

Prison education and training in Europe - a review and commentary of existing literature, analysis and evaluation

Directorate General for Education and Culture, European Commission

Framework Contract No EAC 19/06, Order 130

6 May 2011

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6 May 2011

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Contents

1	Introduction.....	2
2	Prison as a positive environment for learning.....	4
2.1	Education within the prison: models and some fundamental questions.....	4
2.2	The prison as a learning environment.....	7
2.3	Motivating prisoners to participate in learning.....	11
2.4	Curriculum.....	12
2.5	The role of the prison officer and prison educator.....	13
2.6	Further Research / Recommendations.....	16
3	Prison Education and Training for Employability.....	18
3.1	Delivering education and training for employability.....	19
3.2	Prison Work.....	21
3.3	Links with the outside world.....	23
3.4	Effectiveness of prison education and training for employability.....	25
3.5	Further Actions and Research.....	27
4	Prison education in specific subject areas.....	29
4.1	Basic Skills.....	29
4.2	Arts and cultural activities.....	38
5	Effectiveness, cost-effectiveness and public value of prison education and training.....	46
5.1	Cost-effectiveness and effectiveness of prison education and training.....	47
5.2	Summary.....	52
6	Summary of conclusions and recommendations for future research.....	54
6.1	Prison as a positive learning environment.....	54
6.2	Prison education and training for employability.....	56
6.3	Basic skills.....	58
6.4	Arts and cultural activities.....	59
6.5	Cost-effectiveness and effectiveness of prison education and training.....	60
6.6	Concluding remarks.....	61
	Bibliography.....	62
	Literature analysed in the context of the report.....	62
	Websites referred to in the report.....	67
	Reference List of publications.....	67

1 Introduction

In February 2010, a European Conference on Prison Education and Training was held in Budapest¹. This conference, which was attended by over 200 delegates from 30 European countries, presented an opportunity to identify and share good practices from across Europe and delegates also stated that they had found inspiration for future projects. Nevertheless, a number of challenges and issues faced by prison educators were also highlighted at the event. In particular, issues such as overcrowding, the growing diversity of the prison population, increasing financial constraints and a more competitive job market were highlighted as key challenges at this present time and for the foreseeable future.

One of the recommendations from the conference was that research in the area of prison education and training should be greatly expanded, in terms of both the issues addressed and the overall volume of analytical work conducted. In response, the European Commission's Directorate General for Education and Culture (DG EAC) commissioned GHK Consulting (GHK) to conduct a review and commentary of previous research, analysis and evaluation from Europe, relating to specific topics of current relevance to the field of prison education and training.

An ambitious list of 16 themes was outlined in the original request for services. GHK proposed a revised list of 12 themes (agreed by the client) for an initial mapping exercise and selected four themes for more in-depth review, based on the availability of literature and an assessment of the added value which could be gained by conducting further research into the specific topics. In the future, it may be worth re-visiting the original list of twelve themes to identify where a further review of literature could provide informative results.

This final report outlines the key issues emerging from the literature relating to the four topics selected for in-depth review. Three of the sections are based on a review of European literature and documentation, while one section (covering the effectiveness, cost-effectiveness and public value of prison education and training) also includes references to literature from the United States, to compensate for the lack of European research and evidence in relation to this specific topic.

In addition, a reference list was collated for all of the agreed 12 topics. The list contains a brief description of the documents identified in relation to that topic during the inception phase. Documents from countries within (i.e. European countries) and outside of the scope of the study are included and the lists are separated according to whether the literature is available in the public domain, or not. The list can be found at the end of this document, after the bibliography.

It is important to note that this report has certain limitations. The main focus has been on English-language sources, although some documents in other languages (mainly Norwegian and French, as well as some German-language documents) have been taken into account. This does not necessarily mean that the documents reviewed related only to countries where English is the main spoken language (i.e. a number of reports, although written in English, focus on one or more other European countries, but mainly the Nordic countries) although this was of course often the case. Thus the report has a certain 'slant' towards these countries but this does not necessarily mean that the findings and recommendations are not transferable to others or are not valid at European level. Nevertheless this limitation should be borne in mind when reviewing the report.

¹ For further details of the conference and copies of all conference documentation, see Internet: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

It is also important to stress that this was a small project, thus although a wide range of available literature has been reviewed, it is by no means an exhaustive review of all literature available (for instance only the literature available in the public domain was reviewed and in principle only literature from the past decade). Furthermore, it was clear from the results of the initial 'mapping' exercise that the extent of the literature available in relation to this topic - within the countries covered by the study - is relatively limited. It was thus decided to take account of any report or document which provides information felt to be of relevance, regardless of its origins / type. Furthermore, a relatively 'loose' definition of prison education and training was used, thus for example reports relating to activities which might not be considered 'education' in the traditional sense (e.g. addiction studies, cognitive-behavioural programmes, anger management, etc) were also taken into account. Some examples of projects dealing with ex-prisoners are also described in this report.

The core tasks (initial 'mapping' exercise and identification of literature, document review and reporting) were carried out by GHK Consulting. In addition a panel of experts has also been involved, as reviewers and in some instances contributors to the report. The contribution of the panel has been vital to ensure that the key issues are addressed appropriately, and to provide a commentary on the findings of the literature to ensure that these are placed within a context based on experience from within the field. The panel of experts also contributed to the identification of recommendations for future action / research in relation to each topic.

2 Prison as a positive environment for learning

The theme 'prison as a positive environment for learning' is grounded in the assumption that education and training should be integral to and integrated into all aspects of the prison regime. The theme also assumes that prison education and training have a significant role to play in the daily life of the prisoner as well as significant consequences for resettlement on release. The idea of 'prison as a positive environment for learning' is wide-reaching and the application of the concept appears to vary considerably from country to country. In this section, we therefore highlight some key issues and fundamental questions which emerge from the literature in relation to this topic and offer recommendations for further consideration. We start by reviewing some different approaches and concepts of prison education and training, as well as the way in which prisoners and prison education are viewed by the stakeholders and society as a whole and how prisoners themselves can be motivated to take part in education and training activities. This section also addresses some key elements of the prison as a positive learning environment, such as the significance of the curriculum on offer and the role of prison staff and educators.

2.1 Education within the prison: models and some fundamental questions

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)². More recently, the Lisbon Treaty recognised the rights of EU citizens through the enforcement of the Charter of Fundamental Rights. Article 18 of the Charter recognises that *"everyone has the right to education and to have access to vocational and continuing training"*³. Prisoners face considerable barriers in accessing their right to education and as such there are also a number of relevant international provisions supporting the right of this specific target group to take up learning opportunities, from the United Nations *Standard Minimum Rules for the Treatment of Prisoners*⁴ in 1957 to the Council of Europe's *European Prison Rules* which were last updated in 2006⁵.

The European Prison Education Association sees *"prison education as a moral right that meets a basic human need."* Similarly, the advocacy of human rights lies behind the Council of Europe's *Education in Prison* (1990), which according to Costelloe and Warner (2008) claims that *"people held in prison are citizens, citizens are entitled to lifelong education to ensure their full development, therefore prisoners should be offered meaningful education."*⁶

Yet the literature review seems to suggest that a fundamental dichotomy exists among stakeholders as to the purpose of prison education. In essence, the dichotomy ranges from

² European Convention for the Protection of Human Rights and Fundamental Freedoms: <http://conventions.coe.int/Treaty/EN/Treaties/html/005.htm>

³ European Parliament (2007) *Charter of Fundamental Human Rights*, http://eur-lex.europa.eu/LexUriServ/site/en/oj/2007/c_303/c_30320071214en00010016.pdf

⁴ 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

⁵ 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>

⁶ Costelloe, A., Warner, K. (2008) *Beyond Offending Behaviour: The Wider Perspectives of Adult Education and the European Prison Rules*. In Wright, R. (Eds.). *In the Borderlands: Learning to Teach in Prisons and Alternative Settings*, 3rd edition. San Bernardino: California State University. http://www.epea.org/images/kwa/Kevin_Warner_Anne_Costello_Chapter_XII.pdf

the esoteric view that prison education lessens the damage caused by imprisonment (Costelloe and Warner, 2008; Behan, 2007), to the more prosaic suggestion that its function is to up-skill and ready prisoners for employment after release (Schuller, 2009; Dawe, 2007; Harper & Chitty., eds. 2005). Meanwhile, the practice of education in prison in each European country appears to be grounded at varying stages along that continuum.

The UK House of Commons Education and Skills Committee for example views the purpose of prison education to be to reduce re-offending, furthermore the Committee suggests that education in prisons is simply seen as ‘the right thing to do’⁷. The Norwegian Government recognises its obligations to provide education and training to prisoners, as a fundamental human right. This is set out for example in the *Short Version of Report no. 27 to the Storting (2004-2005) Education and Training in the Correctional Services “Another Spring”*⁸, as follows:

“Norway’s obligations under international law regarding the right to education are enshrined inter alia in Article 2 of the First Protocol of the European Convention on Human Rights. The article stipulates that no person shall be denied the right to education. The right to education is further elaborated in Article 13 of the UN International Covenant on Economic, Social and Cultural Rights and article 28 of the UN Convention on the Rights of the Child”. Later in the White Paper the Government states: The Ministry considers education and training to be a key factor in preventing recidivism. That is why providing education and training in prisons is a good social investment.”

A fundamental issue raised within the literature is whether prison education should be solely classroom-based learning, traditional Socratic learning or whether its purpose is to acquire skills (thus encompassing a much wider and more informal range of activities). There is also some debate surrounding the issue of whether prisoner participation in education within prisons should be compulsory or voluntary. Although making education in prisons compulsory may seem to be an effective way of encouraging participation, this could also have a negative effect on the motivation of prisoners, who often have negative experiences of formal education and will subsequently be ‘turned off’ by the imposition of rules regarding how they spend their time⁹. Furthermore, voluntary participation is a fundamental principle and a basic premise of adult education and one that sets it apart from other educational paradigms. An adult education approach is recommended for the prison context by the European Prison Education Association for prison education and training and outlined in more detail later in this report.

The phrase ‘dynamic security’ is sometimes used to refer to the dual mandate of prisons, i.e. both punitive and rehabilitative. Ian Dunbar, who first used this term in a UK Home Office paper, stressed the importance of three key principles in running safe and secure prisons that fulfil their purpose. These were: individualised programmes, structured activity and good relationships¹⁰. The positive role of prison education in a regime of ‘dynamic security’ and the importance of creating an environment which encourages learning are recognised in the literature. Muñoz for instance states that it is key to construct an “*environment for those who*

⁷ House of Commons Education and Skills Committee (2005) *Prison Education, Seventh Report of Session 2004–05*, <http://www.publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/114/11403.htm>

⁸ Norwegian Ministry of Education and Research (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)

⁹ Sims, C. (2008) *Education and Training in Prisons*, City and Guilds, Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

¹⁰ 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

*are detained that enables positive change and human capacity*¹¹. Warner suggests that it is widely accepted that prisons can have a damaging effect on the individual' therefore it is important that prisons attempt to decrease the damage that can potentially be done - one way of doing this is through the provision of education¹². In this way, some view education as having a counterbalancing and positive affect to the more punitive agenda. Thus education and training is seen as part of the rehabilitative role of imprisonment, in providing structured activity for inmates which in turn should help to support their successful reintegration into the community on release. Therefore regardless of the differing views as to the precise role of education in the prison context, it would seem that there is widespread consensus that it plays a positive and large rehabilitative role and contributes significantly to prisoners' successful re-entry into society.

Undoubtedly the varying views as to the purpose of education underpin the varying 'models' of prison education in evidence throughout Europe and feed the debate surrounding the most appropriate and effective type of education to be provided in prisons. Accordingly, a number of different models of prison education and training are identified in the literature. Muñoz describes three models – 'medical', 'cognitive deficient' and 'opportunistic' - in terms of their approach to the individual prisoner. The medical model focuses on treating the perceived psychological deficiencies of the criminal; the cognitive deficiency model on promoting moral development; the opportunistic model on linking learning with training for employment. These models and the educational systems that are developed as a result of their implementation have certain positive attributes, however Muñoz criticises the fact that they do not consider the concept of human dignity¹³ and suggests that:

"As education is uniquely and pre-eminently concerned with learning, fulfilling potential and development, it [human dignity] should be a fundamental concern of education in detention, not simply a utilitarian add-on should resources allow it. It should be aimed at the full development of the whole person requiring, among other things, prisoner access to formal and informal education, literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sport, social education, higher education and library facilities."

Langelid et al identify five models for prison education, which focus more on the prison as an organisation and associated infrastructure to support prison education. These are:

1. The 'export model', where the educational authorities bear the responsibility for the content, organisation and financing of education. The education legislation is universal and prisoners are no exception – they have the same range of educational options as all citizens.
2. The 'self-supply model', where education for prisoners is regulated in the legislation on both the prison and probation and the educational services. Ultimate responsibility is in the hands of the former, as this service has financial responsibility for education for prisoners. As far as possible, prisoners are to have access to the same educational options as others in the local community. In this model, education is carried out under the supervision of the National Agency for education.

¹¹ 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

¹² Warner, K. (2008) *A European Perspective on Nordic prison systems and prison education*, Internet: http://www.epea.org/images/kwa/A_European_Perspective_on_Nordic_prison_systems_and_prison_education.pdf

¹³ 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

3. The 'import model', where the educational authorities in every county have the overall responsibility, including the financial responsibility, for education in prisons. The education legislation does not distinguish between education offered at a correctional facility and in the community. In principle, the same courses are offered in prisons as in the community, and the teachers have the same levels of competences.
4. The 'contract model', where prisoners have access to the same educational options as in the community, with education regulated by the laws and ordinances applying to the correctional system. The prison and probation service has overall and financial responsibility. Good cooperation between the prison/prison and probation service and the educational authorities is required to maintain equality of opportunities.
5. The 'combination model', where education legislation does not distinguish between education in prison and other education. This model requires national guidelines for the education of prisoners, both in the state school system and in correctional institutions. Two parallel organisations have to share both overall and financial responsibility.

In Norway and some other European countries (for example Iceland, Ireland, Estonia) the 'import model' is used while in Denmark and other European countries the 'self-supply model' is applied. These are the two most common models. It is the 'import model' however which is perhaps more robust in terms of budgetary allocation (since it is easier to cut the budget when the Ministry of Justice is responsible for education in prison) and this model is also based on the principle of normalisation.

It would seem that the model used depends on the policies and culture of the country in question, as well as the size and profile of the prison population. In the Nordic countries for instance, Warner¹⁴ claims that prisoners are still viewed as citizens, especially with reference to those who are involved in running and working in prisons. This positive view of the prisoner seems to encourage dignified treatment in the prison and subsequently their more successful reintegration efforts. However in other countries Warner states that rehabilitation programmes focus on the offence and the individual as an offender, which is seen to have a negative impact on the process of rehabilitation. In light of such differences, it would seem that more research into the effectiveness and appropriateness of the varying models would prove both useful and timely.

2.2 The prison as a learning environment

Braggins and Talbot recommend that 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 officers¹⁵. Langelid et al stress the need for collaboration in determining the prison education and training offer. They propose that "*the educational authorities and prison and probation services at the national, regional and local levels together discuss the scope of and need for educational opportunities (seen from the point of view of the needs of both the prison population and the institutions) for what courses are to be offered. There should be equal opportunities for work, education and other approved activities in the prison, all available during normal working hours*"¹⁶. Elsewhere it is recognised that it is essential to provide adequate support and guidance that connects

¹⁴ Warner, K (2008), *A European Perspective on Nordic Prison Systems and prison education*, Address to the Nordic conference on prison education, Tromsø, Norway.

¹⁵ 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

¹⁶ 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>

learning and skills programmes in prison with the local community and provides adequate support post release¹⁷. This is discussed in more detail later in the report.

In a presentation to the Australasian Corrections Education Conference held in Darwin in October 2005¹⁸, Warner proposed two different penal philosophies or 'models'. He recognises that to refer to 'models' in this way involves a generalisation and simplification of matters but proposes that with this caveat in mind, they can provide a framework for the identification of general trends and characteristics. The first model he describes is based on the policy documents of the Council of Europe. He refers to the Council of Europe's 'Education in Prison' recommendations from 1990, which state that prison education should be "*brought as close as possible to the best adult education in society outside*" and should be "*constantly seeking ways to link prisoners with the outside community*". This model, he suggests, is fundamentally constructed around the recognition of the prisoner as an individual rather than as an 'offender', in line with the adult education approach. The second model is the 'Anglo American' model which Warner identified in an earlier publication¹⁹ as consisting of three key features: negative stereotypes of prisoners, vengeful attitudes and a considerable rise in the use of incarceration in the justice system. It is this model which is currently more prevalent in Europe. In his analysis of the two different models, Warner questions the over-focus on prison education as being simply a tool to support rehabilitation. He refers to the damaging effect of imprisonment and suggests that education can help to reduce its damaging effect, by helping prisoners to 'cope with their sentences'. It has been suggested that if there is less difference between prison life and life outside prison, the prisoner's reintegration into society will be less problematic²⁰ and education is one of the elements of the prison situation which have the potential to make the prisoners' situation less 'abnormal'²¹. Consequently the education, training and work provided in the prison should be equal to and commensurate with that which is on offer in the community. In addition, it has also been noted that the orientation of prison programmes towards the labour market, especially before release, is essential to ensure a successful transition (this issue is explored in more depth below, in the section on Prison Education and Training for Employability)²². For the prison to be a meaningful learning environment, the learning and training provided must meet the real needs of the prison population before and after release. This is particularly important in light of Langelid et al's observation that the most common reason for prisoners not participating in educational activities was the fact that opportunities were not offered or that they did not meet the needs of the individual²³.

Regardless of the type or quality of education and training on offer in the prison, prisoners face a number of institutional and situational barriers imposed by their imprisonment. These

¹⁷ House of Commons Education and Skills Committee (2005) *Prison Education, Seventh Report of Session 2004–05*, <http://www.publications.parliament.uk/pa/cm200405/cmselect/cmeduski/114/11403.htm>

¹⁸ Warner, K. (2005) *Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners?* Internet: <http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf>

¹⁹ Warner, K. (2002) *Penal Policy and adult education of prisoners*, in O'Mahony, P., *Criminal Justice in Ireland*, Dublin: Institute of Public Administration <http://www.epea.org/images/kwa/PENAL%20POLICY%20AND%20THE%20ADULT%20EDUCATION%20OF%20PRISONERS.pdf>

²⁰ Norwegian Ministry of Justice and the Police (2008) *Punishment that works – less crime – a safer society*, Report to the Storting on the Norwegian Correctional Services, 2008 (English Summary). Internet: <http://img3.custompublish.com/getfile.php/757321.823.pysuvuxtrf/engelsk.pdf?return=www.kriminalomsorgen.no>

²¹ Council of Europe, *Education in Prison*. Strasbourg: Council of Europe, 1990. Available to download from <http://www.epea.org>

²² Wirth, W. (2008a) *Qualifizierung – Vermittlung – Nachsorge. Eine 3-Säulen-Strategie zur beruflichen Wiedereingliederung von (ehemaligen) Strafgefangenen*

²³ 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>

include for example the difficulty of completing an unfinished course after release, and the fact that transfers between prisons can severely interrupt a prisoner's learning trajectory²⁴. In fact, in a study of prisoners in the UK, it was found that the main reason for not completing a course was that they had been transferred to another prison. Almost half of those who responded to the survey (41 %, 51 individuals) gave this as the reason²⁵. The UK-based Centre for Social Justice claimed in 2008 that positive steps made through vocational courses and skills training were to some extent reversed due to the 'mass movement' of prisoners in the UK²⁶. Furthermore the movement of prisoners between sites is often undertaken at very short notice and is frequently seen to be arbitrary²⁷. As a result of the movement of prisoners, individual learning plans, skills assessment results and progress plans are lost, despite the fact that these have been completed in the previous prison²⁸. It seems therefore that some initiative should be taken to reduce the detrimental effects that prison transfer can have in terms of prisoner education. Sweden for instance tackled this problem for general education via the introduction of distance learning in all Swedish prisons. In this model prisoners regularly work/learn with teachers who are physically at another prison. Using this model, transfers do not cause any problems to the provision of education and training²⁹. The potential of eLearning approaches as a means of helping to overcome the detrimental effects of prisoner transfer from the learning point of view, are the subject of experiment in several European countries.

Another issue which prisoners face in relation to the continuity of their learning is the length of their sentence. Research from the Nordic countries³⁰ shows that many young prisoners serve short sentences, which is an impediment to participation in educational activities. According to the researchers, short sentences easily become a stepping stone to further criminality, which makes it particularly important to see to it that this kind of short sentence does not imply a disruption of young prisoners' education. The researchers recommend that all the Nordic countries work towards ensuring that there are prison educational activities available and suitable to all prisoners, regardless of sentence length. They note that this will depend on strong collaboration with the school systems from which prisoners, particularly young prisoners, have come and to which they will be returning. They suggest that one possible approach would be to evaluate the skills of every prisoner serving a short sentence and then draw up a plan that would also motivate him or her to continue in education after release.

²⁴ Muñoz, V (2009) *The Right to education of persons in detention*, Report of the special rapporteur on the right to education, http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

²⁵ Prison Education Trust, Inside Time and RBE Consultancy Ltd., 2009, *Brain Cells: Listening to prisoner learners*. Internet: http://www.prisonerseducation.org.uk/fileadmin/user_upload/doc/offender_learning_matters/BRAIN_CELLS_REPORT_11th_MAY_09.pdf

²⁶ Centre for Social Justice (2009) *Breakthrough Britain: Locked Up Potential - A strategy for reforming prisons and rehabilitating prisoners*, Internet: <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLrEPORT.pdf>

²⁷ Wilson, A (2010) *Interrupted Life: The criminal justice system as a disruptive force in the lives of young offenders*, Prison Service Journal, Issue 189, <http://www.hmprisonservice.gov.uk>

²⁸ Centre for Social Justice (2009) *Breakthrough Britain: Locked Up Potential - A strategy for reforming prisons and rehabilitating prisoners*, Internet: <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLrEPORT.pdf>

²⁹ Hammerschick, W (2010): Report on e-Learning in European prisons - Concepts, organisation, pedagogical approaches in prison education (unpublished project report, elaborated for the Leonardo project LICOS – Learning infrastructure for correctional services)

³⁰ 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>

Thus cooperation with stakeholders from outside of the prison is important both pre- and post- release. Again in the Nordic countries Langelid et al suggest that “*the release of a prisoner should be prepared in cooperation with the social, health care, employment, and education services in the community as well as third sector organisations, so that the prisoner will receive sufficient support upon release. In the release phase, every prisoner should receive an assessment of his or her need for services and ability to cope in society*”³¹. They add that: “*there should be better utilization of the expertise and options for the labour market authorities for prison convicts, in order to ensure smoother transitions back into society*”.

Many different stakeholders work in the area of correctional services. For this reason the Ministry of Justice and the Ministry of Education and Research in Norway prepared a circular which sets out the purpose of cooperation. It states that “*The Norwegian Correctional Services and the education and training sector shall make provisions for a binding and high quality administrative partnership by setting out job distribution and the sharing of responsibilities for agencies at central, local and regional levels*”³².

Furthermore, when the Norwegian Government presented its report to the Storting (parliament) on the Norwegian Correctional Services the Government introduced the ‘return guarantee’. With this guarantee in place, “the Norwegian Correctional Services is to be responsible for convicted persons’ needs for and right of services being charted as soon as the sentence is handed down, for information on those needs being communicated to the agency providing the service and for this happening at such an early date that the agency is enabled to facilitate the service in good time prior to release. After this the various agencies will provide services to convicted persons in the same way as to other citizens.”³³

A model of follow-up after release has been developed in Norway which is called the ‘Steinkjer model’. This model is based on strong interagency collaboration, with a focus on participants themselves. Representatives of the various agencies meet with the ex-offender, discuss his/her current situation and draw up plans for the future. The meetings are arranged by the participants, who also chair and take minutes. This model helps to make the participants feel that they are taken seriously. It also means that the various agencies involved are made responsible and follow up in a constructive way. The Norwegian Government has outlined its intention to develop the model further for use at different kinds of prisons.

In order to provide adequate education to prisoners there must be adequate access to resources and opportunities. The UN report of the Special Rapporteur on the right to education states that insufficient access to resources dedicated to education exacerbates low levels of self-esteem and motivation of learners and ‘creates major challenges for prison administrators, staff and learners’³⁴.

Several recommendations are made within the literature in relation to funding for prison education. It is suggested that ring-fencing funding for education - specifically for basic skills training – can help to ensure that this will not be “raided by a governor looking for quick

³¹ 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>

³² Norwegian Ministry of Justice and the Police, Ministry of Education and Research, *Circular on administrative cooperation between the education and training sector and the Norwegian correctional services*.

³³ Norwegian Ministry of Justice and the Police (2008) *Punishment that works – less crime – a safer society*, Report to the Storting on the Norwegian Correctional Services, 2008 (English Summary). Internet: <http://img3.custompublish.com/getfile.php/757321.823.pysuvuxtrf/engelsk.pdf?return=www.kriminalomsorgen.no>

³⁴ Muñoz, V (2009) *The Right to education of persons in detention*, Report of the special rapporteur on the right to education, http://www2.ohchr.org/english/bodies/hrcouncil/docs/11session/A.HRC.11.8_en.pdf

savings³⁵. Again, in Norway where the so-called 'import model' of prison education is in place, the Ministry of Education and Research is responsible for funding. As mentioned above, by giving responsibility for funding to the Ministry of Education, rather than the Ministry of Justice, it is felt that there is less chance of the budget being cut when priorities change. In Norway, the budget for education in prison including vocational training - which is allocated to the different counties which are responsible for education in prison - has more than doubled over the period from 2005 to 2010. Yet in other countries there are concerns about the impact of the economic downturn, which is putting increasing pressure on public sector budgets and may thus have an impact on the financing available for prison education and training³⁶.

2.3 Motivating prisoners to participate in learning

When considering the prison as a positive learning environment, (or indeed any aspect of prison education and training), it is essential to consult the views of the prisoners themselves. Several reports give an impression of how prisoners view education. Their attitudes towards mainstream education emerge from the literature as a key challenge to encouraging participation in learning opportunities. For instance, Wilson et al found that many young offenders have negative feelings about school and that this carried through into education programmes in prisons³⁷. In Bulgaria, 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'³⁸. In Slovenia, the reasons given for prisoners to drop-out of education are most often lack of motivation, problems with drug addiction and learning difficulties³⁹.

It is suggested that the adult education model based on the idea of second chance education has an important role to play in providing an educationally-sound alternative to prisoners' negative pre-prison educational experiences. 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"⁴⁰.

The likelihood that many prisoners view prison education as an opportunity to engage in second chance education is highlighted in research into the motivations of Irish prisoners for participation in education⁴¹. In this study, it was found that imprisonment itself was the primary motivating factor with other variables falling into the two distinct categories of 'push' and 'pull' factors. The 'push' factors described by the prisoners were unique to the prison context, and included comments such as the need 'to escape from boredom' or 'break free from the constraints of daily prison life'. The 'pull' factors, on the other hand, were similar to

³⁵ 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

³⁶ GHK, 2010, *Pathways to Inclusion – Strengthening European Cooperation in Prison Education and Training. Final Conference Report*. Internet: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

³⁷ 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#

³⁸ National Report for Bulgaria, in P. Downes (2010, forthcoming). A Systems Level Focus on Access to Education for Traditionally Marginalised Groups in Europe: Comparing Strategies, Policy and Practice in Twelve European Countries. Report for Subproject 5 of LLL2010, European Commission Sixth Framework Project, Towards a lifelong learning society: The contribution of the education system. Educational Disadvantage Centre, St. Patrick's College, Dublin

³⁹ National Report for Slovenia, in *ibid*

⁴⁰ *Strategy Statement on Prison Education for 2003 to 2007*, Internet: <http://www.pesireland.org/pdfs/Strategy%20Statement%20on%20Prison%20Education%20for%202003%20to%202007.pdf>

⁴¹ Costelloe, A. (2003) *Third level education in Irish prisons: Who participates and why?* Unpublished doctoral thesis.

those cited by mainstream adult learners, such as 'wanting to improve their employment prospects' or wanting 'to make their families proud'. In a similar study⁴², three distinct motivational categories were identified in a survey of the entire Norwegian prison population with a response rate of 71.1 %. Here it was discovered that the motivations were 1) to prepare for life after release, 2) for social reasons and reasons unique to the prison context, and 3) to acquire knowledge and skills. It is important to note that 'to prepare for life on release' explained more of the variance than the sum of the two other factors. Thus it seems prudent to point out that while prison education must be focused on prisoners' future concerns and needs, prison educators should be aware that although motivations for participation may be influenced by the prison context, the educator has a significant role to play in harnessing and transforming the initial motivation to more clearly defined educational and personal development needs and desires.

Eikeland, Manger and Asbjørnsen⁴³ report on the motivational factors for participation in prison educational activities, according to the results of a questionnaire distributed among prisoners. The most important motivation factor for prisoners in all five countries covered by the study (Denmark, Finland, Iceland, Sweden, Norway) was *"to spend my time doing something sensible and useful"*. In Sweden, Norway and Iceland more than four out of every five prisoners rated that reason as being very important. Only in Norway and Sweden was the answer *"To pass an exam or improve a previous grade"* among the four most strongly motivating factors. In Iceland only, *"to make serving time easier"* and *"to make this educational programme a bridge to more education after I am released"* were among the four most important factors while *"to satisfy my desire to learn"* ranked among the four most important reasons in Finland and Sweden.

Respondents to a UK survey stated that their learning experience in prison was positive and two thirds found it as a 'constructive' use of their time and viewed it to be 'useful and worthwhile'⁴⁴. It was also found that only 4 % of respondents dropped out before completion of their courses/programmes which is a very low drop-out rate even when compared with adult education in general. Thus it would appear that many prisoners hold positive attitudes towards education, which can be a rich source of encouragement to be nurtured by all stakeholders, and a hook with which to grab this 'captive audience'. With this there seem to be good chances to improve the value of training and education within the prison subculture.

2.4 Curriculum

Warner suggests that the curriculum in prison should be based on the adult education model, i.e. to provide education for the whole person and aim at the development of the individual in all areas⁴⁵. It seems that a broad range of subjects should be offered to prison learners, going beyond the focus on basic skills and training for employability. The Norwegian White Paper, 'Another Spring' for instance suggested that the prison education curriculum should be wider, with the addition of more subjects especially in the vocational

⁴² Diseth, Å., Eikeland, O.-J., Manger, T. & Hetland, H. (2008). *Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation*. Educational Research and Evaluation, 14, pp.201-214.

⁴³ 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>

⁴⁴ Prison Education Trust, Inside Time and RBE Consultancy Ltd., 2009, *Brain Cells: Listening to prisoner learners*. Internet: http://www.prisonerseducation.org.uk/fileadmin/user_upload/doc/offender_learning_matters/BRAIN_CELLS_REPORT_11th_MAY_09.pdf

⁴⁵ Warner, K (2008) *A European Perspective on Nordic Prison Systems and prison education*. Internet: http://www.epea.org/images/kwa/A_European_Perspective_on_Nordic_prison_systems_and_prison_education.pdf

area⁴⁶ while the Prison Reform Trust has identified a need for a review of the curriculum in prison education in the UK⁴⁷, where there is currently no core curriculum⁴⁸. In Ireland too, the Curriculum Review Group set up by the Prison Education Service in 2003 provided an overview and rationale for the curriculum it offers in a publication entitled 'Prison Education in Ireland: A Review of the Curriculum'. Essentially, the publication stresses that a broad and varied curriculum is necessary to encourage more prisoners to participate in educational activities and to ensure that all their educational and personal development needs are met at different stages throughout their sentence.

