in 2000¹⁶⁶. The strategy aims to ensure that there is a coherent, integrated policy for educational activities in prisons in Flanders. Its aim is for the various services in the Flemish Community to work together in order to offer solid assistance, vocational training, education, sports and leisure to inmates. It also provides a framework for cooperation with the Federal Ministry of Justice, which employs the prison guards and directors. The Flemish government intended to signal through the strategy that prisoners remain full members of society during their sentence and are entitled to assistance and services to achieve a standing in society.

Research advocates that strong political engagement and commitment at national level, accompanied by a clear strategy recognising the importance of prison education within overall efforts to support rehabilitation, is essential. In order to ensure that the education and training on offer to prisoners is comparable to that offered outside of prison, there is a key role for actors from the mainstream education and training sector to play, in collaboration with the relevant Ministries and / or prison and probation services. In practice, however, the survey found that that overall responsibility for general education in prisons tends to lie with the national Ministry of Education (16 responses) and / or the national Ministry of Justice (15), while responsibility for vocational education lies mainly with the national Ministry of Education (14) and/ or Justice (14). The third most common response was that responsibility for vocational education and training lies with other national-level authority / organisations (7), including for example the Ministry of Labour / Welfare and the national prison services. It seems therefore that overall responsibility for formal education commonly lies with a central body, generally either the Ministry of Education or the Ministry of Justice (or both). There is still little evidence of multidisciplinary, cross-agency collaboration aimed at providing the more holistic 'support package' to offenders both during and after their prison sentence.

In many countries, the third sector can also play an important role in the provision of (non-formal) learning opportunities in prisons, for example through arts and cultural

¹⁶⁶ Strategic Plan for Assistance and Services to Prisoners. Internet: Source: <http://wvg.vlaanderen.be/welzijnjustitie/gedetineerden/stratplan.htm> and http://www.steunpunt.be/xcms/lang_nl-BE/mid_14061/ModeID_0/EhPageID_861/5096/default.aspx

activities, and a strong relationship should be developed with voluntary and community organisations providing support to (ex-) prisoners.

Although there is a risk that the involvement of volunteers in prison education could be seen as a substitute for professional educators, there can be a role for them to play in complementing the work of education staff, as well as increasing links between the community and those in prison. Expanding and encouraging the involvement of trained volunteers from the voluntary and community sector so that they play a major role in the localised rehabilitation of prisoners was a key message in the UK's 2009 strategy for reforming prisons and rehabilitating prisoners¹⁶⁷. Though the role of such volunteers remains generally limited, where volunteers are in place, it is important that they are given clear guidance and support regarding their role within the prison. It is important to engage employers too, as this can help to change preconceptions about hiring ex-prisoners and where employers can be involved in the design and delivery of training, this can ensure that the content is relevant to the needs of the labour market and that contacts can be made with potential employers, which can be useful post-release.

4.4.2. Funding and educational resources

The sources of funding for prison education are also largely national organisations, most commonly Ministries of Justice and/or Education. In addition, EU funding is an important source of support for both pilot transnational projects (this is explored in greater detail below) and overall provision in some countries. Prisoners themselves are sometimes required to pay for or contribute to the fees associated with their participation in certain types of education, in particular higher education and distance learning.

Although public sector budgets are coming under increasing strain as a result of the global recession, it appears that the amount of funding allocated to prison education has so far not been subject to substantial changes, various parties have recently expressed concerns that budget reductions may occur in the near future. Still, the range of learning which can be offered in prisons is restricted. Subject areas where there is often insufficient supply of learning opportunities to meet demand among prisoners are Information and Communication Technologies (ICT) skills, vocational training and basic skills (literacy, numeracy, language). These are subjects to which policy-makers attach a high priority. The relative lack of provision in these areas may be a reflection of the facts that access to ICT is limited for prisoners in some countries, that vocational training can require greater investment in terms of equipment and facilities, and that a significant share of the prison population lack basic skills. In some countries distance learning and flexible delivery options are being used in innovative ways to help address these shortcomings and examples can be found of both national and transnational projects working in this area – as illustrated earlier in this paper.

