



1. What do we need to change in order to ensure that education and training provision meets the needs and interests of all potential prison learners?

For example: males and females, long and short sentenced prisoners, prisoners with learning disabilities / difficulties and prisoners who have higher levels of education.

Prison populations are diverse and therefore a 'one size fits all' approach will not achieve the outcomes desired. Inductions and individual learning plans are essential to ensure each prisoner reaches their learning goals and potential. A personalised approach takes time to understand the individuals' previous learning experiences and achievements and involves thorough assessments of learning levels and types. The more personalised the learning plan, the more likely the individual needs will be met resulting in better outcomes. In the PLA briefing document¹ recommendation a) on p.6 suggests that learning from the draft pilot induction course for the women's estate established by NIACE, funded through a grant from BIS, is adapted for male prisoners and the youth estate.

Current provision under OLASS 4 is more suited to short sentenced prisoners. Once prisoners have achieved their basic skills or vocational qualifications at level one or two, under the current contract qualification progression routes to level three and above qualifications are limited by the general restrictions in the adult skills sector around funding for provision at Level 3 for learners aged 24 and above. The PLA recommends these restrictions be removed in respect of prisoners (see p.8 of PLA briefing)². Since the changes have been introduced, there has been a decrease in the numbers of prisoners achieving level three qualifications, in 2013/14 this was a decrease of 55.5% from the previous year³. This issue is particularly relevant for longer term prisoners seeking to use their time meaningfully. There needs to be greater flexibility within education contracts so that prisons holding different populations can deliver education appropriate to their needs. For example; a category A prison holding long sentenced prisoners needs different forms of learning than a local resettlement prison. There needs to be a broad range of opportunities to meet the diverse needs of the overall prison population. Learning also needs to embrace personal & social development through a broad curriculum including arts, informal learning, family relationships, enrichment activities, peer mentoring and life skills.

In the PLA briefing we also recommend (recommendation b) on p.6) making specific provision for prisoners with Learning Disability and Specific Learning Difficulties (LDDs) by providing appropriate screening and assessments. Guidance should be developed to ensure that prisoners who are assessed at entry level for literacy and/numeracy, or who self-report as having a learning difficulty, are screened for SpLD, such as dyslexia to establish any additional learning support needs and

¹ Champion, N. (2015) The Future of Prison Education Contracts: Delivering Better Outcomes. London: Prisoners Learning Alliance.

² Ibid.

³ Skills Funding Agency and Department for Business, Innovation and Skills (2015) Statistical First Release. Further Education & Skills: Learner participation, outcomes and level of highest qualification held SFA/SFR27 (para 42 and table 18). London: SFA & BIS.

referred for further assessment, if appropriate. As part of this, all prison staff should receive LDLD awareness training. KeyRing have done effective work training staff how to work effectively with prisoners who have learning disabilities and promote the use of EasyRead and other techniques. The latest data shows 32% of prisoners on reception self-report LDLD. We understand that data soon to be published indicates only 23% of prisoner learners have LDLD. Therefore many prisoners with LDLD are not currently engaging in prison education. Prisons should be incentivised to effectively engage and work with prisoners with LDLD to help them cope with prison life and with life outside of custody by brokering specific support. They should also be incentivised to engage them in learning in custody and after release.

Research commissioned by PLA member The Bell Foundation⁴ and referred to in their separate response to this review also highlights the need to assess English language needs alongside literacy and numeracy levels. This is to ensure that prisoners are given the appropriate level of ESOL support based on their individual needs.

The specific needs of young adults, who have been termed a 'forgotten group'⁵ should also be addressed. In a recent submission to the Justice Select Committee inquiry into young adult offenders we recommended that learning must be considered as much of a priority for young adults as it is for those under 18 to avoid them 'falling off the cliff edge once they transition to the adult estate. Progression to higher levels of learning should be encouraged and supported. We also recommended that legislation for the SEND reforms that were introduced into the young people's estate in April 2015 should be updated as a matter of urgency to include young adults up to the age of 25. These reforms cover young adults in the community up to the age of 25 so the same should apply in custody.