When the school authorities are responsible for education in prison – i.e. in the import model – the curriculum in prison education is the same as in the ordinary school system. This is the case in Norway, where the school authorities are also responsible for vocational training⁴⁹ (which is part of upper secondary education in Norway). It is difficult in prisons to offer the same range of vocational programmes as in the ordinary school system outside. However it is possible to offer more vocational training by cooperation between the schools in prison, which can provide the theory, and the work programme (workshops in prison), which can provide the practice. Provision can range from short courses to longer periods of vocational training. Developing diversity in the work programme will enhance the possibilities for offering adapted education. The role of vocational training and workshops will be discussed further in the section on 'Prison Education and Training for Employability' below.

One particular facet of the prison curriculum which has recently generated more comment than others is Information and Communication Technology (ICT). Of particular concern to prison educators across Europe is the lack of access to ICT (and other new media technologies), which is hampering the digital literacy of prisoners. A lack of even basic digital literacy serves to marginalise prisoners even more and significantly hinders their employment prospects. Eikeland et al note that in the Nordic countries there is often inadequate access to ICT facilities (which is true for most other European countries as well). 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 these countries in accessing education⁵⁰. ICT is seen to be an integral part of all education, therefore it is recommended that it should be possible to use ICT and the internet within prison education, subject to building in the necessary security-related safeguards⁵¹.

2.5 The role of the prison officer and prison educator

There are two very different staff roles associated with prison education and training. The first is the prison educator, who can face a different role to a teacher 'on the outside'. (Nonetheless, some proponents of the adult education model suggest that the role of the

⁴⁶ Norwegian Ministry of Education and Research (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)

⁴⁷ Prison Reform Trust (2003): *Time to Learn*, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

⁴⁸ National Audit Office (2008) *Meeting Needs: The Offenders' Learning and Skills Service*, London, The Stationary Office, March 2008. <http://www.publications.parliament.uk/pa/cm200708/cmselect/cmpublic/584/584.pdf>

⁴⁹ Responsibility for provision of vocational training differs from country to country. In Sweden for example the Labour Agency is responsible for offering vocational training in the prisons.

⁵⁰ 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>

⁵¹ 10th EPEA Conference *Challenges for European Prison Education – Let's make the changes together* Boyana Residence, Bulgaria. Internet: http://www.epea.org/index.php?option=com_content&task=view&id=153&Itemid=195

prison educator is in fact similar to that of any adult educator in the community, and while prisons may impose their own unique set of constraints and challenges, they are merely contextual and the methodology and philosophy remain the same.) The second is the role of the prison officer, which is of crucial importance 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 develop.

Attitudes seem to vary among prison officers with regard to their role in the rehabilitation and education of prisoners. For example, in a UK study of the role of prison officers in prison education and training⁵², it was found that prison officers frequently wanted to become more involved in education but felt "constrained by demands of the job and lack of time". However others argued that "any blurring of the line between discipline and the 'softer' parts of the regime such as education could lead to a conflict of roles". In a study on prison education in 14 prisons in the French-speaking community of Belgium, it was found that only a fraction of prison officers considered training to be an essential part of the rehabilitation process and took an active part in its implementation⁵³.

Schuller suggests that prison officers should be viewed as key players in encouraging prison education. He recommends that there should be better recruitment processes for prison officers and that their training should also be improved⁵⁴. Braggins and Talbot also suggest that prison officers should have a responsibility to support learning in prison. They have the potential to motivate prisoners to engage in education as they are the people that have most contact time with them⁵⁵. Yet it is noted in the literature that education staff sometimes lack appropriate support from prison officers, which can lead to late and non-attendance of prisoners⁵⁶. Within a UK study to explore the views of prisoners engaged in education, it was 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 matters than to education⁵⁷.

The understanding of the term 'prison educator' varies considerably from country to country. In some countries, the prison educator is a highly qualified professional teacher who enjoys the same terms and conditions of employment as their colleagues on the outside, while other countries rely on volunteers to come into the prisons to teach or prison officers who hold an interest in education and training to provide as much provision as possible. Similarly, in some countries, teachers/trainers are employed by the Ministry of Education and see themselves as being independent of the prison service, while in other countries, the teachers/trainers are employed by the Ministry of Justice or Prisons and are considered to be prison officers first and foremost and only secondly as a teacher or trainer. This lack of clarity and continuity as to who exactly is 'a prison educator' is compounded further by the blurring of lines between trainers providing strict vocational training and teachers providing

⁵² 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

⁵³ Schoenaers, Prof F. (promoteur), D. Delvaux, C. Dubois, S. Meherbi (chercheurs), 2009, Activités d'enseignement et de formation en prison: état des lieux en Communauté française. Internet: <http://www.kbs-frb.be/publication.aspx?id=247372&LangType=1033>

⁵⁴ Schuller, Prof. 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>

⁵⁵ 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

⁵⁶ 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>

⁵⁷ Prison Reform Trust (2003): Time to Learn, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

general education. It would seem prudent that further research would attempt to quantify and clarify 'who does what and where.'

Regardless of who delivers provision or who employs the education staff, it is stated within the literature that prisoners generally value the work of education staff. In a UK survey of prisoners' educational experiences almost 70 % of those who participated stated that education staff had 'supported' them, while just under 20 % stated that prison officers had provided support⁵⁸. Furthermore it was noted that although prisoners' views of (training) workshop staff varied, the majority of their opinions of the staff were positive⁵⁹. It is identified in the literature that vocational tutors and learning support assistants in prison are 'supportive of their students', motivated in their efforts to help prisoners to develop their skills, and able to successfully control challenging behaviour⁶⁰.

It is clear that the role of prison educator requires appropriate training, which takes account of the specific circumstances of prisoner learners as well as the unique prison context. The training should cover areas that relate to prison processes and are unique to the prison context such as negotiating security constraints and adapting materials and resources for prisoner learners. Yet a review conducted in the UK found evidence to suggest that many teachers working in prisons lack the necessary training and appropriate skills base to work in this environment⁶¹.

Several European-funded projects have focused on the need to provide adequate training for prison educators. Over the period 2000 - 2010 six European projects funded by the Grundtvig and Leonardo da Vinci programmes have been identified which aimed to enhance the training of prison educators, mainly through the development of training programmes⁶². For example the European re-Settlement Education and Training (ESTEP) project included a training element for prison officers and staff who were involved in education and training⁶³. The Grundtvig-funded 'Effective Induction for Prison Teachers' project aimed to develop an effective initial training programme for teachers in prisons⁶⁴.

The UK project 'Improving the literacy and numeracy of disaffected young people in custody and in the community' recognised several problems in the delivery of training for prison educators. Many work part-time, which makes it difficult to coordinate training sessions. Furthermore these training sessions are often unpaid. There is also a finite number of training days in the UK which have to be shared across a range of problems that are faced in prison, including issues such as discipline and equal opportunities. Another issue identified is the fact that many staff often move locations and work on supply contracts, therefore the provision of training becomes more complex. Training sometimes is a low

⁵⁸ Prison Education Trust, Inside Time and RBE Consultancy Ltd., 2009, *Brain Cells: Listening to prisoner learners*. Internet: http://www.prisonerseducation.org.uk/fileadmin/user_upload/doc/offender_learning_matters/BRAIN_CELLS_REPORT_11th_MAY_09.pdf

⁵⁹ Prison Reform Trust (2003): *Time to Learn*, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

⁶⁰ Hurry, J., Brazier, L., Snapes, K., Wilson, A. (2005), *Improving the literacy and numeracy of disaffected people in custody and in the community*, Internet: http://www.nrdc.org.uk/publications_details.asp?ID=28#; 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>

⁶¹ 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>

⁶² Catalogue of prison education projects funded by the Socrates, Leonardo and Lifelong Learning Programmes. Internet: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

⁶³ ESTEP: <http://62.24.236.202/estep/>

⁶⁴ Effective Induction for Prison Teachers: <http://grundtvig-prison-teachers.ning.com/>

priority among staff and the study found little evidence of educational contractors having development plans for staff training⁶⁵.

It has also been recommended that prison education programmes should try to encourage prisoners themselves to act as mentors, tutors and learning assistants. However a change of culture is needed to help these practices. In the UK, the Prison Service makes it very difficult for ex-prisoners to return to prisons in such a responsible role, thus at present it is rare that prisoners or ex-prisoners are given the responsibility to act in learning support roles. The UK Centre for Social Justice thus suggested that prison services should facilitate this in future.⁶⁶

Two European-funded projects have been identified which have encouraged the use of peer mentors to support hard-to-reach groups of prisoners in education and training. The 'Peer Mentor Support' project aimed to support marginalised or excluded young people, including prisoners, in accessing training, education or employment. The 'European Mentoring Network for Disadvantaged Groups' (EUROMENTOR) similarly trained mentors to support disadvantaged groups including young offenders to encourage, educational inclusion. More information about these projects can be found in the Catalogue of Projects document produced for the 2010 European Conference on Prison Education and Training⁶⁷.

Undoubtedly, the approach taken to the management of a prison and attitudes towards the different regime activities can have a major impact on the delivery of prison education. However a UK study found that prisoners feel that only some governors seem to be 'interested' in prison education, while others are not interested. In a study of young offender institutes for example, the prisoners almost invariably thought that prison governors did not see education as important within their establishments⁶⁸. Thus Braggins and Talbot recommend that integrated management of learning is needed at governor level within each prison. Specifically, "*the promotion of learning should be covered in the management plan, time budgets, activity options for prisoners and staff training*"⁶⁹.

2.6 Further Research / Recommendations

Based on the literature review and feedback from the expert panel, a number of suggestions for further research can be identified in relation to the topic of 'the prison as a positive learning environment':

- Research could identify to what extent the EU Member States follow the international conventions and recommendations - which they have approved themselves – concerning prison education;
- It would seem that more research into the effectiveness and appropriateness of the varying models of prison education and training would prove both useful and timely. In view of the different models of prison education being used across Europe, there is scope to evaluate/benchmark their effectiveness. While this may seem a difficult task because in many ways it would not involve not comparing like with like, it could prove

⁶⁵ 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#

⁶⁶ 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>

⁶⁷ The Catalogue can be found at the following link: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

⁶⁸ Prison Reform Trust (2003): *Time to Learn*, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf

⁶⁹ 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

useful as it would identify the variety of benefits in terms of both human and social capital as well as highlighting the present deficiencies;

- Another question to consider is who is responsible for prison education in the different EU Member States? When this picture becomes clear research can be taken forward on the curriculum offered in prisons;
- Research could be carried out on what are the most appropriate and supportive conditions for training and education in European prisons (what is a positive learning environment?);
- In terms of research on the prison curriculum, it might be useful to determine if it is desirable to develop a generic 'core' curriculum that is unique to the prison context and prisoners' needs, or if it is more appropriate to adapt the type of curriculum provided in mainstream adult education centres to the prison context;
- There seems to be a need for initial and on-going training for prison teachers and prison trainers as well as prison officers and management. Training not only in the methodologies and approaches most appropriate to the prison population, but also in the aims and objectives of the provision. This could be tied into a survey of the different role and functions of teachers, trainers, officers, etc., in order that the most effective and appropriate training is provided for all concerned;
- More research is needed, covering more countries, on the motivation of prisoners as well as on motivational factors and on the educational backgrounds of offenders (following the Nordic example). Research could also be undertaken into strategies and approaches to motivate both staff (in their work) and prisoners (in their steps towards a learning journey);
- There appears to be a need for further research to attempt to quantify and clarify the roles of the different staff involved in prison education and training, i.e. 'who does what and where';
- The cooperation between the correctional services and other stakeholders in the area of prison education is another possible topic for further research;
- Research could be undertaken to address who is responsible for the funding of prison education and training;
- There are ongoing developments in relation to the use of ICT in prisons – both the teaching of ICT skills and as a tool to create learning platforms – and for this reason this topic has not been considered in depth in this report. However, since this is a key issue it is recommended that a future literature review focuses inter alia on this aspect. For instance, more research is needed into how security and technology concerns can be overcome in the delivery of ICT and the new media.

3 Prison Education and Training for Employability

Employment is one of a range of factors⁷⁰ that influence the likelihood of a prisoner re-offending. Indeed, according to many analysts working in the context of the Community Initiative EQUAL, employment seems to be the single most important factor in preventing re-offending⁷¹. British research from 2002 provides evidence to show that being in employment reduces the risk of re-offending by between a third and a half⁷². Given that research on the population at large shows employability levels to be strongly dependent on levels of qualification in all EU Member States,⁷³ there are strong employability-related arguments for making education and training a central part of the 'package' of support to be offered to prisoners to support their transition to society after their prison sentence has been completed. Furthermore, on release, former prisoners face a number of barriers in securing employment, such as a lack of experience in the work environment, coupled with the prejudices that they face – having a criminal record is a key barrier to accessing employment. It seems therefore that the provision of education and training within prisons to provide participants with the skills they need to find employment, relevant to the (local) job market, should be prioritised.

As discussed above (see section 2.4), it is important to ensure that there is a broad curriculum on offer within the prison. Vocational education and training is an important component of this curriculum offer. A study of prison education in the Nordic countries found that prisoners themselves have expressed the need for more vocational education to be available within prisons, as a means of entering the labour market after release⁷⁴. Schuller identifies various studies and surveys that have shown that prisoners want to develop their vocational skills whilst in prison and that they prioritise this over other problems that they may face. He notes that prisoners often see problems relating to employment and a lack of skills as more important than health and family problems and seek help with these problems whilst in prison⁷⁵.

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, corrective education⁷⁶ may be advisable to prepare them for further (vocational) education and training. For example it has been suggested that

⁷⁰ The UK Social Exclusion Unit (see below) identifies nine factors in total: education, employment; drug and alcohol misuse; mental and physical health; attitudes and self-control; institutionalisation and life skills; housing; financial support and debt; and family networks.

⁷¹ See for example: Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

⁷² Social Exclusion Unit, Office of the Deputy Prime Minister, 2002, Reducing re-offending by ex-prisoners. Internet: http://www.qos.gov.uk/497296/docs/219643/431872/468960/SEU_Report.pdf

See also Hammerschick, W., Pilgram, A., Riesenfelder, A. (1997): Zu den Erwerbsbiografien und Verurteilungskarrieren Straftatgefangener und Straftatlassener. In: Hammerschick, W., Pilgram, A., (Ed.), Jahrbuch für Rechts- und Kriminalsoziologie 1997: Arbeitsmarkt, Strafvollzug und Gefangenearbeit, 1997, (Nomos) Baden-Baden

⁷³ 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

⁷⁴ 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>

⁷⁵ Schuller, Prof. 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>

⁷⁶ Corrective education focuses on combating offending behaviour and attempts to bring about a change in prisoners' attitudes towards crime

there is a need for young offenders to attend courses that concentrate on the 'criminogenic factors' which led them to commit a crime and subsequently to change their attitudes and form an understanding of the consequences of their actions. Once these 'criminogenic factors' have been addressed, it may be easier for them to undertake further training and education, including work skills⁷⁷. A multi-modal, systemic approach, as will be discussed later, would help identify and support such needs.

Furthermore it is suggested that the type of job that is obtained on release has an effect on recidivism. It is suggested that 'good jobs' and 'meaningful work' appear to reduce criminality and subsequently the provision of teaching and training that will equip prisoners with the skills to perform rewarding work is important⁷⁸.

Over the period 2002 - 2008, a total of 121 Development Partnerships (DPs) funded by the EU's EQUAL Community Initiative were exclusively concerned with (ex)-prisoners. These projects helped to generate a significant amount of learning in relation to resettlement practices, which has been documented in a number of papers and disseminated across Europe through conferences and other means. Some of the headline findings from the EQUAL DPs are identified here but further information can be obtained either from the papers available on the EQUAL website⁷⁹, or the pre-conference paper prepared for the conference in Budapest 'Learning for Resettlement and Reintegration'⁸⁰.

This section will consider a number of questions relating to prison education and training and employability. First, the question of how education and training for employability is delivered will be addressed, followed by a short discussion of the role of prison work. The importance of links with the outside world is emphasised. Finally there is a brief discussion of some issues around the effectiveness of prison education and training for employability.

3.1 Delivering education and training for employability

The type of education and training that is best suited to enabling prisoners to gain employment after release is an issue that is discussed but solutions are scarce within the literature. This mirrors similar debate in the wider community.

The different types of prison education and training provided within and across Europe can be loosely separated into three broad typologies. In some countries provision is embedded in an academic ideology and provides a broad curriculum that incorporates basic skills and the creative arts as well as mainstream educational subjects such as geography and philosophy. In other countries, programmes are centred almost exclusively on basic skills and vocational training and are thus focused more on employability than traditional education. Still other countries focus more on 'correctional education' and provide life skills of various kinds, as well as classes in transition and pre-release and secondary and post-secondary training. Of course, it should be noted that these are mere typologies and the distinctions are not always so clear cut. In addition, the literature often fails to clarify exactly what the ideology and aims of the provision are and this in itself serves to blur the lines further.

⁷⁷ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

⁷⁸ Ibid.

⁷⁹ http://ec.europa.eu/employment_social/equal/index_en.cfm

⁸⁰ Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

There is an emerging agreement in the field that an effective method of prison education and training consists of a 'multi-modal' approach, which essentially means that programmes are tailored to the individual needs and circumstances of each prisoner. This approach addresses the complex and often contradictory nature of the individual prisoner's life chances, needs and possibilities as well as the more generic obstacles they may face. For example, a multi-modal programme could involve drug treatment or sex offender treatment and support, in tandem with educational and/or vocational training as well as specific help with securing accommodation and support services on release. A multi-modal approach, combining different types of training, is identified in a number of sources as being an effective approach for the reintegration of prisoners into society and to enable them to secure employment⁸¹.

The importance of conducting individual assessments of learners' needs and existing skills is highlighted in several reports. Individual learner assessments prior to the delivery of training or education help to ensure it meets the individual's needs and enables the prisoner to enhance his/her chances of gaining employment on release. Consequently Hurry et al recommend that new prisoners should undergo learning and skills assessments that take into account correctional education and basic skills, before further skills training is considered⁸². This implies that although vocational courses are important in the reintegration of the prisoner, the needs of prisoners in other areas should also be addressed. Thus programmes need to offer wider-reaching support – in prison and after release – that go beyond ostensible education / training needs, that build on prisoners' existing strengths, interests and skills and which embrace wider needs such as personal development, digital inclusion, good health and so on. This is essential for the 'holistic' development of the prisoner and their successful resettlement and procurement of employment following release.

A number of EQUAL DPs have shown that resettlement pathways are more successful when the individual offender recognises that he or she is involved in, and responsible for, the process. This can only happen if the prisoner is actively involved in every stage of the planning process. If the pathway set out reflects the individual's competences, needs and aspirations, then this sense of ownership can be enhanced. Thus, most of the EQUAL DPs working with (ex-) prisoners established assessment procedures at the point of admission which actively engaged the prisoner⁸³. Similarly, the prisoner should also be engaged in evaluating and reviewing progress throughout each stage of the process.

It has also been suggested that increasing prisoners' awareness of the possibility of working for themselves may be a method of ensuring their reintegration⁸⁴. In particular, this is one way of avoiding possible prejudices or stereotyping on the part of employers and / or colleagues in the workplace. A number of projects funded by the EQUAL Community Initiative have shown the potential of self-employment to support ex-prisoners to re-enter the labour market (SALIS DP, Women into Work and IMPACT – Changing Directions for example)⁸⁵.

⁸¹ 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>

⁸² Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) *Rapid Evidence Assessment of Interventions that Promote Employment for Offenders*, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: <http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf>

⁸³ Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

⁸⁴ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

⁸⁵ *Pathways to integration and (re-entry) into employment for (ex-) offenders*. Internet: <http://equal.tvsmmedia.com.testurl.co.uk/data/document/employability/Ex%20offenders.pdf>

3.2 Prison Work

In addition to vocational education and training opportunities, prison work has the potential to enable prisoners to improve their employability. It is important to note however that the literature referring to this topic rarely distinguishes 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. Thus it is often unclear which is being discussed.

The effectiveness of prison work to both encourage prisoners to look for work after their release and to help them gain experience is contested within the literature. Research undertaken in France by Fabrice Guilbaud⁸⁶ on work in prison confirms that this activity goes far beyond an opportunity to receive an income for inmates. Work is a main instance of socialisation for prisoners and offers a context in which they can develop a sense of ownership. McEvoy (2008) notes that prison work has the potential to develop the prisoners' skills but that within the prison system it has previously mainly been thought of as a way of 'keeping prisoners busy'. Furthermore, according to McEvoy participation in prison workshops does not seem to increase the chances of prisoners gaining employment on release⁸⁷. The work undertaken in prisons is often low skilled⁸⁸, in which case it is suggested that it does not enable prisoners to develop their employability skills. Simon and Corbett, in a review of prison work undertaken in six prisons in the UK, found that although 33 % of those interviewed said that they benefited from the work that they participated in, the analysis suggested that work in prisons had no impact on the participants' chances of securing employment after release⁸⁹. Prison work may also represent a disincentive to prisoners to attend education courses since it is rewarded through payment, meaning that prisoners can lose out financially by attending education.

Braggins and Talbot found that prison officers in the UK did not agree with the practice of replacing training workshops with commercial contract work and saw this as an exercise in 'making money for the prison' rather than in enabling prisoners to improve their employability. Some officers felt that as the work undertaken was unskilled it did not benefit the prisoners in the way that other education programmes could⁹⁰. Best (1997) recommended that a balance should be sought between the financial advantages to the prison of economic work and the importance of treatment and rehabilitation⁹¹.

In France, a stocktaking report on the conditions of reinsertion of inmates⁹² highlighted that although work and education and training should be linked to having a positive impact on

⁸⁶ Quoted in Schoenaers, Prof F. (promoteur), D. Delvaux, C. Dubois, S. Meherbi (chercheurs), 2009, *Recommandations pour une amélioration de l'enseignement et de la formation en prison en Communauté française* (Belgium). Internet: http://www.kbs-frb.be/uploadedFiles/KBS-FRB/05%29_Pictures_documents_and_external_sites/09%29_Publications/PUB2009_1963_RecommandationsPrisons.pdf

⁸⁷ 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

⁸⁸ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

⁸⁹ 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

⁹⁰ 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

⁹¹ 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

⁹² 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>

the reinsertion of inmates, in practice, the articulation between training and work in prison is problematic. Generally where the offer of prison work is well developed, training is relatively less available. Often for very practical reasons, both activities cannot be combined during the same day/week.

As noted above the work undertaken in prisons is generally low-skilled and is mostly restricted to simple, manual activities, therefore does not contribute significantly to the successful (re-)integration of prisoners. Currently the Grundtvig project 'KEYS'⁹³ is working on an approach to integrate learning and working in adult prisons. By combining work and training/education in prisons, the following benefits can be anticipated:

- if training/education are planned/carried out in a connected/combined manner, then education/training becomes better integrated in the system of the prison and accepted by the non educational staff;
- more inmates are likely to take advantage of training and education;
- training can focus on competencies specifically needed in the particular workshop/work area;
- smaller training units during work time are a well perceived interruption of routines, which can help to foster motivation.

Evidence suggests that the relative levels of remuneration of prison work on the one hand and the allowances payable to prisoners who engage in learning on the other, have an important impact on inmates' decisions. As stated above prison work is often paid work. Remuneration for participation in work or education / training can act as an incentive to participation and falls within the principle of 'normalisation'⁹⁴. Yet payment for prison work can also form a disincentive to participation in education / training. In Wallonia for instance, when both training and work opportunities are available, evidence shows that there is a strong preference among inmates for work; income from prison work is more attractive than the bonuses and premiums paid to encourage students to participate in education and training⁹⁵. 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. Subsequently it has been recommended that financial incentives for those undertaking educational programmes should be the same amount as for those who undertake prison work⁹⁶. This will help to encourage participation in educational programmes that may also help to secure employment on release. In Norway, this is already the case – prisoners who attend training courses do not lose any payment compared with prisoners attending work or programme activities⁹⁷.

⁹³ <http://www.keys.fczb.de/index.php?id=294>

⁹⁴ 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

⁹⁵ 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-frb.be/uploadedFiles/KBS-FRB/05%29_Pictures_documents_and_external_sites/09%29_Publications/PUB2009_1963_RecommandationsPrisons.pdf

⁹⁶ Centre for Social Justice (2009) *Breakthrough Britain: Locked Up Potential A strategy for reforming prisons and rehabilitating prisoners*. Internet: <http://www.centreforsocialjustice.org.uk/client/downloads/CSJLockedUpPotentialFULLREPORT.pdf>

⁹⁷ National Report for Norway, in P. Downes (2010, forthcoming). A Systems Level Focus on Access to Education for Traditionally Marginalised Groups in Europe: Comparing Strategies, Policy and Practice in Twelve European Countries. Report for Subproject 5 of LLL2010, European Commission Sixth Framework Project, Towards a lifelong learning society: The contribution of the education system. Educational Disadvantage Centre, St. Patrick's College, Dublin

3.3 Links with the outside world

In order to improve both education / training and prison work there is a need for prisons to forge links with the outside world. In particular, it is suggested that prison work and vocational education and training programmes should have better links with the local labour market⁹⁸ in order for prisoners to have a better chance of employment on release.

A number of EQUAL DPs aimed to adapt education and training to changing labour market needs and to link vocational preparation with new forms of aftercare that enabled ex-prisoners to continue their training on release and also facilitated their placement in a job. For example this was the primary aim of the ZUBILIS DP, which carried out a number of activities to increase the relevance of education and training provision for (ex)-prisoners, by modernising its content and methods of delivery, in close cooperation with employers and other labour market actors⁹⁹.

McEvoy notes that if training is provided with no real prospect of securing employment after release, this can actually be damaging for prisoners. Therefore links with the local job market and contacts with employers should be fostered to ensure success¹⁰⁰. This is reiterated by the UK Home office which again states that links with local employers are important and in addition to this, securing a job before the prisoner is released is important to support his or her transition to the outside world¹⁰¹. As mentioned above (see section 3.1), preparation for self-employment or entrepreneurship can also present an alternative method of preparing a prisoner to re-enter the labour market. Sund¹⁰² for instance argues for the use of entrepreneurship training by the Norwegian correctional services. An evaluation of Norwegian prisons highlighted the demoralising effects of prisoners' concerns about a future full of problems, including the prospect of unemployment. It 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 future¹⁰³. Further, Langelid et al propose that vocational training should be delivered in collaboration with the employment service in order to offer training that will prepare the individuals for the labour market¹⁰⁴.

Langelid et al also 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 services. They recommend that supervised probationary freedom is also important as part of the transition to release, in order for more prisoners to work, study and participate in rehabilitation activities. Better utilisation of the

⁹⁸ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

⁹⁹ Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

¹⁰⁰ 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_EmptyRep.pdf

¹⁰¹ 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>

¹⁰² Sund, A., *SPORSKIFTE pedagogisk entreprenørskap i kriminalomsorgen*, Fylkesmannen i Hordaland 2009. Internet: <http://www.fylkesmannen.no/enkel.aspx?m=20345&amid=3004502>

¹⁰³ Ravneberg, B. (2005). *Dannelse eller disiplinering. Selvforvaltningsstrategier hos elever i fengsel*. I T. Langelid and T. Manger (red.), *Læring bak murene*. Bergen: Fagbokforlaget.

¹⁰⁴ 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>

expertise and options of the labour market authorities for prisoners is also recommended, in order to ensure a smoother transition back into society¹⁰⁵.

A report on the improvement of education and training in prison in the French Community of Belgium¹⁰⁶ identifies some examples of good practice in the field of professional reinsertion of inmates. The 'Tunnel' project was delivered in Wallonia to accompany the transition between prison and employment. The project was developed by a training institute (Institut Provincial d'Enseignement de Promotion Sociale de Huy-Waremme - IPEPS) and the prison of Marneffe and offered basic training, training leading to a qualification and internships to prisoners who are due to be released within a certain timeframe. Participating inmates were allowed to leave the prison to take part in internships outside the prison, thus the project had to find local companies who agreed to take on interns and cooperate in the implementation of the internship. In Flanders, the project 'Try Out' (December 2006-May 2008) brought together a range of partners: two prisons in Leuven, the Public Employment Service VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding), IRESOC Leuven (Regionaal Economisch en Sociaal Overleg Comité) and CAW (Centrum Algemeen Welzijnswerk). The aim of the project was to bridge the gap between employers and inmates via professional coaching, training and short internships. Of the 40 participants, 20 have found employment (including in the third sector). Some prerequisites for the success of the project have been identified:

- the analysis of the skills and competences of inmates (during detention),
- adapting the training to the needs of labour market, and
- putting in place active cooperation with employers in sectors facing shortages.

The involvement of employers (e.g. through visits to workshops in prison, information meetings, roundtables) is identified as a key success factor.

A number of EQUAL DPs also worked to engage employers and encourage them to hire ex-prisoners. Different tools and techniques were used to raise employers' awareness and present the 'business case' for their employment. Employers' federations and trade unions were also asked to help to change stereotypical views and to combat any potential discrimination in the workplace. DPs also developed services in order to persuade employers that they would have additional or necessary support if they decided to employ ex-prisoners¹⁰⁷.

It is noted within the literature that education and training alone will not solve the difficulties faced by ex-prisoners in finding employment, as much of the problem may potentially come from employers. A study conducted in 2001 in Britain found that employer discrimination was the most frequent barrier for ex-offenders in securing employment. Few employers had equal opportunities policies that applied to ex-offenders¹⁰⁸. It is important for prisons to make links with employers in local communities, as this can help to change preconceptions about hiring ex-offenders. By establishing contacts with employers in training programmes, it is possible to work towards breaking down the prejudices that are held about prisoners. In

¹⁰⁵ Ibid.

¹⁰⁶ Schoenaers, Prof. F (promoteur), D. Delvaux, C. Dubois, S. Meherbi (chercheurs), 2009, Recommandations pour une amélioration de l'enseignement et de la formation en prison en Communauté française. Internet: <http://www.kbs-frb.be/publication.aspx?id=259212&LangType=1033>

¹⁰⁷ Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

¹⁰⁸ 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>

addition if local employers are involved in training programmes in prisons, this encourages contacts with 'potential employers' which can be useful post release¹⁰⁹.

3.4 Effectiveness of prison education and training for employability

There remains a lack of well researched evidence to show the effectiveness of any one specific kind of measure to improve the employability of prisoners. In this sense, it is rather unclear whether vocational training programmes on their own have a direct link with re-offending or result in the prisoner obtaining work on release, as distinct from the demonstrably positive role which they play when provided in effective combination with other measures.

Wirth (1996) provided empirical evidence that prisoners who participated in vocational training were afterwards able to find a job (in line with the training) and were much less likely to return to prison than other inmates (about a third in comparison to 80 % of participants who were not able to find employment)¹¹⁰. Skardhammar and Telle cite a study which found that prisoners participating in education and job programmes had considerably reduced or delayed re-entry to prison¹¹¹ and a second study¹¹² which showed that prisoners who were granted work-release from prison had significantly higher employment chances, even though in this latter study lower recidivism was only found for inmates who had committed income-generating crimes. Furthermore, some studies have shown that those programmes that include an employment focus or vocational training do have a greater impact on recidivism than other types of educational programme¹¹³.

Yet as noted above, McEvoy (2008) suggests that participation in prison workshops has been found to have no impact on the participants' chances of securing work after release and that employment interventions alone are not enough to ensure that successful reintegration occurs¹¹⁴.

In the face of this lack of evidence, it is important to remember that education is only one element of the prison regime. Warner¹¹⁵ suggests that there is a tendency to presume that the impact of educational programmes can be measured, as if the other elements of the prison regime do not have an influence on the prisoner and his or her future actions. He emphasises that "even in the best of scenarios, education can only be small part of the totality of impact of prison on a person incarcerated".

¹⁰⁹ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet:

<http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

¹¹⁰ Wirth, W. (1996) Notwendigkeit und Schwerpunkte von Arbeitsprojekten der Freien Straffälligenhilfe. In: Hompesch, R., Kawamura, G., Reindl, R. (Ed.): *Verarmung, Abweichung, Kriminalität. Straffälligenhilfe vor dem Hintergrund gesellschaftlicher Polarisierung*. Bonn: Forum, 72-95

¹¹¹ Sedgley, Scott, Williams, & Derrick 2008, cited in Skardhammar, T and Telle, K, *Life after prison, the relationship between employment and re-incarceration*, Statistics Norway, Research Department, 2009. Internet:

<http://www.ssb.no/publikasjoner/pdf/dp597.pdf>

¹¹² Berk, 2008, cited in Ibid.