4.4.3. Research and evaluation to inform policy and practice

Despite the political implications, too little is known about the relationship between education and criminal behaviour. The existing evidence base on a range of aspects of prison education and training could therefore be improved, in order to better inform both policy and practice and also to provide evidence to the wider community and public of the potential benefits of learning for prisoners. As summarised in the box below,

¹⁶⁷ <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLrEPORT.pdf>

amongst other issues more evidence is needed of ‘what works’ and why, taking a multi-agency, multi-faceted approach to investigate the role of education within the overall rehabilitation effort rather than looking at one type of intervention in isolation. There is currently a lack of research and evidence in Europe on the issue of the cost-effectiveness of prison education and the benefits of lifelong learning for prisoners. A need also exists to investigate further how new technologies can be best used for prison education and training, in a way that is compatible with the security required of a prison regime. More research into the specific needs of certain sub-groups of prisoners could help to ensure that education and training can be tailored to those groups. Further research is also needed to demonstrate the benefits of facilitating arts in prisons; and there is a need for more evaluations to assess the quality and outcomes of existing measures in order to identify what constitutes ‘good’ or ‘best’ practice and to enable evidence-based planning and development¹⁶⁸.

Independent research needs to take account of the multiple needs of offenders and the range of interventions in place to support them, since it is unrealistic to assess the impact of one element of the support provided to offenders (i.e. education), without taking account of the other potential influences on their behaviour, attitudes and learning (e.g. support to tackle substance misuse). It is also important to go beyond ‘what works’ to identifying ‘what works in different environments and for different offender groups’ (e.g. female offenders, foreign offenders, those with learning difficulties, etc.)

Research and evaluation are essential to inform future decisions about policy and investment of funding in this area, as well as to inform the way in which education and training is delivered in prisons. Furthermore, research which identifies evidence of the economic and social benefits of prison education and training could also help to inform public opinion on this issue and ensure that both policy and practice in the future are informed by a robust evidence base.

Areas for further research

- What works and why? Using a multi-agency, multi-faceted approach to understanding the role of education within the overall rehabilitation effort
- In relation to the cost-effectiveness of prison education, understanding the benefits of lifelong learning for prisoners
- How new technologies can be used in a way that is compatible with security
- Understanding the specific needs of sub-groups of prisoners to ensure education and training meets their needs
- Understanding the benefits of facilitating arts in prisons
- Evaluations to assess the quality of existing measures used to identify what constitutes ‘good’ or ‘best’ practice

¹⁶⁸ See the final report of the ‘Pathways to Inclusion’ conference, as well as the documentation from the specific workshop on research needs in prison education for more detail. Internet: http://ec.europa.eu/education/grundtvig/confprison_en.htm

5. CONCLUSIONS

Prisoners are one of society's most marginalised and excluded groups. Most have faced various forms of disadvantage or exclusion prior to entering prison, for example related to family and health issues, as well as poor prospects on the labour market. Moreover, a significant proportion of the prison population has low levels of education, with many prisoners lacking basic literacy and numeracy skills.

The rights of prisoners to access education and training are recognised at both national and international levels. Moreover, the provision of learning opportunities in prison presents an important part of the rehabilitation process and can help inmates to make good use of their sentence, as well as presenting a 'second chance' to gain skills and qualifications which may help them to find employment, pursue further education / training opportunities or simply to better manage or cope with their lives on release.

However participation in education opportunities amongst adult prisoners remains below 25 % in most countries of Europe. Prisoners face a range of barriers to accessing learning, both institutional (i.e. associated with their imprisonment¹⁶⁹) and dispositional (i.e. linked to their personal circumstances¹⁷⁰). Certain sub-groups of the prison population face particular issues which need to be taken into account in designing and delivering learning opportunities to meet their needs. Furthermore, there are constraints on the extent to which education and training can be offered and the range of provision which can be made available, in the context of high prison populations in many countries of Europe, finite staff and resources, as well as the restrictions imposed by the security requirements of the prison regime and priorities of policy makers. Together, these various factors limit the extent to which prisoners can access learning to meet their needs and take up their right to participate in education.

