Winston Churchill 2010 Travelling Fellowship

‘TECHNOLOGY IN PRISONS’

REPORT BY

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**Winston Churchill Trust**

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Members of the Winston Churchill Memorial Trust
Introduction

Having undertaken over 100 telephone interviews with prison education officers in 2008 as part of a government funded research project it soon became clear to me that people working in education/training in secure learning environments within prisons wanted to use technology. However, due to security issues and Government legislation the use of technology within secure learning environments in prisons within the UK was limited to supervised access within the ‘learning center’ and no access to the internet or independent learning using computers was permitted.

I decided to undertake further independent, desk based, research during the latter part of 2008 and early 2009 to see if this was common throughout Europe and it emerged that other EU countries had tried, or were in the process of piloting, alternative models and approaches to the education and training of offenders in prisons and the reports coming out of those countries was encouraging. In some instances they were reporting that offenders had access to the Internet and low category prisoners had controlled access to the WWW from within their cells. Norway in particular were designing and building new prisons that incorporated all the necessary infrastructure required to use technology more flexibly and independently.

In early January 2009 I was made aware of the Winston Churchill Travelling Fellowship http://www.wcmt.org.uk/ and having read some of the reports from previous Fellows I decided to make an application to see if I could raise the necessary funding to visit those EU countries that were purporting to be at the leading edge of using technology for teaching and learning within secure environments.

In February 2010, after undergoing a rigorous selection and interview process, I was awarded a 2010 Winston Churchill Travelling Fellowship to visit Norway, Sweden and Germany to investigate how technology is currently being used by education/training providers and prisons to enhance offender education and training. The aim of the Winston Churchill Fellowship was simply to observe and gather good practice and, if possible, develop transferable models of good practice and case studies that could be used by those countries just starting to integrate technology into their delivery. The models of good practice and case studies are available from the project Web site http://www.technologyinprisons.org and http://www.g2gcommunities.org.

In total twelve Winston Churchill Travelling Fellowships were awarded in the ‘vocational’ category and the Director General, Jamie Balfour said:

‘The standard this year was high and we awarded grants only where we felt confident the candidates proposals would bring real benefits to other people, as well as themselves. You should therefore feel rightly proud of your success’.

I was extremely pleased and proud to be awarded a 2010 Winston Churchill Travelling Fellowship and hope that this report highlights some of the benefits to society of educating offenders using technology as part of an integrated approach to teaching and learning in prisons and upon release into the community.
One estimate is that the total cost to the UK of recorded crime from re-offending is around £11 billion per year\(^1\). Some of this money could therefore be better spent educating/training offenders and giving them a chance to be an asset to society. The challenge is do we have the imagination, commitment and political will to make this happen? I hope we do and I hope this report goes some way to stimulating debate regarding the future of education and training in prisons within the UK and Europe.

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Executive summary

These are just some of the common issues that affect the education and training of offenders in prison. Each country will have its own unique problems and solutions and these are discussed in more detail in this report:

- Ineffective use of new technology
- Fear of technology
- Fear of innovation
- Lack of effective leadership and policy decision making
- The quality and use of teaching and learning support staff
- The way in which teaching and support staff are employed and trained
- Short-term sentences
- Lack of fast-track enrolment for prisoners on short-term sentences
- Continuity of curriculum between prisons / the community
- No common curriculum (within prisons or linked to the community)
- Limited Curriculum Offer (mainly older/traditional trades)
- Poor learner tracking and e-portfolios (within prisons / release into the community)
- Lack of quality interactive multimedia learning materials
- Restricted access to technology (mainly supervised in learning centre)
- Staff awareness to the potential of technology
- Lack of interactive/continuous support (SKYPE/MSN etc.)
- Adverse publicity / perception of society toward the use of technology
- Lack of a basic education/training by learners
- Poor motivation/confidence of learners
- Lack of relevant job skills
- Poor after care of offenders
- Limited job, education or training opportunities on release from prison

How can technology help?

There are three areas where I consider technology can make a difference:

INDIVIDUALITY

- Individual learning styles
- Individual aims and objectives
- Independent learning
- Additionality / Differentiation
- e-portfoliio
- On demand learning
- Just in time learning
- Learning for life skills

FLEXIBILITY

- On demand learning
- Multimedia learning materials
- Audio, video, animation etc.
- Interactive
- Self-assessment
- Hand Held/Mobile technology

CONTINUITY

- Consistent delivery
- On-line curriculum
- Continuity prison / community
- Common curriculum
- Consistent ‘virtual’ support
Background to the Winston Churchill Memorial Trust

Sir Winston Churchill died in 1965 and many thousands of people, out of respect for the man and in gratitude for his inspired leadership, gave generously to a public subscription which now funds Travelling Fellowships and Bursaries at Churchill College Cambridge, based on the Trust’s Object of:

“The advancement and propagation of education in any part of the world for the benefit of British citizens of all walks of life in such exclusively charitable manner that such education will make its recipients more effective in their life and work, whilst benefiting themselves and their communities, and ultimately the UK as a whole”.

Each year approximately 100 Fellowships are awarded for a wide range of projects. Churchill Fellows can be of any age and in any occupation. Everyone has an equal chance and a lack of qualifications is not a bar to an award as every application is judged on the worth of the individual and the merit of the project. All British citizens resident in the UK are eligible for the annual awards.

If you have an idea or something you want to pursue that could bring real benefits and positive change to your community, the UK and yourself I would recommend that you look at the WCMT web site http://www.wcmt.org.uk/ and the eligibility criteria to see which category you fit into http://www.wcmt.org.uk/report-categories/education-training.html. If you are successful you will find this an exciting and rewarding experience.
Technology in Prisons aims and objectives

The aim of the 2010 'Technology in Prisons' Travelling Fellowship was to:

- Identify how technology is being used, or could be used in the future, for the education and training of offenders in secure learning environments/upon release into the community and develop transferable model/s of good practice.

The objectives were to:

- visit Germany, Sweden and Norway to see how technology was being currently and the potential for the future;
- disseminate a set of multimedia exemplar case studies regarding the innovative use of technology to educate/train offenders in secure environments and upon release into the community;
- develop/highlight transferable models of good practice;
- highlight the needs of the learner;
- highlight security issues and barriers;
- suggest ways in which issues and barriers can be overcome;
- produce a report for the Winston Churchill Memorial Trust; and
- highlight areas for further research and development.
Issues

The issues in this section of the report have been identified during the pre-visit desk based research, initial desk-based research into the UK prison service, observations over the course of the visits and post-visit analysis. The issues are not discussed in any order of priority. Some of the issues mentioned below have been identified by individual countries and solutions put in place. However, the integration of technology into effective delivery of teaching and learning is still in its infancy in comparison with the systems used within ‘normal’ adult education and training environments. Some countries like Sweden, Germany and Norway have taken a national, coordinated, approach to the solution of the issues identified in their country but this approach is not common in all countries and at this point in time there is no European Community recognised approach/solution to the issues identified.