¹¹³ 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>

¹¹⁴ 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

¹¹⁵ Warner, K. (2005) *Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners?* Internet: <http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf>

Thus programmes need to offer wider-reaching support that goes beyond education / training needs¹¹⁶. Due to the wide-reaching problems that prisoners tend to experience, vocational training per se is not the only answer to preventing recidivism. Subsequently there is a need for prison programmes to address the prisoners' full range of difficulties and to provide treatment for substance abuse and tackle accommodation needs, alongside measures to address training and employment issues¹¹⁷. Langelid et al also report that education is more effective in securing opportunities post release, if it is combined with work and treatment programmes¹¹⁸.

As an example, the UK Home Office study of basic skills provision in prisons (discussed in more detail below, in the section on 'Basic Skills') found that most prisoners who found employment post-release were returning to a previous job or had found work through family and friends. Furthermore, those prisoners who re-offended were asked about possible factors that could have caused this. The most common responses were drink or drugs and lack of money. Fewer linked their offending to problems with employment¹¹⁹.

On the other hand, another UK Home office report refers to a 1994 study which suggested that the period of time spent in education and training programmes can reduce the likelihood of re-offending. For example prisoners who spent more time in academic programmes (at least 300 hours) and vocational programmes (at least 200 hours) were found to be less likely to be re-imprisoned after release than those who did not participate as much¹²⁰. Another study found that courses that could benefit young offenders are those that appeal to their interests, for example 'opportunities related to cars and car maintenance'¹²¹. The issue of motivation is essential here - if learners are engaged in their studies there will be an increased chance of these being pursued after release.

A UK Home Office survey of women prisoners aged between 18 and 40 aimed to explore their work and training experiences in prison. The survey found that two-fifths (40 %) of participants considered that their prison experience had helped them in some way towards avoiding crime in the future. This view was particularly found among those serving longer sentences (53 %). Just under half of the respondents who considered that they had acquired new work skills thought that their prison experience had helped them to avoid crime. Those participants who considered that there was a link between their experiences in prison and avoiding crime in the future identified the specific features that they thought had helped them. A total of 18 % stated that behaviour or drug awareness courses had helped them to avoid crime, while 17 % stated that courses or skills had helped them¹²².

¹¹⁶ Sims, C. (City and Guilds), 2008, *Education and Training in Prisons*. Internet:

<http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

¹¹⁷ 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

¹¹⁸ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. (Eds.) (2009) *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utqafa/utqefid-efni/2009-536>

¹¹⁹ Home Office (2005) *Home Office Findings 260 An Evaluation of basic skills training for prisoners*. Internet: <http://rds.homeoffice.gov.uk/rds/pdfs05/r260.pdf>

¹²⁰ Adams, K., Bennett, K.J., Flanagan, T.J., Marquardt, J.W., Cuvelier, S.J., Fritsch, E., Gerber, J., Longmire, D.R. and Burton, Jr. V.S. (1994) A large-scale multidimensional test of the effect of prison education programs on offenders' behavior. *The Prison Journal*, 74(4), 433-449, cited in 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>

¹²¹ 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

¹²² Home Office (2000) Home Office Research Study 208 *Women prisoners: a survey of their work and training experiences in custody and on release*. Internet: <http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf>

It has already been noted in this section that corrective education may be a useful supplement for any further training and education, particularly for young offenders. Yet Warner suggests that the emphasis on corrective education can be at the cost of other educational programmes and subsequently has a negative effect¹²³. Furthermore, the concentration on criminal behaviour can reinforce feelings of defeatism, failure and lack of self-worth for example, which is why a more holistic approach could be considered to be more positive and effective.

Finally, as noted above (and discussed in more detail in the section below on Cost-effectiveness and Effectiveness of Prison Education and Training) it is difficult to isolate the features of prison programmes that contribute to positive outcomes. This is compounded by the fact that prisoners are not a homogeneous group and, like society at large, have different priorities and needs at different stages of their lives. More research is needed to investigate how education and training can best support prisoners to access employment on release because often employment gained post-release is done through personal contacts rather than applying for jobs.

3.5 Further Actions and Research

It is clear that vocational education and training alone is not enough to ensure successful reintegration into society. There is also a need for further and continuing support to address the personal and social issues that prisoners face when they are released. It is therefore essential that there is adequate systemic support for prisoners both pre- and post-release. In addition, pre-release (throughcare) support should be based on the skills and circumstances of the individual prisoners as much as their local labour market needs. Policy makers and providers must hold a realistic view of what is achievable in terms of ex-prisoner employment and create targets related to the real needs of the prison population.

A number of suggestions for changes in the way that employability programmes are run in prisons are suggested in the literature and have been put forward by the expert panel. For instance:

- Prison work should be seen as an opportunity for re-/upskilling and accreditation, rather than a means of keeping the prisons running;
- McEvoy suggests that the competing needs of prisoners and the elements of prison programmes mean that programmes aimed at employability should be 'mainstreamed' into the prison planning and delivery process¹²⁴;
- The 'multi-modal' approach, where programmes are tailored to the individual needs and circumstances of each prisoner, has been identified as being potentially effective in preparing prisoners for release;
- The importance of links with the outside world, including employers and employment services, is identified;
- The delivery of courses and teaching should be based on an initial individual needs assessment, in consultation with the prisoner;
- There is a need for more planning of the vocational integration perspective of the prisoner / of his / her professional pathways (integration planning, rather than single measures);

¹²³ Warner, K. (2005) *Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners?* Internet: <http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf>

¹²⁴ 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

- There is a need for coaching, to support prisoners to make the transition from custody into freedom and to support ex-prisoners to maintain their jobs;
- Further research is required into the effects of post-release employment on recidivism;
- The effect of using more open institutions allowing more day release privileges for education and work could be explored.

It is noted above that education and training do have a positive impact on the levels of employment post release for prisoners. However Brazier et al suggest there is a need to find out more about education and training for employment and the effects of this for prisoners, in particular young offenders. Furthermore there is a general need for more research to be conducted about the employment prospects of prisoners. Further qualitative studies need to be conducted that consider the way that education and training programmes for employment function and the way that staff and participants react to them¹²⁵.

Finally, there seems to be a need to define clearly the distinction between education and training so that the aims and objectives of each can be redefined and refined in light of the increased cooperation and cross pollination necessitated by the multi-modal approach. Clearer and distinct definitions of ideology and terminology would aid future evaluations and developments. For example, there appears to be no definition of employability (i.e. the skills and capacities deemed most useful for securing and maintaining meaningful employment on release). Similarly, there is a blurring of lines between what is understood as 'education' and 'training', with both terms often being used vicariously throughout the literature. Without a shared understanding of the aims, activities and possibilities afforded by the different approaches, barriers to coordinated and multi-modal approaches will be difficult to overcome and the identification of good practices and interventions will remain unclear.

¹²⁵ Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) *Rapid Evidence Assessment of Interventions that Promote Employment for Offenders*, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: <http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf>

4 Prison education in specific subject areas

This section focuses on two specific subject areas which were found to be particularly prominent in the literature reviewed: basic skills and arts and cultural activities.

4.1 Basic Skills

There is currently no evidence to suggest that low basic skills levels are a cause of criminal behaviour, however it is clear that many prisoners have low levels of basic literacy and numeracy skills and low qualification levels. These low levels of basic skills may be symptomatic of other factors that may lead to criminality or criminalisation, for example low skills levels can lead to unemployment and social exclusion¹²⁶. Furthermore, low basic skills are likely to act as a barrier to securing employment and reintegrating successfully into society on release. In fact the number of low skilled jobs on European labour markets is on the decline and this will continue. Therefore it would seem that there is a need to address the lack of basic skills amongst prisoners whilst in custody. However, although basic skills training in prison can improve prisoners' skills, it is unclear as to the effect it has on the employment prospects of prisoners¹²⁷ post release.

4.1.1 Basic skills needs and the question of motivation

The low level of basic skills among prisoners is identified in the literature relating to a range of different countries (but it can be assumed that, although to different degrees, this is the case for all countries). For instance:

- In Bulgaria, most prisoners are said to have low levels of functional literacy, a low level of education and lack of professional qualifications¹²⁸.
- The Irish Prison Literacy Survey found that approximately 53 % of the Irish prison population had literacy levels of pre-level 1 (which is the lowest literacy level) or below, compared to 23 % of the general population¹²⁹.
- A survey of prisoners in the Nordic countries shows that the proportion of prisoners with no educational qualifications at all varies from 16 % in Iceland to 7.2 % in Norway and Finland. In Denmark and Sweden approximately 11 % had no qualifications. (The research also notes that at the other end of the scale, with reference to university and further education, approximately 1 out of every 10 prisoners in Norway and Sweden had completed a higher education course.)¹³⁰ In all groups, the qualification level of the prison population was markedly lower than the corresponding group of the population at large. A significant number of prisoners reported negative experiences of education.

¹²⁶ Porporino and Robinson, 1992, cited in 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>

¹²⁷ 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>

¹²⁸ National Report for Bulgaria, in P. Downes (2010, forthcoming). A Systems Level Focus on Access to Education for Traditionally Marginalised Groups in Europe: Comparing Strategies, Policy and Practice in Twelve European Countries. Report for Subproject 5 of LLL2010, European Commission Sixth Framework Project, Towards a lifelong learning society: The contribution of the education system. Educational Disadvantage Centre, St. Patrick's College, Dublin

¹²⁹ 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

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. Internet: <http://www.norden.org/en/publications/publications/2009-508>

- In Slovenia, 13 % of adult and juvenile prisoners and juveniles had no school qualifications at all in 2008, while 10.6 % did not complete their vocational or technical schooling. Only 27 % of inmates had finished primary school, with 35 % having completed vocational school¹³¹.
- In the UK, it is estimated that over half of prisoners have no qualifications of any kind, while over a third do not have the reading skills expected of an 11-year-old¹³².

In Norway, a high number of prisoners state that they have reading and writing problems and problems in mathematics - approximately 30 % and 40 % respectively. It has been noted that these problems occur more commonly amongst the younger age group of prisoners. (In comparison, among the general population in Norway it is estimated that 10 % have difficulty with reading and writing.) Problems with reading, writing and numeracy may be caused by difficulties in basic cognitive abilities, dyslexia (reading difficulties) or dyscalculia (difficulties with mathematics)¹³³. Yet a study from Sweden indicates that the incidence of dyslexia is not greater among prison inmates than among the general population. The Swedish study may show that the causes are principally based on circumstances related to experience¹³⁴. Low skills can also be attributed to deficient training or a lack of practice. These different causes of low skills, or problems with functional literacy and numeracy, may require different measures for improving reading and numeracy skills.

A 2003 survey of adult literacy levels carried out in Irish prisons found that in particular, young male prisoners had very low levels of literacy¹³⁵. This is perhaps a reflection of the situation in society as a whole (i.e. outside of prison as well as inside), since gender is known to have an influence on educational attainment. For instance, young men are more likely to be early school leavers than young women - in 2007, the early school leaving rate for young women in the EU-27 was 12.7 % while the rate for young men was almost 17 %. In addition, it should be noted by practitioners wishing to increase participation rates among male prisoners that men are also less likely to access literacy support in the community. This can be seen through the fact that the overall adult literacy learner population in Ireland is 60 % female and 40 % male.

In addition to basic literacy and numeracy skills, it is important that adult learning covers the full range of key competences (e.g. social and civic competences, cultural awareness and expression)¹³⁶. This seems particularly important in the case of prisoners, who need to be supported to develop skills in areas such as basic health capabilities, personal development, financial capabilities etc, which will help to facilitate their reintegration: many offenders have debt problems, and/or lack basic financial capability, i.e. they do not have the necessary

¹³¹ National Report for Slovenia, in P. Downes (2010, forthcoming). A Systems Level Focus on Access to Education for Traditionally Marginalised Groups in Europe: Comparing Strategies, Policy and Practice in Twelve European Countries. Report for Subproject 5 of LLL2010, European Commission Sixth Framework Project, Towards a lifelong learning society: The contribution of the education system. Educational Disadvantage Centre, St. Patrick's College, Dublin

¹³² Skills for Life Improvement Programme, *Embedding literacy, language and numeracy in Offender Learning programmes. Notes for trainers and advisers*. Internet: <http://sflip.excellencegateway.org.uk/PDF/Embedding%20LLN%20in%20Offender%20Learning%20-%20Guidance%20for%20trainers%20&%20advisers.pdf>

¹³³ Norwegian Ministry of Education and Research (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)

¹³⁴ Samuelsson, S., Herkner, B & Lundberg, I. (2003) Reading and writing difficulties among prison inmates: a matter of experiential factors rather than dyslexic problems. *Scientific Studies of Reading*, / (1), 53-73

¹³⁵ 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

¹³⁶ Commission of the European Communities (2009) *Draft 2010 joint progress report of the Council and the Commission on the implementation of the "Education & Training 2010 work programme"*, Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0640:FIN:EN:PDF>

skills to manage their personal or household finances; in addition a large proportion of the prison population has mental and physical health problems and need to be able to manage their own health needs for successful reintegration¹³⁷. As the meaning of literacy widens to reflect the skills needed to participate fully in society, it would seem that addressing the prison population's low level of 'other literacies', i.e. financial literacy, health literacy, media literacy, and so on may need deeper consideration in future research. This is particularly pertinent if it is accepted that the "underlying aim of good literacy practice is to enable people to understand and reflect critically on their life circumstances with a view to exploring new possibilities and initiating constructive change"¹³⁸.

Langelid et al recommend that basic skills training in prison is based on the adult education model¹³⁹. Adult basic literacy for instance involves more than the acquisition of the technical skills of communication, it also has personal, social and economic dimensions. Adult basic literacy encompasses aspects of personal development which bolster the learner's cognitive and intellectual development. Thus the development of literacy skills can encourage the development of both new capacities and 'values' that can in turn impact on reoffending. Such impacts should be borne in mind when attempting to capture and measure the effectiveness and possibilities afforded by basic skills training.

As noted above, it can be a challenge to motivate prisoners to take part in learning opportunities. However according to a survey of prisoners within the Nordic countries, where just over every third prisoner identified themselves as having 'some' mathematics difficulties, and roughly every fourth prisoner had 'some' reading or writing difficulties, for prisoners in Denmark, Finland and Norway, literacy difficulties were not found to have a negative impact on prisoners' decisions about participating in educational activities. In Iceland and Sweden, literacy difficulties were found to have a slightly negative impact on inmates' decisions¹⁴⁰.

A UK study found that young people in prison frequently want to take vocational courses rather than basic skills training¹⁴¹. It seems therefore that although the lack of basic skills is a serious issue, there may also be a motivational issue, especially for young offenders. Furthermore, while many prisoners aspire to take advanced vocational courses, this may be difficult for those with low basic skills without first acquiring higher levels of literacy and numeracy¹⁴². Thus it seems there is a need for further (basic skills) support for some offenders to ensure that they are able to undertake the vocational courses they are keen to pursue¹⁴³.

The issue of motivation is intrinsically linked to the way in which the basic skills training is promoted, assessed and delivered in prisons. It is thus important that literacy and numeracy

¹³⁷ Schuller, Prof. 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>

¹³⁸ National Adult Literacy Agency Ireland, Strategic Plan 2002–2006, NALA, Dublin

¹³⁹ 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>

¹⁴⁰ 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> p.181

¹⁴¹ 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#

¹⁴² Sims, C. (2008) *Education and Training in Prisons*, City and Guilds, Internet: <http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf>

¹⁴³ Skills for Life Improvement Programme, *Embedding literacy, language and numeracy in Offender Learning programmes. Notes for trainers and advisers*. Internet: <http://sflip.excellencegateway.org.uk/PDF/Embedding%20LLN%20in%20Offender%20Learning%20-%20Guidance%20for%20trainers%20&%20advisers.pdf>

support is delivered in a way that will not turn learners away and that is both engaging and relevant, and draws on best practice from the community, since this issue is not unique to the prison context. A number of different ways of delivering basic skills training are discussed in turn below.

4.1.2 Delivering basic skills training

A UK study on improving the literacy and numeracy of disaffected young people in custody suggests that since prisoners often have negative experiences of formal education, effective basic skills training should ensure that the classes address basic skills in a manner that is not too similar to formal education¹⁴⁴. Prisoners' negative past experience of education is also highlighted as a barrier in a guidance note on embedding literacy, language and numeracy in Offender Learning programmes, also from the UK. Other educational issues that prisoners often face, for example dyslexia and mental health problems, are also identified as an issue faced by teachers in this area¹⁴⁵ and it is recommended that these too must be addressed to ensure that basic skills teaching is effective.

It is also suggested that a more learner-centred approach would ensure that students are encouraged and facilitated to attend these courses and that they incur positive and meaningful outcomes as a result. Furthermore, embedding literacy across the prison education curriculum and into training programmes and practices may also prove useful in countering dispositional barriers to participation such as previous negative school experiences and stigma.

Schuller suggests that basic skills should be embedded in the curriculum¹⁴⁶. Braggins and Talbot, in their study of the role of prison officers in education and training, also report that this concept of 'embedding' basic skills within other subjects was advocated by prison officers working in young offender institutes. The officers felt that basic literacy and numeracy skills should be integrated into vocational training, rather than delivered as a separate subject¹⁴⁷. This idea of embedding or integrating literacy and numeracy teaching and learning in vocational and further education programmes is increasingly common in mainstream educational arenas and forms the basis of much funding in this field. It can be seen as a good example of how best practice in the community should also be mirrored in the prison context.

There is also a strong argument for a contextualisation of basic skills learning in prison, i.e. to include activities and learning goals that learners can apply to their own circumstances (indeed in mainstream provision this has long been advocated as being the cornerstone of effective literacy and numeracy tuition). The issue of contextualisation is seen to be especially important in any educational setting involving adults and young adults. Yet the teaching of these basic skills often has no relevant or meaningful application to the lives of prisoners and in the case of young prisoners in the UK has been found to be often based on

¹⁴⁴ 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#

¹⁴⁵ Skills for Life Improvement Programme, *Embedding literacy, language and numeracy in Offender Learning programmes. Notes for trainers and advisers*. Internet: <http://sflip.excellencegateway.org.uk/PDF/Embedding%20LLN%20in%20Offender%20Learning%20-%20Guidance%20for%20trainers%20&%20advisers.pdf>

¹⁴⁶ Schuller, Prof. 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>

¹⁴⁷ 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

individual work with worksheets, which are unlikely to provide contexts that will be of interest to all students¹⁴⁸.

For instance a UK study conducted in 2005 found that the current teaching methods of basic skills are centred around the use of worksheets. It was observed that the worksheets were formal in content and did not provide appropriate context for the learners. Furthermore it was common for the practical activities included in the worksheets to be omitted. However when class activities took place these led to behavioural issues and teachers experienced problems controlling the class. In contrast, class discussions observed during drama classes and life skills classes were seen to be a success. The study concluded that teaching that involves whole class activities can work if the subjects are not too formal. However it was also acknowledged that although the use of worksheets in numeracy and literacy classes is seen to discourage learners, this method is likely to be a standard feature of numeracy and literacy lessons as there will invariably be differences in the levels of abilities and the length of time that students have been attending courses¹⁴⁹. In addition, it is likely that the increasing emphases on quantifying and accrediting learning will continue to drive the use of worksheets as a paper trail for recording the delivery of learning activities and outcomes.

During prison visits for the same study, it was observed that there was also a large amount of disruption in basic skills sessions. However where basic skills lessons were delivered by making use of meaningful contexts and games, students were more responsive and were engaged for longer. During the study, numeracy and literacy sessions were changed to include a greater focus on the context of activities, including classes focusing on Travel and Tourism, World Studies, Science and Business Studies for example. However despite the change in focus and increase in practical activities it was still difficult for teachers to ensure that the lessons were meaningful for students with varying cultural perspectives¹⁵⁰.

The same study identified the support of Learning Support Assistants (LSAs) within literacy and numeracy classes as being important, especially if there was a focus on individual learning. The presence of LSAs means that students have to wait less time for help, the teachers are given support in their work and also the LSAs encourage good behaviour. However it was sometimes found that LSAs lacked the subject knowledge that was required to help the students¹⁵¹. Thus there is need to ensure that LSAs have adequate knowledge to reinforce and scaffold literacy and numeracy teaching.

It would seem therefore that there is a greater need to ensure that the basic skills support provided in prison is in line with good practice in the community, relevant to the needs of the prison population during and after release and that it draws on up-to-date resources and technologies.

4.1.3 Effectiveness of basic skills training in prison

The effectiveness of basic skills classes in directly reducing recidivism and securing employment is unclear. As noted above, Harper and Chitty observe that low basic skills may be a barrier to securing employment. However, it is uncertain as to whether an increase in basic skills has a directly positive impact on the employment outcomes of prisoners after

¹⁴⁸ 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#

¹⁴⁹ 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#

¹⁵⁰ 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#

¹⁵¹ Ibid.

release. Furthermore, although research has shown that basic skills training can improve the levels of literacy and numeracy of prisoners, the degree to which these need to be improved in order to have an impact on employment outcomes is not clear¹⁵². Nevertheless, since basic skills are often a prerequisite for any further training or education, it seems that low basic skills levels can considerably affect the individual's chances on the labour market.

In addition, as noted above, there is evidence to show that being in employment reduces the risk of re-offending by between a third and a half¹⁵³. In all EU Member States, it has been shown that skills levels materially influence employability. It might therefore be more appropriate to think in terms of improving prisoners' 'employability skills' than solely focusing on 'basic skills' as means of improving employability. The refocus on employability skills (i.e. the skills needed to obtain, retain and advance in employment), would encompass wider factors such as addiction, homelessness, and so on.

The Social Exclusion Unit (UK) cites several studies which provide evidence to show that improving basic skills can reduce the individual's chances of (re-)offending, including for example Canadian research which found that participation in basic skills could contribute to a reduction in re-offending of around 12% and UK research which confirms that having poor literacy and numeracy skills directly increases the risk of offending¹⁵⁴. At first sight, the findings of a 2005 UK Home Office evaluation of basic skills training in prison seem to contradict this. This longitudinal study, of a cohort of 464 prisoners starting basic skills training between December 2001 and July 2002, found that the majority felt that the basic skills training they had undertaken in prison had not made any difference to their chances of re-offending. Furthermore, when those who had already re-offended were asked about the factors that were related to this offending, none saw a connection with their lack of basic skills¹⁵⁵. However, it is noted within the study that the sample involved in the research was not representative of the prison population, nor of all prisoners who started basic skills training in the first half of 2002 and there was substantial sample attrition at the post-release stage of the study.

In any event, boosting literacy and numeracy levels is a mutually agreed objective of EU Member States' education policy¹⁵⁶. In the present context, it is therefore significant to note that according to the literature it is clearly possible to foster and facilitate increased literacy and numeracy practices of prisoners whilst in prison. The results of the Irish prisons adult literacy survey showed that the amount of literacy activities undertaken by prisoners increased while they were in prison. Nearly three times as many prisoners stated that they undertook more writing activities on a daily basis in prison than before they went to prison. Only 7.8 % of participants stated that they read magazines on a daily basis outside prison, however more than twice this number stated that they read magazines on a daily basis while

¹⁵² Harper, G., 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>

¹⁵³ 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

See also Hammerschick, W., Pilgram, A., Riesenfelder, A. (1997): Zu den Erwerbsbiografien und Verurteilungskarrieren Straftäter und Straftäterinnen. In: Hammerschick, W., Pilgram, A., (Ed.), *Jahrbuch für Rechts- und Kriminalsoziologie 1997: Arbeitsmarkt, Strafvollzug und Gefangenearbeit*, 1997, (Nomos) Baden-Baden

¹⁵⁴ Social Exclusion Unit (SEU) (2002) cited in Schuller, Prof. 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>

¹⁵⁵ Home Office (2005) Home Office Findings 260 An Evaluation of basic skills training for prisoners. Internet: <http://rds.homeoffice.gov.uk/rds/pdfs05/r260.pdf>

¹⁵⁶ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020') (2009/C 119/02). Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

in prison¹⁵⁷. Therefore, it would seem that prison educators should seek ways in which to validate and build on the increased literacy opportunities and practices afforded by imprisonment itself.

Similarly, in a British study on improving the literacy and numeracy of disaffected people in custody and in the community, it was again observed that young people in prison undertook a significant amount of reading and writing activities. The study found that 41 % of boys in offender institutes read daily while 26 % read 'most days'. The most popular reading material included letters, magazines and newspapers, although books were also found to be widely read. Conversely, despite this rise in literacy related activities, activities that were numeracy related were not seen to have increased¹⁵⁸.

The progress made by students of basic skills courses in prison is noted in the Irish Prison Adult Literacy Survey. According to the study, progress is not restricted to improvements in literacy and includes "educational advances, increase in self-confidence and changes in outlook in terms of further education/training or work"¹⁵⁹. Basic skills teaching is therefore seen as a useful method of raising the confidence and self-esteem of prisoners¹⁶⁰. Despite this, it is stated that amount of tuition that is currently available in the Irish prison service is inadequate and does not have an impact on the skills levels of those who lack literacy and numeracy skills – the aforementioned survey suggests that this group "would need many years to get to a threshold basic skills level"¹⁶¹. Thus, similar to the findings of the 2005 UK Home Office Study, the results of this survey suggest that there is a need to increase teaching hours in order to ensure basic skills provision is effective for prisoners.

Hurry et al¹⁶² identify the use of worksheets as a major barrier to the effective teaching of basic skills to young offenders, as noted above. Their report suggests that the young people consulted for the study considered the worksheets used in literacy and numeracy classes to be too easy. These young people stated that they did not want to return to school and that they 'knew everything they needed to know already'. The report suggests that a combination of these factors can often lead to disrupted literacy and numeracy classes in the custodial setting. For these classes to be effective, a change in teaching methods is therefore needed in order to make the classes more accessible and relevant to prisoners, especially in young offenders institutions.

A lack of ICT facilities for diagnostic assessment is also considered to be a barrier to the provision of effective basic skills training. The use of ICT in assessments of prisoners' skills would help to identify key areas for improvement and would also allow for the development of individual learning plans. Further barriers include operational difficulties such as poor attendance and classes clashing with other activities in the prison regime. In addition prisoners can be removed from class for other reasons such as drugs tests or visits. These factors can contribute to a disrupted learning programme and subsequently the way in which

¹⁵⁷ 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

¹⁵⁸ 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#

¹⁵⁹ 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

¹⁶⁰ Warner, K. (2008) *A European Perspective on Nordic prison systems and prison education*, http://www.epea.org/images/kwa/A_European_Perspective_on_Nordic_prison_systems_and_prison_education.pdf

¹⁶¹ 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

¹⁶² 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#

basic skills are delivered in prisons must be flexible¹⁶³. These kinds of 'interruptions' would be limited if 'literacy awareness' training was systemic. In mainstream educational circles it is accepted that literacy awareness training is a crucial first step in developing an effective whole-institution approach that reduces barriers to access, participation and learning while also developing skills and confidence in literacy. Increased and ongoing prison staff and management training in 'literacy awareness' would help to develop and support an effective, needs-based, whole-prison approach to the provision of basic skills training

ICT is an effective teaching and learning tool in itself, particularly for basic skills courses, therefore adequate access should be available to prison teachers and learners alike. Furthermore, it would not only enhance the teaching and learning of literacy and numeracy but just as importantly digital and new media literacies as well.

It also seems to be important that prisoners receive a certain amount of intensive basic skills training. In a UK Home Office study, the only indicator of improved literacy and numeracy following basic skills training was the amount of training provided - at least 30 hours was required for any improvement to occur. The study subsequently suggested that there is a need to introduce more intensive basic skills programmes, particularly for those serving short sentences, since the study found that over half of the prisoners sentenced to less than a year received less than thirty hours of basic skills training¹⁶⁴.

The adult literacy survey of Irish prisons made a number of recommendations in relation to literacy training in prisons, as listed below:

- It was suggested that there was a need for prison education to be refocused and that the focus should be given to those with the lowest levels of literacy;
- The report recommended that there should be a literacy screening procedure for all prisoners;
- Another recommendation was that learning plans should be developed that include a minimum of four hours of literacy teaching a week¹⁶⁵;
- The report also suggested that there should be more intensive basic education programmes that have clear targets for learners; and
- That the use of ICT in teaching and learning should also be implemented as a way of engaging younger learners and the most 'disaffected'¹⁶⁶.

In Norway too, the importance of basic skills training in prisons was recognised in the Ministry of Education and Research's 2005-2008 strategy for competence development in basic education. This strategy prioritised better-adapted and targeted education. It stated that if a teacher from a local school is to work in a prison it is the responsibility of the school to ensure that the teacher possesses the knowledge required to work in the school environment. In addition the Ministry views the high incidence of reading and writing difficulties and difficulties with numeracy amongst prisoners as a concern and suggests that there is reason to believe that this high incidence may be due to a lack of practice. From the perspective of rehabilitation, there is therefore reason to expect beneficial effects from encouraging the practice of mathematics and reading skills among inmates. The strategy

¹⁶³ Skills for Life Improvement Programme, *Embedding literacy, language and numeracy in Offender Learning programmes. Notes for trainers and advisers*. Internet: <http://sflip.excellencegateway.org.uk/PDF/Embedding%20LLN%20in%20Offender%20Learning%20-%20Guidance%20for%20trainers%20&%20advisers.pdf>

¹⁶⁴ Home Office (2005) Home Office Findings 260 An Evaluation of basic skills training for prisoners. Internet: <http://rds.homeoffice.gov.uk/rds/pdfs05/r260.pdf>

¹⁶⁵ This is recommended by the Guidelines for Quality Literacy Work in Prisons.

¹⁶⁶ 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

stresses that the local school should therefore work deliberately to determine the causes of these low levels of basic skills and implement targeted, adapted education for the prisoner¹⁶⁷.

4.1.4 Further Research / Recommendations

A number of future research needs have been identified from the literature and suggested by the expert panel, as well as a number of recommendations for the development of future provision:

- More research is recommended to examine the relationship between basic skills, employment and offending outcomes;
- It is recommended that in order for basic skills training to be effective, then intensive, easily assessed and uninterrupted training should be provided;
- There is a need to find ways of connecting different ways of learning and different measures to create a 'learning journey' for the prisoner;
- It is recommended that provision should be in line with best practice in the community, particularly in terms of materials and resources. For example, materials should:
 - be age and culturally appropriate
 - cater for a range of abilities and allow for phased skill development
 - cater for a range of interests
 - include materials created by prison learners themselves
 - include materials specifically designed to address the skills needed for the courses and training practices offered in that prison;
- It is recommended that ICT should be used more in the provision of basic skills training, both for individual needs assessments and as a tool to support learning. In addition, it would help to address issues raised in the section above on 'Prison as a Positive Learning Environment' concerning prisoners' low levels of digital and new media literacy;
- Research is needed into prisoners', especially young offenders', interests and motivation in order to develop basic skills training that it is relevant and stimulating for them (the positive role which ICT can play in this regard should be tested);
- More studies need to be made in which the skills and learning difficulties of prisoners in relation to basic skills are examined through systematic testing¹⁶⁸;
- It would seem that some of the issues and difficulties raised in this section could be addressed if a more proactive approach was taken to raising 'literacy awareness' among all stakeholders, learners included. In mainstream educational circles it is accepted that literacy awareness training is a crucial first step in developing an effective whole-institution approach that reduces barriers to access, participation and learning and develop skills and confidence in literacy. Increased and on-going staff and management training in 'literacy awareness' would help to develop and support an effective, needs-based, whole-prison approach to the provision of basic skills training;
- There appears to be little in the literature concerning 'other literacies' such as financial, digital, health, emotional or environmental literacy. Yet money issues for instance have been identified as one of the causes of re-offending¹⁶⁹. It seems therefore that in addition to basic skills training, relevant additional literacy genres should also be considered.