On release from prison, there is a high risk that the social exclusion faced by prisoners will continue, as they may face discrimination in accessing the labour market and difficulties in reintegrating into the community. The provision of learning opportunities in prisons represents not only a second chance for prisoners to gain valuable skills and qualifications, but also an opportunity to develop the competences needed to better manage their lives on release and to find employment. It is therefore thought that the provision of education and training in prisons has a positive role to play in a regime of 'dynamic security'. It is not the only solution but is an important part of the rehabilitation and resettlement package.

The provision of education and training in prisons should be contextualised at the local level and tailored to the individual. Furthermore, given the very diverse contexts in which prisons and prison education operate across the countries of Europe (with varying numbers of prisons, sizes of prison populations, prison population rates, and prisoner profiles, for example), there can be **no single approach** to the arrangements for prison education and training which can be applied to all countries. Yet a number of fundamental characteristics seem to be important, including political **commitment** and engagement, backed up by sufficient **funding** to enable provision on the ground to match up to the aspirations outlined in overarching policies and strategies, strong **collaboration**

¹⁶⁹ For example, interrupted learning caused by a move to another institution, shortage of resources and/or staff, limited availability of places for learners and restricted offer in terms of level and content

¹⁷⁰ E.g. Associated with coming from a disadvantaged background, previous failure in education and other factors such as low self-esteem or disability

between the actors involved, and also cooperation with the wider community. Pre-release preparation and follow-up after release, requiring cooperation between the various stakeholders involved, can help to ensure that the prisoner can capitalise on the learning he/she has undertaken inside prison and can prevent the investment made in such learning opportunities from being wasted.

In addition, some key messages emerging from transnational collaboration and literature on the topic can be used to suggest what might constitute some characteristics of effective practice, as outlined in this document.

Many prisoners have negative perceptions and previous experiences of education, therefore it is important for learning opportunities in prison to offer an **alternative** to the traditional format of mainstream schooling. A learner-centred approach building on individual skills, competences and past experiences is needed, together with alternative styles of teaching and learning, which are engaging and relevant to the prisoner learner. Nevertheless, formal education and training offered in prison should be an **integral part of the mainstream education and training system** and result in the same qualifications. Education and training in prisons needs to provide individualised learning ‘journeys’ for inmates which can be continued on release. Examples can be found across Europe of initiatives which provide prisoners with **tailored learning** through for example the use of modular or unit-based courses, and validation of prior learning. These methods can also help to ensure that the learning carried out in prison can be continued after the prisoner has completed his / her sentence or has value on the labour market / to support further learning on release. **Information and guidance** also play an important role in ensuring that prisoners can undertake learning which is suited to their needs and aspirations and can have a lasting impact on their lives.

The use of technologies – adapted to the security requirements of the prison regime - to implement e-learning can also be a way of providing a **broad curriculum** to prisoners in the context of restricted resources and capacity. It is important for learning in prison to include both formal general and vocational courses at a range of levels, as well as non-formal learning such as participation in arts and cultural activities. More widespread use of available open education resources and distance learning services has the potential to increase the offer of education and training available at all levels, including higher education. Education and training are part of a range of interventions which together form a **holistic** approach to rehabilitation and collaboration between partners and stakeholders – both within and outside the prison – is important in order to make this happen. Prison governors and officers can play an important role in determining prisoners’ access to learning and whether the prison itself is a **positive environment** in which learning can take place. The physical environment in which learning opportunities are delivered also has a role to play in influencing motivation and the feeling of ‘normalisation’ which can be offered by education and training in prisons.