Security

As with most education/training projects the design, implementation, support and review will be focused on the learner. However, within secure learning environments, such as prisons, security is one of the most important aspects affecting the delivery of education and training and this adds a critical extra dimension to any project involving technology. Comprehensive e-learning systems and procedures already exist within pre/post compulsory education/training in most countries and many of these have been built around a sound pedagogical framework, developed over a number of years. However, these models cannot simply be transferred into secure learning environments within the prison systems as each country, and in some countries each prison, will have its own unique requirements.

The requirements of each prison will be determined by several factors. legislation within individual countries, Political will, public perception/culture regarding prisoners and education/training, the classification of the prison and its prisoners, individual prisoner factors such as the type of crime committed, the leadership/management of the prison and many other factors. Norway in particular believe that offenders have the same rights as other learners and it is only when this compromises security that changes are made.

Continuity of curriculum between prisons/community

The education and training of offenders would benefit from a common curriculum offer between prisons and upon release into the community. Where this is in place, such as Sweden, offenders are able to continue their education and training when moved from prison to prison and upon release into the community. Offenders in Sweden are also given the opportunity to arrange their continuing education prior to their release and take with them any accreditation of prior learning achieved/qualifications they have achieved whilst in prison.

Short-term sentences / Lack of fast-track enrolment

Offenders sentenced to short-term prison sentences have little opportunity of accessing education/training leading to a qualification, partly due to the length of time required to sign up the individual onto a recognised course, and the short length of time they are in prison. This could be improved by:

- having ‘fast-track’ enrolment procedures in place for short-term prisoners;
- delivering education/training awareness raising sessions within 24hrs of arrival in prison;
- continuity between education/training in prison and in the community upon release to enable offenders to complete their course of study;
- a suite of short courses leading to a recognised qualification;

Due to the roll-on/roll-off delivery model employed in Sweden learners have virtually instant access to over 140 courses tailored to suit their individual needs.
Lack of effective leadership and policy decision making
Decision makers in Sweden, Norway and Germany have all taken positive and decisive action to improve education and training for offenders. In Norway it is the right of every prisoner to expect a decent education and provision has been made for this in their legislation, funding and leadership. All three countries employ their own education/training staff and offer comprehensive staff development. However, there does not appear to be any coordinated approach to the use of handheld/portable technology, interactive TV or independent learning. It is clear from current developments in education/training environments outside prisons that e/m-learning using handheld/portable learning technology is increasing. Offenders in secure learning environments will be at a significant disadvantage if these developments are not included in future planning and development of education/training in prisons. All three countries visited employ their own education staff and this has a significant impact on the quality of teachers employed and the continuing professional development.

Poor learner tracking and e- portfolios' 
The use of technology in prisons to build e-portfolios that can be used to track learner’s progress between prisons and upon release into the community is extremely rare. The benefit of e-portfolios that followed the learner within the prison system and on release into the community would provide evidence of prior experience and greatly enhance continuity of the learning process.

Quality of teaching and learning support staff
All three of the countries visited employ their own teaching and learning staff. In Norway education and training in prisons is supported by local 'Schools' that allocate teaching staff a number of days per year to support learners in prison. Sweden operates a regional staffing and managerial structure and regional staff meet on a regular basis to coordinate the development of education and training. All prison education staff are qualified teachers and have comprehensive continuing professional development (CPD) opportunities throughout their employment.

Lack of quality interactive multimedia learning materials
There is a lack of good quality, motivating, interactive, multimedia learning resources that can be used independently of teachers outside the learning 'centre' or designated learning area. The cost of purchasing and licensing such materials was cited as one of the main barriers. Most of the resources used were free or purchased at low cost. Consideration should be given by the EU to fund a project to develop quality 'open source' learning materials that could be used in secure learning environments. This could include the repurposing of existing learning materials.

Restricted access to technology (mainly supervised access in learning centre)
In the majority of prisons in the UK access to any technology in prison is supervised by a prison officer or member of education staff. However, in Norway and Sweden prisoners have unsupervised access to technology. The systems have been tested for security purposes and some access to Web sites is restricted but offenders are able to keep up to date with current news in their own country and access identified sites for learning and other purposes. In Norway if a site is blocked the offender is made aware of the reason and can try alternative sites. The use of 'hand-held' learning technology is not common within any of the countries visited and raises a number of security issues. However, the use of hand-held/portable learning devised is already impacting in the delivery of 'normal' education and training\(^2\) and unless some thought is give now to introducing it into the delivery of education and training in prisons offenders will, once again, be disadvantaged.

\(^2\)See [http://www.molenet.org.uk/](http://www.molenet.org.uk/)
Staff awareness to the potential of technology/Fear of technology
The majority of prison staff are unaware of the potential of new technology and e-learning with regard to the education and training of offenders in prison. One way to remove the fear of technology and e-learning would be to use it for the education, training and continuing professional development of prison staff. By using e-learning systems for their own purposes prison employees would soon become aware of the advantages using ICT in education. E-learning for staff would provide innovative tools for necessary continuous professional development and at the same time raises the insight in the benefits of e-learning for prisoners. The fear of technology in prisons is mainly focused on security, misuse and in particular press, media and public perception. Individuals and Governors are reluctant to ‘push the boundaries’ of technology in case something happens and they receive adverse publicity. This results in a ‘better safe than sorry’ mentality in which innovation is slow to implement.

Adverse publicity/perception of society toward the use of technology
It was clear from the visits undertaken in Sweden and in particular Norway that the use of technology to educate and train offenders in prisons had the overwhelming support of the peoples of those countries and in particular the media. The policy of education and training of offenders in Norway in particular was to provide the same learning experience in prisons as that expected outside in 'normal' education/training. There were some security issues that needed to be addressed before this becomes a reality but in the main prisoners in Norway/Sweden do have much more freedom to use technology for independent learning than most countries. It was clear from the visits undertaken in Norway and Sweden that, in the main, the developments being undertaken had the support of the press and public. This was not by accident and some effort had been given to provide the press with information and success stories highlighting the benefits of technology in prisons. Some effort would be required in the UK to educate people and the media to the benefits of the use of technology in prisons, in particular that of ‘games learning’ and the use of hand-held/portable technology.

Lack of on-line interactive/virtual support
The restricted access to the internet causes issues with regard to support given to offenders undertaking education/training. Not all prisons can afford, or have access to, teachers/trainers in all curriculum areas and the number of new advances in technology brings with them an array of new courses and job opportunities. Sweden has overcome this problem to some extent by allocating ‘virtual support tutors’ that have expertise in particular curriculum areas. Learners have access to their help, support and advice via secure links and this tutor remains with them even if they are moved to different prisons. This ‘virtual’ support system gives learners access to ‘expert’ help for the duration of their course/term in prison and is extremely cost effective as tutors can be ‘case loaded’ with learners throughout the Swedish prison system as physical location is not an issue.