¹⁶⁷ Norwegian Ministry of Education and Research (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)

¹⁶⁸ 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>

¹⁶⁹ Schuller, Prof. 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>

4.2 Arts and cultural activities

Within the literature it is frequently noted that arts and cultural programmes in prisons can aid a prisoner's personal and educational development. For example there is evidence that these programmes improve personal and social skills, develop self-confidence and encourage participation in future learning¹⁷⁰. 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 society¹⁷¹. The Council of Europe 1989 Recommendation on education in prison states that governments should implement policies that increase the amount of creative and cultural activities available in prisons and the European Prison Rules recommend that prisoners have access to cultural activities.

Langelid et al for instance suggest that education in the arts with a view to self-development, improving life skills and motivation, raises the social skills of the individual. Participation in both creative activities and well-rounded physical activities often encourages prisoners to progress to other kinds of education¹⁷².

In France, access to cultural activities is relatively well regulated and recognised as a right for prison inmates. The 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 activities¹⁷³. Activities include regular artistic events and weekly cultural activities for inmates. The development of cultural activities in prison has been given a 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 2005¹⁷⁴. 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, self-esteem, etc. of inmates. Engagement in cultural activities is unanimously recognised as a positive, motivating factor.

In a scoping review of a previous evaluation of arts in prisons, Bamford and Skipper found that many education staff and arts practitioners saw that the arts acted as a route into education¹⁷⁵ for prisoners. One of the principal benefits of arts and cultural initiatives in prisons is that they can act as a 'gateway' to further learning. Arts and cultural programmes can be particularly effective when aimed at those with previous negative experiences of education as a way of engaging prisoners who are disaffected by the educational process through non-traditional subject material and teaching methods. A study of young offenders in the UK for instance revealed that arts lessons were valued by this group, despite the fact

¹⁷⁰ Anderson, K. and Overy, K. (2010), *Engaging Scottish young offenders in education through music and art*, International Journal of Community Music 3: 1

¹⁷¹ Grove, S. (2009) *Criminal Culture, Beyond the Bars*, Newsweek, 07 September 2009

¹⁷² 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>

¹⁷³ 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>

¹⁷⁴ Fédération interregionale du livre et de la lecture (2005), *Culture en prison – Ou en est-on?*, FILL, Paris

¹⁷⁵ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

that they had little enthusiasm for other formal education¹⁷⁶. It has thus been recognised that arts and cultural programmes have been effective in encouraging young offenders to participate in other educational courses. Arts and cultural programmes can encourage a state of 'readiness to learn' by increasing self esteem and developing basic communication skills and it is also suggested that arts programmes support other education courses and encourage skills development¹⁷⁷.

European funding has supported many projects relating to arts and cultural activities in prisons. These were the central theme of a total of 21 Socrates, Leonardo da Vinci and Lifelong Learning Programme projects identified since 2002, mainly funded by Grundtvig (adult learning) and Leonardo da Vinci (vocational training) within the Socrates and Lifelong Learning programmes. Further details of these projects can be found in the Analysis of Projects and Key Messages paper produced for the conference in Budapest and the accompanying Catalogue of Projects document¹⁷⁸.

Some EQUAL DPs also recognised art as an important tool to help ex-prisoners to access employment. The DPs were based on the belief that art can help to alter offenders' thinking and behaviour, which could be just as important in reintegration as overcoming 'harder' factors like accommodation, debt or the family situation¹⁷⁹.

In the UK, research conducted on the Good Vibrations project¹⁸⁰, a music programme conducted in prisons and with those on probation, showed that the project acted as a stepping-stone to further education¹⁸¹. These music programmes teach participants how to play Indonesian percussion music, a music that is deemed to be suitable for group settings. The results of the project are documented in a study of 26 men and women in prison and the community who took part in Good Vibrations whilst in prison. The participants took part in previous research and were subsequently tracked through the prison system in order to assess the long-term institutional impact of taking part in Good Vibrations.

The findings amongst male participants revealed that the Good Vibrations programme was a 'stepping-stone to other education'. For example it was found that three male participants who were previously reluctant to take part in educational courses before participation in Good Vibrations were now undertaking courses with the aim of securing qualifications. This change was due to increased confidence and the sense of achievement experienced by taking part in the Good Vibrations programme. These experiences were new for the participants and 'highlighted that achieving was something they could do and wanted to continue doing'. Furthermore the project improved participants' communication skills and other personal attributes. For example after the programme it was observed that participants could cope better with the stress of prison life.

In addition to arts encouraging further learning, arts activities can also help to address other issues that can arise in prisons. It has been noted that arts subjects can encourage the

¹⁷⁶ Brazier, L., Hurry, J., 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#

¹⁷⁷ 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/

¹⁷⁸ Both can be found at the following link: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

¹⁷⁹ Learning for Resettlement and Reintegration (2010). Internet: http://ec.europa.eu/education/grundtvig/doc/conf11/doc3-esf_en.pdf

¹⁸⁰ <http://www.good-vibrations.org.uk/>

¹⁸¹ Caulfield, L., Wilson D., Wilkinson, D. *Continuing positive change in Prison and the Community: An Analysis of the long term wider impact of the Good Vibrations project*, centre for applied criminology: Birmingham City University

development of personal skills and attributes. They can act as a starting point for self reflection¹⁸². For example the Good Vibrations programme was instrumental in improving "communication skills, levels of self expression and the ability to cope with prison life"¹⁸³. Other needs that are addressed through arts programmes include self-esteem and confidence and they can result in increased creative and personal competences¹⁸⁴.

Arts and cultural programmes have also been seen to have an impact on the actions and attitudes of prisoners who participate in them. For example a study of prisoners who participated in an arts and crafts centre in HMP Albany in the UK, showed that participants improved their discipline records whilst participating in programmes in the centre. Discipline reports were reduced by 29 % compared with reports prior to participation in the programme. Prison officers stated that behaviour in the arts and crafts centre was better than in industrial workshops and in other areas of the prison, officers also noted improvements in "prisoners' attitudes to work, including an increased ability to occupy themselves in their cells". Furthermore there was an improvement in communication between those who attended the centre and prison staff¹⁸⁵.

Bamford also suggests that issues of diversity and inclusivity could be developed through arts programmes. She suggests that inclusivity of all minority or marginalised groups increases within prison arts projects and recommends that high quality artists from diverse backgrounds should be recruited to deliver such programmes and that the content of arts programmes should also be developed to ensure that they are consistent with the needs of minority groups¹⁸⁶.

Certain arts and cultural programmes delivered in the UK have been specifically targeted at black and ethnic minority (BME) groups. For example an exhibition and performance programme, 'Love Music Hate Racism' addressed issues of BME groups. However these short-term projects targeted at specific ethnic groups were not seen to be good practice because the prisoners involved often felt 'singled out' and felt that being given special treatment was a problem. Staff also saw that these programmes could cause more disturbance than they were able to address. Subsequently it seems that a balance is needed when addressing the issue of inclusivity and diversity within prison arts and cultural programmes. It is important that certain groups do not feel that they have been targeted to participate and that activities are accessible to all prisoners¹⁸⁷.

Of course such issues become irrelevant when the creative arts are part of and central to the prison curriculum as is the case in Ireland: "the creative arts programme in Irish prisons is striking in terms of both its broad range and depth. The large number of creative teachers, of art, music, writing, drama and the involvement of visiting artists and lectures are reflected

¹⁸² Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

¹⁸³ Caulfield, L., Wilson D., Wilkinson, D. *Continuing positive change in Prison and the Community: An Analysis of the long term wider impact of the Good Vibrations project*, centre for applied criminology: Birmingham City University

¹⁸⁴ 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/

¹⁸⁵ 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/

¹⁸⁶ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

¹⁸⁷ Ibid.

in the quality and diversity of courses and activities available."¹⁸⁸ In a Review of the Prison Curriculum in Ireland the benefits for prisoners attending creative courses are outlined as follows:

*"Some of the benefits are obvious ones. The work helps to develop concentration and problem-solving skills. Prisoners learn to develop ideas and execute them from start to finish, and not only do they learn new skills, but also enhance existing skills. Improved communication, channelling of negative and positive feelings, coping with sentences, pride in achievements and development of interactive group skills are seen as more of the benefits from arts activities. Not only do prisoners learn to work together, but they can also learn from each other and help each other...A practical benefit from attending the art programme in prison can be employment or self employment, where specific skills are learned, such as photography, ceramics or design. Another positive feature of art activities is how they can reach beyond the classroom and engage the whole education centre. Many prisons have Arts Weeks with exhibitions of prisoners' work, concerts or plays. These periods of heightened, concentrated arts activities are not only stimulating for prisoners, teachers and prison staff, but also increase motivation for the students. Exhibitions of prisoners' work also take place in local galleries. Bringing the work to the public arena is a reminder to the outside world that prisoners have not simply disappeared but are still part of their community. For the prisoners, meeting visiting artists turns art into a living thing. The visiting artist's enthusiasm and self-belief can in itself be inspirational for the prisoner, and the technical skills learned in workshops compliment the work being done by full-time Art teachers on a day-to-day basis"*¹⁸⁹

As noted earlier, one of the positive outcomes of arts programmes in prisons is that through participation in these programmes prisoners change their attitudes towards other forms of education and become more willing to participate in other learning. This is noted in the Review of the Irish Prison Curriculum, which states that *"Being able to follow through to the end of an art object, a song, a poem or a play can be particularly fulfilling for a student who has experienced failure in the past"*¹⁹⁰. Furthermore other problems and issues that prisoners may face can be addressed through arts and cultural programmes, for example low self confidence and diversity issues, as mentioned above. Arts programmes can also encourage unintentional learning¹⁹¹ and in addition to this, arts and cultural activities can be used to embed basic skills teaching and learning.

Furthermore, in addition to arts programmes benefiting the prisoner in his or her personal and educational development, research has shown that arts programmes in prisons often enable prisoners to stay better connected to their families while imprisoned¹⁹². In the UK, the charity Safe Ground uses drama to help prisoners develop skills in parenting and building better relationships with their families through its courses 'Family Man' and 'Fathers Inside'. Safe Ground is currently taking part in a European Exchange sponsored by the European Commission to exchange best practice with partners in Norway, Belgium, Denmark and Romania in working with offenders¹⁹³.

¹⁸⁸ Hoen, V., *Art on the Inside, What happens when artists go into prisons?* in Contexts, 4.2 The Art Work Issue. p. 40 -44 www.pesireland.org/pdfs/Hoen.pdf

¹⁸⁹ Prison Education Service (2003) *Prison Education in Ireland: A Review of the Curriculum*, Curriculum Review Group as part of the Prison Education Service

¹⁹⁰ Ibid.

¹⁹¹ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

¹⁹² Safeground (2010) *Annual Report 2009/10* http://www.safeground.org.uk/wp-content/uploads/SafeGround_AnnualReport_2010_FINAL.pdf

¹⁹³ Ibid.

In Portugal, 'BebéBabá' is an organisation that runs music projects for parents and their babies in the community. In 2008 BebéBabá developed a programme for the first time for female prisoners and their babies. Rodrigues et al found that music helps to strengthen bonds between mothers and babies in prison, that babies born in prisons should have the same opportunities to experience music as children outside prisons and music experience can often help "compensate for the social and learning deprivation of children in prison"¹⁹⁴. The music programme was also helpful to the women prisoners who found a platform to share their experience of not only being a mother but being so with the added dimension of raising a child in a prison. Like many arts projects in prisons, BebéBabá concluded with a performance with mothers and their babies. Rodrigues et al found that working towards a final performance gave the women a sense of community in the group as they worked towards a shared goal of performing together.

Thus it seems that, given that prisoner learners can benefit in many ways from arts and cultural programmes, there is a need to 'centralise' the creative arts within the prison curriculum. The benefits of participating in such activities, as outlined by Hunt in the quote below, endorse the idea of de-marginalising the arts in the prison curriculum:

*"Theatre does not sit easily within a pedagogical paradigm and perhaps this is one reason why it is often sidelined as peripheral to need. Yet the need it serves is perhaps the deepest need of all: the needs of the psyche; those parts of our make-up that are less accessible, less visible, even to ourselves. These needs are not always addressed in a curriculum which privileges the rational and the logical over the irrational and the illogical – the stuff of dreams, fantasies and nightmares, which inform our conscious thoughts and decisions."*¹⁹⁵

Some projects in the UK have incorporated basic skills into accredited arts courses. For example a unit for Arts and Offenders introduced a three-year pilot programme entitled 'Getting Our Act Together' (1999-2002), which focused on using drama-based programmes to improve the literacy of prisoners in eight prisons. The initiative involved drama lessons that culminated in performances and at the same time key and basic skills qualifications at level one or two. Attainment rates were high, for example 93 % of participants who completed projects for Key Skills Communication level one gained this qualification in 59 hours. Furthermore, feedback from prisoners who participated in the programme and prison staff was positive¹⁹⁶. Embedding and integrating literacy and numeracy across the curriculum and into work practices is being increasingly advocated in mainstream educational discourse and seen as good practice. It would thus seem to be relevant to arts education and activities in prisons and may be an issue for further consideration and research.

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 art¹⁹⁷. By linking prison activities with post-release opportunities, the usefulness of the creative arts can be highlighted, and if necessary justified in the eyes of both prisoners and staff.

¹⁹⁴ 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

¹⁹⁵ Hunt, H (2007) *Shakespeare in Prison*. Paper presented at the 11th EPEA International Conference Learning for Liberation, Dublin City University, Dublin. http://www.epea.org/index.php?option=com_content&task=view&id=55&Itemid=69

¹⁹⁶ 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/

¹⁹⁷ Ibid.

It is stated within the literature that the provision of arts and cultural programmes requires the collaboration and support of many stakeholders. The implementation of arts policy in prisons starts at the level of central government and further requires the assistance of prison governors, prison education services and non-governmental organisations and cultural bodies. Access to and participation in arts programmes may only be achievable if the prison takes a direct role in authorising the arts as a key element of education and where partnerships exist with organisations to encourage delivery of programmes¹⁹⁸. Subsequently this cooperation needs to be ensured and reinforced in order to put in place successful programmes.

Despite the positive steps that can be made through the provision of arts and cultural programmes it is noted that there is a lack of formal accreditation and recognition of arts programmes, due to the lack of a common structure for arts programmes¹⁹⁹. It is suggested that formal accreditation or recognition of arts programmes would be beneficial as these can help participants to develop transferable skills and qualities and subsequently these should be recognised and quantified/accredited. However, while accreditation can enhance programmes it can also be a disadvantage as the value of the art itself can be lost. In order to avoid this there is a need for arts educators to be skilled and knowledgeable and it is important that 'prescriptive' outcomes do not drive the process. It is recommended that a pathways approach to learning and accreditation in arts programmes would provide a clear course for students to follow. Furthermore, in the UK, the use of the Recognising and Recording Progress and Achievement (RARPA) award scheme (which is a method of validation of non-formal and informal learning used in the further and adult education sector in the UK) is recommended as an alternative to accreditation if it is thought that formal accreditation could be harmful to the inclusivity of arts programmes²⁰⁰.

Although arts programmes have been credited with achieving successful results, there is an issue in some research surrounding the quality of such programmes. This is mainly attributed to the problem of lack of resources and the inadequate surroundings of the prison environment. The marginalisation of the creative arts from the core curriculum may also be a factor in this.

A study from the UK identified access to quality arts interventions as an issue. This study, which involved eight institutions in Greater London, suggested that in some cases there appears to be a gap between the view that arts and cultural programmes can impact positively on a prisoner's rehabilitation and an almost 'laissez faire' attitude by those responsible for ensuring that the delivery of programmes is of high quality. The delivery of programmes is not always consistent with the policy outline, mainly due to the fact that prisons do not provide the environment necessary to deliver quality arts programmes. For example the space for such activities is limited in the prison environment and resources are not readily available. The report observes that the support of a number of people and institutions is required to be able to deliver arts education programmes within prisons and that high rates of access and participation "may only be achievable where the prison takes a direct role in mandating the arts as a core part of education and/or where solid delivery partnerships exist"²⁰¹.

¹⁹⁸ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

¹⁹⁹ Miles, A., Clarke, R. (2006) *The Arts in Criminal Justice: A study of research feasibility*, Centre for Research on Socio Cultural Change. University of Manchester: Research into Arts and Criminal Justice Think Tank (REACCT) <http://www.motherwell.ac.uk/inspiringchange/AMilesStudy.pdf>

²⁰⁰ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

²⁰¹ Ibid.

It is also noted that time constraints can have an impact on the ability to provide quality interventions in prisons. The demands of the prison regime can mean that there is little time to implement arts programmes. Furthermore funding received for arts programmes is often inadequate and they are subsequently small scale and short programmes²⁰².

Conversely, arts programmes are popular within prisons. In Norway for example, several prison schools report that there is great interest in the practical and aesthetic subjects²⁰³. However, this can mean that there are not enough programmes available to prisoners. Securing a place on an arts course can be difficult and the waiting list for places on arts and cultural courses can be long. Bamford and Skipper therefore recommend that the availability of arts courses is increased²⁰⁴.

There seems to be a dearth of research that measures and analyses the 'less tangible' possibilities afforded by the creative arts. Discussions that do exist are primarily anecdotal, such as the following comment: "in almost all of their reflections on working with Shakespeare, whether it was as part of a work shop or a theatre performance, participants commented again and again on one particular outcome: that spirit of friendship, respect and co-operation that the work engendered and how they were seen by their families and many others, in a new light."²⁰⁵ The review of the Irish Prison curriculum states that "the Arts give the prisoners a direct and intimate opportunity for self-encounter" and goes on to suggest that "when it comes to creativity activity in prison, much of the work done by prisoners is autobiographical, whether in written, visual, dramatic or musical form. Creative activity can provide the prisoner with a mirror to the present and allow him to revisit his past, look closely and record it. In a very real sense, being behind bars now is the sum of every prisoner's past"²⁰⁶. However, attempts to capture and record how the skills and capacities developed through the arts might influence or change a prisoner's values, dispositions, knowledge and understanding, are limited.

Thus there are gaps in research and evaluations focusing on arts and cultural programmes in prisons. Arts programmes in prisons can lack a developed methodology and subsequently it can be difficult to find tools that are able to reveal their processes and results. Furthermore within the criminal justice system and the arts organisations it has been noted that attitudes towards research are not wholly positive²⁰⁷. This is changing somewhat as many organisations in the community arts sector find it necessary to provide research on their work if wanting to work within prisons. A balance must be found in proving the value of arts programmes to policy makers and the public and keeping the artistic experience meaningful for the participants.

It seems there is a need for further research in this area to be undertaken, in order to further ascertain the benefits and optimise the quality of these programmes for prisoners, the prison community and the public. It has been noted that the benefits of arts interventions can be

²⁰² Miles, A., Clarke, R, (2006) *The Arts in Criminal Justice: A study of research feasibility*

²⁰³ 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)

²⁰⁴ Bamford, A., Skipper, H. (2007) *An evaluative report of arts in prisons*, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury: United Kingdom

²⁰⁵ Hunt, H (2007) *Shakespeare in Prison*. Paper presented at the 11th EPEA International Conference Learning for Liberation, Dublin City University, Dublin. http://www.epea.org/index.php?option=com_content&task=view&id=55&Itemid=69

²⁰⁶ Prison Education Service (2003) *Prison Education in Ireland: A Review of the Curriculum*, Curriculum Review Group as part of the Prison Education Service

²⁰⁷ Miles, A., Clarke, R, (2006) *The Arts in Criminal Justice: A study of research feasibility*, Centre for Research on Socio Cultural Change. University of Manchester: Research into Arts and Criminal Justice Think Tank (REACCT) Internet: <http://www.motherwell.ac.uk/inspiringchange/AMilesStudy.pdf>

lost if support after completion is not provided²⁰⁸. Thus further research is required to reveal how the results of arts programmes can be sustained and longitudinal research needs to be conducted to reveal the long term effects of these initiatives. Further evaluations of arts programmes are required to identify and disseminate best practices.

4.2.1 Further Research / Recommendations

Based on the literature review and suggestions from the expert panel, the following recommendations can be made:

- The important role arts and cultural activities have to play within the prison regime should be recognised, and sufficient places provided for all those who wish to participate;
- Further research in this area is needed to further ascertain the benefits and impact of these programmes, including those 'less tangible' benefits and the impact on prisoners after release (e.g. on re-offending rates);
- Further research is required to reveal how the results of arts programmes can be sustained; longitudinal research is required to reveal the long term effects of these initiatives;
- Further evaluations of arts programmes are required to establish best practices;
- More work needs to be done to address the question of whether, and how, such programmes should be recognised or accredited as part of the learning journey of the prisoner;
- Further research could be conducted into the role arts and cultural activities can play in addressing diversity issues within prisons.

²⁰⁸ Ibid.

5 Effectiveness, cost-effectiveness and public value of prison education and training

This section examines publications which have reviewed the cost-effectiveness of prison education and training interventions. The intention is to map and draw together findings and conclusions from existing studies that may throw light on this issue. Published documents written in the English language were considered and consisted of: guidance documents on the evaluation of prison education and training systems; reviews of the effectiveness of interventions; and investigations into the cost-effectiveness of interventions. As the review consisted of reports in the English language, the reports considered were mainly from the UK, although evidence from Sweden and Norway was also considered. In contrast to the remainder of this report, which focuses only on sources from within Europe, documentation from the United States was also taken into account for this theme, in order to compensate for the lack of European research and evidence on this issue. The studies reviewed were produced by a range of different authors including: national government departments; research institutes; academic journals; and organisations which promote adult learning.

It is worth noting at the outset that establishing the cost-effectiveness of an intervention can be a challenging (and technical) process, requiring significant investment in evaluation. As will be discussed below, cost benefit analysis allows an analyst to place values on a number of hard to measure outcomes but the measurement of some outcomes will be beyond the scope of even this very broad type of economic analysis. It is for this reason that the results of economic analysis should be considered alongside qualitative data to form a broader picture which can help to better inform policy makers in their decision making.

A further note is that the majority of existing literature regarding cost-effectiveness of prison education and training adopts a perspective which considers returns to the state. Adopting a different perspective, one could seek to establish the returns to individuals or even in a very broad sense to society as a whole. As with any cost-benefit or cost-effectiveness analysis, the results of such studies would provide only part of a broader picture. As is noted in the paragraph above economic analysis should be considered alongside other types of evidence in order that policy makers are provided with the fullest possible picture.

Given the large social costs of crime, even small reductions in crime associated with education and training may be economically important. However, despite the many reasons to expect a causal link between education/training and crime reduction, and also, more empirical evidences, delegates at the European Conference on Prison Education and Training held in Budapest in 2010 stressed that more research is needed in this area. As highlighted at the Conference workshop on 'Research Needs in Prison Education and Training'²⁰⁹, despite significant improvement in the knowledge of ex-prisoners reintegration, there are many research gaps which remain to be filled. Much of the existing evidence remains anecdotal and there is a need for more and diverse research and data to measure and evidence the effectiveness of prison education and training, which in turn will enable evidence-based planning and development. It was suggested by the working group that a cross-national network should be established in order to:

- Find common operational definitions;
- Agree on suitable indicators of success;
- Develop common standards of evaluation (to provide evaluation guidelines for future education and training programmes);
- Develop common standards on comparative research; and

²⁰⁹ See papers for Working Group A9 at the following link: http://ec.europa.eu/education/grundtvig/doc2047_en.htm

- Formulate a research programme with respect to research needs in prison education and training²¹⁰.

It is clear that evidence regarding the cost-effectiveness of prison education and training programmes in Europe is sparse and difficult to validate. As a result, identifying the types of interventions that are most effective is highly problematic. In this section, a number of studies that have considered the cost-effectiveness and effectiveness of various interventions are discussed.

5.1 Cost-effectiveness and effectiveness of prison education and training

5.1.1 Measuring Cost-effectiveness in Prison Education and Training

Schuller²¹¹ puts forward that using cost benefit analysis (CBA) may be a beneficial approach which allows for the weighing up of (almost) all costs and benefits when considering the cost-effectiveness of educational and vocational interventions for prisoners. Moreover, he suggests that it is important when undertaking this type of analysis to adopt a broader and more societal perspective in order to take account of those benefits that are often more weakly tied to the intervention and more difficult to quantify, for example reductions in the distress of victims due to reduced recidivism; reduced cost to the criminal justice system due to reductions in recidivism; improved self esteem of intervention participants, etc.

As mentioned above, some outcomes may remain beyond the scope of any type of cost-effectiveness analysis. The use of CBA as a tool to measure educational effectiveness is a contested issue in the field of educational research. Due to the complexity of the educational and learning process, and because learning is not confined to the classroom, (particularly adult learning which is lifelong and life-wide) it is argued that it is difficult to single out and identify outcomes that can be accurately attributed to specific educational inputs or processes. Even where CBA (and variants of this type of analysis like Social Return on Investment, SROI) may attempt to attach values to such outcomes, difficulties do arise with regard to the level of certainty that can be attached to outcomes that occur further into the future. Thus, in the prison context, identifying and measuring new capacities, or an enhanced awareness of civic or family responsibilities, or an improvement in attitudes towards work and training, and then directly attributing these to the prisoner's education and training experiences, may be very challenging methodologically, as there are few ways that this can be reliably and accurately confirmed.

In 2009²¹² a paper was produced by Matrix Knowledge Group entitled *Lifelong Learning and Crime: An Analysis of the Cost Effectiveness of In-Prison Educational and Vocational Interventions*. This paper is part of the same series of NIACE papers as the aforementioned publication by Schuller. Although it is to be noted that economic factors are by no means the only way in which we can attempt to measure the effectiveness of an initiative, the paper points out that generally economists argue that CBA is the best way to evaluate the economic effectiveness of criminal justice interventions because:

- Even when interventions yield positive outcomes the cost may outweigh the benefits and in some cases another intervention may achieve the same outcomes at a lower cost;

²¹⁰ <http://ec.europa.eu/education/grundtvig/doc/conf11/a9report.pdf>

²¹¹ Schuller, T. (2009), *Crime and Lifelong Learning: IFLL Thematic Paper 5*, Leicester National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/ifll-crime.pdf>

²¹² 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>

- Whilst other forms of economic analysis consider one benefit at a time CBA considers all outcomes jointly using standardised (monetary) estimates;
- CBA allows the analyst to put a value on hard to measure outcomes such as fear, pain and suffering;
- CBA has the potential to include outcomes for those not directly involved in an intervention but impacted by the results (i.e. taking account of negative externalities);
- Public resources are scarce so it is important that policy makers choose the most efficient intervention, where costs are minimised and benefits maximised.

Furthermore, Matrix cite Marsh et al (2008) who demonstrate that outcomes from interventions that reduce offending are often weakly related to the net benefits of the intervention. It is argued that in about one quarter of cases, if both the costs and benefits were to be considered then different policy recommendations would result. In other words *“there are criminal justice interventions that are effective at reducing offending that are not an efficient use of resources”* (p.5)

In 2005 Harper and Chitty²¹³ produced the ‘What Works’ report on behalf of the British Home Office, which put forward an integrated model of evaluation for interventions aimed at helping prisoners. The report suggests that when measuring cost-effectiveness, interventions should take account of:

- The cost per completion of the intervention;
- Reconvictions saved;
- Recorded and unrecorded offences saved; and
- Savings to the criminal justice system.

The report points out that there has been some debate about whether the outcomes of those that do not complete interventions should be measured as well as the outcomes of those that do. It is suggested that such outcomes should be included when assessing the cost-effectiveness of interventions as the costs associated with such interventions would not be limited to those that complete them; similarly a robust measure of effectiveness would not ignore such outcomes.

Harper and Chitty highlight the lack of evidence with regard to the cost-effectiveness of interventions within prisons. Further, they identify a need for research with regard to the cost-effectiveness of various types of sentences. Schuller also points out the need for both better and more analysis of the cost-effectiveness of educational and vocational interventions for prisoners. He argues that greater attention needs to be paid in the public sphere to the costs and benefits of such interventions:

“we need better and more analysis of the costs and benefits of offender learning, and of lifelong learning generally, in relation to crime and imprisonment. This should include more research which draws on multiple methods, and more public discussion of the estimates of costs and benefits.”

Further reference to the lack of evidence with regard to cost-effectiveness is made by Matrix Knowledge Group²¹⁴ who state that:

“Further research is required before we can conclude definitely that in-prison educational and vocational interventions are an efficient use of public resources”.

²¹³ 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. <http://www.homeoffice.gov.uk/rds/pdfs04/hors291.pdf>

²¹⁴ Matrix Knowledge Group (2009) *Lifelong Learning and Crime: An Analysis of the Cost Effectiveness of In-Prison Educational and Vocational Interventions: IFL 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>

In making the case that investment now can lead to better returns in the future, Langelid et al. (eds. 2009) refer to a 2005 report on socioeconomic accounting in the Vågen ut! project (Exit processes and empowerment – a study of social cooperatives in the Vågen ut! Project²¹⁵). The project worked with the development of social enterprises and while some of the benefits to society came from taxes, etc., there were also significant benefits in the reduction of costs to society owing to reduced rates of criminality. The study asserts that there is a need to take risks in long-term efforts (i.e. to achieve long-term outcomes and savings) rather than being concerned with the short-term, which often forms bad decisions. Thinking of socioeconomic costs and benefits can help us to make longer term decisions based on economically viable risks and thus improve future outcomes²¹⁶.

5.1.2 Studies on Cost-Effectiveness

Much of the literature on education and training in prison refers to the lack of rigorous evaluations of programmes; this is particularly the case with regard to the cost-effectiveness of interventions. When prisoners do not re-offend after release, it is not clear whether it is the programmes that brought about the change, or whether those who did not re-offend may have resettled successfully without formal assistance.

Due to a lack of evidence from within the UK and Europe, Matrix Knowledge Group used a series of studies of interventions in the USA to determine the costs and benefits that may result from such interventions in the UK. The paper makes use of an econometric model to analyse the cost-effectiveness of a range of interventions for prisoners. By employing such a model the paper is able to identify the costs and benefits of each intervention, stating that the cost per case of providing in prison education and training is GBP 27 000 (EUR 31 623) and that prisons with an educational or vocational intervention provided an average return to society of (i.e. had benefits – determined by the reduced costs to society due to fewer instances of recidivism – which accumulate to) GBP 69 000 (EUR 79 365). There was a wide range of variation in the estimated benefits of interventions with the lowest benefit to society of GBP 10 500 (EUR 12 297) per prisoner and the highest of GBP 97 000 (EUR 113 602) per prisoner. A limiting factor of the study was that each of the US interventions were directed at achieving different aims, making any extrapolation of the results problematic²¹⁷.

Bynner²¹⁸ suggests that there are mixed results on the effectiveness of interventions but makes little reference to cost-effectiveness, citing only the study by Matrix Consulting. Bynner does refer to Feinstein's *Quantitative Estimates on the Social Benefits of Learning 1. Crime*. This study estimated that a 1 percentage point rise in the proportion of the working age population with level 2 qualifications compared to those with no qualifications would cut the costs of crime in the UK by GBP 320 million (EUR 378 million). Feinstein implements regression techniques using data from an Institute of Fiscal Studies (IFS) study and data on wages from the Labour Force Survey 2000 (a large scale quantitative data set) to determine the social benefits of education in relation to property crime. As such, Feinstein's work is best described as producing estimates based on theoretical assumption as opposed to evaluation of the effectiveness of any particular type of intervention.

²¹⁵ Hedin, U-C, Herlitz, U and Kuosmanen, J. (2005) *Exitprocesses and empowerment – a study of social cooperatives in the Vågen ut! Project*. Göteborg University, Department of Social Work. Internet: www.vagenut.coop or www.socialaforetag.nu

²¹⁶ Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, *Nordic Prison Education, A Lifelong Learning Perspective*. Internet: <http://www.norden.org/is/utgafa/utgefif-efni/2009-536>

²¹⁷ Bynner, Prof. J (2009), *Lifelong Learning and Crime: A Lifecourse Perspective*. Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-4.pdf>

²¹⁸ Ibid.