Prison educators themselves need relevant support and training to ensure they have the appropriate competences and knowledge to be able to deliver learning opportunities in what can be a challenging environment and with a diverse cohort of learners. This **diversity of the prison population** is something which also needs to be taken into account in the design and delivery of learning opportunities, which need to be flexible so that they can be adapted to take account of the needs of the prison and the prisoners. Sub-groups of prisoners which merit particular attention include juveniles, female prisoners, foreign nationals, prisoners with learning disabilities or difficulties and those

serving both shorter and longer sentences. Prison staff and teachers need to cooperate with authorities in the community with the aim of facilitating the transition between prison and the community, helping individual prisoners to draw up and implement their plans for education and work. It is also important to undertake awareness-raising of the benefits of prison education and training among key officials and among the public, in order to build a broader consensus and understanding of the potential benefits of learning in prisons and to dispel negative perceptions of what may by some be perceived a 'benefit' or 'luxury' rather than an important part of the rehabilitation process.

Finally, there is a need for a **stronger evidence base** to inform future policy and practice in this area. Research and evaluation is needed to confirm 'what works' and in which contexts, as well as to explore a range of specific aspects of the prison education and training agenda. This can help to convince prisoners, prison staff, stakeholders in the community, policy makers and the general public of the potential benefits learning in prison has to offer to the individual and wider society. In this respect, EU programmes and funding has played a significant role in supporting prison education develop and transnational cooperation projects provide an important means for prison administrators and educators to exchange good practices and learn from each other.

REFERENCES

Anderson, K. and Overy, K. (2010), *Engaging Scottish young offenders in education through music and art*, International Journal of Community Music 3: 1

Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

Boyadjieva, P., Milenkova, V., Gornev, G., Petkova, K. & Nenkova, D. (2010). *The role of Bulgarian educational institutions for the promotion of access of adults to formal education* Sofia: Institute of Sociology. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

Braggins, J., Talbot, J., *Wings of Learning; the role of the prison officer in supporting prisoner education*. Centre for Crime and Justice Studies, Internet: http://www.esmeefairbairn.org.uk/pdf/wings_of_learning.pdf

Bynner, J, 2009, *Lifelong Learning and Crime: A life-course perspective*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-4.pdf>

Callejo, J. and Viedma, D., *Eurodesip: diagnosis of state of Higher Education in Penal Institutions in Europe*. Internet: http://labspace.open.ac.uk/file.php/3965/EURODESIP_Spain.pdf

Cedefop (2008) *Future skill needs in Europe medium-term forecast: synthesis report*. Luxembourg: Publications Office, 2008.

Centre for Social Justice, Breakthrough Britain: *Locked Up Potential - A strategy for reforming prisons and rehabilitating prisoners* (2009). Internet: <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLREPORT.pdf>

Charter of Fundamental Rights of the European Union: http://eur-lex.europa.eu/LexUriServ/site/en/oj/2007/c_303/c_30320071214en00010016.pdf

Costelloe, A. (2003) *Third level education in Irish prisons: Who participates and why?* Unpublished doctoral thesis.

Council of Europe, (1990), Recommendation No. R (89) 12 adopted by the Council of Ministers of the Council of Europe on 13 October 1989.

Council of Europe, *Recommendation Rec(2006)2 of the Committee of Ministers to member states on the European Prison Rules*. Internet: <https://wcd.coe.int/ViewDoc.jsp?id=955747>

Council of Europe Annual Penal Statistics (SPACE I), Survey 2009. Internet: [http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP\(2011\)3%20E%20-%20SPACE%20I%202009.pdf](http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP(2011)3%20E%20-%20SPACE%20I%202009.pdf)

Council of Europe Annual Penal Statistics PC-CP (2011) 3
[http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP\(2011\)3%20E%20-%20SPACE%201%202009.pdf](http://www.coe.int/t/dghl/standardsetting/cdpc/bureau%20documents/PC-CP(2011)3%20E%20-%20SPACE%201%202009.pdf)

Darkenwald, G. G. and Merriam, S. B. (1982) *Adult Education. Foundations of practice*, New York: Harper and Row

(UK) Department for Business, Innovation and Skills, 2011, Making Prisons Work: Skills for Rehabilitation. Internet: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/m/11-828-making-prisons-work-skills-for-rehabilitation>