Lack of basic/essential skills/Poor motivation/confidence of learners
A significant number of learners within prisons suffer from the lack of basic/essential skills; these include literacy, numeracy, ICT, problem solving and a lack of self-confidence. In many instances offenders have not had a good experience within compulsory education and have left school with little or no qualifications. In order to engage disaffected learners that have been through this experience learning need to be more exciting, fun and relevant and the use of new technology has a lot to offer. Learners outside prison, within the further and adult learning system, have access to a range of educational games and software. Organisations such as the Open University, BBC, learndirect and others offer stimulating and exciting educational experiences that build on the individual’s strengths and are relevant to today’s job market. Even though security is a
large issue learners in secure learning environments could, and should, have access to such technology if they are to play an active role in today’s society.

**Lack of relevant job skills / Limited job, education or training opportunities on release from prison**

There continues to be an emphasis on ‘traditional skills/jobs’ and a very narrow curriculum is delivered in prisons. What is needed is a shift toward ‘future jobs’ education and training to ensure learners leave prison with a chance of getting a job or developing their education and training further. In order to survive in a modern society learners will need to be flexible, embrace change, be extremely ICT competent and have good problem solving capabilities. Many of these skills/opportunities are not available to learners in prison and the skills/knowledge gap between those in prison and those educated/trained outside prison is getting even wider. The ‘skills gap’ will inevitably lead to even more reoffending as those educated and trained in prison realise that they do not have the necessary skills/knowledge to even get a job interview.

**Poor after care of offenders**

Germany, Sweden and Norway all have developing systems of aftercare for prisoners on release. They have realised that ensuring learners have accommodation to go to, enough food to eat, money to live on and someone to talk to are essential in reducing reoffending rates. In Norway and Sweden prisoners are given the opportunity to access learning opportunities on day release. Staff are available to discuss employment opportunities and education prior to release so that the systems are in place from day one rather than months later. In comparison the systems and aftercare of prisoners in the UK is poor and this may be one reason our reoffending rate is significantly greater.

**THE LICOS PROJECT**

Due to the work undertaken during the 2010 Winston Churchill Travelling Fellowship I was asked in December 2010 to undertake a review of a European funded project called LICOS (Learning Infrastructure for Correctional Services). An overview of the project and some of the key findings are highlighted in this section of the report.

**Overview**

E-learning – the use of computers and digital media in education – comprises a great chance for prisoners to improve their basic skills as well as their vocational knowledge. It provides learning material and activities on an individualised level, meeting the educational needs of a large variety of learners. This enhances their opportunities after release on the labour market and reduces recidivism substantially.

The LICOS project aimed to develop and evaluate a common European e-learning framework for prison education. The system could be adapted to the various penitentiary conditions in European countries and will be installed in a flexible, modularised “toolbox-like” manner to be able to fulfil specific national requirements.

After a preparation phase (October/November 2008) the LICOS project held its first meeting on the 19 December 2008 at a two day ‘kick-off’ meeting for partners in Bremen, Germany. It focused on the development and evaluation of a common European e-learning framework for prison education. It was hoped that the system could be adapted to the various penitentiary conditions in European countries and installed using a flexible, modularised “toolbox” model that could be adapted to suit the specific requirements of each country.
It was anticipated that the LICOS system would give more time for teachers to act as consultants, moderators and facilitators to learners, giving individualised advice/guidance according to the learners’ specific learning needs, level of education, qualification, motivational situation etc.

This ‘blended learning’ delivery model is especially effective in the correctional service, due to the following:

- modularised learning objects support inmates with short term sentences, they can continue learning on additional modules in public/community education after release;
- media-based learning enlarges the range of professions which can be taught beyond traditional low-qualified prison jobs, e.g. administration jobs or information technology related careers;
- using computers for learning strengthens learning motivation, especially of young inmates;
- the use of digital media learning environments enhance IT and media competency of inmates.

The project also aimed to develop a common e-learning framework with partner countries being proactive both in its development and evaluation. The project aimed to show how European countries can manage to combine their respective strengths to develop a modern, effective and efficient educational system in European correctional services.

**LICOS Partnership**

A total of nine partners from nine European member states worked on the LICOS project: University of Bremen (Germany, coordinator), County Governor of Hordaland (Norway), Institute for the Sociology of Law and Criminology (Austria), Universitat Autonoma de Barcelona (Spain), Work-Wise (The Netherlands), Fundacion Diagrama (Spain), Juvenile Prison of Pécs (Hungary), Penitentiary Institutions Belgium, Directorate General (Belgium), Department for Business, Innovation & Skills, Social Mobility Unit, London (England)

### Issues identified in LICOS project

- Prison education is more targeted at the lower level [general and basic skills]
- Mainly traditional jobs are targeted [painting/decorating/brick-laying/carpentry etc.]
- Disruption in learning occurs often [security lock-downs, meetings with lawyers etc.]
Teaching is mainly traditional and class-room based [little or no independent learning]

The is a higher proportion of people with learning difficulties in prison [high number unable read and write]

Higher proportion of people with poor prior experience of school/education/training [poor attendance/dropout/bad experience etc.]

High percentage of foreign inmates [language and communication issues]

High proportion of learners with drug issues [higher percentage in prisons]

Three key categories of inmate identified:
  o inmates with drug problems;
  o foreign inmates;
  o inmates with negative school experience.

An analysis of the work undertaken in the nine countries resulted in the following findings with regard to the positive contribution of e-learning:

- to extend the topics and subjects offered in training and education in individual prisons;
- to involve more inmates in training and education;
- to be better able to offer training and education that fits the individual needs and wishes of inmates or to adjust it individually. Not least e-learning provides the quality that students can adjust the pace of their work the way it fits them;
- to offer more short term trainings and education (for instance for short term sentences);
- to allow students to carry out research and give them access to materials they otherwise would hardly obtain in prison;
- to motivate students. Especially for young students the use of computers by itself may be motivating but e-learning also allows for learning and training that is different from traditional training and education (which for many of them has a negative connotation);
- to create networks that enable students to carry on training and education already started after the transfer to another institution or even after release;
- to enable prisons to be better able to offer training and education that is up to date and reflects the current needs on the labour market;
- to broaden the supply of training and education without the need to increase the staff linearly. This argument of course is a sensitive one, because there is no doubt that trainers, supervisors and tutors are needed in any concept taking advantage of e-learning. Experiences (above all by enterprises) have shown that e-learning just by itself, without adequate tutoring run a high risk of frustration and failure;
- that investments in training and education in prison considerably increase the number of inmates in training and education.

**LICOS RECOMMENDATIONS TO EUROPEAN POLICY MAKERS**

The LICOS project resulted in a total of twenty-four recommendations regarding the use of e-learning being put forward to European Policy Makers. The recommendations are grouped under the following headings:

- Prison education
- E-Learning as a strategic means for qualification in correctional services
- E-Learning introduction process

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3 Recommendations for European Policy Makers Version 0.98, 10.12.2010
Providing Learning Content
Using valuable resources from the internet in a secure way
Embedding e-learning in an overall qualification strategy

Prison education

- Prison sentences always constitute a deprivation of freedom. But beyond security aspects the aim of the organisation of sentences is to foster reintegration of (ex-) offenders into society. According to international conventions and recommendations the prisoners have the same right to education as other citizens. Education helps to develop the personality and character of the individuals. Education plays an important role in the process of reintegration. Therefore, deprivations and restrictions which constrain education in prison should be avoided as far as possible.