The Coates Review could strengthen its findings by sharing with and learning from the Charlie Taylor review into the young people's estate; some of their findings could be useful and applied to the adult estate and vice versa.

In our report 'Smart Rehabilitation'⁶ we emphasise the importance of an inclusive model of prison education and highlight the need to ensure that BAME prisoners, vulnerable prisoners and older prisoners have their specific needs met and are able to access learning opportunities. There are examples of good practice of prison working specifically with these groups (HMP Dartmoor mixes VP learners with the general population through use of a COMPACT, HMP Rye Hill have an older prisoner curriculum with OCR, The Anne Frank Trust provide workshops exploring issues of race and discrimination, RECOOP offer specialist programmes for older prisoners and also run activities in Black History Month). Prisons should be incentivised to take an inclusive approach.

Information about the learning experiences of prisoners with English as a second language can be found here:

Information about the learning experiences of Gypsy and Irish Traveller Community can be found here: <http://www.irishchaplaincy.org.uk/Publisher/File.aspx?ID=161593>

Information about the learning experiences of BAME prisoners, linked to The Young Review, can be found here: <http://www.prisonerseducation.org.uk/news/the-young-review> [BTEG and the Young Review are currently engaged on the agenda of outcomes for Black and Muslim people in the criminal justice system.](#)

⁴ <https://www.bell-foundation.org.uk/assets/Documents/APrisonwithinPrison.pdf?1423048388>
<https://www.bell-foundation.org.uk/News/2015-02-09/New-reports-ESOL-in-prison-rehabilitation/>

⁵ Allen, R. (2013) Young Adults in Custody: The Way Forward. London: Barrow Cadbury Trust.

⁶ Champion, N (2013) Smart Rehabilitation: Learning how to get better outcomes. Prisoner Learning Alliance

Information about the experiences of women in prison can be found here:
http://shop.niace.org.uk/media/catalog/product/l/e/learning_for_wip_v3_final.pdf

2. How could we better incentivise prisoners to participate in education?

Former prisoner learners who have spoken at our PLA meetings have highlighted the value of being exposed to people with lived experience of the criminal justice system who have used education as a means to transform their lives successfully. Some spoke of their valuable work in the community mentoring and working with prison leavers either as part of a VCS organisation (including User Voice, St. Giles Trust and RAPt) or having set up their own charity or social enterprise. They all expressed a wish to go back into prisons to talk to and inspire other prisoners with their story of success. Some would also like to provide mentoring or other support in custody, as well as through the gate. However they had all come across barriers in getting access into some prisons. Where Governors had allowed access, the benefits were felt not just by prisoners but by staff who rarely get to see evidence of ‘success stories’ and therefore boosted morale. Incentivising prisons to work with former prisoners, subject to appropriate risk assessments would help encourage prisoners to participate in education. Use of peer mentors, prisoner learning champions, learner voice reps, prison education information desks on wings, in the gym, in the library, in workshops etc. are also other ways to encourage prisoners engaged in learning to be part of the solution in improving participation.

The current contractual framework is essentially based on a traditional classroom model where learners complete units and achieve formal qualifications. This type of learning is not appropriate for all prisoners given their backgrounds. In a study from 2012⁷, 47% of prisoners reported having no qualifications, compared with 15% of the general population and 42% of prisoners reported having been permanently excluded from school. A range of different models are needed to incentivise prisoners to participate in education.

Unaccredited personal and social development (PSD) and informal adult learning (IAL) are important factors that many prisoners will have missed out on through school education. These could both act as a hook for resistant learners, creating a route towards more formal learning. In the PLA briefing document we recommend (recommendation b) p.9) that the Governor is given greater control over the balance between formal accredited learning and informal non-accredited PSD activities to meet the needs of the prison population and develop ‘the whole person’. There is clear evidence, including from employers⁸, that prisoners need to develop personal strengths and attributes which are not necessarily delivered by accredited qualifications. Education opportunities that develop these skills and mindsets, should be seen as being of equal or even greater value than formal accredited qualifications.