Duchemin, C., 2010, Validation of prior learning: a stepping stone for the reintegration of inmates into society (Norway). Internet: <http://libserver.cedefop.europa.eu/vetelib/2011/77485.pdf>

Effective Induction for Prison Teachers: Desk Research, France. Internet: http://prisonteachers.weebly.com/uploads/5/0/9/6/5096825/desk_research_-_france.pdf

Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (Eds.) (2009). *Education in Nordic Prisons. Prisoners' educational background, preferences and motivation*. Copenhagen: Nordic Council of Ministers. Internet: <http://www.norden.org/en/publications/publications/2009-508>

Eliminating Language Barriers in European Prisons through Open and Distance Education Technology (ELBEP) final report. Internet: <http://elbep.anadolu.edu.tr/ElbepFinalReportPublic.pdf>

Engel, L., Holford, J. & Mleczko, A. (2010), *The access of adults to formal and non-formal adult education. Country report: England*. LLL2010 project, Subproject 5. University of Nottingham: Nottingham, UK.

Englebright, L. And Pettit, I, 2009, *E-learning in the secure estate*, National Institute of Adult Continuing Education, Leicester. Internet: <http://shop.niace.org.uk/elearningsecureestate.html>

Europe 2020, A European Strategy for smart, sustainable and inclusive growth. Internet: http://ec.europa.eu/europe2020/index_en.htm

European Convention for the Protection of Human Rights and Fundamental Freedoms: <http://conventions.coe.int/Treaty/EN/Treaties/html/005.htm>

European Parliament Committee on Women's Rights and Gender Equality, Report on the situation of women in prison and the impact of the imprisonment of parents on social and family life. Internet: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0033+0+DOC+XML+V0//EN>

European Prison Education Association, 2008, *Prison Education in Europe*.

European Social Charter (revised):
<http://conventions.coe.int/Treaty/en/Treaties/html/163.htm>

European Union level Recommendations for the Re-Integration of (Ex)-Offenders.
Internet: http://ec.europa.eu/employment_social/equal/data/document/0707-recomoff.pdf

Eurostat: European Union Labour Force Survey-Annual results 2008 (especially: Employment rates by sex, age groups and highest level of education attained).
Internet:
http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_lfs/data/database

Fletcher, D., Taylor, A., Hughes, S., Breeze, J. (2001) *Recruiting and Employing Offenders: the impact of the Police Act*, Joseph Rowntree Foundation, Internet:
<http://www.jrf.org.uk/publications/recruiting-and-employing-offenders-impact-police-act>

Garmannslund, P. –E. and Meltevik, S., 2010, Med blikket rettet fremover (Looking forward) Sluttrapport for evaluering av realkompetansevurderingsprosjektet innenfor kriminalomsorgen (Final report in the evaluation of “The National Project of Prior Learning within the Norwegian Correctional Services”), Bergen: Fylkesmannen i Hordaland

Hamlyn, B., and Lewis, D.. (2000), Women Prisoners; a survey of their work and training experiences in custody and on release. UK Home Office. Internet:
<http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf>

Hammerschick, W., Hayes, J., Hjarne, U., and Meyer, I., 2011, KEYS – Innovative Models for the Integration of Working and Learning in Adult Prisons. Internet:
http://www.keys.fczb.de/fileadmin/keys/Texte/111102_Keys_Handbook_online_final.pdf

Hamlyn, B. and Darren Lewis, Home Office Research Study 208, Women Prisoners: A survey of their work and training experiences in custody and on release. Internet:
<http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf>

Harper G. And Chitty C., eds., 2005, *The impact of corrections on re-offending: a review of ‘what works’*, UK Home Office Research, Development and Statistics Directorate. Internet: <http://www.homeoffice.gov.uk/rds/pdfs04/hors291.pdf>

Hughes, J. (2005) *Doing the Arts Justice - A Review of Research Literature, Practice and Theory*, The Unit for the Arts and Offenders Centre for Applied Theatre Research, Internet:
http://www.artscouncil.org.uk/publication_archive/doing-the-arts-justice-a-review-of-research-literature-practice-and-theory/