There is often very little description of the types of activities that education programmes involve and this makes it difficult to establish which activities it is that make a difference to the prisoner. Moreover, the review states that it is difficult to identify the outcomes for which particular features of the interventions were responsible. Education in the present context included 'academic programmes' in prison work and rather unspecified 'correctional education' which could include 'life skills of various kinds, secondary and post-secondary vocational training and classes in transition and pre-release' but appeared to be predominantly concerned with more academic/basic skills programmes.

Schuller²¹⁹, refers to the findings of a 2005 Home Office evaluation of basic skills training for prisoners (see above, under the section on Basic Skills, for further details of this Home Office Study) when he identifies that gaining level 1 literacy and numeracy skills is in general not as useful in getting a job when leaving prison as having connections with family and friends. He suggests that this study is further evidence that social capital is more important for prisoners on their release from prison than being able to demonstrate their human capital in the form of level 1 literacy and numeracy skills.

McEvoy (2008) carried out a literature review regarding measures to enhance the employability of prisoners²²⁰. The review points out that in the United Kingdom a number of similar studies have been carried out on employability and prison based work. In 1996 Simon and Corbett carried out a large-scale qualitative review of prison work in six UK prisons. The study set out to compare prison and industry-based work and training at that time (1996). According to the study, although 33% of the inmates interviewed felt they had benefited from work, training or education done in prison, statistical analysis suggested that work and training in prison had no measurable effect on inmates' chances of getting work on release. In a separate study focused exclusively on female prisoners, Hamlyn and Lewis reached the same conclusion.

Hurry et al.²²¹ conducted a review of evidence of interventions to promote employment for prisoners. This review aims to systematically draw together empirical evidence about interventions that focus on promoting employment for prisoners and presents mixed findings on the effectiveness of educational and vocational interventions. It is established that vocational programmes are the most common type of intervention for prisoners and education programmes the second most common. From the evidence reviewed by Hurry et al., education on its own does not appear to improve the ex-prisoner's chances of employment, though it may reduce recidivism. However, the review suggests that the evidence base for these programmes is small and that more work must be done with regard to this subject. It is also noted in the review that although education programmes improve literacy and numeracy grades they do not on their own make a significant difference to recidivism. However, the study acknowledges that because of the small number of studies which have been conducted it is very difficult to extrapolate these results into a meaningful conclusion regarding prison education and training programmes.

The need for more and better European research on these key issues emerges even more clearly when the results of American research are taken into account. Evidence from the USA, where studies on the cost-benefit relationship of prison education and training have been somewhat more frequent, contradicts the findings of the European studies mentioned

²¹⁹ Schuller, T. (2009), *Crime and Lifelong Learning: IFLL Thematic Paper 5*, Leicester National Institute for Adult and Continuing Learning (NIACE). Internet: <http://www.niace.org.uk/lifelonglearninginquiry/docs/ifll-crime.pdf>

²²⁰ McEvoy, Kieran, *Enhancing Employability in Prison and Beyond: A Literature Review*. Internet: http://www.niacro.co.uk/filestore/documents/publications/Sept_08_49699_EmplyRep.pdf

²²¹ Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) *Rapid Evidence Assessment of Interventions that Promote Employment for Offenders*, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: <http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf>

above and points to a significant effect of prison education and training in reducing recidivism and thereby contributing to effective investment of public funds. Nuttall et al. (2003)²²² used data on recidivism rates in New York State, comparing those of prisoners who achieved their General Equivalency Diploma (GED) while incarcerated with two groups: (1) those who already had a high school diploma or a GED and (2) inmates who didn't earn a GED while incarcerated. The study found that inmates who earned a GED had a lower rate of recidivism compared to those who did not. Results were even more positive for those who achieved the GED and were below the age of 21 on their release. Moreover, Vacca's (2004)²²³ review of literature on the subject in the USA finds that since 1990 studies have been asserting that prison education and training programmes are effective in reducing rates of recidivism.

Evidence from the USA regarding cost-effectiveness has broadly shown a positive impact of prison education and training systems. Gaes (2008)²²⁴ cites the work of Aos, Miller and Drake (2006)²²⁵ who conducted a cost benefit analysis of vocational training and general education in prison and found that:

- Vocational training produced a net benefit of USD13,738 per prisoner and reduced recidivism by 9%; and
- General Education produced a net benefit of USD10,669 per prisoner and reduced recidivism by 7%.

A commonly cited USA study is the *Three State Recidivism Study*²²⁶ which found that those prisoners who received education or training whilst in prison had reduced rates of recidivism, including reductions in re-arrest, re-conviction and re-incarceration. The study presented that the results indicated that for every USD 1 spent there was a return of USD 2. This return included only benefits to the state of not having to pay the cost of imprisoning a prisoner due to lower rates of recidivism. The study does not take into account various other benefits, particularly the value of returns to individuals of education and training. A similar study of 'correctional facilities' in Florida cited by Karpowitz and Kenner²²⁷ suggests a return of USD 1.66 for every USD 1 invested in prison education and training programmes.

Bazos and Hausman use the *Three State Recidivism Study* to provide data in their comparison of the costs of averting crime through prison education and training programmes and the costs of averting crime through imprisonment. The study finds that an investment of USD 1 million to expand imprisonment would prevent 350 crimes, whilst the same investment in prison education and training programmes would prevent 600 crimes. Bazos and Hausman estimate that investing USD 1million in prison education and training programmes would prevent 26 incarcerations which on average would last 2.4 years, costing the state USD 1.6million. Thus, the saving to the state of crimes prevented due to investment in prison education and training would be USD 600,000. In testing the strength of

²²² Nuttall, J., Hollmen, L. & Staley, E. (2003). The effect of earning a GED on recidivism rates. *Journal of Correctional Education*, 54(3), 90-94

²²³ Vacca, J. (December 2004) "Educated Prisoners Are Less Likely To Return to Prison" *Journal of Correctional Education*

²²⁴ Gaes, G. G. (2008) The Impact of Prison Education Programmes on Post-Release Outcomes <http://www.jjay.cuny.edu/GaesTheEffectivenessofPrisonEducationPrograms.pdf>

²²⁵ Aos, S. Et al. (2006) *Evidence-Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs and Crime Rates* Olympia: Washington State Institute for Public Policy

²²⁶ Steurer, S. J. and Smith, L. G. (2003). Education Reduces Crime. Three-State Recidivism Study . Internet: <http://dpccs.md.gov/publicinfo/publications/pdfs/three-state-recidivism-study-summary.pdf>

²²⁷ Karpowitz, D. (no date) Education as Crime Prevention: The Case for Reinstating Pell Grant Eligibility for the Incarcerated, The Bard Prison Initiative. Internet: http://www.bard.edu/bpi/pdfs/crime_report.pdf

their results the authors found the cost of avoiding crime through imprisonment is likely to be equal to a 6% reduction in recidivism due to prison education and training programmes. The effect of prison education and training programmes on recidivism is more likely to be between 10% and 20%.

The US findings appear to be corroborated by a Swedish study conducted by Jess (2005), who carried out a socioeconomic evaluation of an intervention intended for young **probation**-service clients needing help to establish themselves in the labour market. Whilst this study is not directly related to prison education and training it does provide useful learning in terms of the follow up that prisoners receive upon release. The intervention (KrAmi) differs from 'ordinary' probation services, providing social training, vocational counselling and practical work training and involving cooperation between correctional, social work and employment services. The study has a quasi experimental design and uses two groups of participants, one group received the KrAmi service and the other received an ordinary probation service. The study considered the actual costs of the intervention at time periods after the intervention had taken place of six months, one year, one and a half years and two years. Actual costs included:

- Medical care (including treatment for addiction problems);
- Social service costs;
- Social insurance costs;
- Correctional care costs; and
- Costs of labour market measures.

In establishing the socioeconomic profitability of the intervention, Jess (2005) makes use of CBA to weigh the costs and benefits accrued per participant over a 15-year period. The study found that those on KrAmi programmes experienced positive outcomes that were significantly better than those of probation groups. According to Jess (2005) the socio-economic returns per participant of the KrAmi programme assuming a 15 year perspective were 2.5 MSEK²²⁸ - or approximately 18 SEK for every 1 SEK per participant spent on the intervention.

5.2 Summary

The following points and recommendations summarise the findings of the literature review and the feedback from the expert panel in relation to this topic:

- European studies regarding the cost-effectiveness of prison education and training are scarce. However, the European studies on the topic that were identified showed mixed findings;
- There are many more studies from the USA and these generally indicate that prison education and training programmes are cost-effective and reduce recidivism;
- Cost-effectiveness studies of prison education and training programmes often take a perspective which examines returns to the state only. There are likely to be substantial benefits to individuals which are not acknowledged when adopting such a perspective;
- Studies regarding the cost-effectiveness of prison education and training interventions often offer very little description of the types of activities that they involve (and can be thus difficult to extrapolate from and compare and contrast);
- There is insufficient evidence regarding the cost-effectiveness of interventions in Europe and more work needs to be done in this area;

²²⁸ 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>

- In-prison education and training interventions in Europe are lacking in robust evaluation processes;
- In the literature reviewed for this report, cost-benefit analysis (CBA) is considered the most appropriate method for establishing the cost-effectiveness of educational and training interventions for prisoners. Nevertheless, there are issues regarding the ability of CBA to capture all the outcomes which such interventions achieve. Some outcomes will remain beyond the scope of economic analysis. Importantly, with regard to education – where benefits are sustained and/or occur a long time into the future – the certainty that can be placed upon results is diminished; In order to assess the cost-effectiveness of prison education and training interventions in Europe, investment in robust evaluation is necessary. Such interventions are complex and measuring outcomes can be a similarly complex and challenging task;
- In order to provide a broader picture that can inform the decisions of policy makers quantitative evidence on cost-effectiveness of interventions should be considered alongside qualitative evidence;
- Outcomes of more complex interventions can be more challenging to measure and some outcomes will fall beyond the scope of economic analysis. It is important that ‘difficult to measure’ interventions are not sidelined in favour of less complex, ‘easier to measure’ ones;
- Future research should draw its terms of reference from the field of education and/or as well as the fields of criminology and penology;
- More research is needed to explore the significance of other variables which impact on recidivism, such as age, addiction, stigma and so on, and the interactions between them.

6 Summary of conclusions and recommendations for future research

This literature review gives an overview of European literature in relation to four themes of prison education and training (and literature from the US in relation to the issue of effectiveness, cost-effectiveness and public value of prison education and training). The scope of this project meant that a selection of themes had to be chosen, on the basis of the availability of literature and an assessment of the added value which could be gained by conducting further research into the specific topics. There are also many other themes which could have been discussed here, including the remaining eight themes used for the reference lists which can be found in Annex 1, and the wide-ranging topics put forward at the Conference on Prison Education and Training held in Budapest in February 2010. In particular, two key issues which have come to the fore are the use of ICT in prison education and training (both the teaching of ICT skills and the development of eLearning platforms as a means of creating, broadening and supporting learning opportunities) and the growing proportion of foreign prisoners, who have particular needs in terms of education and training in prison, as well as preparation for resettlement. This report therefore presents 'a step in the right direction' but it is clear that there is scope for more to be done. This section aims to provide an overview of the key findings in relation to each of the topics discussed, as well as summarising the recommendations for further action and research identified in the literature and by the expert panel.

6.1 Prison as a positive learning environment

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)²²⁹. The EU's Charter of Fundamental Rights recognises (Article 18) that "*everyone has the right to education and to have access to vocational and continuing training*"²³⁰. Offenders face considerable barriers in accessing their right to education and as such there are also a number of relevant international provisions supporting the right of this specific target group to take up learning opportunities, from the United Nations *Standard Minimum Rules for the Treatment of Prisoners*²³¹ in 1957 to the Council of Europe's *European Prison Rules* which were last updated in 2006²³².

The positive role of prison education in a regime of 'dynamic security' and the importance of creating an environment which encourages learning are recognised in the literature. Furthermore, although it seems that there are a range of different understandings of the purpose and scope of prison education, it would seem that there is a consensus that education has a rehabilitative role and contributes significantly to prisoners' successful re-entry into society.

There are a number of different models of prison education and training which can be observed across Europe. These can be differentiated by the way they approach or view the

²²⁹ European Convention for the Protection of Human Rights and Fundamental Freedoms: <http://conventions.coe.int/Treaty/EN/Treaties/html/005.htm>

²³⁰ European Parliament (2007) *Charter of Fundamental Human Rights*, http://eur-lex.europa.eu/LexUriServ/site/en/oj/2007/c_303/c_30320071214en00010016.pdf

²³¹ 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

²³² 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

individual learner, or the way in which they are organised and the infrastructure in place to support them. It would seem that the model used depends on the policies and culture of the country in question, as well as the size and profile of the prison population. One topic for future research could therefore be to review the effectiveness and appropriateness of the varying models in place. Related to this, another useful line of analysis would be to examine the extent and ways in which prison education and training are integrated within overall education and training provision and are able to keep abreast with and utilise innovations taking place in education and training 'outside'.

The importance of stakeholder collaboration in determining the prison education and training offer is identified within the literature and it is also suggested that if there is less difference between prison life and life outside prison, the prisoner's reintegration into society will be less problematic. Furthermore, regardless of the type or quality of education and training on offer in the prison, prisoners face a number of institutional and situational barriers to participating in learning, associated with their imprisonment. One key obstacle is the fact that transfers between prisons can severely interrupt a prisoner's learning trajectory. The length of the prisoner's sentence can also have an influence on his / her learning trajectory.

In addition to the distinction between those prisoners which are serving short- and long-term sentences, within the overall group of prisoners there are a number of sub-groups with specific needs in terms of both education and training and resettlement. A range of specific groups were discussed in a series of workshops at the European Conference on Prison Education and Training, including juveniles, female prisoners, foreign inmates and those with special educational needs. This is one area where further research should be done, in order to identify and disseminate good practice and lessons learned in working with specific prisoner sub-groups.

Motivation is also an important issue and prisoners' attitudes towards mainstream education emerge from the literature as a key challenge to encouraging participation in learning opportunities. Yet a number of surveys have shown that participation in education is viewed positively by those prisoners who do so and that the prison context in itself can be a motivating factor. Thus it would appear that the positive attitudes towards education held by the majority of prisoners can be a source of encouragement to participation.

Another key factor in motivating prisoners to take up learning opportunities is the provision of a broad curriculum. It is recommended that prison education and training should go beyond basic skills provision and employability skills. The provision of ICT training, as well as access to ICT facilities, is also suggested to be of particular concern to prison educators across Europe, since a lack of even basic digital literacy can contribute to the marginalisation of prisoners and hinder their employment prospects.

In terms of staff, there are two very different roles associated with prison education and training: the prison educator and the prison officer. The prison management also has a vital role to play in prison education. Across Europe, the role of the prison educator can be taken on by a range of different persons and there seems to be some lack of clarity and continuity as to who exactly is 'a prison educator', which suggests that further research might be helpful to attempt to quantify and clarify 'who does what and where'. Other possible areas for development include the provision of appropriate training for prison educators (and prison officers) and the awareness of prison management of the role prison education has to play within a regime of 'dynamic security'.

- Further Research / Recommendations
 - Research could identify whether the EU Member States follow the international conventions and recommendations concerning prison education;

- More research into the effectiveness and appropriateness of the varying models of prison education and training could highlight the variety of benefits of the different models as well as highlighting the present deficiencies;
- Research could be conducted into where the responsibility lies for prison education in the different EU Member States (governance, funding, curricula, staff development);
- Research could be carried out on what are the right conditions for training and education in European prisons (what is a positive learning environment?);
- It might be useful to determine if it is desirable to develop a generic 'core' curriculum that is unique to the prison context and prisoners' needs, or if it is more appropriate to adapt the type of curriculum provided in mainstream adult education centres to the prison context;
- A survey could be conducted into the different role and functions of prison staff, in order that the most effective and appropriate training is provided for all concerned: staff directly engaged in education, prison officers and other staff with an indirect education-related role;
- More research, covering more countries, on the motivation, motivational factors and educational background of prisoners could be conducted. Research could also be undertaken into the strategies and approaches which can be used to motivate staff and prisoners;
- The cooperation between the correctional services and other stakeholders in the area of prison education could be studied;
- More research is needed into how security and technology concerns can be overcome in the delivery of ICT and the new media.

6.2 Prison education and training for employability

As indicated earlier in this report, research shows that being in employment reduces the risk of re-offending by between a third and a half. Preparing prisoners for the labour market should therefore be regarded as an essential role of education and training in the prison context. Equipping prisoners with the skills and capacities needed to find employment must thus be a priority.

A multi-modal approach, where programmes are tailored to the individual needs and circumstances of each prisoner, is identified in a number of sources as being an effective approach for the reintegration of prisoners into society and to enable them to secure employment. In line with this, the importance of conducting individual assessments of learners' needs and existing skills is highlighted in several reports and it is also noted that for some groups of prisoners, corrective education²³³ may be advisable to prepare individuals for further (vocational) education and training.

There remains a lack of definitive evidence to show the effectiveness of specific measures to improve the employability of prisoners. Against the background of an environment of persistently high unemployment, unlikely in most parts of Europe to be reduced substantially by economic growth in the near future, the employment prospects of ex-prisoners are further reduced, thereby exacerbating the social exclusion of this already marginalised group. Policy makers and providers must hold a realistic view of what is achievable in terms of ex-prisoner employment and create targets related to the real needs of the prison population. Similarly, it is clear that programmes need to offer wider-reaching support – in prison and after release – that goes beyond ostensible education / training needs, if they are to ensure successful reintegration into society. It would thus seem advisable that programmes must build on prisoners' strengths, interests and skills and embrace wider needs such as personal development, digital inclusion and good health.

²³³ Corrective education focuses on combating offending behaviour and attempts to bring about a change in prisoners' attitudes towards crime

Alongside vocational education and training opportunities, prison work has the potential to enable prisoners to improve their employability. However the effectiveness of prison work to both encourage prisoners to look for work after their release and to help them gain transferable skills and experience is contested within the literature. For instance the work undertaken is often low skilled and unrelated to the needs of the labour market. In addition, higher payment for prison work may act as a disincentive to participation in lesser paid prison education opportunities.

Links with the outside world are important to ensure that both vocational education / training and prison work give prisoners a better chance of employment on release. Thus links with the local job market and employment services, as well as contacts with employers, are important. These links with the outside world can also help to overcome the prejudices prisoners face when looking for employment on release.

- Further research/ recommendations
 - There should be adequate systemic support for prisoners both pre- and post-release;
 - Pre-release (throughcare) support should be based on the skills and circumstances of the individual prisoners as much as their local labour market needs;
 - Policy makers and providers must hold a realistic view of what is achievable in terms of ex-prisoner employment and create targets related to the real needs of the prison population;
 - Prison work should be seen as an opportunity for re-/upskilling and accreditation, rather than a means of keeping the prisons running;
 - Programmes aimed at employability should be 'mainstreamed' into the prison planning and delivery process²³⁴;
 - The 'multi-modal' approach, where programmes are tailored to the individual needs and circumstances of each prisoner, has been identified as being potentially effective in preparing prisoners for release;
 - It is important to foster links with the outside world, including employers and employment services;
 - The delivery of courses and teaching should be based on an initial individual needs assessment, in consultation with the prisoner;
 - There is a need for more planning of the vocational integration perspective of the prisoner / of his / her professional pathways (integration planning, rather than single measures);
 - There is a need for coaching, to support prisoners to make the transition from custody into freedom and to support ex-prisoners to maintain their jobs;
 - Further research is required into the effects of post-release employment on recidivism;
 - The effect of using more open institutions allowing more day release privileges for education and work could be explored;
 - There is a need to for more research, including qualitative studies, into education and training for employment and its effects for prisoners and the employment prospects of prisoners²³⁵;
 - Further qualitative studies need to be conducted that consider the way that education and training programmes for employment function and the way that staff and participants react to them²³⁶;

²³⁴ 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

²³⁵ Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) *Rapid Evidence Assessment of Interventions that Promote Employment for Offenders*, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: <http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf>

- There is a need to develop a common understanding and definition of the concepts of 'education', 'training' and 'employability'.

6.3 Basic skills

Across Europe, a high proportion of prisoners have low levels of basic skills, which may act as a barrier to securing employment and successful reintegration into society. Therefore it would seem that there is a need to address the lack of basic skills amongst prisoners whilst in custody. However, although basic skills training in prison can improve prisoners' skills, it is unclear from the literature whether such training, on its own, has any impact on the employment prospects of prisoners post release. This again highlights the need for multidisciplinary and appropriate throughcare and continuing and holistic support pre and post-release.

In addition to basic literacy and numeracy skills, it is today considered that adult learning should cover the full range of key competences. This seems particularly important in the case of prisoners, who need to be supported to develop skills in areas such as basic health capabilities, personal development, financial capabilities etc, which will help to facilitate their rehabilitation and reintegration. In line with this, it would seem that addressing the question of the prison population's low level of 'other literacies', (i.e. financial, health, emotional, political, media, etc) may need deeper consideration in future research. Given the range of prisoners' literacy levels and practices, and indeed the broad definition of 'multiple literacies', it would seem that future research should document basic skills programmes in real and holistic terms that go beyond accreditation and are informal, meaningful, and achievable. This would be important as there may be a danger of excluding those most in need of developing their basic skills if goals are overly prescriptive and unrealistic.

It is observed in the literature that prisoners' motivation to participate in basic skills education can be influenced by the way in which the learning is delivered. It is recommended that basic education in prisons is delivered in line with the adult education model and mirror best practice in the community. In addition, embedding, or contextualising literacy and numeracy activities are also suggested as ways of encouraging participation and ensuring that the teaching and learning is meaningful and applicable. The amount of basic skills training offered seems to be important, in that it must be sustained and intensive in order to achieve the desired outcomes.

The effectiveness of basic skills classes on their own, in terms of reducing recidivism and securing employment is uncertain. The impact of an increase in basic skills while in prison on the employment outcomes of prisoners after release is not clear, nor is the direct impact of basic skills training on the individual's chances of re-offending. It has however been clearly demonstrated that it is possible to foster and facilitate the increased literacy and numeracy practices prisoners engage in whilst in prison. Therefore, it would seem that prison educators should seek ways in which to validate and build on the increased literacy opportunities and practices afforded by imprisonment itself.

- Further Research / Recommendations
 - It is recommended that in order for basic skills training to be effective, then intensive, and undisrupted training which is easy to assess, should be provided;
 - There is a need to find ways of connecting different ways of learning and different measures to create a "learning journey" for the prisoner;

²³⁶ Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) *Rapid Evidence Assessment of Interventions that Promote Employment for Offenders*, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: <http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf>

- It is recommended that provision should be in line with best practice in the community, particularly in terms of materials and resources;
- It is recommended that ICT should be used more in the provision of basic skills training, both for individual needs assessments and as a tool to support learning;
- It would seem that some of the issues and difficulties raised in this section could be addressed if a more proactive approach was taken to raising 'literacy awareness' among all stakeholders, learners included. Increased and on-going staff and management training in 'literacy awareness' would help to develop and support an effective, needs-based, whole-prison approach to the provision of basic skills training;
- It seems therefore that in addition to basic skills training, relevant additional literacy genres (e.g. financial, health, emotional or environmental literacy) should also be considered;
- More research is recommended to examine the relationship between basic skills, employment and reducing re-offending;
- Research is needed into prisoners', especially young offenders', interests and motivation in order to develop basic skills training that it is relevant and stimulating for them;
- More studies need to be made in which the skills and learning difficulties of prisoners in relation to basic skills are examined through systematic testing.

6.4 Arts and cultural activities

Arts and cultural programmes in prisons can aid a prisoner's personal and educational development. For example there is evidence that these programmes improve personal and social skills, develop self-confidence and encourage participation in future learning. They can have an impact on the actions of their participants and research has shown that arts programmes in prisons often enable prisoners to stay better connected to their families, an important consideration for successful resettlement on release. In addition, arts and cultural programmes can be particularly effective when aimed at those with previous negative experiences of education, particularly as a 'gateway subject' into more formal learning. Furthermore, the creative arts can provide an effective medium within which stereotypes of prisoners can be challenged and their misconceptions of others also addressed. Thus it seems that arts and cultural activities should form a central part of the prison curriculum. It is also possible and often advisable to embed basic skills training into creative arts activities, and integrate it into vocational training.

The provision of arts and cultural programmes requires the collaboration and support of many stakeholders. Access and participation in arts programmes may be best achieved when the prison takes a direct role in authorising the arts as a key element of education provision and facilitates the delivery of additional and supplementary activities by 'outside' organisations and groups.

It is suggested that formal accreditation or recognition of arts programmes would be beneficial as participants in arts programmes can develop transferable skills and qualities which should be recognised and quantified/accredited. However, it is important to find a balance between the need for participants to gain a sense of achievement through accreditation / recognition and the need to ensure that the programmes do not become driven by 'prescriptive' outcomes.

Although arts programmes have been credited with achieving some successful results, there is an issue in some research surrounding the quality of such programmes. This is mainly attributed to the problem of lack of resources and the inadequate surroundings of the prison environment. It could also be reflective of the view that the creative arts are supplementary to more mainstream academic or training programmes rather than an integral aspect of provision. There are also gaps in research and evaluations focusing on arts and cultural

programmes in prisons. The importance and popularity of the creative arts in prisons should be reflected in more research into its benefits and impacts, particularly as a gateway subject to engaging prisoners in further learning, and as an opportunity for addressing negative stereotyping.

- Further Research / Recommendations
 - The important role arts and cultural activities have to play within the prison regime should be recognised, and sufficient places provided for all those who wish to participate;
 - Further research in this area is needed to further ascertain the benefits and impact of these programmes;
 - Further research, including longitudinal research, is required to reveal how the (long-term) results of arts programmes can be sustained;
 - Further evaluations of arts programmes are required to establish best practices;
 - More work needs to be done to address the question of whether, and how, such programmes should be recognised or accredited as part of the learning journey of the prisoner;
 - Further research could be conducted into the role arts and cultural activities can play in addressing diversity issues within prisons.

6.5 Cost-effectiveness and effectiveness of prison education and training

Research on the cost-effectiveness and effectiveness of prison education and training programmes in Europe is sparse. The findings of existing European studies are mixed and therefore difficult to validate. There are many more studies from the USA and these generally indicate that prison education and training programmes are cost-effective and reduce recidivism.

It is argued that using cost benefit analysis (CBA) may be a beneficial approach to evaluating prison education and training, since it allows for the weighing up of (almost) all costs and benefits when considering the cost-effectiveness of educational and vocational interventions for prisoners. When undertaking this type of analysis, it is important however to adopt a broader and more societal perspective. Cost-effectiveness studies of prison education and training programmes often take a perspective which examines returns to the state only and there are likely to be substantial benefits to individuals which are not acknowledged when adopting such a perspective.

Studies regarding the cost-effectiveness of prison education and training interventions often offer very little description of the types of activities that they involve and this makes it difficult to establish which activities it is that make a difference to the prisoner. Furthermore, it can be a challenging process to establish the cost-effectiveness of an intervention, requiring significant investment in evaluation. While cost benefit analysis allows an analyst to place values on a number of hard to measure outcomes, the measurement of some outcomes will be beyond the scope of even this very broad type of economic analysis. It is for this reason that the results of economic analysis should be considered alongside qualitative data to form a broader picture which can help to better inform policy makers in their decision making.

- Further Research / Recommendations
 - More work needs to be done in the area of cost-effectiveness of interventions;
 - In order to provide a broader picture that can inform the decisions of policy makers quantitative evidence on cost-effectiveness of interventions should be considered alongside qualitative evidence;
 - Outcomes of more complex interventions can be more challenging to measure and some outcomes will fall beyond the scope of economic analysis. It is important that 'difficult to measure' interventions are not sidelined in favour of less complex, 'easier to measure' ones;

- Future research should draw its terms of reference from the field of education and/or as well as the fields of criminology and penology;
- More research is needed to explore the significance of other variables which impact on recidivism, such as age, addiction, stigma and so on.

6.6 Concluding remarks

This report takes a first step towards developing prison education and training in Europe in a structured and research-based way. If the European countries take a further step in taking forward a more in-depth investigation of the areas mentioned in the report, it will be possible to develop and deliver more appropriate educational programmes according to prisoners' needs and preferences. As this report has shown, by creating such 'learning journeys' for individual prisoners, it is possible to influence their onward journey on release, to help them to secure employment, to reintegrate into society and to prevent re-offending. In turn, this can bring significant economic and social benefits for society and a better life for the individual.

Given the importance of these issues, it is strongly recommended that more research be conducted in order to probe such questions further, in a wider range of European countries and beyond. Such research should take into account the most effective ways of combining education and training with other interventions in the framework of a holistic approach to promoting reintegration and to reducing re-offending – and the public, social and personal costs to which it gives rise.

Bibliography

The present bibliography of literature on prison education and training was compiled as the Annex to a review and commentary of existing literature, analysis and evaluation prepared by GHK with support from a panel of experts, at the request of the European Commission's Directorate-General for Education and General in 2010. It consists of two sections:

- Literature analysed in the review
- Reference list of literature on relevant themes for prison education and training.

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<http://www.epea.org/images/kwa/PENAL%20POLICY%20AND%20THE%20ADULT%20EDUCATION%20OF%20PRISONERS.pdf>
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Websites referred to in the report

Effective Induction for Prison Teachers: <http://grundtvig-prison-teachers.ning.com/>

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KEYS: <http://www.keys.fczb.de/index.php?id=294>

Utdanningsdirektoratet:

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Reference List of publications

Theme 1: Effectiveness, cost-effectiveness and public value of various models of and approaches to prison education and training (in combination with other relevant measures)

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

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>

Provides review and update of knowledge of 'what works' in corrections to reduce re-offending. UK focus but includes review of literature from other (English-speaking) countries.

Schuller, Prof. 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>

Includes short discussion section on evaluating relationship between offending and learning – focus is on UK.

Punishment that works – less crime – a safer society, Report to the Storting on the Norwegian Correctional Services, 2008 (English Summary). Internet:

<http://img3.custompublish.com/getfile.php/757321.823.pysuvuxtrf/engelsk.pdf?return=www.kriminalomsorgen.no>

Specific to Norway – outlines direction of policy in this country.

Bynner, Prof. J (2009), *Lifelong Learning and Crime: A Lifecourse Perspective*. Internet:

<http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-4.pdf>

Publicly available on internet. UK specific. Talks about 'public value' of lifelong learning in relation to crime.

Audit Scotland (2005) *Correctional Opportunities for Prisoners*, Edinburgh. Internet:

http://www.audit-scotland.gov.uk/docs/central/2004/nr_050121_prison_service_km.pdf

This report looks at the effectiveness of correctional opportunities which the Scottish Prison Service provides to reduce the risk of re-offending by improving prisoners' skills, addressing their offending behaviour, tackling addictions and preparing prisoners for release.

Machin, S. and Vujic, S. (2006): *Crime and Education. New Evidence from Britain*, University College London (web access)

http://www.iza.org/conference_files/SUMS2007/vujic_s3348.pdf

This paper looks at the empirical connections between crime and education.