Effective inductions could also help to incentivise prisoners to engage in learning. These would not necessarily have to be accredited, and could consist of a one or two week induction and PSD course, focusing on reflection, identification of strengths and use support from tutors, peer mentors and others to create a learning plan firmly linked to future goals outside of prison. Providing a good range of information about education at induction would help to reduce informational barriers to engagement.

Creating a strong learning culture by embedding learning into a range of other provision and activities in all corners of a prison, such as; arts, sports, projects, industries or vocational training can also act as a hook for reluctant learners. Although there are good practice examples of

⁷ Hopkins, K. (2012) Surveying Prisoner Crime Reduction (SPCR). London: Ministry of Justice.

⁸ Reed, James & Stoltz, Paul (2013) Put your Mindset to Work. UK

embedded learning, much more could be done to contextualise learning and to expand provision. Within a learning culture, responsibility for learning is found at all levels of a prison, from Governor down. Celebrating learning by holding exhibitions of work and awards ceremonies, attended by family members and non-learners, is also important in engaging prisoners. Having the Governor, staff, prisoners from other parts of the prison and family members attend can help include them in this shared experience and promote engagement of other prisoners not engaged in education.

Education should also be valued and payment for attending education made higher across all prisons, removing any financial barriers to prisoner engagement. Prisoners often want to attend education but are prevented from doing so due to lack of funds and so take up unskilled work because it pays more.

Prisons should have a clear learner voice strategy, to facilitate student councils / learnerforums and to have learner representatives attend quality improvement meetings where appropriate. Funding should be made available to support non-accredited learner voice and participation activities, such as student councils. These participatory mechanisms can be used to improve the quality of provision and co-produce with prisoners themselves solutions to engaging prisoners.

Efforts that encourage and motivate prisoners to engage in education, for example through the use of Learning Champions or mentors, are likely to be more effective than methods requiring prisoners to attend education through compulsion. The latter method is more likely to lead to disruptions for people who are there voluntarily. Emphasis should be placed on incentives and making learning engaging and relevant so the individuals want to engage, as this will lead to a more transformative learning experience.

3. How could we better assess and measure the performance and effectiveness of prisoner learning?

The PLA highlights the importance of using an outcome-based model of prison learning, in terms of distance travelled, for example; intermediate or incremental measures such as increased confidence along the process towards absolute measures such as lack of reconviction, obtaining qualifications or gaining employment. The PLA therefore recommends learning in prison should focus on rehabilitation outcomes (coping with prison and after release, desisting from crime and making a positive contribution to family and society) and the intermediate or incremental steps towards these outcomes rather than outputs such as numbers of accreditations, which often leads to perverse incentives such as getting prisoners to do qualifications even if they have a higher level of qualification already or replicating courses that have been done in a previous prison. There needs to be a clear statement of what prison education is intended to achieve (see our draft Theory of Change presentation attached). Ensuring all stakeholders are focused on these rehabilitation outcomes would also help CRCs and probation trusts to achieve their reducing re-offending outcomes. Monitoring progress through-the-gate is important but difficult to achieve using current systems. Moving towards an outcome-focused funding model requires contracts that promote working more closely with organisations through the gate and systems to enable the monitoring of learners' progress after release. Given that all prisoners are now supervised for at least a year in the community, this is an opportunity to ensure more joined up working so the qualifications gained in prison can be effectively built on and utilised in the community with further education, training or employment (ETE), self-employment or volunteering opportunities. The number of prisoners securing places in ETE or volunteering roles within three months of release should be monitored. Prisons and providers should be incentivised to focus on this rehabilitative outcome through key performance indicators. Currently statutory responsibility through the CRCs or National Probation Service is only to provide signposting rather than intensive support for prisoners around ETE, presenting a gap. It is not enough to only provide education within the prison, it needs to be followed through into the community, by having someone with responsibility for brokering relationships with colleges, universities, volunteer bureaus, employers, training providers,

community organisations etc. in order to capitalise on their learning after release. One prisoner said the following; *'Women here are gaining certificates in education, but then I see them come back to prison again and again. There is obviously something missing. They are not being helped to make use of the education they got in here when they are outside'*⁹.

