

# Educational participation of European citizens detained in a foreign European country



Dorien Brosens  
Liesbeth De Donder  
And the Foriner consortium

FORINER



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **Research report about the educational participation of European citizens detained in a foreign European country**

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## Colophon

### Authors

Dorien Brosens

Liesbeth De Donder

And the Foriner consortium

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### A consortium of 4 partners are formally involved in the European project FORINER:

1. Vlaams Ondersteuningscentrum voor Volwassenenonderwijs (VOCVO, Belgium)
2. Vrije Universiteit Brussel (VUB, Belgium)
3. Stichting Educatie Achter Buitenlandse Tralies (EABT, the Netherlands)
4. MegaNexus (United Kingdom)



### In cooperation with 4 associated partners:

1. European Prison Education Association (EPEA)
2. EuroPris
3. Confederation of European Probation (CEP)
4. Weston College



More information about the FORINER-project: <http://www.foriner.eu> or [foriner@vocvo.be](mailto:foriner@vocvo.be)

More information about the research: [dorien.brosens@vub.ac.be](mailto:dorien.brosens@vub.ac.be)

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## Thesaurus

### **Foreign national prisoners**

Foreign national prisoners are citizens of any other country than the country in which they are detained. In other words, these people are detained in a country of which they do not carry the passport (Atabay, 2009).

### **Foreign European national prisoners**

The FORINER-project focuses on foreign European national prisoners: citizens of another European country than the European country in which they are detained.

### **ICT**

ICT is the abbreviation of 'Information and Communication Technologies'. It is an umbrella term that includes for instance the Internet, cell phones, radio, television, and computers (Rouse, 2005). The focus lies primarily on communication (this makes it different from IT – see below) (TechTerms, 2016a).

### **IT**

IT is the abbreviation of 'Information Technology' and encompasses anything that has to do with computing technology (e.g., networking, hardware, software, the Internet) and the people working with these technologies (TechTerms, 2016b).

### **E-learning**

E-learning means learning by the use of ICT. It includes education with the assistance of the Internet, networks or standalone computers, web-based or computer-based applications, or virtual classrooms (Hammerschick, 2010).

### **Online learning**

Online learning is often interchangeably used with Internet learning, web-based learning etc. Internet is used to access learning materials, and to interact with other learners and the teacher (Ally, 2004).

### **Distance learning**

Distance learning can be defined as education that has been based on physical separation between the learner(s) and the teacher (Gravani, 2015). This implies that learning takes place without regular face-to-face contact between the teacher and the student in a classroom. Keegan (1996) considers distance education as "a quasi-permanent separation of teacher and learner; it is influenced by the educational organization in both the planning and preparation of the teaching materials and in the provision of student support services; it is a two-way communication process and provides learners and the teacher to opportunity to meet face-to-face or by electronic means" (p. 50).

**Blended learning**

Blended learning can be defined as “learning that happens in an instructional context which is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning” (Boelens, Van Laer, De Wever, & Elen, 2015, p. 2). Students learn at least a part of the course via the use of digital devices. Face-to-face contacts between the teacher and students in a classroom are combined with forms of distance learning.

## Introduction

The FORINER project is 2-year project (2016-2017) funded by the European Commission under the KA3-programme (Erasmus+). The goal is to provide foreign European national prisoners in European prisons with access to qualitative, low threshold, certified learning opportunities. This education is provided by home institutions but received by a prisoner detained in a foreign country. To this end, a structure will be designed and tested which allows educational providers to reach out to their national prisoners in other European countries, at the same quality standard as the home offer. This report is part of the FORINER project and presents an overview of the existing literature about the educational offer for foreign national prisoners, and the results of a mixed-method research.