<p>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, NIACE http://www.niace.org.uk/lifelonglearninginquiry/docs/Public-value-paper-2.pdf</p>	<p>This paper estimates the efficiency of in-prison educational and vocational interventions in comparison with prisons without any adjunct interventions, where efficiency is measured by comparing the cost of the intervention with the avoided cost of crime associated with the intervention.</p>
<p>Hurry, J., Brazier, L., Parker, M. and Wilson, A., (2006) Rapid Evidence Assessment of Interventions that Promote Employment for Offenders, Research and Development Centre for Adult Literacy and Numeracy (NRDC) Internet: http://www.education.gov.uk/research/data/uploadfiles/RR747.pdf</p>	<p>Publicly available online Draws together some empirical evidence on interventions that promote employment for prisoners</p>
<p>Council of Europe, Education in Prison. Strasbourg: Council of Europe, 1990. Available to download from http://www.epea.org</p>	
<p>The Prince's Trust, <i>The Cost of Exclusion, Counting the cost of youth disadvantage in the UK</i>, The Prince's Trust, 2007. Internet:</p>	<p>Identifies the cost of the exclusion of young people in the UK, including costs associated with youth crime and the cost of educational underachievement.</p>
<p>Brand, S and Price, R, <i>The economic and social costs of crime</i>, Home Office (UK), 2000. Internet:</p>	<p>Provides initial estimates of the economic and social costs of crime in the UK.</p>
<p>Downes, P. (2010, forthcoming). A Systems Level Focus on Access to Education for Traditionally Marginalised Groups in Europe: Comparing Strategies, Policy and Practice in Twelve European Countries. Report for Subproject 5 of LLL2010, European Commission Sixth Framework Project, Towards a lifelong learning society: The contribution of the education system. Educational Disadvantage Centre, St. Patrick's College, Dublin</p>	<p>Study analyses the role of education institutions and non-traditional educational contexts in promotion of the access of adults to the education system, in particular adults from backgrounds of social marginalisation. It is based on interviews with senior management of education institutions as well as senior government officials and other stakeholders in adult education, such as non-formal education institutions and community groups and those involved at a senior level in prison education.</p>
<p>Reports relating to countries within scope of project, not publicly available</p>	
<p>Bayliss, P. (2003) <i>Learning behind bars: time to liberate prison education</i>. Studies in the Education of Adults, Volume 35, Number 2, 1 September 2003, pp. 157-172 (16) Internet: http://www.ingentaconnect.com/content/niace/stea/2003/00000035/00000002/art00004</p>	<p>Abstract indicates that article refers to 'efficacy' of prison education</p>
<p>Jess, K. (2005) <i>Socioeconomic evaluation of a correctional programme in Sweden</i> 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</p>	<p>One of the first socioeconomic evaluations of correctional programmes in Europe. Specific to one programme, in Sweden.</p>

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http://books.google.co.uk/books?id=G-4kXrm11WwC&dq=prison+education+reuss&printsec=frontcover&source=bn&hl=en&ei=99iTKrTGsuNjAeNwqHIDA&sa=X&oi=book_result&ct=result&resnum=4&ved=0CCcQ6AEwAw#v=onepage&q&f=false
- A collection of writings about the transforming power of education in British prisons. Comprises key essays by leading prison education practitioners, academics and prisoners, including new work on how to evaluate the 'success' of education within prison.
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- Hudson, Caroline (2003): Basic skills provision for offenders on probation supervision: beyond a rhetoric of evidence-based policy? Oxford, p.64-81 in *British Journal of Educational Studies*. Vol.51, no.1
- The article assesses the extent to and ways in which policy development and implementation on adult basic skills (literacy and numeracy) within the National Probation Service (NPS) are evidence-based.
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- Langelid, T. & Manger, T. (2005). *Læring bak murene. Fængselsundervisningen i Norge* [Learning behind bars. Prison education in Norway]. Bergen: Fagbokforlaget.
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- Manger, T., Eikeland, O.-J., & Asbjørnsen, A. (2010). *Innsatte i norske fengsel: Motiv for utdanning under soning* [Inmates in Norwegian prisons: Educational motives while incarcerated]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
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- MacGuinness, P. ((2000) *Dealing with time: Factors that influence prisoners to participate in prison education programmes* in *Prisoner Education Prison(er) Education: Stories of Change and Transformation*, Winchester, Waterside Press.
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- Irwin, T. and Wilson, D.A. (2008) *The 'Good Relations' Agenda and the Changing Context of the Prison Officer in Northern Ireland: The Development of a Pilot Project*, Paper presented at the fifth Pan-Commonwealth Forum on Open Learning, 15th September 2008, University of London.
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Pawson, R. (2000), *An Evaluators Tale* in Wilson and Reuss (2000) 'Prisoner Education', *Stories of change and transformation*, Winchester, Waterside Press.

Wilson, D. (2007) *An Evaluation of the Ufl-Learndirect ESF Pathways Project in Prisons and Probation*,

Irene Sagel-Grande; Leo Toornvliet (2006), *Bildung im Strafvollzug aus Strafgefängensicht: eine empirische Untersuchung in sieben EU-Mitgliedsstaaten [Education in prison from the perspective of prisoners: an empirical study in 7 EU Member States] ; [EU Sokrates Programm, Projekt Grundtvig 4 "Education in prison"; Abschlussbericht Niederlande]*, Groningen [u.a.], Hanse Law School,

The study contains examples from the Netherlands, Germany, Poland, Latvia., Greece, UK and Spain.

Key words: correctional education, programme evaluation, prisoners, juvenile delinquency, national surveys.

Reports relating to countries outside of scope of project (or country scope not clear), available publicly on Internet or GHK has a copy

Bazos, A., & Hausman, J. (2004). *Correctional Education as a Crime Control Program*. University of California at Los Angeles School of Public Policy and Social Research, - Department of Policy Studies. Available from National Institute of Corrections: <http://www.nicic.org/Library/019685>

Publicly available on Internet
Examines education and recidivism - reports claims that \$1 million spent on correctional education prevents 600 new crimes, while that same money invested in incarceration prevents 350 crimes.

Kaiser, Michael: *Correctional Education, Because It Works*. in *Corrections Today* August 1, 2010
<http://www.faqs.org/periodicals/201008/2117506541.html#ixzz10kwOMpyM>

Publicly available on Internet

Talks about the cost-effectiveness of prison education

Steurer, S. J. and Smith, L. G. (2003). *Education Reduces Crime. Three-State Recidivism Study*

Gaes, G., (2008), *The Impact of Prison Education Programs on Post-Release Outcomes* Internet: <http://www.jjay.cuny.edu/GaesTheEffectivenessofPrisonEducationPrograms.pdf>

Paper reviews the evidence on the impact of correctional education programs on post-release outcomes.

Gordon, H.R.D., Weldon, B. (2003) *The Impact of Career and Technical Education Programs on Adult Offenders: Learning Behind Bars*, *Journal of Correctional Education*, Vol. 54 (4), December 2003. Internet: <http://www.acteonline.org/uploadedFiles/AboutCTE/files/ImpactofCTEonPrisoners.pdf>

The primary purpose of this study was to examine recidivism rates of inmates who participated in educational programmes during the time they were incarcerated at Huttonsville Correctional Center in West Virginia.

<p>Karpowitz, D. (no date) Education as Crime Prevention: The Case for Reinstating Pell Grant Eligibility for the Incarcerated, The Bard Prison Initiative. Internet: http://www.bard.edu/bpi/pdfs/crime_report.pdf</p>	<p>USA This report illustrates the overwhelming consensus among public officials that postsecondary education is the most successful and cost-effective method of preventing crime.</p>
<p>Eikeland, O.-J., Manger, T. & Fjellstad, J. (2007). Innsette og rett til vidaregåande opplæring [Prison inmates and the right to upper secondary school]. <i>Spesialpedagogikk</i>, 5, 42-47.</p>	
<p>Reports relating to countries outside of scope of project (or country scope not clear), not publicly available</p>	
<p>Charles B. A. Ubah and Robert L. Robinson, Jr. (2003) A Grounded Look at the Debate Over Prison-Based Education: Optimistic Theory Versus Pessimistic Worldview. <i>The Prison Journal</i>, June 2003; vol. 83, 2: pp. 115-129.</p>	<p>Pay to view</p>
<p>Torre, E, T and Fine, M, <i>Bar None: Extending Affirmative Action to Higher Education in Prison</i> Journal of Social Issues, Volume 61, Issue 3, pages 569 - 594, September 2005 http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4560.2005.00421.x/abstract</p>	<p>Country scope not clear from abstract. Presents <i>empirical findings of a 4-year, qualitative and quantitative participatory action research study of the impact of college in prison</i></p>
<p>Lochner, L and Moretti, E. (2004) <i>The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports</i>. The American Economic Review Vol. 94, No. 1 (Mar., 2004), pp. 155-189 Internet: http://www.jstor.org/pss/3592774</p>	<p>Estimates the effect of education on participation in criminal activity.</p>
<p>Vacca, S. J. (2004) <i>Educated prisoners Are Less Likely to Return to Prison</i>. The Journal of Correctional Education 55(4) p 297-305). Internet: http://findarticles.com/p/articles/mi_qa4111/is_200412/ai_n9466371/?tag=content:col1</p>	<p>Reviews literature on impact of prison education on recidivism.</p>
<p>Case, P. And Fassenfest, D. (2004) <i>Expectations for Opportunities Following Prison Education: A Discussion of Race and Gender</i>. Journal of correctional Education, v55 n1 p 24-39 Internet: http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ740011&ERICExtSearch_SearchType_0=no&accno=EJ740011</p>	<p>Report on evaluation of implementation and effectiveness of a mid-western state's prisoner education program in reducing the recidivism rates of respondents.</p>

Chapell, C. A. (2004). Post-secondary correctional Education and recidivism: A meta-analysis of research conducted 1990-1999. <i>Journal of Correctional Education</i> , 55, 148-167.	A meta-analysis of ten years of existing studies on post-secondary correctional education and recidivism.
<i>MacKenzie, Doris Layton</i> , What works in Corrections. Reducing the criminal Activities of Offenders and Delinquents. Cambridge 2006 (book)	Country focus not known. Book looks at the effectiveness of rehabilitation programmes (e.g., education, life skills, employment, and cognitive behavioural treatment) for different types of offenders.
Fabelo, T. (2002) The Impact of Prison Education on Community Reintegration of Inmates: The Texas Case, <i>Journal of Correctional Education</i> , Vol. 53 (3) September 2002.	A series of studies tracked postprison employment and recidivism of 32,020 Texas inmates. Those with the highest education were more likely to employed with higher wages and less recidivism. Nonreader property offender who learned to read had larger declines in recidivism and better employment outcomes than General Educational Development completers. Societal barriers to reintegration remain.
Duguid, S. (1996): Using Recidivism to Evaluate Effectiveness in Prison Education Programs, <i>Journal of Correctional Education</i> , v47 n2 p74-85	Argues that using recidivism as a measure of the effectiveness of prison education is politically necessary, theoretically appropriate, and methodologically practical.
Duguid, S. (1998a): British Columbia Prison Education Research Project: Final Report, Simon Fraser University, Canada, http://www.eric.ed.gov/PDFS/ED419150.pdf	A follow up study of prisoner students who underwent the prison university liberal arts education programme in Canada during 1973-1993 to find out effectiveness
Hull, K.A., Forrester, S., Brown, J., Jobe, D., and McCullen, C. (2000) Analysis of Recidivism Rates for Participants of the Academic/Vocational/Transition Education Programs Offered By the Virginia Department of Correctional Education, <i>Journal of Correctional Education</i> , Vol. 52 (2), June 2000, 256-262.	This study meta-analyzed the recidivism outcomes of 33 independent experimental and quasi-experimental evaluations of education, vocation, and work programs and found that program participants recidivate at a lower rate than nonparticipants. The generally weak methodological character of these studies, however, prevents attributing this observed effect on criminal behavior to the activities of the programs. Future evaluative research in this area could be strengthened through the incorporation of theoretical links between the program activities and future criminal involvement and through designs that control for self-selection bias beyond basic demographic differences.
Nuttall, J., Hollmen, L., and Staley, M.E. (2003) The Effect of Earning a GED on Recidivism Rates, <i>Journal of Correctional Education</i> , Vol. 54 (3), September 2003, 90-95.	
Duguid, S. (1981) Prison Education and Criminal Choice: The Context of Decision Making in <i>Canadian Journal of Criminology</i> , Vol.23, Issue 4 pp. 421-438	This paper is about how education can be used in the criminal justice system to enable the prisoner to make different choices in the future

<p>Duguid, S. (2000) <i>Can Prisons Work: The Prisoner as Object and Subject in Modern Corrections</i>, University of Toronto Press http://books.google.co.uk/books?id=lyc1n8LJU6gC&printsec=frontcover&dq=Can+Prisons+Work:+The+Prisoner+as+Object+and+Subject+in+Modern+Corrections&source=bl&ots=4piwTBBpOA&sig=1j_o8f5u64Hv2c6ckbtFpwothE&hl=en&ei=Zm-1TMeZCZm8jAfR9M2-Aw&sa=X&oi=book_result&ct=result&resnum=2&ved=0CBwQ6AEwAQ#v=onepage&q&f=false</p>	<p>Covers N. America, UK and Europe Can individuals be reformed and rehabilitated in prisons? Several sections cover the different methods of prison education in different countries and their effectiveness.</p>
<p>Gerber, J and Fritsch, E.J. (1995) <i>Adult Academic and Vocational Correctional Education Programs: A Review of Recent Research</i> in: <i>Journal of Offender Rehabilitation</i>, Vol. 22 (1/2) 1995 pp119-142</p>	<p>Country not clear This article notes recent research that shows support for the hypotheses that adult academic and vocational correctional education programs lead to fewer disciplinary violations during incarceration, to reductions in recidivism, to increases in employment opportunities, and to increases in participation in education upon release.</p>
<p>Gerber, J. and E J Fritsch (1993) <i>Prison Education and Offender Behaviour: A Review of the Scientific Literature</i>, Texas Dept of Criminal Justice</p>	<p>Country not clear Overview of literature evaluating the outcomes of adult correctional education programmes. The goal was to identify literature that assessed the effects of correctional education on inmates.</p>
<p>Karpowitz, D. (2005) <i>Prison College and the Paradox of Punishment in Crime and Punishment: Perspectives from the Humanities</i>. <i>Studies in Law, Politics and Society</i>, Vol. 37 pp 305-331</p>	<p>This essay explores the ways in which college in prison programs like the Bard Prison Initiative may intervene in the paradox of punishment and how punishment tends to degrade those subjected to it.</p>
<p>Koski, D. (1998): <i>Vocational Education in Prison: Lack of Consensus Leading to Inconsistent Results</i> in: <i>Journal of Offender Rehabilitation</i>, Vol.27 (3/4) pp.151-164</p>	<p>USA This article explores the relationship between the primary independent variable-participation in, and/or completion of a program of vocational education and the categorical dependent variable "return", the operative measure of recidivism.</p>
<p>Linden, R. & Perry, L (1982): <i>The Effectiveness of Prisoner Education Programmes</i>, <i>Journal of Offender Counselling, Services and Rehabilitation</i>, Vol. 6 n.4 p.43-57</p>	<p>Country not clear and abstract unavailable</p>
<p>Messemer, Jonathan E.; Valentine, Thomas (2004): <i>The learning gains of male inmates participating in a basic skills program</i> in: <i>Adult basic education</i>. Vol.14, no.2, pp.67-89</p>	<p>The purpose of this study was to measure the learning gains for a group of male inmates.</p>
<p>Wilson, David, B., Gallagher, Catherine A., and MacKenzie, Doris, L. (2000): <i>A Meta-Analysis of Corrections-Based Education, Vocation, and Work Programs for Adult Offenders</i>, in <i>Journal of Research in Crime and Delinquency</i>, Vol. 37, No. 4, 347-368</p>	<p>This study meta-analyzed the recidivism outcomes of 33 independent experimental and quasi-experimental evaluations of education, vocation, and work programmes and found that programme participants recidivate at a lower rate than nonparticipants.</p>

<p>Bouffard, J.A, MacKenzie, D.L. and Hickman, L.J. (2000): Effectiveness of Vocational Education and Employment Programs for Adult Offenders: A Methodology-Based Analysis of the Literature, in <i>Journal of Offender Rehabilitation</i>, Vol. 31 (1/2), pp.1-41</p>	<p>USA. A review of studies of the effectiveness of vocational education and employment programs in reducing recidivism among adult offenders is presented. Results indicate multi-component correctional industry, vocational education and community employment programs are assessed as successful.</p>
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Theme 2: The prison as a positive learning environment: organisation, funding and governance of prison education and training, including responsibilities for education staff, prison staff and governors

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>Langelid, T., Mäki, M., Raundrup, K., Svensson, S. eds., 2009, <i>Nordic Prison Education, A Lifelong Learning Perspective</i>. Internet: http://www.norden.org/is/utgafa/utgefidefni/2009-536</p>	<p>Covers only Nordic countries (Denmark, Finland, Norway and Sweden, as well as a brief description of the situation in Iceland, Greenland, the Faeroe islands and the Åland islands).</p>
<p>Norwegian Ministry of Education and Research, <i>Short Version of Report no. 27 to the Storting [the Norwegian Storting] (2004-2005) Education and Training in the Correctional Services "Another Spring</i>. Internet: http://www.epea.org/images/pdf/AnotherSpring(Norway).pdf</p>	<p>Specific to Norway – describes current situation of education and training in prison in Norway and makes recommendations for future.</p>
<p>Recommendations from the group nominated to monitor the Evaluation of Education in Norwegian Prisons. Report number 1 05 Research-based Evaluation of Education in Norwegian Prisons. http://www.fylkesmannen.no/fagom.aspx?m=20573&amid=2330326</p>	<p>Specific to Norway.</p>
<p>Prison Education Trust, Inside Time and RBE Consultancy Ltd., 2009, <i>Brain Cells: Listening to prisoner learners</i>. Internet: http://www.prisonerseducation.org.uk/fileadmin/user_upload/doc/offender_learning_matters/BRAIN_CELLS_REPORT_11th_MAY_09.pdf</p>	<p>Report summarises results of a survey which aimed to explore prisoners' experiences of education and learning in prison. UK specific.</p>
<p>Warner, K. (2009) <i>Resisting The New Punitiveness? Penal Policy in Denmark, Finland and Norway</i>. Phd. University College Dublin, Internet: http://www.epea.org/index.php?option=com_content&task=view&id=481&Itemid=498</p>	<p>Report provides provide updated comparative view of education and training in prisons in the countries concerned.</p>

<p>Costelloe, A. and Warner, K. 2008. Beyond Offending Behaviour: The Wider Perspectives of Adult Education and the European Prison Rules. In Wright, R. (ed). In the Borderlands: Learning to Teach in Prisons and Alternative Settings, 3rd edition. San Bernardino: California State University. http://www.epea.org/images/kwa/Kevin_Warner_Anne_Costelloe_Chapter_XII.pdf</p>	
<p>Warner, K. (2002) Penal Policy and adult education of prisoners in Criminal Justice in Ireland by Paul O'Mahony, Criminal Justice in Ireland (Dublin: Institute of Public Administration) http://www.epea.org/images/kwa/PENAL%20POLICY%20AND%20THE%20ADULT%20EDUCATION%20OF%20PRISONERS.pdf</p>	
<p>Wilson, Anita (2010) Interrupted Life: The criminal justice system as a disruptive force in the lives of young offenders. Pub. Prison Service Journal http://www.hmprisonservice.gov.uk</p>	<p>Publicly available on the internet Interesting report on how the criminal justice system and prison regimes (sentencing, moving from prison to prison, etc) disrupt and thwart young people's educational careers</p>
<p>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</p>	<p>UK only (England and Wales) Study carried out in 12 prisons across England and Wales, to identify how prison officers viewed prison education, what support they could offer, and how it might best be given in the future.</p>
<p>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</p>	<p>Publicly available on internet. UK only (England and Wales) Study provides comprehensive analysis of and 70 policy recommendations for UK prison system.</p>
<p>UK House of Commons, Justice Committee, Twelfth Report of Session, Role of the Prison Officer (2009). Internet: http://www.publications.parliament.uk/pa/cm2009/cmselect/cmjust/361/36102.htm</p>	<p>UK only. Looks at role of prison officers in influencing whether particular offenders go on to achieve a law-abiding lifestyle.</p>
<p>Talbot, J. (2007) <i>No one knows: identifying and supporting prisoners with learning difficulties and learning disabilities: the views of prison staff.</i> Prison Reform Trust Internet: http://www.prisonreformtrust.org.uk/temp/NospOnespKnowsspreliminarysreport2.pdf</p>	<p>UK only (England and Wales). Brings together the views of prison staff on how prisoners with learning difficulties and learning disabilities are identified and supported at prisons in England and Wales.</p>
<p>Against the Narrowing of Perspectives: How do we see Learning, Prisons and Prisoners? Warner, Kevin. 2007. Internet: http://www.pesireland.org/pdfs/Againstthenarrowingofperspectives.pdf</p>	<p>Ways of seeing learning, prisons and prisoners are each looked at in turn, and in each case an argument against a narrowing of perspective is made</p>

<p>11th EPEA Conference <i>Learning for Liberation</i> Dublin City University (2007), Ireland Internet: http://www.epea.org/index.php?option=com_content&task=view&id=153&Itemid=195</p>	<p>Publicly available on internet. Report from 2007 European Prison Education Association Conference.</p>
<p>10th EPEA Conference <i>Challenges for European Prison Education – Let’s make the changes together</i> Boyana Residence, Bulgaria Internet: http://www.epea.org/index.php?option=com_content&task=view&id=153&Itemid=195</p>	<p>Publicly available on internet. Report from 2007 European Prison Education Association Conference.</p>
<p>9th EPEA Conference <i>All of me</i> Langesund, Norway 2003 Internet: http://www.epea.org/index.php?option=com_content&task=view&id=153&Itemid=195</p>	<p>Report from European Prison Education Association conference in 2003. Focus on holistic approach to prison education and training.</p>
<p>8th EPEA Conference <i>A Multicoloured Palette?</i> Noordwijkerhout, The Netherlands 2001 Internet: http://www.epea.org/index.php?option=com_content&task=view&id=153&Itemid=195</p>	<p>Report from European Prison Education Association conference in 2003. Focus on holistic approach to prison education and training.</p>
<p>DfEE (2000) <i>Improving prisoners’ learning and skills: A new strategic partnership</i>. Annesley: DfEE Publications</p>	<p>This paper sets out plans to secure real and lasting improvement in prisoners’ learning and skills – both in prison and in the crucial period after their release. It explains how this will be achieved through a new strategic partnership between the Department for Education and Employment (DfEE) and the Prison Service, working with all the key agencies.</p>
<p>House of Commons Education and Skills Committee (2005): <i>Prison Education</i>, Seventh Report of Session 2004–05, http://www.publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/114/11403.htm</p>	<p>In 2004, less than a third of prisoners had access to prison education at any one time. The report notes the need of a fundamental shift in approach to prison education and a step change in the level of high quality provision that is suited to meet the needs of individual prisoners to provide them with a real alternative to crime on release.</p>
<p>Secretary of State for Education and Skills (2005): <i>Government Response to the House of Commons Education and Skills Committee Report – Prison Education</i></p>	<p>UK The report sets out how to bring about a step-change in the quality and responsiveness of learning and skills for offenders, in prison and in the community.</p>
<p>National Audit Office (2008) <i>Meeting Needs: The Offenders’ Learning and Skills Service</i>, London, The Stationary Office, March 2008 http://www.publications.parliament.uk/pa/cm200708/cmselect/cmpublicacc/584/584.pdf</p>	<p>UK The report documents the different ways of delivering learning and skills to offenders and how to overcome many of the long standing problems with providing offenders with effective and useful skills training. The report says that this objective was not achieved.</p>

<p>Bayliss, Phil (2003b): Sentenced to a term of education, in <i>Adult Learning</i>. Vol.14, no. 10 pp18-19</p>	<p>The British government's core curriculum for prison education is similar to the competency-based national curriculum. A better approach would be a broader vision of prisons as "secure colleges" with an integrated learning program that measures intangible but important outcomes such as increased self-worth and positive attitudes.</p>
<p>Prison Reform Trust (2003): <i>Time to Learn</i>, London. Internet: http://www.prisonreformtrust.org.uk/uploads/documents/Time_to_LearnBook.pdf</p>	<p>The report says prisoners are being denied opportunities for education and training in jails in England and Wales because of a failure to prioritise learning across the prison estate.</p>
<p>Margaret Simonot and Jeremy McDonald (2010) <i>An exploration of initial teacher training needs for teachers and instructors in offender education in London</i> http://www.loncett.org.uk/uploads/documents/doc_294.pdf</p>	<p>This project aims to investigate the training needs of those teaching in prisons.</p>
<p>Baumann, M., Meyers, R., Le Bihan, E., & Houssemand, C. (2008). Mental health (GHQ12; CES-D) and attitudes towards the value of work among inmates of a semi-open prison and the long-term unemployed in Luxembourg. <i>BMC Public Health</i>, 8:214. (Impact factor 2008 : 1,63)</p>	<p>To analyse the relationships between mental health and employment commitment among prisoners and the long-term unemployed (LTU) trying to return to work.</p>
<p>Munoz, V. (2009) <i>The Right to education of persons in detention</i>, Report of the Special Rapporteur on the right to education, Human Rights Council, UN</p>	<p>Report devoted to the right to education of persons in detention.</p>
<p>Council of Europe, <i>Education in Prison</i></p>	<p>Recommendation for Governments of member states to implement policies relating to education in prison.</p>
<p>OLSG Report (2008) <i>Offender Learning Steering Group: Final Report</i>, OU Internal report, presented to the LTSSC in May 2008 http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/48737f509091b.pdf</p>	
<p>OU Offender Learning (2009) <i>Offender Learning Regional Survey</i>, http://intranet.open.ac.uk/studentservices/tls/pages/LDT-OFL-OffenderLearningHome.php (see OU Prisons Survey, accessed 16 April 2010)</p>	
<p>Reports relating to countries within scope of project, not publicly available</p>	
<p>Lindberg, O. (2005) <i>Prison cultures and social representations. The case of Hinseberg, a women's prison in Sweden</i>. <i>International Journal of Prisoner Health</i>, Volume 1, Issue 2-4, June 2005, pages 143-161, Internet: http://www.informaworld.com/smpp/content-db=all-content=a743931393</p>	<p>Abstract available, subscription required for full article. Sweden only. Presents a study of female inmates in the closed prison for women, Hinseberg, in Sweden. The study examines the inmates and staff culture on the basis of concepts such as interaction rituals, status, role conflicts and social representations.</p>

<p>Manger, T., Eikeland, O.-J., Diseth, Å., & Hetland, H. (in press). Prison inmates' educational motives: Are they pushed or pulled? <i>Scandinavian Journal of Educational Research</i>.</p>	
<p>Bayliss, P. (2003) <i>Learning behind bars: time to liberate prison education</i>. <i>Studies in the Education of Adults</i>, Volume 35, Number 2, 1 September 2003, pp. 157-172 (16) Internet: http://www.ingentaconnect.com/content/niace/stea/2003/00000035/00000002/art00004</p>	<p>Full report not available online. Suggests that: "Prison education could be liberated by loosening its constraints of providing mainly basic skills classes, to becoming integrated within all prison activities and by having more involvement with the outside community".</p>
<p>McGuckin, J., Role and Profile of Recruit Prison Officers in the Irish Prison Service (2009)</p>	<p>Not available online.</p>
<p>Diseth, Å., Eikeland, O.-J., Manger, T. & Hetland, H. (2008). Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation. <i>Educational Research and Evaluation</i>, 14, 201-214.</p>	<p>Subscription required. Norway only. The study showed that the prison inmates are generally quite satisfied with the education quality, that they are highly motivated, and use appropriate learning strategies. However, many of them experience problems such as lack of access to computer equipment and the security routines in prison interfere with their education. A structural equation modelling (SEM) analysis showed that motivational beliefs were mediators between course experience and self-regulated learning strategies. These findings were discussed with respect to improvement of the education quality in prisons and to theoretical issues with relevance beyond the prison context.</p>
<p>Costelloe, A. (2003). Third level education in Irish prisons: Who participates and why? Doctoral thesis. Milton Keynes: The Open University.</p>	<p>Not available online.</p>
<p>Bayliss, P. (2003) <i>Learning behind bars: time to liberate prison education</i>. <i>Studies in the Education of Adults</i>, Volume 35, Number 2, 1 September 2003, pp. 157-172 (16) Internet: http://www.ingentaconnect.com/content/niace/stea/2003/00000035/00000002/art00004</p>	<p>Full report not available online. UK only. Suggests that: "Prison education could be liberated by loosening its constraints of providing mainly basic skills classes, to becoming integrated within all prison activities and by having more involvement with the outside community".</p>
<p>Irwin, T. (2008) The Inside Story, Practitioner Perspectives on Teaching in Prison, <i>The Howard Journal</i>, Vol.47 No.5, pp512-528.</p>	
<p>Jones, P and Pike, A. (2010) 'Prisoners' education – are we doing enough', in 19 May 2009: Too Many Prisoners: The All-Party Parliamentary Penal Affairs Group, January 2008 – March 2010, pp53-57, London, Prison Reform Trust.</p>	

Owers, A. (2007) 'Imprisonment in the twenty-first century: a view from the inspectorate' in Jewkes, Y. (ed.) Handbook on Prisons, Cullompton, Willan Publishing.

Reuss, A. (1997) Higher Education and Personal Change in prisoners, PhD Thesis
www.theses.whiterose.ac.uk, accessed 4th March 2010

Reuss, A. (2000). 'The researcher's tale', Ch2 in Wilson and Reuss (eds) Prison(er) Education: Stories of Change and Transformation, Winchester, Waterside Press

Wirth, W. (2008b): Zukunft der Bildung im Strafvollzug des Landes Nordrhein-Westfalen [The future of education in prisons in North Rhine Westphalia]. In: Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen (Hrsg): Schulische Berufsbildung im Strafvollzug. Neue Konzepte im Verbund von Justizvollzugsanstalten und Berufskollegs. Düsseldorf, 14 – 29.

The author looks at the future of education in prisons in North Rhine Westphalia, Germany, in which the training concepts of penal institutions and vocational colleges are ideally combined. Topics include the methodology and didactics of learning programmes, certification options and opportunities of portfolio work.

Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy

King, S., Women and the changing work of prison officers.
http://www.aic.gov.au/events/aic%20upcoming%20events/2000/~/_/media/conferences/womencorrections/kingpo.ashx

Australia only.
Draws on South Australian Annual Prisons Department and Department for and of Correctional Services Annual Reports to chart changes to the understandings of prison officers work, associated with changed expectations of prisons in the last century. In so doing it identifies the extent to which thinking about prisons and their workers has been derived from the experience of men's prisons and explores variations to these understandings from women's prisons. In conclusion the paper will examine the implications of changing and contradictory expectations of prisons and their workers for the recruitment of staff.

Dugaid, S., Can Prisons Work? The Prisoner as Object and Subject in Modern Corrections (2000). Internet:
http://books.google.co.uk/books?id=lyc1n8LJU6gC&dq=Can+Prisons+Work%3F+The+Prisoner+as+Object+and+Subject+in+Modern+Corrections&printsec=frontcover&source=bn&hl=en&ei=adSYTMGSHseQjAe7mYkH&sa=X&oi=book_result&ct=result&resnum=5&ved=0CCQQ6AEwBA#v=onepage&q&f=false

Canada only.