The performance framework must apply to the whole prison regime and cover the progression and distance travelled of all prisoners (whilst recognising for some short sentenced prisoners or those on remand there may be little opportunity to make much progress or that they may have other priorities to be addressed).

In practice this could be reviewed on an annual basis by analysing the case notes of a random sample of prisoners to identify if a learning plan had been developed, to what extent that plan had been carried out and reviewed, to what extent barriers to achieving the plan had been overcome and to what extent efforts had been made to engage 'reluctant learners' to participate in learning. (In a recent speech about 'the aspirational prison' at our annual PLA conference the Chief Inspector of prisons, Nick Hardwick, said¹⁰ *'In aspirational prisons they don't give up on people who others have given up on before.'*) The assessor would need to explore the contribution made by the prison and by the education provider.

In the PLA Theory of Change we include an outcome as being 'rehabilitative culture' (an environment and culture conducive to desistance outcomes). A performance framework should therefore include some measure of the prison environment, such as an MQPL style measure and/or other indicators.

There is a need for greater evidence of 'what works', why and how in relation to prison education to be driven centrally. This should include testing what works in engaging prisoners in learning, developing a learning culture, educational outcomes, and over the longer term measuring the impact on indicators such as reduced reoffending.

4. What are the most effective teaching and delivery models for education in prison settings?

As already highlighted, delivery of education should not be a 'one size fits all approach' in order to address the needs and motivations of a diverse population of prisoners. Teaching and delivery models should be inclusive, including the following;

- Embedded learning into other activities throughout the prison (recommendation d), p.6 of PLA briefing). This would include providing outreach teaching into for example; workshops, gym, library, vocational activities and kitchens etc.
- Blended learning - The PLA believes that ICT has the ability to transform education in prison settings as part of a blended teaching model. We recommend that NOMS incentivises suppliers to develop secure learning sites to offer more interactive and digital learning content as part of the Virtual Campus (recommendation a), p.10 of PLA briefing). This will enable students to direct the pace and place of their learning and could enable them to learn at weekends and evenings in cell.
- Informal learning provides an important role in engaging, motivating and helping prisoners to develop. The PLA suggests that prison governors should be given greater control over the balance between formal accredited learning and PSD and IAL to meet the needs of their prisoner population. Guidance should be provided that clarifies that informal learning does not have to be accredited (recommendations b) and c), p.9 of PLA briefing).

⁹ Champion, N. (2015) The future of prison education contracts. Delivering better outcomes. London: Prisoner Learning Alliance.

¹⁰ <http://www.prisonerseducation.org.uk/conference-lectures-2015>

- Peer learning - Peer learning in the form of mentoring, championing and Learner Voice roles have the ability to engage other prisoners into learning. Good practice should be developed and shared as to how graduates of peer mentoring qualifications can be utilised in meaningful teaching and support roles throughout the prison (recommendation f), p.6 PLA briefing).
- Distance learning - often the only way a prisoner can access further or higher level learning is through distance learning courses. However, currently providers cannot draw down funding to support this process. A best practice model should be developed so that providers have to meet set benchmark targets for distance / higher level learning and for supporting prisoners to successfully complete this learning.

5. How could we make best use of different prison environments and facilities to deliver education?

As already highlighted, a whole prison approach to learning should be one where learning and education is found in every corner of the prison rather than confined only to the education department. Whilst it is important to provide well equipped classrooms, creative learning spaces and well cabled IT systems, it is the people who make the difference, whether this is inspiring teachers, trainers, officers, peer mentors or other members of staff. Whilst the PLA calls for up to date technology and facilities, we believe these cannot replace face to face interactions.

6. What is the potential for increased use of technology to support better prison education?

Most prisons now have the hardware for the Virtual Campus installed, however the PLA believe that the VC is not being used to its full potential. The model for the OLASS contracts is essentially based on a model of traditional classroom delivery with ICT, at best, a supplementary teaching aid rather than the main mode of delivery. The current contract makes it difficult for providers to draw down funding to support learners to access digital courses and learning resources from other providers. Furthermore, OU and distance learning students and other prisoners who would benefit from its use are being restricted in their access. Prisoners who have learning difficulties and disabilities would also benefit from accessing e-learning 'assistive technologies' on the VC. As well as the content, the location of the computers in some prisons is restricting access, especially where there may be a restricted regime. It is imperative that prisoners, whether or not engaged in SFA funded learning, have access to the VC and word processing to enable providers to drive digital learning. If ICT were available in-cell in the evenings and weekends, prisoners could learn more quickly by completing additional work outside of the classroom. Those studying distance learning could access a much wider range of courses than currently available in paper and prisoners working during the week could access education in the evenings and weekends.