- Considering the growing importance of Information and Communication Technology (ICT) in society, prisoners should have the chance to use ICT for education and training purposes (e-learning). Restrictions with respect to the use of ICT have to be limited to measures necessary for maintaining security.

- Education and training in prisons have to aim at levels of competencies which are comparable to those outside the prison. There should be efforts to issue same or similar certificates as in society in general and accredited by official bodies like Chambers of Commerce and Industry, Ministries of Education, etc. e-Learning can support this goal by giving inmates – online or offline – access to learning material from general schools, vocational training schools or colleges. In addition, central examination facilities, which can be reached via secure internet channels, should be used by inmates to obtain degrees which are widely acknowledged by employers.

E-Learning as a strategic means for qualification in correctional services

- E-learning for inmates provides a huge opportunity to enhance prison education by
  - using the flexibility of the technology to address individual qualification needs of the inmates at a personal time schedule
  - broadening qualification opportunities,
  - improving the quality of education and training,
  - motivating (especially young) inmates,
  - effectuating learning processes and
  - saving financial means for improving individual support for inmates by teachers.

Correctional services should be encouraged and enabled to make use of these special opportunities.

- E-learning gives inmates the chance to not only to learn subjects of general or vocational education but also provides the opportunity to build up digital literacy. In today’s society where digital competence becomes necessary at the workplace as well as in daily life the chance for reintegration of ex-offenders can be strongly improved by offering qualification in the field of new media and computer use. People lacking digital competence are at the risk of exclusion. It could be a goal to provide inmates with the opportunity to perform the (modularised and standardised) European Computer Driving Licence (ECDL) in prison.

- In many cases inmates have bad experiences considering their time in school. In these cases e-learning not only can support learning of subjects but also can – because of its “non-school attitude” – provide a new way of re-entering learning in general.
There are many foreign inmates in European prisons. These inmates often have no chance to get appropriate qualification because teachers in most cases are not able to provide teaching in the mother tongue of these inmates. It should be considered if it is possible to establish co-operations with prisons in the home countries of the foreign inmates and let teachers from there teach these inmates by using e-learning and distance education. By that method inmates can maintain links with their home country in terms of culture, working practices etc. to be better prepared for reintegration into there home country after release.

E-learning should also be used for further qualification of prison staff. By using e-learning systems for their own purposes prison employees become aware of the advantages using ICT in education. E-learning for staff provides innovative tools for necessary continuous qualification and at the same time raises the insight in the benefits of e-learning for prisoners.

Technical means and pedagogical approaches for e-learning cover a wide range of facilities.
- Today, technology reaches from stand-alone personal computers over networked class rooms to in-cell use of ICT and secured access of the internet.
- In the future there might be learning applications on handheld and portable devices providing inmates with appropriate learning material in an effective way.
- E-learning should start with a pedagogical concept, especially the action-oriented learning facilities should be considered. Then, the appropriate technology has to be chosen.
- Based on pedagogical and technical advice correctional services have to decide which educational setting (pedagogical approach, learning content, technology and organisational environment) fits their needs and concepts best.

E-Learning introduction process
- The introduction of e-learning in correctional services has to be organised in a professional way by:
  - starting by defining the overall pedagogical concept
  - considering the given prison environment and
  - choosing appropriate state of the art technology
  - setting up a strategic introduction plan (including a communication plan, paying attention to participation aspects and realising change management strategies).

- It is recommended to not “invent the wheel again and again” but to use results from European transnational projects (e. g. LICOS) to effectively and efficiently introduce e-learning facilities in correctional services. To improve this exchange of experience a task force “e-Learning in prison” should be established on a European level to further develop and promote e-learning concepts and products in the pedagogical as well as technical area of prison education.

- In addition, “Forums of e-Learning” should be founded on national or regional level with representatives from correctional services and school authorities. The forums should discuss opportunities to establish cooperation between prison schools and public schools using e-learning in a secure way.

- E-learning as a special information technology nowadays can be handled in a secure way. Especially communication and interaction with third parties can be prohibited,
controlled or regulated and documented. From a technical point of view all means for running a secure educational technology in correctional services can be provided. In addition prisons have to care about organisational means to support secure operation of the system.

- The public has to be informed that the introduction of technology in prison education is not a “pleasant toy” for inmates but a necessary measure to provide an up-to-date qualification which improves social reintegration chances, job opportunities and finally reduces costs in a substantial way by reducing the risk and costs of recidivism.

Providing Learning Content
- It should be considered founding a European Virtual Prison School with prisons from various EU member states as member schools, enhancing market power in negotiations with content providers (publishers). The aim is to buy school licences which can be used by all school branches.

- Learning content which is already provided by public bodies used by citizens should also be made available to prison education. Within the public network a secured subnet for use in prisons should be established.

- In many cases learning material is copy-righted and therefore it is difficult to share such material between prisons. Politics should consider if it is possible to privilege correctional services in using such material in the closed prison environment free of charge. In the meantime sponsoring of publishers providing their learning material for free would be helpful.

- We recommend setting up a group of prison teachers and e-learning specialist on a European level collecting and distributing appropriate content for e-learning in correctional services. Best practice content should be translated into other European languages which needs financial support from the European Commission. In this way synergies in content production and distribution could be used. Wherever possible this content should be put under an open licence, e.g. a Creative Commons Licence.

Using valuable resources from the internet in a secure way
- The internet provides a lot of valuable pedagogical content. E-learning systems can be configured in a way that only appropriate learning material can be accessed by inmates. Misuse of the internet can be avoided by technical means. The state of the art in ICT security provides methods and tools to prohibit illegal or unwanted interactions and to run a secure intranet for educational purposes.

- Presentations and pilot projects should be set up and promoted to show prison governors, security officers and teachers that and how internet facilities can be managed in a secure way for prison education.

Embedding e-learning in an overall qualification strategy
- Experiences from e-learning case studies all over Europe have shown that this technology cannot substitute personal guidance of inmates by teachers, but it can support the qualification process by adding educational resources to effectuate learning and giving teachers time for their actual pedagogical work. The role of teachers is changing from being an instructor to becoming an increasingly higher valued role of being a facilitator. This change has to be supported by an additional specific training.
• E-learning has to be organised as a “blended learning” process: The strength of interpersonal support and mentoring by the teacher (advice giving, facilitating learning processes and evaluating results) has to be combined with the strength of effective and efficient e-learning repositories for educational material and action-oriented learning (presenting learning material in high quality, enabling cooperative learning and supporting active acquisition of knowledge and skills).