International Centre for Criminal Law Reform and Criminal Justice Policy, Strategies and Best Practices against Overcrowding in Correctional Institutions (2009). Internet: http://www.icclr.law.ubc.ca/files/2009/Overcrowding.pdf	Canada only
Locked up and Locked out - An Educational Perspective on the US Prison Population. Internet: http://www.ets.org/Media/Research/pdf/PIC-LOCKEDUP.pdf	USA only. Report provides a broad perspective on the U.S. prison population and offers judgements about the status of prison education programmes.
Reports relating to countries outside of scope of project, not publicly available	
Antonio, M. E., Young, J.L and Wingard, L. M. (2009) <i>Reinforcing Positive Behavior in a Prison: Whose Responsibility Is It?</i> Journal of Offender Rehabilitation, 48:53-66, 2009	Subscription required
Prendergast, M., Farabee, D. and Cartier, J. (2001) <i>The Impact of In-Prison Therapeutic Community Programs on Prison Management.</i> Journal of Offender Rehabilitation, Vol 32 (3), 2001. Pp. 63-78	Subscription required
Ministry of Public Works and Government Services Canada, Report of the Correctional Service of Canada Review Panel, <u><i>A Roadmap to Strengthening Public Safety</i></u> (2007)	Subscription required
Sanford, R. & J.E. Foster (2006) Reading, Writing and prison education reform? The Tricky and political process of establishing college programs for prisoners: in Journal of Equal Opportunities International. Vol25 Issue 7	No – abstract free, article can be rented or bought. Report explains how to set up programmes and discusses barriers
Ubah, C.B.A. and Robinson jr. R.L. (2003) A Grounded Look at the Debate Over Prison-Based Education: Optimistic Theory Versus Pessimistic Worldview The Prison Journal, June 2003, vol. 83 no. 2 115-129 Internet: http://tpj.sagepub.com/content/83/2/115.abstract	Subscription required

Theme 3: Education in specific subject areas (adult basic education (literacy, numeracy etc.), IT, soft skills, language-learning, arts & cultural creativity

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>Hurry, J., Brazier, L., and Wilson, A., with Emslie-Henry, R. and Snapes, K. (2010) <i>Improving the Literacy and Numeracy of Young Offenders in custody and the Community</i>, Internet: http://www.nrdc.org.uk/publications_details.asp?ID=178#</p>	<p>Final report from the research project 'Improving the literacy and numeracy of young offenders and disaffected young people' carried out by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) from 2002–2005.</p>
<p>Morgan, M and Kett, M, 2003, <i>The Prison Adult Literacy Survey, Results and Implications</i>, Irish Prison Service. Internet: http://www.irishprisons.ie/documents/Adult_Literacy_Survey.pdf</p>	<p>Covers Ireland only. Identifies a number of the benefits of arts activities in prison and makes recommendations for future developments or areas for further research.</p>
<p>An Evaluation of basic skills training for prisoners. Home Office Findings 260 (2005). Internet: http://rds.homeoffice.gov.uk/rds/pdfs05/r260.pdf</p>	<p>UK only. Describes the main findings from a longitudinal study of 464 prisoners starting basic skills training between December 2001 and July 2002. The study assesses changes in prisoners' literacy and numeracy levels and examines the relationship between basic skills education and post-release offending and employment outcomes.</p>
<p>Improving the literacy and numeracy of disaffected people in custody and in the community – Report (2005). Internet: http://www.nrdc.org.uk/publications_details.asp?ID=28#</p>	<p>UK only. Study based on sample of 199 young people convicted of an offence. Explores ways of improving the literacy and numeracy skills of young offenders with underdeveloped basic skills. Aims to see what impact literacy and numeracy have on economic activity and offending over time.</p>
<p>Beyond Offending Behaviour: The Wider Perspectives of Adult Education and the European Prison Rules, Costelloe, Anne and Warner, Kevin. 2008. Internet: http://www.pesireland.org/pdfs/Norway_paper_kevin_revise.pdf</p>	<p>Paper challenges a narrowing of perspective and draws attention to what the authors feel is being lost or neglected - the fundamental philosophy of the Council of Europe and its awareness of what prisons are and should be doing as delineated in the European Prison Rules (EPR) (1987). What is being neglected is the adult education perspective at the core of Education in Prison (1990). Here we look at both adult education (in Part 2) and 'European' penal policy (in Part 3) in an attempt to widen the focus once more.</p>
<p>Embedding literacy, language and numeracy in Offender Learning programmes. Notes for trainers and advisers: Skills for Life Improvement Programme http://sflip.excellencegateway.org.uk/PDF/Embedding%20LLN%20in%20Offender%20Learning%20-%20Guidance%20for%20trainers%20&%20advisers.pdf</p>	<p>Publicly available on Internet Guide for BE Teachers on best methodologies and resources, focused on embedding ABE</p>

<p>Clements, P, 2004, The Rehabilitative Role of Arts Education in Prison: Accommodation or Enlightenment?, International Journal of Art and Design Education, v23, n2, pp 169-178, May 2004</p>	<p>GHK has a copy. Article is not country-specific. Article examines competing discourses of penal educational provision in order to assess the role of the arts; and examines a radical educational agenda of inclusion based on emancipatory theory, as a conduit for personal transformation, in which the creative arts have a central role</p>
<p>Bamford, A, 2007, An evaluative report of arts in prisons, Anne Peaker Centre for Arts in Criminal Justice (APC), Canterbury, United Kingdom</p>	<p>GHK has a copy. UK only. Identifies a number of the benefits of arts activities in prison.</p>
<p>Hurry, Jane, Brazier, Laura and Wilson, Anita (2009) Improving the Literacy and Numeracy of Young Offenders in Tracking Adult Literacy and Numeracy: Longitudinal Studies of Adult Education. eds. S. Reder & J. Bynner, Routledge</p>	<p>Publicly available Using a specially designed programme, a comparison will be made between young offenders who receive the intervention and those who do not. The impact of the intervention will be assessed in the short term by progress in literacy and numeracy, and after one year by reduction of unemployment and offending</p>
<p>Continuing Positive Change in Prison and the Community: An Analysis of the long term wider impact of the Good Vibrations project</p>	<p>Publicly available on internet (Word version can be located via search engine). UK only. Review of UK programme- assessing the impact of the programme</p>
<p>Physical Education in Prisons: Best Practice Handbook. PE Development Group. Irish Prison Service. http://www.pesireland.org/pdfs/GoodPracticeHandbookfinal24.1.06.pdf</p>	<p>Publicly available on Internet Guide to best practice in teaching PE</p>
<p>Hughes, Jenny. Doing the Arts Justice - A Review of Research Literature, Practice and Theory: The Unit for the Arts and Offenders Centre for Applied Theatre Research http://www.artscouncil.org.uk/publication_archive/doing-the-arts-justice-a-review-of-research-literature-practice-and-theory/</p>	<p>Publicly available on Internet "The arts have the capacity and potential to offer a range of innovative, theory-informed and practical approaches that can enhance and extend provision of educational, developmental and therapeutic programmes across the criminal justice sector."</p>
<p>Miles, Andrew & Clarke, Rebecca. The Arts in Criminal Justice: A study of research feasibility (2006) Centre for Research on Socio Cultural Change. University of Manchester REACCT (Research into Arts and Criminal Justice Think Tank) http://www.motherwell.ac.uk/inspiringchange/AMilesStudy.pdf</p>	<p>Publicly available on Internet Good research shows how 'the arts' are cost-effective, reduce recidivism, build self-esteem, etc.</p>
<p>Chavigny D., Lieber C. (2005), <i>Les bibliothèques des établissements pénitentiaires : rapport</i>, Inspection Générale des bibliothèques, Ministère de la Culture et de la communication Internet: http://www.ladocumentationfrancaise.fr/rapports-publics/054000348/index.shtml</p>	<p>This report evaluates the development of cultural and artistic activities – in particular reading- within prisons in France.</p>
<p>Translation: Report on prison libraries</p>	

<p>Becta (2010) Survey for technology use in Offender Learning. Online at http://research.becta.org.uk/index.php?section=h&catcode=re_rp_be_03&rid=18006</p>	<p>The primary aim of the <i>Harnessing Technology</i> surveys is to assess the levels of organisational/sectoral implementation of technology within the various post-16 sub-sectors.</p>
<p>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</p>	<p>Report sets out the scale of the problem of re-offending; examines the causes and why the system doesn't work better; and makes recommendations for the way forward.</p>
<p>Reports relating to countries within scope of project, not publicly available</p>	
<p>Samuelsson, S., Herkner, B., and Lundbeg, I. (2003) <i>Reading and writing difficulties among prison inmates: A matter of experiential factors rather than dyslexic problems</i>. Scientific Studies of Reading, / (1), / (1), 53-3</p>	<p>Subscription required. Sweden only. Concludes that that prison inmates in Sweden possess reading and writing skills that are comparable to those found in an adult population and that the occurrence of dyslexic problems is very close to population incidences.</p>
<p>Council of Europe. 1990. <i>Education in Prison</i>, especially Chapter Ten, 'Creative and Cultural Activities'.</p>	<p>Members only access: http://www.epea.org/index.php?option=com_content&task=view&id=150&Itemid=183</p>
<p>Prison Education in Ireland: A Review of the Curriculum:Curriculum Review Group as part of the Prison Education Service, 2003.</p>	<p>Hard copy only Gives a good rationale for having a broad curriculum and discusses all subjects taught in Irish prisons</p>
<p>'What Works in Offender Rehabilitation?: Revealing the Contribution of the Arts', in J. Cowling (ed.), <i>For Arts Sake? Society and the Arts in the 21st Century</i>, Institute for Public Policy Research, 2004.</p>	<p>Argues that the arts can reduce recidivism and improve rehabilitation</p>
<p>Broadhead, J (2006): <i>Unlocking the Prison Muse. The Inspiration and Effects of Prisoners' Writing in Britain</i>, Cambridge Academic Press</p>	<p>Britain Examines the history, the inspirations and the effects of prisoners' writing in Britain - on rehabilitation, on wider society, on penal policy and on victims.</p>
<p>Miles, A. (2004): 'What Works in Offender Rehabilitation?: Revealing the Contribution of the Arts', in Cowling, J. (ed.), <i>For Arts Sake? Society and the Arts in the 21st Century</i>, Institute for Public Policy Research</p>	<p>No abstract available</p>
<p>Hudson, Caroline (2003): <i>Basic skills provision for offenders on probation supervision: beyond a rhetoric of evidence-based policy?</i> Oxford, p.64-81 in <i>British Journal of Educational Studies</i>. Vol.51, no.1</p>	<p>The article assesses the extent to and ways in which policy development and implementation on adult basic skills (literacy and numeracy) within the National Probation Service (NPS) are evidence-based.</p>

<p>Fédération interregionale du livre et de la lecture (2005), <i>Culture en prison – Ou en est-on?</i>, FILL, Paris</p>	<p>France</p>
<p>Translation: Culture in prison – Where do we stand?</p>	<p>This report contains the transcription of discussions held at a conference on cultural activities in prison held in April 2005.</p>
<p>Fédération française pour la coopération des bibliothèques, des métiers du livre et de la Documentation (2004), <i>Les actions culturelles et artistiques en milieu pénitentiaire: guide pratique</i>, FFCB, Paris</p>	<p>France</p>
<p>Translation: Artistic and cultural activities in prison: a handbook</p>	<p>Practical guide to help the design and implementation of cultural and artistic activities within the prison context.</p>
<p>Asbjørnsen, A., Jones, L. Ø., & Manger, T. (2008). <i>Innsatte i Bergen fengsel: Delrapport 3: Leseferdigheter og grunnleggende kognitive ferdigheter</i> [Inmates in Bergen Prison: Report 3: Reading skills and basic cognitive skills]. Bergen: Fylkesmannen i Hordaland.</p>	
<p>Asbjørnsen, A. E., Jones, L. Ø., & Manger, T. (2007). <i>Innsatte i Bergen fengsel. Delrapport 2: Lesevaner, leseerfaringer og leseferdigheter</i> [Inmates in Bergen Prison: Report: Reading habits, reading experience and reading achievement]. Bergen: Fylkesmannen i Hordaland.</p>	
<p>Asbjørnsen, A., Manger, T. & Jones, L. (2007). <i>Leseferdigheter og lesevaner blant innsatte i Bergen fengsel. Delrapport 1: Leseferdigheter blant innsatte</i> [Reading abilities and reading habits among inmates in Bergen Prison. Report 1: Reading abilities among inmates]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.</p>	
<p>Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy</p>	
<p>Dolan, K.A., Bijl, M and White, B (2004), <i>HIV education in a Siberian prison colony for drug dependent males</i> Internet: http://www.equityhealthj.com/content/3/1/7</p>	<p>Siberia only.</p>
<p>Over Walls: Starting a Writing Workshop in Prison Hettie Jones & Janine Pommy Vega, (1999). http://www.pen.org/downloads/documents/WOW_Handbook.pdf</p>	<p>Publicly available on Internet</p>

<p>Writing for Change: Engaging Juveniles through Alternative Literacy Education, http://findarticles.com/p/articles/mi_qa4111/is_200806/ai_n28081958/?tag=content;col1</p>	<p>Alternative literacy methods- reviewing existing programmes across the U.S</p>
<p>Greenberg, E., Dunleavy, E. and Kutner, M. <i>Literacy Behind Bars: Results from the 2003 National Assessment of Adult Literacy Prison Survey</i>. National Centre for Education Statistics Internet: http://nces.ed.gov/pubs2007/2007473.pdf</p>	<p>USA. National Assessment of Adult Literacy (NAAL) assessed the English literacy of incarcerated adults.</p>
<p>Baird, I. (2001) <i>Evolution of Activists: Prison Women's Writings as Change Agent for their Communities</i>.</p>	<p>GHK has a copy. USA only.</p>
<p>Learning to C: Visual Arts Education as Strengths Based Practice in Juvenile Correctional Facilities, http://findarticles.com/p/articles/mi_qa4111/is_200906/ai_n35628946/?tag=content;col1</p>	<p>US case study of arts programme in a juvenile correctional facility</p>
<p>Status and Praxis of Arts Education and Juvenile Offenders in Correctional Facilities in the United States, The, http://findarticles.com/p/articles/mi_qa4111/is_200806/ai_n28081960/?tag=content;col1</p>	<p>USA only. results of a study of arts education in juvenile correctional facilities</p>
<p>Cohen, L. M. (2009) <i>Choral singing and Prison Inmates: Influences of Performing in a Prison Choir</i>. The Journal of Correctional Education 60(1) p 52-65 http://findarticles.com/p/articles/mi_qa4111/is_200903/ai_n31666964/</p>	<p>USA only. Report on two experiments to compare well-being measurements between a group of prison inmates singing in a choir and prison inmates not singing in a choir.</p>
<p>Bushfield, S. (2004) <i>Fathers in Prison: Impact of Parenting Education</i>. The Journal of Correctional Education 55(2) P 104-116 http://findarticles.com/p/articles/mi_qa4111/is_200406/ai_n9453867/pg_8/</p>	<p>Study examined the impact of short term parenting education on fathers in prison who were enrolled in a 3-day parenting class.</p>
<p>Reports relating to countries outside of scope of project, not publicly available</p>	
<p>Torre, E, T and Fine, M, <i>Bar None: Extending Affirmative Action to Higher Education in Prison</i> Journal of Social Issues, Volume 61, Issue 3, pages 569 - 594, September 2005 Internet:http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4560.2005.00421.x/abstract</p>	<p>Subscription required. Country scope not clear from abstract. Presents empirical findings of a 4-year, qualitative and quantitative participatory action research study of the impact of college in prison.</p>
<p>Coakley, Catherine. 1990. <i>Creativity in Prison</i>. In <i>Yearbook of Correctional Education</i>. Burnaby, Canada: Simon Fraser University</p>	<p>Report describes how the teaching of visual art and creative writing in a men's prison works effectively.</p>

<p>Silber, L. (2005) <i>Bars behind bars: the impact of a women's prison choir on social harmony</i>. Music Education Research, Volume 7, Issue 2, July 2005 pages 251-271 Internet: http://www.informaworld.com/smpp/content~db=all-content=a713997153</p>	<p>Israel only. Paper documents the establishment of a multi-vocal choir for women inmates in an Israeli prison</p>
<p>Porporino, F.J., Robinson, D. (1992) Can Educating Adult Offenders Counteract Recidivism? Correctional Services of Canada, Report presented to the ACA Winter Conference 1992.</p>	<p>Abstract available online. Canada only. Describes some efforts within the Correctional Service of Canada to study the benefits of its Adult Basic Education programmes, both for the general process of reintegration and in reducing the likelihood of recidivism for different categories of offenders</p>
<p>Duguid (S) (1992): Becoming Interested in Other Things: The Impact of Education in Prison, in Journal of Correctional Education, Vol. 43, Issue 1.</p>	<p>US This article sets out some general objectives for correctional education: educating for dispositions rather than skills, encouraging inmates to become true citizens by engaging with the conventional, promoting personal growth and self-esteem, and working to establish a connection between the prisoner and society.</p>
<p>Drakeford, W. (2002) The Impact of an Intensive Program to Increase the Literacy Skills of Youth Confined to Juvenile Corrections, Journal of Correctional Education, Vol. 53(4), December 2002, 139-144.</p>	<p>Subscription required. USA only. Multiple baseline study to examine the effectiveness of an intensive literacy programme for six African-American adolescents in a juvenile detention centre in Maryland. Positive gains were found in oral fluency, grade placement level, and attitudes.</p>

Theme 4: Methodologies and approaches to prison education and training: the role of guidance and counselling, individual learning plans, validation of competences, assessing learner performance and achievement

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

Skills for Scotland. Offender Learning: options for improvement (Scotland). Internet:
<http://scotland.gov.uk/Resource/Doc/297489/0092539.pdf>

Publicly available on internet. UK only (Scotland). Study brought together three groups of key stakeholders relating to offender learning in Scotland. They have identified options to provide a more integrated service for offenders, wherever they are based. That includes education provided in prisons, through care provision for those involved with and leaving the justice system and access to mainstream employability services.

- young offenders
- adult offenders in custody
- adult offenders in the community.

This report provides a synopsis of the key conclusions of the three groups, together with their recommendations.

Salane, F (2008) L'enseignement à distance en milieu carcéral : droit à l'éducation ou privilège ? In Distances et savoirs. Hors série.
<http://www.distanceetdroiteducation.org/content/s/DS2008-HS-Salane.pdf>

This article analyses the research works in French which were published in 2008 consecutively to the call for communications on the theme of access to education, initiated by the journal Distances et Savoirs, joined by five foreign journals.

Callejo, J.; Viedma, A. (coord.) (2007) EURO DESIP: Diagnosis of State of Higher Education in Penal Institutions in Europe. Guide for Higher Education. Conclusions and Recommendations
<http://www.eurodesip.org/en/wp-content/uploads/2008/01/EURODESIP%20GUIDE%20HIGHER%20EDUCATION%20CONCLUSIONS%20AN>

Evreinoff, S.; Mortimer, P. (2007) Study of Higher Education in Prison Institutions in Europe – Country Profile: France
http://eifad.cned.fr/joomba/media/news/EURO-DESIP_Country-Profile_France_042007_EVREINOFF_MORTIMER.pdf

Warner, K. (2007) Against the narrowing of perspectives: how do we see learning, prisons and prisoners
http://www.epea.org/images/kwa/Australasian_Corrections_Education_Association_Conference.pdf

Bulgarian Academy of Sciences (2009) The Role of Bulgarian Educational Institutions for Promotion of Access of Adults to Formal Education

Lode Vermeersch & Anneloes Vandenbroucke (2009) The access of adults to formal and non-formal adult education, Country Report Belgium, Section 4: Prison education

Passport to Freedom, Context and Conclusions. Report from the EQUAL Exchange Event held in Lisbon, 2006

Reports relating to countries within scope of project, not publicly available

Bayliss, P. (2003) *Learning behind bars: time to liberate prison education*. Studies in the Education of Adults, Volume 35, Number 2, 1 September 2003, pp. 157-172 (16)
Internet:
<http://www.ingentaconnect.com/content/niace/stea/2003/00000035/00000002/art00004>

Full report not available online. Suggests that: “Prison education could be liberated by loosening its constraints of providing mainly basic skills classes, to becoming integrated within all prison activities and by having more involvement with the outside community”.

Asbjørnsen, A., Jones, L. Ø., Munkvold, L. H., Obrzut, J. E., & Manger, T. (2010). An examination of shared variance in self-report and objective measures of attention in the incarcerated adult population. *Journal of Attention Disorder*, 14, 182-193.

Full report not available online.

Watts J. H. (2010) Teaching a Distance Higher Learning curriculum behind bars: challenges and opportunities: *Open Learning: The Journal of Distance and Open Learning*

Have to buy article

Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy

Jeanne B. Contardo and Wendy Erisman, Ph.D. Learning to Reduce Recidivism: A 50-State Analysis of Post secondary Correctional Education Policy. (2005)
<http://www.ihep.org/Publications/publications-detail.cfm?id=47>

Publicly available on internet – surveys what higher education (post secondary) is available, highlights barriers to participation and outlines key recommendations.

Reports relating to countries outside of scope of project, not publicly available

Behan, Cormac (2007): Context, Creativity and Critical Reflection: Education in Correctional Institutions, in *The Journal of Correctional Education* 58(2)

US
The author urges educators to develop an alternative discourse regarding the definition of correctional education progress through the creation of alternative epistemologies and by locating the practice of correctional education within an adult education pedagogy.

Duguid, S. (2000) *Can Prisons Work: The Prisoner as Object and Subject in Modern Corrections*, University of Toronto Press
http://books.google.co.uk/books?id=lyc1n8LJU6gC&printsec=frontcover&dq=Can+Prisons+Work:+The+Prisoner+as+Object+and+Subject+in+Modern+Corrections&source=bl&ots=4piwTBBpOA&sig=1j_o8f5u64Hv2c6c6kbtFpwothE&hl=en&ei=Zm-1TMeZCZm8jAfR9M2-Aw&sa=X&oi=book_result&ct=result&resnum=2&ved=0CBwQ6AEwAQ#v=onepage&q&f=false

Covers N. America, UK and Europe
Can individuals be reformed and rehabilitated in prisons? Several sections cover the different methods of prison education in different countries and their effectiveness.

<p>Gehring, T. (2007): The Organisation of Correctional Education Services in The Journal of Correctional Education 58(4)</p>	<p>Country not clear This article documents the major types of correctional education organizations over the centuries and notes that the historical pattern is that educators are gradually gaining some authority over correctional education decisions.</p>
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Theme 5: Education and training for employability: vocational training and its link to the needs of the labour market; incentives to learn, and interactivity between education, training and work in the prison context

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>Sims, C. (City and Guilds), 2008, <i>Education and Training in Prisons</i>. Internet: http://www.skillsdevelopment.org.uk/pdf/Education%20and%20training%20in%20prisons%2009.10.22.pdf</p>	<p>Briefing note examines issues at stake and the place of vocational education and training within a wider approach to education within prisons. Argues that skills training for prisoners is vital but must recognise that many prisoners have wider support needs, and educational needs at a more basic level, which must be addressed for skills training to be effective in helping them secure rewarding, permanent employment.</p>
<p>Prevention or Reimprisonment – Report relating to EQUAL Community Initiative</p>	<p>GHK has copy.</p>
<p>Innovative strategies for the prevention of re-offending Practices and recommendations for local players (p.35). Internet: http://www.stop-reoffending.org/fileadmin/recidive/Activities/PDF/Initiative_VA_.pdf</p>	<p>Publicly available. Looks at local initiatives to reduce re-offending.</p>
<p><i>Bammann, Kai/Bühns, Ralf/Hansen, Bernd/Matt, Eduard (Eds.), Bildung und Qualifizierung im Gefängnis. Lösungsbeispiele aus der Praxis. Oldenburg 2008 [Evaluation of prison measures on vocational training, EQUAL DP BABE].</i> http://oops.uni-oldenburg.de/frontdoor.php?source_opus=850</p>	<p>Publicly available on internet. Germany only.</p>
<p><i>McEvoy, Kieran, Enhancing Employability in Prison and Beyond: A Literature Review., Queen's University Belfast for NIACRO 2008.</i> Internet: http://www.niacro.co.uk/filestore/documents/publications/Sept_08_49699_EmplyRep.pdf</p>	<p>Publicly available online. UK but reviews literature from other countries. Focus of report is on enhancing employability both within and beyond prisons. Report draws widely upon American, Canadian, Australian and European Union academic and policy sources as well as the UK literature.</p>
<p><i>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</i></p>	<p>Abstract available online (http://www.ncjrs.gov/App/Publications/abstract.aspx?ID=188225). Report summarises Member State responses to questionnaire relating to activities for prisoners in the context of structural changes to the European labour market.</p>

Skardhammar, T and Telle, K, <i>Life after prison, the relationship between employment and re-incarceration</i> , Statistics Norway, Research Department, 2009. Internet: http://www.ssb.no/publikasjoner/pdf/dp597.pdf	Article explores the relationship between formal employment and recidivism using a dataset that follows every Norwegian resident released from prison in 2003 for several years.
Reports relating to countries within scope of project, not publicly available	
NIACRO (2009). <i>Developing an economic case for employment-led resettlement</i> . Internet: http://www.niacro.co.uk/filestore/documents/publications/The_Economic_Case_for_Employment_Led_Resettlement.pdf	Executive summary available online. UK only
Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy	
Enhancing the Vocational Skills of Incarcerated Women Through a Plumbing Maintenance Program, http://findarticles.com/p/articles/mi_qa4111/is_200606/ai_n17185466/?tag=content;col1	USA only. Vocational skills for women
Australian Government, National Centre for Vocational Education Research (NCVER), <i>Vocational education and training for adult prisoners and offenders in Australia: Research readings</i> (2007)	Publicly available. Australia only.
Solomon, A.L., Johnson, K.D., Travis, J. and McBride, E.C. (2004) <i>From Prison to Work The Employment Dimensions of Prisoner Re- entry</i> . The Urban Institute. Internet: http://www.urban.org/url.cfm?ID=411097&renderf orprint=1	USA only.
Callan, V. and Gardner. J. (2005) <i>Vocational education and training provision and recidivism in Queensland correctional institutions</i> , NCVER, Adelaide, at http://www.ncver.edu.au/research/proj/nr4009.pdf	Australia. Examines links between prisoners' participation in the vocational education and training (VET) programs available within the Queensland prison system and their chances of returning to prison.
Eikeland, O.-J., Manger, T. & Asbjørnsen, A. (2010). <i>Innsatte i norske fengsel: Kompetanse gjennom utdanning og arbeid</i> [Inmates in Norwegian prisons: Competence through education and work]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.	
Reports relating to countries outside of scope of project, not publicly available	
Batchelder, J.S., and Pippert. J.M. (2002) <i>Hard time or Idle Time: Factors Affecting Inmates Choices between Participation in Prison Work and Education Programmes</i> . The Prison Journal, June 2002, vol. 82, no.2, pp. 269-280 Internet: http://tpj.sagepub.com/content/82/2/269.abstract	Subscription required. USA only.

Theme 6: e-Learning platforms and distance learning

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>Anne Adams and Anne Pike, Evaluating empowerment and control of HE e-learning technologies in a secure environment - Institute of Educational Technology / Open Centre for Excellence in Teaching and Learning, Open University, http://labspace.open.ac.uk/course/view.php?id=3965</p>	<p>This paper reviews HE e-learning technology perceptions within prisons and the health service, from 225 students' and stakeholders' perspectives.</p>
<p>Pike, A (2008) <i>Improving Access: The Role of Higher and Distance Education in Prisons</i>, In theme - Governance, Conflict and Social Justice, PCF5, London http://labspace.open.ac.uk/course/view.php?id=3965</p>	
<p>Hammerschick, W. (forthcoming), Report on e-Learning in European prisons - Concepts, organisation, pedagogical approaches in prison education.</p>	<p>Report to be published late 2010.</p>
<p>European Resettlement Training & Education for Prisoners (E-Step), (2008) Report on the Current ICT Provision in Romanian Prisons. http://estep.iscavision.com/uploads/ict_romania_final_report.pdf?PHPSESSID=4de2715d7fd511c7bfc5329d16b737a</p>	<p>Investigates the existing ICT equipment and Internet access in prisons in Romania.</p>
<p>Caroline Turley and Stephen Webster, (2010) Implementation and Delivery of the test beds virtual campus</p>	<p>The VC is an ICT platform that allows ETE providers and offender-learners' access to training materials to support release and employment, including secure access to websites.</p>
<p>EPEA, Prison Education in Europe- review of VEPS Project</p>	<p>Review of the Virtual European Prison School Project which involved the transnational transfer of best existing practice and the establishment of a web-based Virtual Prison School.</p>
<p>Hancock, V. (2009) Essential, desirable or optional? Making distance e-learning courses available to those without internet access, European Journal of Open, Distance and E-Learning [online] http://www.eurodl.org/index.php?p=current&sp=full&article=410 (accessed 7-9-10)</p>	
<p>Pike, A. (2010) COLMSCT CETL Final Report: Building bridges across the digital divide for HE students in prison, [online] http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/4bd99e868e43a.pdf (accessed 6-9-10).</p>	

Hancock, V. (2009) *'What's the alternative? Widening participation by making VLE-based distance learning available to those without internet access'* Paper accepted for The Cambridge International Conference on Open and Distance Learning 2009, Cambridge <http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/4adf24c040fac.pdf>

Pike, A. & Irwin, T (2008) *Improving Access to Higher Education and Distance Learning*, Paper to EDEN Conference, Paris, Oct 2008 online at <http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/492a825badece.pdf> (accessed 1st June 2009)

Reports relating to countries within scope of project, not publicly available

<p>Hendricks, Wilfried (Ed.): <i>Lernen mit Neuen Medien im Strafvollzug</i>. Herbolzheim, 2005 [Learning with new media in Prison – Evaluation reports on different Equal e-learning measures in prisons – Equal DP 'E-liS']</p>	<p>Not available online</p>
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<p>Hendricks, W./Jancer, M./Pfeffer-Hoffmann, C. (Eds.): <i>Kompetenzerwerb in der Berufsvorbereitenden Bildung</i>. Tönning, 2007 [Acquisition of Competence in Vocational Training].</p>	<p>Not available online.</p>
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Englebright, L. and Essom, J (2009) *E-enabling Offender Learning and Skills: What a difference e makes case studies*. Leicester, NIACE.

Englebright, L. and Pettit, I (2009) *E-enabling Offender-Learning and Skills: E-learning in the secure estate*. Leicester, NIACE.