International law considers education as a human right. Most of the international legal instruments are not legally binding, they have an advisory nature (Gröning, 2014). Both the European convention on human rights [ECHR] (Council of Europe, 1950) and the United Nation's International Covenant on Economic, social and cultural rights [ICESCR] (United Nations, 1966) emphasize that everyone has the right to education. Several international legislations articulate that also prisoners have the right to have access to education, even though they have been punished and imprisoned. The United Nations, and the Council of Europe developed legislation concerning the rights of prisoners. Some examples:

### United Nations

- Standard minimum rules for the treatment of prisoners (1955)

This guideline strives for an international consensus on minimum rules for the treatment of prisoners. The various countries each provide the further elaboration of these rules. The standard minimum rules determine that each country has to make sure that their prisoners get a decent education. The offer has to resemble the external offer, as good as possible (United Nations, 1955).

### Council of Europe

- Recommendation R(89)12 on education in prison (1989)

The R(89)12 consists of recommendations to the European member states about the educational offer in prison. The recommendation is based on two assumptions: on the one hand the importance of the normalization principle (i.e. prison life should be as close as possible to life outside), on the other hand the importance of establishing, improving or safeguarding the connection between prisoners and life outside (Council of Europe, 1989).

- European prison rules (2006)

The European Prison Rules are European basic principles about the treatment of prisoners. They argue in particular that the prison regime for all prisoners should focus on reintegration. This is accomplished by education, labour and training from providers

outside prison, bringing in their offer on an equal quality standard (Council of Europe, 2006a).

- Recommendation CM/Rec(2012)12 of the Committee of Ministers to member States concerning foreign prisoners (2012)

This recommendation aims to ensure that educational and vocational training is as effective as possible for foreign prisoners. Prison authorities need to take account their individual needs and aspirations, which may include working towards qualifications that are recognized and can be continued in the country in which they are likely to reside after release (Council of Europe, 2012).

The FORINER project makes a division between 3 types of education/ learning: formal, non-formal and informal education/ learning. Formal education/ learning refers to education that is offered by educational institutions. A successful completion of a course leads to an official recognised qualification (Ernaut, 2000). Non-formal education/ learning is also an organised learning activity that aims to improve skills and competences, but learning takes place outside recognised educational institutions (e.g. employability courses). Informal education/ learning is not organised. It occurs in daily life, but also leads to an improvement of knowledge and skills (e.g. sport activities) (Villar & Celdrán, 2013). Within this report, we focus on formal and non-formal education/ learning.

In research there is increasing attention for the participation of prisoners in (vocational) education programmes (e.g., Brosens, De Donder, Dury, & Verté, 2015a; Eikeland, Manger, & Asbjørnsen, 2009; Manger, Eikeland, & Asbjørnsen, 2013; Schlesinger, 2005). Various academics have pointed out that prisoners' participation in education has several benefits. First, prisoners themselves can benefit from taking part: e.g., prisoners that participate in (vocational) education during their detention period have better employment patterns after their release (Alós, Esteban, Jódar, & Miguélez, 2015; Lawrence, Mears, Dubin, & Travis, 2002; Vacca, 2004) and have lower rates of recidivism (Kim & Clark, 2013). Second, prisoners' participation in educational programmes also has advantages for the prison as institution: e.g., prison education plays a positive role in the creation of a regime of dynamic security (Costelloe & Langelid, 2011) and prisoners that take part in these kinds of programmes are involved in fewer disciplinary violations during their imprisonment (Gerber & Fritsch, 1995).

Also foreign national prisoners retain the right to have access to education and training. The European Council recommends their member states to ensure that their educational and vocational training is as effective as possible for foreign prisoners (Council of Europe, 2012). Within research concerning prisoners' participation in prison programmes, there is an increased, but still a scarce, research interest in ethnicity and nationality (e.g., Brosens et al., 2015b; Westrheim & Manger, 2014), with exploratory studies demonstrating that foreign national prisoners participate less in prison education (Westrheim & Manger, 2014).

The general aim of this research report is to map and analyse existing educational initiatives for foreign European national people imprisoned in a foreign European country and the existing research and projects about this topic. The report is divided into 4 parts.