• Staff qualification by means of e-learning needs time resources. Correctional services should consider staff training with e-learning being part of employees’ normal work. If employees use e-learning in their free time for further qualification this should be acknowledged, encouraged by incentives and rewarded by certificates which facilitate further career steps etc.

• E-learning for inmates should be organised as part of an overall process model using ICT from assessment over qualification to resettlement and job placement. An end to end ICT support with embedded e-learning and documentation of learning results (e-portfolio) guarantees a continuous information flow for all involved parties. This is especially true for a continuous qualification process starting in a prison and being continued in another prison or outside the prison after release.

• Further research is needed to analyse the impact of e-learning specifically in prison education, to evaluate the learning outcome of applying new media in general as well as vocational education, and to stimulate further development of pedagogical concepts and technical solutions. In addition support for practical implementation, evaluation and European transfer has to be organised. These research and practical needs should be reflected while setting up new educational programmes on the European level.

Next steps (LICOS 2)

At the last meeting of the LICOS project held on December 1-3 2010 at the Juvenile Prison of Pécs4 partners discussed the possibility of continuing cooperation after the end of the current project. The LICOS partnership all agreed that continuing cooperation was essential and several ideas for a follow-up project were discussed. Some of the ideas put forward were:

Development of an e-Portfolio system
One problem in prison education is that the qualification an inmate achieves during imprisonment is not documented in an appropriate way so that it can be used after release. While searching a job there often is a lack of information about these (formal as well as informal) qualifications. The development of an e-Portfolio for prisoners and its integration into the LICOS system would help to avoid this situation. (This project idea will be further developed by DE.)

Cross-country e-learning for foreign inmates
The approach in the current LICOS project should be extended. E.g., the foreign inmates in a country could be connected to the e-learning system of a school in their home country. Various levels and areas of cross-country cooperation could be considered, e.g. exchange of learning material, providing foreign newspapers in electronic form, direct interaction between foreign teachers and foreign inmates. (This project idea will be further developed by NO, AT and DE.)

4 lc-27-meeting-4-minutes-10
Train the Trainer
One key in e-learning in prison is the qualification of teachers. They have to develop a new understanding of their role as advisors and facilitators instead of being an instructor only. Beside this the media competence of teachers has to be enhanced so that they can perform e-learning courses in a more advanced way. (This project idea will be further developed by AT.)

European network for ICT in prison education
The ICT professionals in European penitentiary institutions (prisons, director generals, ministries of justice etc.) would benefit a lot by exchanging information and experience in the field of ICT/e-learning in prison education. The initiative aims at creating such a network. (This project idea will be further developed by BE, DE and UK.)
How can technology help?

Technology is not a replacement for good teaching and learning and the suggestions below should be viewed as complementary to, and supporting, existing systems. However, there are three areas in particular that I consider technology can make a difference:

INDIVIDUALITY

- Multimedia, flexible and e/m-learning materials can be available on demand 24/7;
- technology can support, develop and enhance learners individual learning styles;
- individual aims and objectives can be set and achieved at a time, place and pace to suit the individual learner;
- learners have a chance to develop their independent learning skills with support built into the learning materials or available from a tutor/teacher;
- not all learners learn at the same pace or to the same level. Additionality is available within the learning materials and learners are able to develop their full potential;
- the development of e-portfolios’ enables learners to progress at their own pace and record evidence that can be used for accreditation of prior learning.
- on demand learning – learners can study at their own pace at times to suit them;
- just in time learning – the use of the Internet in particular can provide information when it is most needed. Other multimedia learning materials are also available 24/7;
- learning for life skills – the development of independent learning skills is essential for future employment, education and training. Learners need to be able to decide how to learn; what to learn; when to learn and develop effective learning strategies for future learning.

FLEXIBILITY

- On demand learning – learning could be available 24/7, even within the prisoners cell. Interactive TV could be used to deliver a wide range of basic skills and other materials directly into the cells. The only interaction the learner would have is the remote control to select programmes and also answer multi-choice questions that could be logged onto the individual’s e-portfoli and used as evidence toward a qualification. Handheld technology and game machines (without Wi-Fi connection)
could also be used to deliver basic education to the learner when s/he wanted to use it.

- Multimedia learning materials – a wide range of free/low cost learning materials are available from the Open University (over 500 free courses), BBC learning (wide range of free learning opportunities online), Learndirect (good quality, affordable interactive learning materials) etc. These are excellent quality and constantly being updated. Open Source learning materials are also available worldwide but need to be catalogued and rated before wide spread introduction.

- Audio, video, animation etc., multimedia learning materials are ideally suited to deliver to individuals that have a range of learning styles. The majority are interactive and build on the learners experience and preferred method of learning.

- Interactive – The interactive nature of multimedia learning materials is ideally suited to younger learners (16 – 30) as many have been bought up using games technology. The majority of multimedia learning materials have not yet reached the level of sophistication and entertainment of the games market but new education materials are beginning to recognise the significant impact this could have on effective teaching and learning.

- Self-assessment – learners have potential access to 24/7 formative assessment using technology. They can take tests and get feedback when they want/need it rather than wait for a teacher to mark and return assignments/tests. Diagnostic assessment is also possible using technology and can direct the learner to areas of the course they need to revisit or even do not need to study due to their prior learning.

- Hand Held/Mobile technology – this is quickly becoming one common method of learning and delivery in ‘normal’ education and training and its significance will increase dramatically in the next three-years (2011-2014). If offenders cannot access these new technologies they will be severely disadvantaged when they are released into an ever changing and increasingly technological job market.

**CONTINUITY**

- Consistent delivery - good quality learning materials, assessment and other feedback can be delivered 24/7 to a consistent quality that is available to the learner when they want to use it rather than have to book into a learning centre or wait for a teacher to become available.

- On-line curriculum – learners have the opportunity to study a wider range of subjects and have virtual access to experts, even when they move prison.

- Continuity prison / community – having virtual experts allocated to individual learners means that when prisoners are moved their virtual support remains the same and continuity is maintained. If allowed small virtual communities or support groups could be set up so that learners could help each other and discuss education/training issues in a safe virtual environment.

- Common curriculum – the LICOS project investigated the development of a common learning platform that could be populated with learning materials from each country to form a common core curriculum. This would enable a German offender in a UK prison to study any subject in their preferred language, this facility could be available in any country participating in the project.

- Consistent support - built in support within the learning programmes could be available 24/7 and the results added to the learners e-portfolio to gather credit for a qualification. Virtual support would also be available via the learner management system LMS and the same virtual expert/support could be maintained throughout the learner programme.
Future areas for research and development

- Hand-held/portable technology
- Interactive TV
- e-portfolios
- Independent learning in prisons
- Open source development of learning/training materials

Conclusion

The award of the 2010 Winston Churchill Travelling Fellowship enabled me to see first-hand the tremendous efforts being made by individuals, organisations and countries to introduce technology into the education and training of offenders within prison. Progress is being made but due to the additional security aspects and the fear/misunderstanding of technology this is slow and, at the moment, unable to keep pace with developments in education/training outside the prison system. The gap between the use of technology for the training of offenders and those in ‘normal’ education is getting wider and will continue to grow as the speed of technological development continues to increase. In countries such as Norway the rate of reoffending is significantly lower than the UK and further research would be required to ascertain what part technology and innovative delivery/support methodologies play in this.