<p>Salane F. (2008) <i>L'enseignement à distance en milieu carcéral, droit à l'éducation ou privilège ? Le cas des « détenus-étudiants »</i>, Distances et savoirs, 2008/3 (Volume 6), Lavoisier/Centre National d'Enseignement à Distance</p>	<p>France</p> <p>This report investigates the experience of inmates engaged in higher education through distance learning. It suggests that in practice the right to distance learning is seriously limited.</p>
<p>Translation: Distance learning in prisons, right to education or privilege? The case of students inmates</p>	

<p>Perfetti S. (2010), <i>La formation à distance en prison</i>, Distances et savoirs 2010/2 (Volume 8)</p>	<p>France This article presents the experience of the Centre National d'Enseignement a Distance (CNED) in implementing distance learning for inmates.</p>
<p>Translation: Distance learning in prison</p>	
<p>Hughes, E. (2004) <i>Free to Learn? Prisoner-students' views on Distance Learning</i>; Mitcham: Prisoners Education Trust</p>	
<p>Hughes, E. (2007) <i>Thinking inside the box: British prisoner-students' experiences of distance learning</i>, PhD Thesis, Birmingham, University of Central England</p>	
<p>Pike, A (2009) <i>Developing Online Communities to Support Distance Learning in Secure Environments</i>, Proceedings from the 2nd International Multi-conference Society, Cybernetics and Informatics, Vol.1 pp13-16; Orlando, USA. Available http://oro.open.ac.uk/</p>	
<p>Salane, Fanny (2008) <i>Distance education in prisons: an educational right or a privilege?</i></p>	
<p>The case of "student inmates", EDEN Presentation</p>	
<p>Pike, A. (2008a) <i>Investigating the digital divide for HE distance learners in prison</i>, Alt-C Leeds, 9-11th September 2008</p>	
<p>Wirth, W. (2008b): <i>Zukunft der Bildung im Strafvollzug des Landes Nordrhein-Westfalen</i> [The future of education in prisons in North Rhine Westphalia]. In: Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen (Hrsg): <i>Schulische Berufsbildung im Strafvollzug. Neue Konzepte im Verbund von Justizvollzugsanstalten und Berufskollegs</i>. Düsseldorf, 14 – 29.</p>	<p>The author explores what can and cannot be achieved in prisons in North Rhine Westphalia, Germany, through virtual learning spaces.</p>
<p>Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy</p>	
<p>None identified to date</p>	
<p>Reports relating to countries outside of scope of project, not publicly available</p>	
<p>Ludvigsen, S., Lund, A., Rasmussen, I., & Säljö. (Eds.), (2010). <i>Learning across sites: new tools, infrastructures and practices</i>. London: Routledge http://www.routledge.com/books/details/9780415581769/</p>	<p>Book</p>

Lund, Andreas (2007). Changing tools - changing minds: new technologies in education (The Gilead Sciences Annual Scientific Lecture). Conference: Sharing the world of innovation. Bangkok, Thailand, 20 – 27 October. Not publicly available

Theme 7: Initial and in-service training for teaching in prison

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

Eliminating Language Barriers in European Prisons through Open and Distance Education Technology [ELBEP]- Final Report
<http://elbep.anadolu.edu.tr/ElbepFinalReportPublic.pdf> Provides a review of the European level project including outcomes and results

Jørgensen, M.L., Christensen, S.B. and Christensen, L. T. (2009) At blive til noget.
<http://rudar.ruc.dk/handle/1800/5108>

Margaret Simonot and Jeremy McDonald (2008) Initial teacher training project for teachers and instructors in prison and offender education

Margaret Simonot and Jeremy McDonald (2010) *An exploration of initial teacher training needs for teachers and instructors in offender education in London*

Jeremy McDonald (2008) *Initial teacher training project for teachers and instructors in prison and offender education: Literature Review*

Julia Jeanes, Margaret Simonot and Jeremy McDonald, *Conflicting demands in prison education and the need for context-specific, specialist training for prison educators. An account of the work of the Initial Teacher Training Project for Teachers and Instructors in London Prisons and Offender Learning*

Reports relating to countries within scope of project, not publicly available

None identified to date

Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy

Diana Twiss & Pat Hodgson (2008) Orientation Guide for Corrections Educators: Road Back Home project, Phase Two
<http://www.nald.ca/library/learning/orientation/cover.htm> Freely available to download online

Reports relating to countries outside of scope of project, not publicly available

None identified to date

Theme 8: Release-Transition-Reintegration: the role of education & training in optimising release strategies, post-sentence employment and social (re-) integration

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>Jane Hurry, Laura Brazier, Mary Parker and Anita Wilson National (2006) Rapid Evidence Assessment of Interventions that Promote Employment for Offenders: Research and Development Centre for Adult Literacy and Numeracy (NRDC) http://www.education.gov.uk/research/data/uploads/files/RR747.pdf</p>	<p>Publicly available online Draws together some empirical evidence on interventions that promote employment for prisoners</p>
<p>Niven.S., and Stewart. (2005). <i>Resettlement Outcomes on Release From Prison in 2003</i>. Great Britain Home Office Research Development and Statistics Directorate Information and Publications Group. Internet: http://rds.homeoffice.gov.uk/rds/pdfs05/r248.pdf</p>	<p>UK only. Resettlement survey: prisoners in the last three weeks of their sentence interviewed about their expectations concerning employment, training, education (ETE) and housing after release.</p>
<p>Innovative strategies for the prevention of re-offending Practices and recommendations for local players (p.35). Internet: http://www.stop-reoffending.org/fileadmin/recidive/Activities/PDF/initiative_VA_.pdf</p>	<p>Looks at local initiatives to reduce re-offending.</p>
<p>Schoenaers, Prof F. (promoteur), D. Delvaux, C. Dubois, S. Meherbi (chercheurs), 2009, <i>Recommandations pour une amélioration de l'enseignement et de la formation en prison en Communauté française (Belgium)</i>. Internet: http://www.kbs-frb.be/uploadedFiles/KBS-FRB/05%29_Pictures_documents_and_external_sites/09%29_Publications/PUB2009_1963_RecommandationsPrisons.pdf</p>	<p>Publicly available. Belgium only. Report with recommendations for the improvement of prison education and training in the French-speaking community of Belgium.</p>
<p>The social and educational reintegration process of young offenders in custody: Communication submitted in the II International Conference on Juvenile Justice "Juvenile Justice in Europe: A framework for the integration". Brussels 2006.</p>	<p>Available on internet (subscription but free).Spain only. This work is centered on the reintegration of juveniles in custody into the education system.</p>
<p>An Evaluation of basic skills training for prisoners. Home Office Findings 260 (2005). Internet: http://rds.homeoffice.gov.uk/rds/pdfs05/r260.pdf</p>	<p>UK only. Describes the main findings from a longitudinal study of 464 prisoners starting basic skills training between December 2001 and July 2002. The study assesses changes in prisoners' literacy and numeracy levels and examines the relationship between basic skills education and post-release offending and employment outcomes.</p>
<p>Home Office Research Study 208, Women prisoners: a survey of their work and training experiences in custody and on release. Internet: http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf</p>	<p>Report based on a survey conducted in 1999, of 178 women prisoners who had been released between 5 and 9 months prior to the survey.</p>

<p>Home Office Report 09/04. Gender differences in offending: implications for risk-focussed prevention. Internet: http://rds.homeoffice.gov.uk/rds/pdfs2/rdsolr0904.pdf</p>	<p>The main aims of this research are to investigate similarities and differences in risk factors for offending (as measured by convictions) of boys and girls, and to compare criminal careers of males and females in the same families. The main focus is on socio-economic, family and child-rearing risk factors.</p>
<p>Hedin, U-C, Herlitz, U and Kuosmanen, J. (2005) Exit processes and empowerment – a study of social cooperatives in the Vågen ut! Project. Göteborg University, Department of Social Work Internet: www.vagenut.coop or www.socialaforetag.nu</p>	
<p>Decisier D. (2006), <i>Les conditions de la réinsertion professionnelle des détenus en France</i>, Journal officiel de la République française, avis et rapports du Conseil économique et social Internet http://www.ladocumentationfrancaise.fr/rapp-orts-publics/064000250/index.shtml</p>	<p>France This report provides recommendations to improve the access of inmates to education and training and the impact of measures for reintegration.</p>
<p>Translation: The conditions of professional reintegration of inmates in France</p>	
<p>Pobal (2007) social inclusion of ex-prisoners and their families: The role of Partnerships</p>	<p>Summarises two seminars, the aim of these seminars was to build and strengthen work with prisoners and ex-prisoners by Partnerships in a new social inclusion programme.</p>
<p>Walter Hammerschick, Ferdinand Lechner, Arno Pilgram, Andreas Riesenfelder (1998) <i>Berufliche und kriminelle Karrieren: Die Rolle von Strafvollzug und AMS bei der Rehabilitation von Strafgefangenen</i> [Professional and criminal careers: the role of prisons and the public employment services], Arbeitsmarktservice Österreich (AMS) (ed.) AMS info 21</p>	<p>Austria only. This study presents longitudinal data of the employment situation (both before prison and afterwards) of 1000 offenders released in 1994/1995.</p>
<p>Wirth, W. (2008a): <i>Qualifizierung – Vermittlung – Nachsorge. Eine 3-Säulen-Strategie zur beruflichen Wiedereingliederung von (ehemaligen) Strafgefangenen.</i> [Education - Placement - Aftercare. A 3-pronged strategy for the reintegration of (former) prisoners into the labour market]. In: <i>Zeitschrift für Soziale Strafrechtspflege</i>, 14 – 29.</p>	<p>Presents the three-pillar approach of North Rhine Westphalia, Germany, to reintegrate former prisoners into the labour market: vocational training, labour market orientation and follow-up support once released.</p>
<p>Social Exclusion Unit, Office of the Deputy Prime Minister, 2002, <i>Reducing re-offending by ex-prisoners.</i> Internet: http://www.gos.gov.uk/497296/docs/219643/431872/468960/SEU_Report.pdf</p>	<p>Report sets out the scale of the problem of re-offending; examines the causes and why the system doesn't work better; and makes recommendations for the way forward.</p>

Reports relating to countries within scope of project, not publicly available

<p>Uden, Tony (2004): Learning's not a crime: education and training for offenders and ex-offenders in the community, Leicester, UK, NIACE</p>	<p>This paper takes arguments for changes in the organisation and delivery of education and training for those who are in prison forward into the education and training that offenders and ex-offenders can be offered outside the prison walls</p>
<p>Educational tool to integrate inmates – final report. Internet: http://www.eti7.org/downloads1/generalinfo/public_part_report_2007_3456_ETI.pdf</p>	<p>Review of project including outcomes and results.</p>
<p>Jess, K. (2005) <i>Socioeconomic evaluation of a correctional programme in Sweden</i> 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</p>	<p>One of the first socioeconomic evaluations of correctional programmes in Europe. Specific to one programme, in Sweden.</p>
<p>HM Inspectorate (2001) Through the Prison Gate: A Joint Thematic Review by HM Inspectorates of Prisons and Probation</p>	
<p>Simonson, Julia, et al (2008), Soziale und berufliche Eingliederung junger Straftäter nach der Entlassung aus dem Jugendstrafvollzug, [Social and vocational integration of young offenders upon release from juvenile prison] In: Monatsschrift für Kriminologie und Strafrechtsreform, Jahrgang 91, Heft 6 , S 443 ff.</p>	<p>The article discusses the social and vocational integration of adolescents after their release from prison. The analysis is based on longitudinal data of 773 male ex-prisoners between the age of 15 and 26 from 6 prisons for young delinquents in Germany. Among other results, the authors conclude that interventions during imprisonment that focus on job-training have an effect on vocational graduation but not directly on the subsequent integration on the job market. However, what does seem promising is when contacts are made during the detention period with possible future institutions providing opportunities for vocational training.</p>
<p>Wilson, D and Wahidin, A. (2005?) "Real Work" in Prison: Absences, Obstacles and Opportunities,</p>	
<p>Wirth, W. (2006): Arbeitslose Haftentlassene: Multiple Problemlagen und vernetzte Wiedereingliederungshilfen [Unemployed ex-offenders: Multiple problems and joined-up reintegration assistance]. In: Bewährungshilfe, 2/2006, 137 – 152</p>	<p>Looks at the multiple problems facing unemployed ex-offenders and at joined-up reintegration assistance.</p>

Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy

<p><i>Vocational education and training for adult prisoners and offenders in Australia: Research readings</i>, edited by Susan Dawe (2007) and published by the National Centre for Vocational Education Research Vocational education and training provision and recidivism in Queensland correctional institutions http://www.ncver.edu.au/publications/1789.html</p>	<p>Publicly available online Highlights clear research that indicates that prisoners who engage in vocational education & training are less likely to re-offend.</p>
<p>Career Development Programming Strategies for Transitioning Incarcerated Adolescents to the World of Work, http://findarticles.com/p/articles/mi_qa4111/is_200806/ai_n28081959/?tag=content:col1</p>	<p>USA only. Example of a facility-to-community transition project, Project SUPPORT.</p>
<p>Status and Praxis of Arts Education and Juvenile Offenders in Correctional Facilities in the United States, The, http://findarticles.com/p/articles/mi_qa4111/is_200806/ai_n28081960/?tag=content:col1</p>	<p>US- results of a study of arts education in juvenile correctional facilities</p>
<p>Enhancing the Vocational Skills of Incarcerated Women Through a Plumbing Maintenance Program, http://findarticles.com/p/articles/mi_qa4111/is_200606/ai_n17185466/?tag=content:col1</p>	<p>US- vocational skills for women</p>
<p>Harrison, B., and Schehr, R.C. (2004) <i>Offenders and Post-Release Jobs: Variables Influencing Success and Failure</i>. Journal of Offender Rehabilitation, Vol.39 (3), 2004. Pp. 35-68. Internet: http://www.marshall.edu/disabled/My%20Documents/View_EText.pdf</p>	<p></p>
<p>Giles, M., Le, A. T., Allan, M., Lees, C., Larsen, A-C., and Bennett, L. (2004) <i>To train or not to train. The role of education and training in prison to work transitions</i>. The National Centre for Vocational Education Research (NCVER) Internet: http://www.ncver.edu.au</p>	<p>Australia. Examines the study and work experiences of state prisoners before and during their incarceration and their expectations of post-release outcomes. Finds that differences in work and study patterns result from choices made by prisoners within the constraints of prisoner management plans, prison jobs and course availability, and their previous work and study backgrounds. Prisoners undertaking VET courses expect better labour market futures than those who are undertaking non-vocational education courses or prison work only.</p>
<p>Maltz, M, 2001, <i>Recidivism</i>. Internet version: http://books.google.co.uk/books?id=VxLb2pHetaKc&pg=PR16&lpg=PR16&dq=Maltz+(2001)+'Recidivism'&source=bl&ots=b1-6hAdoRg&sig=sLKKAAaj1qbTkwzlxwE_P1MVmQ&hl=en&ei=Pt2ZTImxHJKI4Aakx5yeAQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CBoQ6AEwAA#v=onepage&q=Maltz%20(2001)%20'Recidivism'&f=false</p>	<p>USA. "Presents a thorough analysis of the concept of recidivism."</p>

Hall, R. S. & Killackey, J. (2008): Correctional Education from the Perspective of the Prisoner Student, *Journal of Correctional Education*, v59 n4 p301-320,
http://findarticles.com/p/articles/mi_qa4111/is_200812/ai_n31426373/

This study was an examination of prisoners' perceptions of adult education. Where many studies on correctional education focus on recidivism, this study attempted to gain the perspective of the prisoner on various aspects of correctional education, including previous educational experiences, teacher to student interaction, and ability to function in the job market upon release.

Tyler, John F. and Kling, Jeffrey R. (2006): Prison-Based Education and Re-Entry into the Mainstream Labor Market, *NBER Working Paper No. W12114*
http://www.nber.org/~kling/prison_ged.pdf

This report estimates the post-release economic effects of participation in prison-based General Educational Development (GED) programs using a panel of earnings records and a rich set of individual information from administrative data in the state of Florida.

Reports relating to countries outside of scope of project, not publicly available

Fabelo, T. (2002) The Impact of Prison Education on Community Reintegration of Inmates: The Texas Case, *Journal of Correctional Education*, Vol. 53 (3) September 2002.

A series of studies tracked postprison employment and recidivism of 32,020 Texas inmates. Those with the highest education were more likely to be employed with higher wages and less recidivism. Nonreader property offender who learned to read had larger declines in recidivism and better employment outcomes than General Educational Development completers. Societal barriers to reintegration remain.

Adams, K. et al. (1994): Large-Scale Multidimensional Test of the Effect of Prison Education Programs on Offenders' Behaviour, *The Prison Journal*, 74: 433-449

A study of the prison behavior and postrelease recidivism of more than 14,000 inmates released from Texas prisons in 1991 and 1992. Comparisons were made between participants and nonparticipants in prison education programmes on a variety of behavioral outcomes. The findings suggest that these programs may be most effective when intensive efforts are focused on the most educationally disadvantaged prisoners.

Theme 9: Education and training backgrounds, profiles and needs of specific categories of inmates such as pre-trial detainees, juvenile inmates and remand prisoners, foreign inmates, inmates from an ethnic minority background, female offenders, inmates serving long-term or short-term sentences, inmates with special learning needs and difficulties / mental health problems

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

<p>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</p>	<p>Nordic countries only.</p>
<p>Etrangers dans les prisons belges: problèmes et solutions possible: Internet: http://www.kbs-frb.be/publication.aspx?id=178160&LangType=1033</p>	<p>Belgium only. Available in French and Dutch. Study on the problems encountered by foreign prisoners in Belgian prisons. Describes the problems and makes a number of recommendations.</p>
<p>Home Office Report 09/04. Gender differences in offending: implications for risk-focussed prevention. Internet: http://rds.homeoffice.gov.uk/rds/pdfs2/rdsolr0904.pdf</p>	<p>UK only. The main aims of this research are to investigate similarities and differences in risk factors for offending (as measured by convictions) of boys and girls, and to compare criminal careers of males and females in the same families. The main focus is on socio-economic, family and child-rearing risk factors.</p>
<p>Home Office Research Study 208, Women prisoners: a survey of their work and training experiences in custody and on release. Internet: http://rds.homeoffice.gov.uk/rds/pdfs/hors208.pdf</p>	<p>Report based on a survey conducted in 1999, of 178 women prisoners who had been released between 5 and 9 months prior to the survey.</p>
<p>Prison Reform Trust (2010) Punishing Disadvantage. A profile of children in custody. Internet: http://www.prisonreformtrust.org.uk/standard.asp?id=2302</p>	<p>UK only. Report based on a census of all children who received custodial sentences or remands in England and Wales in the second half of 2008, along with a more detailed examination of the backgrounds of 300 of these children. The findings "<i>reveal the multiple layers of complex disadvantage that characterise the backgrounds of the majority of young people in custody</i>".</p>
<p>Barnardo's (2010), From Playground to Prison: the case for reviewing the age of criminal responsibility. Internet: http://www.barnardos.org.uk/120910_from_playground_to_prison-2.pdf</p>	<p>UK only. Makes the case for raising the age of criminal responsibility in England and Wales to 12 for all offences other than murder, attempted murder, manslaughter, rape and aggravated sexual assault</p>

<p>Skills for Scotland. Offender Learning: options for improvement (Scotland). Internet: http://scotland.gov.uk/Resource/Doc/297489/0092539.pdf</p>	<p>Study brought together three groups of key stakeholders relating to offender learning in Scotland. They have identified options to provide a more integrated service for offenders, wherever they are based. That includes education provided in prisons, through care provision for those involved with and leaving the justice system and access to mainstream employability services.</p> <ul style="list-style-type: none"> • young offenders • adult offenders in custody • adult offenders in the community. <p>This report provides a synopsis of the key conclusions of the three groups, together with their recommendations</p>
<p>A Second Chance. A Review of Education and Supporting Arrangements within Units for Juveniles Managed by HM Prison Service. Internet: http://www.justice.gov.uk/inspectors/hmi-prisons/docs/a-second-chance-rps.pdf</p>	<p>UK only. Records the progress that has been made within this short time (2001-2002) in improving outcomes for children held in Prison Service custody. But it also shows that there is still a long way to go before the Prison Service is able to deliver effective education and training for the 3,000 children held in its care.</p>
<p>Hurry, J., Brazier, L., Snapes, K., Wilson, A. (2005), Improving the literacy and numeracy of disaffected people in custody and in the community – Report (2005). Internet: http://www.nrdc.org.uk/publications_details.asp?ID=28#</p>	<p>UK only. Study based on sample of 199 young people convicted of an offence. Explores ways of improving the literacy and numeracy skills of young offenders with underdeveloped basic skills. Aims to see what impact literacy and numeracy have on economic activity and offending over time.</p>
<p>Council of Europe, 2010, Final Draft of the Recommendation containing Guidelines of the Committee of Ministers of the Council of Europe on Child-friendly Justice.</p>	<p>Available on internet (subscription but free). Europe-wide. Guidelines to serve as a practical tool for member states in adapting their judicial and non-judicial systems to the specific rights, interests and needs of children.</p>
<p>The social and educational reintegration process of young offenders in custody: Communication submitted in the II International Conference on Juvenile Justice "Juvenile Justice in Europe: A framework for the integration". Brussels 2006.</p>	<p>Subscription required but free. Spain only.</p>
<p>Talbot, J. (2007) No one knows: identifying and supporting prisoners with learning difficulties and learning disabilities: the views of prison staff. Prison Reform Trust, Internet: http://www.prisonreformtrust.org.uk/temp/NospOnespKnowssppreliminarysreport2.pdf</p>	<p>This work is centered on the reintegration of juveniles in custody into the education system</p>

<p>Samuelsson, S., Herkner, B., and Lundbeg, I. (2003) Reading and writing difficulties among prison inmates: A matter of experiential factors rather than dyslexic problems. <i>Scientific Studies of Reading</i>, / (1), / (1), 53-3</p>	<p>Covers only UK (England and Wales). Views of prison staff on how prisoners with learning difficulties and learning disabilities are identified and supported at prisons in England and Wales.</p>
<p>Ofsted (2009a and 2009b): Learning and Skills for the longer-serving prisoner and an evaluation of the learning and skills provision for offenders serving short custodial sentences. Accessible via Ofsted website: www.ofsted.gov.uk</p>	<p>UK The report notes the effective approaches of prison education for long and short term serving prisoners.</p>
<p>Stewart, D. (2008): The problems and needs of newly sentenced prisoners. Results from a National Survey, Ministry of Justice Research Series 16/08 https://www.justice.gov.uk/publications/docs/research-problems-needs-prisoners.pdf</p>	<p>This report describes prisoners' self-reported problems and needs using data from a longitudinal survey of newly sentenced adult prisoners. Includes section on employment, training and education</p>
<p>Leena Koski Ja Kaija Miettinen, Vangit koulutuksessa Selvitys vankien koulutukseen osallistumisesta, oppimisvalmiuksesta ja -strategioista sekä opetuksen laadusta http://www.oph.fi/download/46659_vangit_koulutuksessa.pdf</p>	<p>This is a report on a survey of 2000+ prisoners and their education: quality, participation, strategies for participation, outcomes, obstacles and effective teaching pedagogies. Summary and conclusions in English.</p>
<p>Jean-Jacques Yvorel J-J., <i>L'éducation des mineurs de justice en France</i>, La lettre de l'enfance et de l'adolescence 2004/3 (no 57) http://www.cairn.info/resume.php?ID_ARTI_CLE=LETT_057_0113</p>	<p>France An overview of past and present developments relative to the education of juvenile inmates.</p>
<p>Translation: the education of juvenile inmates in France</p>	
<p>Reports relating to countries within scope of project, not publicly available</p>	
<p>Manger, T., Eikeland, O.-J., Asbjørnsen, A. & Langelid, T. (2006) Educational intentions among prison inmates. <i>European Journal of Criminal Policy and Research</i>, 12, 35-48.</p>	<p>Subscription required</p>
<p>Lindberg, O. (2005) <i>Prison cultures and social representations. The case of Hinseberg, a women's prison in Sweden</i>. <i>International Journal of Prisoner Health</i>, Volume 1, Issue 2-4, June 2005, pages 143-161, Internet: http://www.informaworld.com/smpp/content-db=all-content=a743931393</p>	<p>Abstract available, subscription required for full article. Covers Sweden only. Presents a study of female inmates in the closed prison for women, Hinseberg, in Sweden. The study examines the inmates and staff culture on the basis of concepts such as interaction rituals, status, role conflicts and social representations.</p>
<p>Lång. K.J: What kinds of prisoners do we meet during the 1990s? (1993) Report from Beyond the walls 4th EPEA Conference, Sigtuna, Sweden. Pages 65-69. Internet: http://www.epea.org/index.php?option=com_content&task=view&id=292&Itemid=362</p>	<p>Sweden only. Concludes that that prison inmates in Sweden possess reading and writing skills that are comparable to those found in an adult population and that the occurrence of dyslexic problems is very close to population incidences.</p>

<p>Baird, Irene C. (1999): The examined life: women's liberatory learning within a locked-in society. London, in: International journal of lifelong education. Vol.18, no.2 pp 103-109,</p>	<p>This paper reports the findings of project that introduced a humanities model programme of education for women incarcerated in prison. The findings indicate that women assumed ownership of their learning, engaged in critical thought and became liberated whilst still in prison. It offers highlights of the way women learned and indicates how some continued to engage in formal learning.</p>
<p>Hetland, H., Eikeland, O.-J., Manger, T., Diseth, Å, & Asbjørnsen, A. (2007). Educational background in a prison population. Journal of Correctional Education, 58,145-156.</p>	<p>The aim of the present study was to explore the educational background of the total population of inmates in Norwegian prisons.</p>
<p>Manger, T. & Eikeland, O.-J. (2005). Utdanning hos innsette i fengsel [Inmates' educational level]. Spesialpedagogikk, 3, 13-19.</p>	
<p>Eikeland, O.-J., Manger, T. & Diseth, Å. (2006). Innsette i norske fengsel: Utdanning, utdanningsønske og rett til opplæring [Inmates in Norwegian prisons: Educational background, educational aspirations and right to education]. Bergen. Fylkesmannen i Hordaland, Utdanningsavdelinga.</p>	
<p>Eikeland, O.-J. & Manger, T. (2004). Innsette i norske fengsel: Utdanning og utdanningsønske [Inmates in Norwegian prisons: Educational background and educational aspirations]. Bergen: Fylkesmannen i Hordaland.</p>	
<p>Matt, Eduard, Straffälligkeit und Lebenslauf: Jugenddelinquenz zwischen Episode und Verfestigung. [Delinquency and Biography: juvenile delinquency between episodes and hardening]In: Zeitschrift für Jugendkriminalrecht und Jugendhilfe 16, 2005, S. 429-433</p>	<p>A life-course theoretical perspective has been developed in criminology based on results from longitudinal studies and from recent studies on getting out of a delinquency. This approach is used here to describe the distinction between episodes of delinquency and hardening delinquency and to determine the appropriate criminal policy requirements and consequences.</p>
<p>Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy</p>	
<p>Richard J. Coley & Paul E. Barton: Locked Up and Locked Out: An Educational Perspective on the U.S. Prison Population. (2006) http://www.ets.org/Media/Research/pdf/PIC-LOCKEDUP.pdf</p>	<p>Publicly available on Internet.</p>
<p>Moeller, M., Day, S. L. And Rivera, B. D. (2004) How is education perceived on the inside? A preliminary study of adult males in a correctional setting. Journal of Correctional Education, 55, 40-59. http://findarticles.com/p/articles/mi_qa4111/is_200403/ai_n9348717/pg_2/</p>	<p>USA only</p>

<p>King, S., Women and the changing work of prison officers.</p> <p>http://www.aic.gov.au/events/aic%20upcoming%20events/2000/~media/conferences/womencorrections/kingpo.ashx</p>	<p>Australia only.</p> <p>Draws on South Australian Annual Prisons Department and Department for and of Correctional Services Annual Reports to chart changes to the understandings of prison officers work, associated with changed expectations of prisons in the last century. In so doing it identifies the extent to which thinking about prisons and their workers has been derived from the experience of men's prisons and explores variations to these understandings from women's prisons. In conclusion the paper will examine the implications of changing and contradictory expectations of prisons and their workers for the recruitment of staff.</p>
<p>Drakeford, W. (2002) The Impact of an Intensive Program to Increase the Literacy Skills of Youth Confined to Juvenile Corrections, Journal of Correctional Education, Vol. 53(4), December 2002, 139-144.</p>	<p>Multiple baseline study to examine the effectiveness of an intensive literacy programme for six African-American adolescents in a juvenile detention centre in Maryland. Positive gains were found in oral fluency, grade placement level, and attitudes</p>
<p>Reports relating to countries outside of scope of project, not publicly available</p>	
<p>Case, P. And Fassenfest, D. (2004) Expectations for Opportunities Following Prison Education: A Discussion of Race and Gender. Journal of Correctional Education, v55 n1 p 24-39 Internet: http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ740011&ERICExtSearch_SearchType_0=no&accno=EJ740011</p>	<p>Full text not available online. USA only Report on evaluation of implementation and effectiveness of a mid-western state's prisoner education program in reducing the recidivism rates of respondents.</p>
<p>Gee, J. (2006) Education in rural county jails: Need versus opportunity, Journal of Correctional Education, 57, 312-325, http://findarticles.com/p/articles/mi_qa4111/is_200612/ai_n17189677/</p>	<p>Abstract available online. USA only. Action research project to determine if the perceived needs of the students were being met by the educational and rehabilitative programs currently offered to them</p>
<p>Natsuaki, M. N., Ge, X. and Rivvera, B.D (2004). Continuity and changes in the developmental trajectories of criminal career: Examining the roles of timing of first arrest and high school graduation. Journal of Youth and Adolescence, 37, 431-44.</p>	<p>Subscription required. USA?</p>

Theme 10: European funding: effects at micro and systems level

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy	
Eliminating Language Barriers in European Prisons through Open and Distance Education Technology [ELBEP]- Final Report	Provides a review of the European level project including outcomes and results
http://elbep.anadolu.edu.tr/ElbepFinalReportPublic.pdf	
Innovative strategies for the prevention of re-offending Practices and recommendations for local players (p.35)	Review of project including outcomes and results. Looks at local initiatives to reduce re-offending.
Educational tool to integrate inmates – final report. Internet:	Review of project including outcomes and results.
http://www.eti7.org/downloads1/generalinfo/public_part_report_2007_3456_ETI.pdf	
Reports relating to countries within scope of project, not publicly available	
Hedin, U-C, Herlitz, U and Kuosmanen, J. (2005) <i>Exit processes and empowerment – a study of social cooperatives in the Vågen ut! Project.</i> Göteborg University, Department of Social Work Internet: www.vagenut.coop or www.socialforetag.nu	Unable to locate copy online 01.10.10.
Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy	
Not applicable	
Reports relating to countries outside of scope of project, not publicly available	
Not applicable	

Theme 11: Evaluation mechanisms, performance indicators and benchmarking of prison education and training provision, in relation to impact, quality and cost effectiveness, especially when linked to employment measures

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

Schoenaers, Prof. F (promoteur), D. Delvaux, C. Belgium only.
Dubois, S. Meherbi (chercheurs), 2009,
Recommandations pour une amélioration de
l'enseignement et de la formation en prison en
Communauté française. Internet: [http://www.kbs-
frb.be/publication.aspx?id=259212&LangType=1
033](http://www.kbs-frb.be/publication.aspx?id=259212&LangType=1033)

Translation: Recommendations for an
improvement of prison education and training in
the French-speaking community of Belgium

Reports relating to countries within scope of project, not publicly available

None identified to date

Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy

None identified to date

Reports relating to countries outside of scope of project, not publicly available

None identified to date

Theme 12: Public opinion regarding prison regimes, including education and training and preparation for meaningful employment

Reports relating to countries within scope of project, available publicly on Internet or GHK has a copy

The Right to education of persons in detention,
report of the special rapporteur on the right to
education, Victor Muñoz:
[http://www2.ohchr.org/english/bodies/hrcouncil/
ocs/11session/A.HRC.11.8_en.pdf](http://www2.ohchr.org/english/bodies/hrcouncil/ocs/11session/A.HRC.11.8_en.pdf)

Refers briefly to public opinion as “*sometimes
(...) perceived as the main barrier in fulfilling the
potential of education in detention*”

Kjelsberg, E., Skoglund, T.H., and Rustad, A-B.
(2007) *Attitudes towards prisoners, as reported
by prison inmates, prison employees and college
students*. BMC Public Health 2007, 7:71
Internet: [http://www.biomedcentral.com/1471-
2458/7/71/](http://www.biomedcentral.com/1471-2458/7/71/)

Norway only. Study based on Attitudes Toward
Prisoners scale completed by 298 inmates in 4
Norwegian prisons, 387 employees working in
the same prisons, and 183 college students.

*The Prison and Probation Service in the
community. A presentation of the Swedish Prison
and Probation Service*. 2009
Internet:
[http://www.kriminalvarden.se/upload/Informations
material/Kriminalvarden_mitt_ibland_oss_eng.pd
f](http://www.kriminalvarden.se/upload/Informationsmaterial/Kriminalvarden_mitt_ibland_oss_eng.pdf)

Sweden only. Information leaflet on Swedish
prison and probation service intended to inform
the public.

<p><i>Vision and core values</i>. Information about Vision and core values of the Swedish Prison and Probation Service 2008. Internet: http://www.kriminalvarden.se/upload/English/Documents/Visionen_eng.pdf</p>	<p>Sweden only. Presents vision of way forward for Swedish Prison and Probation Service.</p>
<p>Reports relating to countries within scope of project, not publicly available</p>	
<p>None identified to date</p>	
<p>Reports relating to countries outside of scope of project, available publicly on Internet or GHK has a copy</p>	
<p>None identified to date</p>	
<p>Reports relating to countries outside of scope of project, not publicly available</p>	
<p>Forster, William, ed. (1998): Education behind bars: international comparisons, Leicester, UK, NIACE</p>	<p>Country not clear Most of the chapters are concerned with a hardening of public attitudes towards the treatment of prisoners.</p>
<p>Page, J. (2004): Eliminating the Enemy: The Impact of Denying Prisoners Access to Higher Education in Clinton's America, Punishment and Society, 6, 357</p>	<p>US This article investigates why Congress passed legislation in 1994 that denied Pell Grants - the primary source of funding for postsecondary correctional education (PSCE) - to prisoners, despite evidence that PSCE helped reduce recidivism.</p>