7. What needs to change to enable technology to deliver this support?

Below are a number of recommendations taken from p.10-11 of the PLA briefing¹¹

- NOMS needs to increase the investment to enable suppliers to develop secure learning sites to offer more interactive and digital learning content as part of the Virtual Campus. Developing more secure learning sites has the potential to increase the range of learning opportunities to prisoners, however much more resource is needed to progress this further and quicker for the benefit of learners and providers.

¹¹ Champion, N. (2015) The Future of Prison Education Contracts: Delivering Better Outcomes. London: Prisoner Learning Alliance.

- Develop a prison specific strategic response and action plan to achieve the FELTAG recommendation of at least 10% of provision being digital learning, including self-directed online distance learning, as well as blended learning.
- Learn from the lessons from the pilot in-cell technology at HMP Thameside. Ensure in the future that new telephony contracts are re-procured to secure in-cell ICT capability for digital learning.
- Explore the potential for piloting secure tablets or laptops with educational resources and word process capability (as used in some states in America, Australia and Belgium).
- Support providers to ensure staff receive sufficient CPD in using and developing digital learning approaches and enable them to draw down funding for staff to source suitable external digital learning resources and develop their own interactive content.

8. How could we further improve teaching standards and continue to recruit and retain the best quality teachers in the prison estate?

Below are a number of recommendations from p.12 of the PLA briefing document¹².

- Incentivise providers to provide regular CPD and opportunities for staff (including sessional teachers) to meet teachers from other prisons to share best practice.
- Develop leadership training and professional development for those managing learning and skills provision in prisons or clusters of prisons, as well as Governors.
- Ensure that prison teachers have enough time to plan engaging lessons within their contracted hours.

Training and CPD for all prison staff about the value of prison education and awareness in LDD and other related issues, would also help to encourage a learning culture across the whole prison.

9. Who should be responsible for commissioning prison education, and who should be accountable, for its effectiveness and impact?

The PLA believe that ultimately the prison Governor is the only individual who should have control over the financial flow and with whom accountability for integrating services can reside. The following recommendations were made on p.14 of the PLA briefing¹³:

- Make the Governor accountable for the integration of education within the wider prison regime to achieve prison-wide learning culture and for improving outcomes. This requires the contract to be flexible enough for the Governor to manage and exercise control over it effectively. There should be mechanisms in place to remove education contractors which consistently do not achieve adequate results as well as removing Governors when prisons are not achieving.
- Make the Governor accountable for improving learning outcomes by introducing a relevant KPI.
- Develop training for Governors and other leaders to access Continuing Professional Development to enable them to effectively promote and manage education provision within their prison, to improve learning outcomes and develop a rehabilitative learning culture.

¹² ibid

¹³ ibid

10. How could we enable commissioners of prison education to work more effectively with relevant partners?

- Governors should be given the flexibility to manage contracts by directing efforts towards attaining 'good' and 'outstanding' Ofsted inspection results across the range of judgements given, but particularly for 'overall effectiveness'. Providers should be incentivised to achieve these results, as they are in the new YJB contracts for the youth estate.
- The Governor should establish that everyone (not just education providers) works together to achieve similar outcomes using a whole prison approach. This goes beyond a narrow definition of education (measuring qualifications achieved) and instead measures distance travelled; that is how every prisoner progresses against a realistic and informed development plan which the prisoners themselves own. This plan would focus on learning within prison and through the gate (TTG).
The CRCs are not responsible, held accountable for or measured on whether learners access education, training or employment (ETE) when they transition back into the community. The prison is best placed to take up this work. Who should be responsible for this should be decided on a prisoner-by-prisoner basis, depending on the relationships and areas they are interested in.
- Governors should be supported in this role through training and networking opportunities with other Governors, particularly those who have a strong interest in education.