It starts with a *literature review* that aims to provide insight into the following questions: 1) How many people of the different EU-countries are imprisoned in a foreign EU-country? 2) Which programmes, activities and materials focus on educational opportunities for this target group? Consequently the first chapter presents numbers about foreign national prisoners detained in European prisons and the difficulties that they experience during their detention period. The second chapter of the literature review focuses on the educational participation of foreign national prisoners. It firstly discusses the initiatives that are taken by the countries wherein the foreign people are imprisoned, and afterwards also some educational initiatives that are taken by the home countries of the prisoners are presented. Both non-ICT-driven as ICT-driven initiatives are taken into account. The literature review ends with the educational preferences of foreign national prisoners. The second part describes the results of our *online survey*. The online survey was distributed to gain an overview of the educational opportunities for foreign national prisoners across European prisons. Both educational courses offered by the country in which the foreign national prisoners are detained are examined, as the educational opportunities offered by the home countries of the foreign prisoners. Also the availability of and vision about ICT in prisons has been surveyed. Based on the results of the online survey, 4 *learning practices* across Europe are selected and investigated more in depth (part 3). These learning practices are selected because of their educational offer to foreign EU national prisons or because of their ICT-activities. We captured those learning practices in order to examine their strategies, organisation and processes when developing educational opportunities for people imprisoned in a foreign EU-country or ICT-activities. The report ends with a *conclusion and discussion* section (part 4).



## Part 1: Literature review

### Chapter 1. Foreign national prisoners in Europe

#### 1. Defining 'foreign national prisoners'

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Foreign national prisoners can be defined as “prisoners who do not carry the passport of the country in which they are imprisoned” (Atabay, 2009, p. 79; Hollin, 2013, p. 334). It is a large composite label that encompasses 4 categories of prisoners (Atabay, 2009):

- Prisoners who have resided for a long time in the country in which they are imprisoned without having granted citizenship for several reasons;
- Prisoners who stayed legally for a short period of time in the country in which they are imprisoned (e.g. migrant workers);
- Prisoners who travelled from one country to another with the aim of committing an offence (e.g. smuggling drugs, trafficking in human beings);
- In some countries, illegal immigration is an offence and these illegal immigrants can be convicted and locked up in the same prisons as where people convicted for internationally recognised criminal offences are detained.

Some foreign national prisoners will reintegrate in the country in which they are detained, while other will (be) return(ed) to their country.

#### 2. Amount of people detained in a foreign European country

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On average, the prison population of European prisons consists of 21.7% foreign national prisoners. Table 1 provides an overview of the total number of prisoners in different European countries in 2014, the number of foreign prisoners in these countries and how many of these prisoners are a citizen of another European member state (Aebi, Tiago, & Burkhardt, 2015). Aebi et al. (2015) provide numbers for the 47 member states of the council of Europe. Below we present only the numbers for the 28 countries of the European Union [EU], the candidate countries (European Union, 2016) and countries that are not included in the EU, but makes part of the European Economic Area [EEA] (Gov.UK, 2016).

There are big differences between European countries in the amount of foreign national prisoners. While some countries have almost no foreign national prisoners (e.g., Poland: 0.7%, Romania: 0.8%, Latvia: 1.7%, Lithuania: 1.7%, Slovakia Republic: 1.7%), other countries are confronted with a large proportion of foreign inmates (e.g., Luxemburg: 72.7%, Greece: 59.3%, Austria: 50.1%, Cyprus: 47.7%, and Malta: 42.2%).

Having a great amount of foreign national prisoners does not mean that the country also has a big proportion of other European citizens among their prison population. In some countries, the proportion of non-EU-citizens outnumbers the proportion of EU-citizens. For instance, in Austria 50.1% of the prison population has a foreign nationality, but 21.9% of the prisoners has another



European nationality. Also correctional institutions in Belgium have a 'low' percentage of EU-citizens among their foreign national prison population: 40.6% of the prison population in Belgium has a foreign nationality, but only 12.5% of the total prison population has a foreign EU nationality.