It is quite clear however that the delivery of education and training in prisons will need to embrace technology, and this includes hand-held, portable, games and interactive TV, if it is to produce learners that have the opportunity of getting meaningful employment or continuing their education/training on release.

I hope this report and some of the findings stimulate discussion and focus the debate regarding the development and implementation of technology within prisons.
Countries visited

GERMANY

ELIS - A learning platform for eleven states

Germany has been extremely proactive with regard to the development of e-learning since the early 1990’s. However, some areas have been more proactive than others, in particular the federal states of Bremen and Berlin. A major part of the e-learning structure that exists in Germany today is based on developments within projects funded by the European Union EQUAL program such as e-lis, Babe, Zubilis and Member. European funding has been extremely important and many of the e-learning developments would not have been done without it. The e-learning structures now in place in German prisons are now funded by means of the federal states.

The ‘elis’ learning platform was developed in 2002 at the University of Bremen. It was first used by seven states (Berlin, Brandenburg, Bremen, Hamburg, Mecklenburg - Western Pomerania, Lower Saxony, Schleswig - Holstein) as a supporting medium for the education and training. Since December 2008, the states of Hesse, Rhineland -Palatinate, Saarland and Saxony- Anhalt have been added to the ‘elis’ platform.

Since then the 11 German states have formed a collaborative partnership called the “Nordverbund”. The federal states within the Nordverbund share, and take advantage of, the central e-learning structure largely developed within the e-lis project. There is a central server structure now situated, serviced and administrated in Berlin which can be accessed by all prisons within the 11 German states. Forty prisons are now reported to be connected to the ‘e-lis’ server, and it offers over one hundred learning software packages for about 160 different courses. These courses cover a wide range of topics from motivation, basic education, IT-topics and also vocational training subjects as well as advanced studies. ‘elis’ (eLearning in Prison) has been providing a learning platform for prisons since 2005. The elis system is used in more than 40 prisons. It contains more than 160 courses that cover a broad range of topics from basic education and vocational training, up to further
education for prison staff. The platform is hosted by the IBI (Institute for Education in the Information Society).

The IBI is also responsible for the project "BLiS" (Blended Learning in Prison) that aims to improve staff competences in Blended Learning. It offers counselling and training for teachers and multipliers in penal institutions. In addition "BLiS" develops teaching and learning material covering the topics of democracy, diversity and tolerance. The project runs in the same 11 Federal States of Germany and is financed by the ESF, the Federal Ministry of Labour and the Justice Ministries of the Federal States.

As with any project within secure learning environments security has been central to the design of eLis. Access to the internet is controlled via the central server and firewalls are installed locally and centrally. Software (IPCop) at the central server takes care of the encryption. The platform does allow access to web addresses and this is achieved using a 'white-list' of such known and approved locations on the Internet. Tutors can ask for new locations can be added to the white-list if they are relevant to a course of study. The e-Lis learning platform uses the open source LMS Ilias which has been adapted to meet the requirements of e-learning in prison. Administrators prepare the access of individual learners to the server and they then use individual IDs and passwords to access their learning area. The LMS keeps a log of all access and action can be taken against any individual trying to abuse the system.

Trainers at the prisons of the Nordverbund consist of prison staff, staff of external educational institutions as well as staff from schools (for instance vocational schools). The way e-learning is used in the prisons of the Nordverbund differs considerably and is largely dependent on the trainers. Mostly it can be assumed e-learning is used as an additional source within courses. There are no generally valid or acknowledged standards, but as a rule e-learning is used in the context of blended learning, taking advantage of diverse materials and instructions. Just e-learning without any assistance and other sources is not used. As a rule e-learning is carried out in classes equipped with computers that are connected to the server in groups of 6 to 12 students. Apart from instructions, tutoring and supervision the teachers are also expected to contribute to organizational security.

Learners are able to communicate with teachers via the eLis platform and this system also provides the opportunities for forums, chats and mail communication between students. However, in general these features are normally disabled on installation and learners are not able to communicate between each. Internet access is not available in general.

The software available on the eLis platform is selected by a team of people following a strict evaluation process. A wide range of software is available including commercial products, open source, materials developed by other partners within Europe and some sponsored software from identified organisations.
SWEDEN

Sweden – some basic facts

• 55 prisons from south to north
• Room for 5 000 inmates a time (about 12 000 a year)
• Inmate age span from 18 years old and up
• Coming and leaving every day
• Sentences from some weeks up to lifetime
• Transfer of inmates between different prisons
• No access to Internet

What is needed?

• Individuality
• Flexibility
• Continuity
• Equivalence

Individuality

• Possibility to get in contact with a career counsellor
• Own objectives
• Own study plan
• Own choice of courses
• Own study pace
• Starting at a relevant level in each subject
Flexibility
- Independent of time, place and pace:
  - Learning Centre is open five days a week
  - Possible to start every day
  - Always support by at least one qualified teacher
  - Teacher support continues even after transfer
- No classes
- No lessons
- No terms
- No closing during vacations
- No geographical or time limits

Continuity
- Learning Centre at every prison
- Intranet for inmates
- Phones
- Study plans digitally saved
- Same subject teacher all the way through a course
- In addition: Always a local teacher coaching

Equivalence
- Same curriculum and syllabi as in adult education in the open society
- National prison education system:
  - Learning Centre at each prison
  - Employed fully qualified teachers
  - Employed principals
  - Employed national prison education manager
- Under supervision of the Swedish Schools Inspectorate

LEARNING CENTRES PROVIDE
- Swedish for immigrants
- Reading and writing support
- Basic adult education
- Upper secondary adult education
- University and other higher education
  - Vocational training (now becoming the responsibility of Learning Centre)
- Validation (coming)
Today (2010) about 140 different courses e.g. in subjects like:

- Swedish
- Mathematics
- Civics
- English
- Science
- Spanish
- Philosophy
- Communication
- French
- Religion
- German
- Physics
- Sfi
- Psychology
- History
- Film
- Economics
- Biology
- Literature
- Russian
- Computer science
- Web design
- Marketing
- Geography

**Background to the Swedish Education System**

There are 55 prisons in Sweden from south to north and inmates are frequently transferred between different prisons. The size of the prisons differs considerably and the number of qualified trainers available at individual prisons did not allow for a large curriculum offer or time to cater for the inmates individual needs. In 2000 the prison and probation administration reviewed the provision and came to the conclusion that there was a need to change the structure and provision with respect to adult education in prisons. Up to the year 2000 prison education had been provided by external teachers and trainers and the system did not appear to fulfil the current or projected expectations. The revised Swedish model of “e-learning” in prison now uses a central IT network to provide ‘distance/e-learning’ opportunities to its inmates throughout Sweden. Part of the new delivery of adult education in prisons is that all teachers are now employed by the system as prison staff and have a duel role as centre and distance learning tutors/teachers.