11. Assuming they are not commissioners, how can organisations such as employers, community rehabilitation companies, local colleges, universities and the voluntary sector, contribute to improving the curriculum, education outcomes and employability of offenders on their release.

- Current OLASS contracts don't incentivise voluntary sector involvement. The PLA recommends that the scope of 'partnership working' is widened under the OLASS contract by developing contractual flexibilities such as the Innovation Code and Learning Support budgets to enable providers to fund and claim a proportion of the credit in supporting delivery of additional learning by third parties, such as the voluntary sector (recommendation a) from p.5 of PLA briefing)¹⁴
- It is important for prisons to have strong links with local FE colleges and universities. Widening participation in FE and HE is a major component of government education policy. There are examples of good practice, such as the Learning Together project which takes criminology students from Cambridge University into HMP Grendon prison, to take part in a college based system in the prison with prisoner learners. HMP Parc have recently forged a positive relationship with Cardiff Metropolitan University (after meeting them at the PLA conference in September 2015) with plans in place for tutors from the university to visit the prison to deliver classes in subjects such as psychology, preparing to teach, community philosophy and planning an event. At HMP Parc they also bring FE colleges from the community into the prison as part of an FE Fayre so that prisoners can get information about local colleges to help them start planning for their transition back into the community.
- Whilst it is important to bring organisations, colleges and universities into the prison as part of encouraging prisoners to think about post-release, it is also important in its own right so that the prison becomes a part of the community and not seen as something separate.

¹⁴ Champion, N. (2015) The Future of Prison Education Contracts: Delivering Better Outcomes. London: Prisoner Learning Alliance.

12. Are there any examples of good practice from the delivery of education in other countries we should seek to apply or introduce here? If so please give details below:

Associate Professor Farley from the University of Southern Queensland in Australia has been leading on a government-funded project called 'Making the Connection' which is using digital technologies in prisons to increase access to higher education¹⁵. Building from a pilot scheme, which provided E-Readers for in-cell work, Farley is beginning work to roll out the provision of netbooks for the students to continue on their distance learning projects. There are examples of other countries using IT to support distance learning and blended learning models including Finland, Sweden, Belgium, Australia and United States. For more information about the recent change to Finnish law regarding prisoner internet access see here: <http://www.prisonerseducation.org.uk/news/blog-finnish-prisons-go-online>

The Prison to College Pipeline programme at John Jay College in New York has been working with prisoner learners for the past four years in developing progression routes for prisoner learners. The programme combines prison-based teaching, holistic support on release and a guaranteed place at the City University of New York to be taken up at any time after release.

Other prisons in the States have similar programmes forming partnerships between prisons and universities:

<http://www.newswise.com/articles/nyu-launches-prison-education-program-backed-by-ford-foundation-grant>

http://www.huffingtonpost.com/2015/02/11/prison-entrepreneurship-program_n_6654998.html

Undergraduate students from Edinburgh Napier University are volunteering in HMP Edinburgh to offer creative writing and literacy support to prisoner learners.

<http://www.prisonerseducation.org.uk/case-studies/hmp-edinburgh-supports-learning-through-literacy-and-creative-writing-volunteers>

Various prisons run dog training programmes which see learners gain qualification and social skills. One is at HMYOI Polmont in Scotland run in partnership with Fife College:

<http://pawsforprogress.com/>

In 10 of the 14 prisons in Ireland the International Red Cross run Community Based Health and First Aid (CBHFA) programme:

<http://www.ifrc.org/en/news-and-media/news-stories/europe-central-asia/ireland/a-journey-of-change-behind-bars-promoting-health-and-empowerment-in-irish-prisons-63858/>

Rideout, a UK based arts organisation, has worked with six EU countries to pilot 'Talent 4', a 3-day diagnostic workshop that uses a range of individual and team-based games, exercises, activities and discussions to engage participants in the discovery of: The skills and strengths you already possess and Which professional territories would those skills and strengths would be considered an asset? Evaluations have been carried out by Centre for Applied Criminology, Birmingham City University (2012) and School of Society, Enterprise & Environment, Bath Spa University (2014) found increase in aspiration and confidence to find employment. (www.talent4.org)

In Turkey all prison Governors come from an education career background to help facilitate a learning culture. Items made by prisoners are available for purchase in local shops.