Hurry, J., Brazier, L., Snapes, K., Wilson, A. (2005), *Improving the literacy and numeracy of disaffected young people in custody and in the community*, Internet: http://www.nrdc.org.uk/publications_details.asp?ID=28#

Hurry, J., Brazier, L., and Wilson, A., with Emslie-Henry, R. and Snapes K. (2010) *Improving the Literacy and Numeracy of Young Offenders in custody and the Community*, Internet: http://www.nrdc.org.uk/publications_details.asp?ID=178#

International Centre for Prison Studies World Prison Brief. Internet: <http://www.prisonstudies.org/info/worldbrief/>

Ivančič, A., Vida A. Mohorčič Špolar and Marko Radovan, (2010), *Access of adults to formal and non-formal adult education – policies and priorities. Country report: Slovenia*. Boyadjieva, P., Milenkova, V., Gornev, G., Petkova, K. & Nenkova, D. (2010). National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

Jess, K. (2005) *Socioeconomic evaluation of a correctional programme in Sweden* European Journal of Social Work, Volume 8, Issue 4, December 2005, pages 399-417. Internet: <http://www.informaworld.com/smpp/content~db=all~content=a727318223~frm=ti tlelink>

Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefid-efni/2009-536>

Matrix Knowledge Group (2009) *Lifelong Learning and Crime: An Analysis of the Cost Effectiveness of In-Prison Educational and Vocational Interventions: IFLL Public Value Paper 2*, Leicester, National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-2.pdf>.

McEvoy, Kieran, *Enhancing Employability in Prison and Beyond: A Literature Review.*, Queen's University Belfast for NIACRO 2008. Internet: http://www.niacro.co.uk/filestore/documents/publications/Sept_08_49699_EmplyRep.pdf

Mercer, A., 2010, *Learning for Resettlement and Reintegration, Analysis of EQUAL Projects and Key Messages*. Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

(Netherlands) Ministry of Education, Culture and Science (2010) *The approach to school drop-out: Policy in the Netherlands and the provisional figures of the 2008 – 2009 performance agreements*

Morgan, M, Kett, M. (2003) *The Prison Adult Literacy Survey, Results and Implications*, Irish Prison Service. Internet: http://www.irishprisons.ie/documents/Adult_Literacy_Survey.pdf

Muñoz, V (2009) *The Right to education of persons in detention*, Report of the special rapporteur on the right to education, Human Rights Council, UN, http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

(UK) National Audit Office, 2010. *Managing offender on short custodial sentences* available at: http://www.nao.org.uk/publications/0910/short_custodial_sentences.aspx

Norwegian Ministry of Education and Research, Short Version of Report no. 27 to the Storting [the Norwegian Storting] (2004-2005) Education and Training in the Correctional Services “Another Spring. Internet: [http://www.epea.org/images/pdf/AnotherSpring\(Norway\).pdf](http://www.epea.org/images/pdf/AnotherSpring(Norway).pdf)

O’Brien, R. (2010), *The Learning Prison*, Royal Society for the encouragement of Arts, Manufactures and Commerce Prison Learning Network. Internet: http://www.thersa.org/_data/assets/pdf_file/0006/278925/RSA-The-Learning-Prison-report.pdf

‘Pathways to Inclusion’ conference documentation, available at: http://ec.europa.eu/education/grundtvig/confprison_en.htm

Prison Education in Europe: Informing Practice, Policy and Provision 2008. Review of the VEPS Project and its associated Conference for Directors and Coordinators of Prison Education. Internet: <http://www.epea.org>

‘Prison Education in Ireland: A Review of the Curriculum’ by the Curriculum Review Group set up in 2003

Prison Reform Trust (2003): *Time to Learn*, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

Prison Reform Trust, 2011, *Bromley Briefings Prison Factfile*. Internet: <http://www.prisonreformtrust.org.uk/Portals/0/Documents/Bromley%20Briefing%20December%202011.pdf>

Prison Service Order 4800, ‘Women Prisoners’. Internet: <http://www.justice.gov.uk/offenders/types-of-offender/women>

Putnam, R. (2000) *Bowling alone: The collapse and revival of American community*. Simon and Schuster.