All developments were undertaken and paid for using national finances and at each of the 55 prisons a learning centre has been set up. Alongside the National Coordination of education in prisons six ‘Regions’ have been established and a ‘Principal’ appointed in charge of all educational matters in the prisons of the individual region. The implementation of the new systems and procedures was completed in 2007. Legal provisions now provide that the prison system itself is allowed to offer education according to the general educational system, they are also empowered to grade and certify qualifications.

**What the new system offers**

Depending on the size of the prison there are normally one to six members of fully qualified staff available as subject teachers and support in each centre. Throughout Sweden there are some 120 teachers employed in prison education and this makes a significant impact on the delivery of education in prisons, the support offered to inmates and increases the curriculum offer due to the use of ‘virtual support’.

Over 140 courses are currently available to all prisoners in Sweden and this is possible due to the flexible delivery models employed. Each teacher is not only responsible for the learners in their centre but is also allocated a number of learners at other prisons throughout Sweden. The allocation of ‘virtual support’ learners is down to the curriculum specialism of...
the teacher and the number of learners taking that particular course. The learners therefor benefit by having support by two teachers, one general support and one curriculum expert.

Due to the fact that all education is focused on the individual there are no term times, classes, minimum group size or lessons and individual students can start their course of study as soon as they want as there will be someone in the system that can support then. All learners have an individual learning plan and can study at their own pace in their own time. If inmates are transferred to another prison s/he continues to receive support from the same ‘virtual tutor’ until the course of study is completed. Tutors and teachers keep in contact using the telephone or the special intranet for inmates called the NetCentre. The NetCentre allows teachers to set up virtual classrooms and they are also able to write to learners, motivate them, send them course notes/materials/assignments and generally communicate with them to ensure they continue through their individual action plan. Career counsellors also support learners via the NetCentre. For security reasons the system is for tutor/inmate – inmate/tutor communication and no inmate/inmate communication is allowed.

The majority of learning takes place within the learning centre and is supervised and supported by the learning centre staff. For security reasons any access to the open Internet can only be done under the supervision of a member of staff. Offenders have the opportunity to study full-time or fit this in with their work time.

Due to the flexibility of the Swedish blended learning delivery model over 1,500 offenders take the opportunity of accessing some form of education every day throughout the Swedish prison system. There are also plans to take on vocational training and extend the use of e-learning.
Due to the work undertaken as part of the 2010 Winston Churchill Travelling Fellowship I was asked to give an input to the E-Learning and Knowledge Management in Correctional Services conference held in Ghent (Belgium) – 22-23 October 2010. Information from the PowerPoint presentation is reproduced below.

Technology in Prisons PowerPoint information

2010 Winston Churchill Travelling Fellowship

TECHNOLOGY IN PRISONS
http://www.technologyinprisons.org
http://www.wcmt.org.uk
Dr William G Lockitt
E-Learning and Knowledge Management in Correctional Services
Ghent (Belgium) – 22-23 October 2010

Over 100 years ago a great man had some revolutionary ideas regarding prison reform:

‘Churchill introduced several reforms to the prison system, including the provision of lecturers and concerts for prisoners and the setting up of special after-care associations to help convicts after they had served their sentence’

The aim of the 2010 WCTF:
The aim of the 2010 Winston Churchill Travelling Fellowship is to identify how technology is being used, or could be used in the future, for the education and training of offenders in secure learning environments / upon release into the community and develop transferable models of good practice.
So why do we need to change?

In the UK:

- Almost 90% of prisoners under the age of 21 re-offend within two years
- Almost two-thirds of adult prisoners re-offend within two years
- 45,600 offenders were released from sentence of 12 months or more (including intermediate sentence) in 2008
- The total cost of recorded crime from re-offenders is estimated at around £11 Billion per year

Report available from: http://www.skillsandinclusion.org.uk/

What are the issues?

These are just some of the common issues. Each country will have its own unique problems and solutions:

- Lack of effective leadership and policy decision making
- Quality of teaching and learning support staff
- The way in which teaching and support staff are employed and trained
- Short-term sentences
- Lack of fast-track enrolment for prisoners on short-term sentences
- Continuity of curriculum between prisons / the community
- No common curriculum (within prisons or linked to the community)
- Poor learner tracking and e-portfolios
- Lack of quality interactive multimedia learning materials
- Restricted access to technology (mainly supervised in learning centre)
- Staff awareness to the potential of technology
- Fear of technology
- Lack of interactive/continuous support (SKYPE/MSN etc.)
- Adverse publicity / perception of society toward the use of technology
- Lack of a basic education/training by learners
- Poor motivation/confidence of learners
- Lack of relevant job skills
- Poor after care of offenders
- Limited job, education or training opportunities on release from prison

How can technology help?

There are three areas where technology can make a difference:

INDIVIDUALITY

- Individual learning styles
- Individual aims and objectives
- Independent learning
- Additionality
- e-portfolio
- On demand learning
- Just in time learning
- Learning for life skills

FLEXIBILITY

- On demand learning
- Multimedia learning materials
- Audio, video, animation etc.
- Interactive
- Self-assessment/e-assessment
- Hand Held/Mobile learning
CONTINUITY

- Consistent delivery
- On-line curriculum
- Continuity prison / community
- Common curriculum
- Consistent ‘virtual’ support

How can Hand Held/Portable technology help?

Games and Hand Held/Portable learning:

Most young people are competent at playing games and use Hand Held/portable technology. Even those with poor literacy skills can text and communicate effectively using technology. Hand Held/portable learning devices are already having a significant impact in Further and Community education and training in the UK, see http://www.molenet.org.uk/.

They will have an impact on education and training in secure environments and we need to start thinking about, and planning their implementation now.

The benefits of technology

‘If you have an important point to make, don’t try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time - a tremendous whack.’

Winston Churchill

Recommendations for European Policy Makers

A number of workshops were held at the Conference on “E-Learning and Knowledge Management in Correctional Services” ICPA 2010 Pre-conference Gent (Belgium) – 22-23 October 2010 and the following recommendations were put forward to European Policy makers with regard to e-learning within secure environments.

Recommendations

Recommendations encompassed six broad headings:
1. E-Learning as a strategic means for qualification in correctional service
2. E-Learning introduction process
3. Providing Learning Content
4. Using valuable resources from the internet in a secure way
5. E-Learning and Knowledge Management – two sides of qualification
6. Embedding e-learning in an overall qualification strategy
E-Learning as a strategic means for qualification in correctional service

- E-learning for inmates nowadays provides a huge opportunity to enhance prison education by broadening qualification opportunities, motivating (especially young) inmates, effectuating learning processes and saving financial means for improving individual support for inmates by teachers.
- E-learning should also be used for further qualification of prison staff. By using e-learning systems for their own purposes prison employees become aware of the advantages using ICT in education. E-learning for staff provides innovative tools for necessary continuous qualification and at the same time raises the insight of the benefit of e-learning for prisoners.
- Technical means for e-learning cover a wide range of facilities.
  - Today they reach from standalone personal computers over networked class rooms to in-cell use of ICT.
  - In the future their might be learning applications on mobile devices like notebooks or personal digital assistants (PDA) to provide inmates with appropriate learning material in an effective way.
  - Correctional services need pedagogical and technical advice and finally have to decide which educational setting (pedagogical approach, learning content, technology and organisational environment) has to be introduced.