¹⁵ <https://www.usq.edu.au/research/research-at-usq/institutes-centres/adfi/making-the-connection/about>

Since 1924, Toastmasters International has been recognised as the leading nonprofit organisation dedicated to communication and leadership skill development. Through its clubs, Toastmasters International helps more than a quarter of a million men and women of every ethnicity, education level and profession learn the arts of speaking, listening and thinking. Since 1944, Toastmasters has extended its clubs to over 50 prisons across the United States with positive results. It is called the US Toastmasters 'Jails to Job' program.

Art students from California State University, San Bernardino are involved in an arts-based project with three prisons in California on an arts-based project resulting in an 'arts collective' between students from the University studying alongside students in the prisons. <http://www.epea.org/wp-content/uploads/CBA-Presentation-EAPE-2015-Buckley.pdf>

STIR magazine in Scotland is an award winning arts project. <http://www.epea.org/engaging-long-term-prisoners-in-meaningful-learning-kirsten-sams/>

Arts organisation 'Made Corrections' worked with photographers in Lithuania to transform the exercise yards in a youth prison as well as other arts based projects. <http://www.madecorrections.com/lithuania/>

In Kenya a prison offers shorter sentenced learners 'earned release' by achieving educational success in prison. <http://www.voanews.com/content/in-kenyan-prison-good-grades-are-a-path-to-freedom/2503344.html>

In Australia one prison has a working farm, combined with traineeship opportunities in horticulture and conservation. <http://www.abc.net.au/news/2014-10-24/pardelup-prison-farm/5835280>

Various examples of prison education practice can be found here: http://ec.europa.eu/education/library/study/2013/prison_en.pdf

A comprehensive review of prison education in the United States can be found here: http://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR564/RAND_RR564.pdf

Please also see the Council of Europe's Recommendations for Prison Education: <http://pjp-eu.coe.int/documents/3983922/6970334/CMRec+%2889%29+12+on+education+in+prison.pdf/9939f80e-77ee-491d-82f7-83e62566c872>

13. Is there anything further that you would like to add that may fall outside of the scope of the previous questions, if so please add any additional comments below :

A key question that has not been asked is 'what is the purpose of prison education?' We have worked with practitioners and learners to better understand the wide benefits of education in prison. In order to establish ways of assessing the effectiveness of prison education, there needs to be clarity about the outcomes it is intended to achieve.

Please see the attached presentation containing our draft Theory of Change (ToC) for prison education, designed in collaboration with New Philanthropy Capital. This is still a work in progress and we will continue to develop it further over the coming months, however we were keen for the Coates Review to have sight of our work in this area so far.

We think there are four broad themes around the benefits of education

- The effect of education on the **'Prison environment and Wellbeing'** of prisoners *while they are serving their sentences* and beyond.
- **'Human Capital'**. This is possibly the main area of interest and represents the impact of education under the 'attitudes thinking and behaviour' pathway. We have split this under two headings to reflect the way that education can: a) start people on a journey to personal change: and b) help them to continue that journey.
- **'Social Capital'**. We have split this under two headings to reflect the role education can play in: a) improving peoples' willingness and ability to relate to others and b) empowering them to participate in and positively contribute to society.
- **'Knowledge, skills and employment readiness'**. The more traditional argument that education helps people to develop the skills they need to work.

Collectively, these lead to changes in **culture, attitudes, thinking and behaviour**, expressed in the longer-term outcomes, and that may occur both inside and outside of prison.

The longer-term outcomes include: development of the whole-person, rehabilitative prison culture, participation in society, making a positive contribution and sustained employment.

The thinking is that each outcome potentially *contributes* to improvements across **all the pathways**, and therefore to reduced reoffending, which is one indicator of the longer term outcomes described.