Ravneberg, B. (2005). *Dannelse eller disiplinering. Selvforvaltningsstrategier hos elever i fengsel*. I T. Langelid and T. Manger (red.), *Læring bak murene*. Bergen: Fagbokforlaget.

Rodrigues, H. et al. (2010), ‘Music for mothers and babies living in a prison: A report on a special production of ‘BebéBabá’ ’ *International Journal of Community Music* 3: 1, pp.77-90

Safe Ground (2010) *Annual Report 2009/10* <http://www.safeground.org.uk/wp-content/uploads/SafeGroundAnnualReport2010FINAL.pdf>

Schuller, T, 2009, *Crime and Lifelong Learning*, National Institute for Adult and Continuing Learning (NIACE), Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/IFLL-Crime.pdf>

Smyth, E. and McCoy, S. (2009), *Investing in Education: Combating Educational Disadvantage*, Economic and Social Research Institute, Dublin, 2009.

Social Exclusion Unit, Office of the Deputy Prime Minister, 2002, Reducing re-offending by ex-prisoners. Internet: http://www.gos.gov.uk/497296/docs/219643/431872/468960/SEU_Report.pdf.

(Belgium – Flanders) Strategic Plan for Assistance and Services to Prisoners. Internet: Source: <http://wvg.vlaanderen.be/welzijnjustitie/gedetineerden/stratplan.htm> and http://www.steunpunt.be/xcms/lang_nl-BE/mid_14061/ModeID_0/EhPageID_861/5096/default.aspx

(Irish) Strategy Statement on Prison Education for 2003 to 2007.

Turley, C., and Webster, S., 2010, Implementation and Delivery of the Test Beds Virtual Campus Case Study, National Centre for Social Research.

United Nations Basic Principles for the Treatment of Prisoners: <http://www.un.org/documents/ga/res/45/a45r111.htm>

United Nations Standard Minimum Rules for the Treatment of prisoners: <http://www2.ohchr.org/english/law/treatmentprisoners.htm>

Warner, K. (2005) *Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners?* Internet: <http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf>

B.S.J. Wartna & L.T.J. Nijssen WODC studies on recidivism 2006 – 2011 <http://english.wodc.nl/onderzoeksdatabase/1453a-international-comparisons-of-reconviction-rates.aspx>

Wilson, A., 2009, *Interrupted education – interrupted life, The criminal justice system as a disruptive force on the lives of young people*. Internet: <http://www.interrupted-education.com/report.pdf>

Websites:

ArJuS project: http://www.bfw-hessen.de/cms/front_content.php?idcat=86&idart=136

ECO-PC project description: <http://www.evangelisches-johannesstift.de/die-wille/bildung/projekte/eco-pc>

Effective Induction for Prison Teachers project website: <http://prisonteachers.weebly.com/>

Eliminating Language Barriers in European Prisons through Open and Distance Education Technology (ELBEP) project website: <http://elbep.anadolu.edu.tr/>

Internet for Inmates (IFI) project description: <http://www.fylkesmenn.no/fagom.aspx?m=20566&amid=3526903>

Learning Platform in Prison (LiS) project description: <http://www.ibi.tu-berlin.de/projekte/lis/lis.htm>

(UK) Ministry of Justice, news page: <http://www.justice.gov.uk/news/features/features-180111a>

PIPELINE project description: http://www.epea.org/index.php?option=com_content&task=view&id=129&Itemid=162

Safe Ground: <http://www.safeground.org.uk/>

Shannon Trust: <http://www.shannontrust.org.uk/>

St Giles Trust: <http://www.stgilestrust.org.uk/s/what-we-do/p489/prison-based%20services.html>

TAFU project website: <http://www.tafu.no/>

Work-Wise scheme: <http://www.work-wise.nl/content/home.aspx>

<http://3sdethes.wordpress.com/>