E-Learning introduction process

- The introduction of e-learning in correctional services has to be organised in a professional way by
  - starting with defining the overall pedagogical concept
  - considering the given prison environment and
  - choosing appropriate state of the art technology.
- It is recommended to not “invent the wheel again and again” but to use results from European transnational projects (e. g. LICOS) to effectively and efficiently introduce e-learning facilities in prison.
- E-learning as a special information technology nowadays can be handled in a secure way. Especially communication and interaction with third parties can be controlled, regulated and documented. From a technical point of view all means for running a secure educational technology in prison can be provided. In addition prisons have to care about organisational means to support secure operation of the system.
- The public needs to be informed that the introduction of technology in prison education is not a “pleasant toy” for inmates but a necessary measure to provide an up-to-date qualification which improves social reintegration chances, job opportunities and finally reduces costs by reducing the risk of recidivism.

Providing Learning Content

- We recommend setting up a group of prison teachers and e-learning specialist on a European level collecting and distributing appropriate content for e-learning in prisons. Best practice content should be translated into other European languages which needs financial support from the European Commission. In this way synergies in content production could be used. Wherever possible this content should be put under an open licence, e.g. a Creative Commons Licence.
- It should be considered founding a European Virtual Prison School with prisons from various EU member states as member schools, enhancing market power in negotiations with content providers (publishers). The aim is to buy school licences which can be used by all branches.
• Learning content which is already provided by public bodies used by citizens should also be made available for prison education. Within the public network there should be established a secured subnet for use in prisons.
• In many cases learning material is copy-righted and therefore it is difficult to share such material between prisons. Politics should consider if it is possible to privilege correctional services in using such material in the closed prison environment free of charge. In the meantime sponsoring of publishers providing their learning material for free would be helpful.

Using valuable resources from the internet in a secure way

• The internet nowadays provides a lot of valuable pedagogical content. E-learning systems can be configured in a way that only appropriate learning material can be accessed by inmates. Misuse of the internet can be avoided by technical means. The state of the art in ICT security provides methods and tools to prohibit illegal or unwanted interactions and to run a secure intranet for educational purposes.
• Presentations and pilot projects should be set up to show prison governors, security officers and teachers that and how internet facilities can be managed in a secure way for prison education.

E-Learning and Knowledge Management – two sides of qualification

• E-learning and knowledge management should be considered as interrelated technologies and methods. For inmates, knowledge management can provide facilities to extend qualification and training measures, e.g. by providing information and knowledge about job acquisition, housing offers etc.
• E-learning and knowledge management in prison have to be established as an overall strategy for life-long learning.

Embedding e-learning in an overall qualification strategy

• E-learning has to be organised as a “blended learning” process: The strength of interpersonal support and mentoring by the teacher has to be combined with the strength of effective and efficient e-learning repositories for educational material and action-oriented learning.
• Experiences from e-learning case studies all over Europe have shown that this technology cannot substitute personal guidance of inmates by teachers, but it can support the qualification process by adding learning resources to effectuate learning and to give teachers time for their actual pedagogical work. The role of teachers is changing from being an instructor to the more valued role of being a facilitator.
• Staff qualification by means of e-learning needs time. Correctional services should consider staff training with e-learning being part of employees’ normal work. If employees use e-learning in their free time for further qualification this should be acknowledged, encouraged by incentives and rewarded by certificates which facilitate further carrier steps etc.
• E-learning for inmates should be organised as part of an overall process model using ICT from assessment over qualification to resettlement and job placement. An end to end ICT support with embedded e-learning guarantees a continuous information flow for all involved parties. This is especially true for a continuous qualification process starting in a prison and being continued in another prison or outside the prison after release.
Norway – some basic facts

Project - IFI - Internet For Inmates
"Controlled access to internet"

All schools/prisons in one domain (national central).
The national central controls
- Users
- Software
- Internet

Criteria for the Internet
Prisoners shall not be able to communicate out ...but they are allowed to get information in; that is to read pages. There are sites that we don’t want the prisoner to see:
- Drugs related
- Pornography
- Sites as "How to commit new crime"
- And so on ..

- All activities are to be traced.
- Check to see whether the prisoner should gain access to IFI security-wise (of each individual).
- Servers and Internet is to be controlled (owned) by the department of justice (security reasons).
In short: the principles for Internet Categories + communication filters + Exceptions

The Internet experience
- Prisoners can read discussions and search the web
- Plugins are blocked → less interactive Internet
- Only a small percentage of sites are categorized

Surveillance
- Who has been surfing?
- What web sites have they been watching?
- Where have they been when they where surfing? (which computer where they using)
- When did they surf?

The Norwegian case
- Why is it possible?
  - Security reasons
- Normalisation of prison education, - the digital student
  - The political , - pro prison education
  - The right to education, also in prisons

For several years the policy makers in charge of the Norwegian prison system have tried to widen the use of e-learning and make it more flexible and relevant to the requirements and expectations of a modern society. The use of the internet as a learning tool is now embedded into the Norwegian education delivery model and integrated into the delivers of courses within a range of curriculum areas. A number of regional projects have also been piloted in some vocational areas. Norway has been an active participant in European project but the majority of funding for the reforms have been financed by the Norwegian people. One of the main aims of the Norwegian prison system has been to develop a national e-learning structure and associated systems.

E-learning, partnership arrangements with external education providers and access to the Internet using ‘It’s learning’ has been available in Norway for some time within low security prisons and a wide range of learning opportunities are available to offenders. However, over 70% of prisoners in Norway are in high security prisons and some thought has been given to how the facilities available in low security prisons could be adapted or transferred. New systems were put in place in 2009 and access to a learning platform called ‘Internet for Inmates’ (IFI) is now available prisons in Norway and learners now have access to sites relevant to their learning via the internet. Web sites are categorised (more than 100 categories at this point in time) and many of those dedicated to education, new and other relevant resources are made available. Access can be restricted depending on the security issues within a prison or down to the individual. Any web site not categorised is blocked and if the learner tries to access any they are informed on screen of the reason why it has been blocked. Most of the interaction with the internet is limited to reading information as the learners do not have the ability to write or communicate out into the www. The system in place is not a learner management system (LMS) and therefore does not track the learner’s progress or record achievement. By the end of 2009 25 Norwegian prisons had been connected to the new IFI-server. The remaining 27 Norwegian prisons are planned to be connected by the end of 2010. For the future different technical and platform solutions are investigated that would allow more interactivity.