Other countries have a lower number of foreign prisoners, but the majority of their foreign national population are members of other European countries. For instance, in Ireland, 13.3% of the prisoners has a foreign nationality. The majority among them have another European nationality (8.4%).

Table 1. Foreign prisoners in European countries on 1<sup>st</sup> September 2014 (based on Aebi et al., 2015)

Country	Total number of prisoners	Total number of foreign prisoners	% foreign prisoners in the total number of prisoners	Number of prisoners from other EU member states	% prisoners from other EU member states
Albania*	5 440	99	1.8%	35	.6%
Austria	8 857	4 441	50.1%	1 941	21.9%
Belgium	13 211	5 360	40.6%	1 652	12.5%
Bulgaria	7 870	232	2.9%	N.A.	N.A.
Croatia	3 763	231	6.1%	33	.9%
Cyprus	539	257	47.7%	110	20.4%
Czech Rep.	18 658	1 549	8.3%	793	4.3%
Denmark	3 583	1 002	28%	302	8.4%
Estonia	2 962	226	7.6%	17	.6%
Finland	3 097	497	16%	256	8.3%
France	77 739	14 688	18.9%	3 836	5%
Germany	65 710	19 592	29.8%	N.A.	N.A.
Greece	12 006	7 116	59.3%	N.A.	N.A.
Hungary	18 270	N.A.	N.A.	N.A.	N.A.
Iceland°	154	22	14.3%	16	10.4%
Ireland	3 829	509	13.3%	323	8.4%
Italy	54 252	17 457	32.2%	3 828	7.1%
Latvia	4 809	81	1.7%	12	.2%
Liechtenstein°	8	4	50%	2	25%
Lithuania	8 977	156	1.7%	46	.5%
Luxemburg	656	477	72.7%	278	42.4%
Malta	571	241	42.2%	103	18%
Montenegro*	1 058	190	18%	0	0%
Norway°	3 718	1 251	33.6%	495	13.3%
Poland	77 371	524	.7%	227	.3%
Portugal	14 003	2 469	17.6%	546	3.9%
Romania	31 637	261	.8%	71	.2%
Serbia	10 288	301	2.9%	39	.4%
Slovak. Rep.	10 179	176	1.7%	77	.8%
Slovenia	1 522	163	10.7%	34	2.2%
Spain	65 931	20 125	30.5%	4 618	7%
Sweden	5 861	1 272	21.7%	456	7.8%
The Netherlands	9 857	1820	18.5%	781	7.9%
Turkey*	151 454	2 598	1.7%	337	13%
UK: England and Wales	85 509	10 834	12.7%	4 252	5%

<b>UK: Northern Ireland</b>	1 860	124	6.7%	75	4%
<b>UK: Scotland</b>	7 879	288	3.7%	159	2%

N.A.: Information not available; \*: Candidate member state of EU; °: Part of the EEA

### 3. Most common nationalities within the prisons of the partner countries of FORINER

Besides knowing the amount of foreign (European) national people that are detained in a country abroad, it is also interesting to have insight into the foreign nationalities that are present within the prisons of the partner countries of the FORINER project: Belgium, the Netherlands, and the United Kingdom. Table 2 presents an overview of the most prevalent nationalities. These numbers are based on different national sources, as they are not collected on a European level.

The most common foreign nationalities in Belgian prisons in 2015 were Moroccans, Algerians, Romanians, Dutchmen and Frenchmen. The Netherlands collected information about the land of birth in 2014. People in particular came out of the Netherlands Antilles, Suriname, Morocco, Turkey and Poland. For the United Kingdom, more recent information is available. On the 1<sup>st</sup> of March 2015, the top 5 of most common foreign nationalities among prisons is Polish, Irishman, Romanian, Jamaican, and Lithuanian.

Table 2. Most common (European) foreign nationalities of prisoners detained in the partner countries

Citizens of	Top 5 of the most common foreign nationalities	To 5 of the most common European foreign nationalities	Source
<b>Belgium (nationality)</b>	In 2015: 1. Moroccan (9.8%) 2. Algerian (5.4%) 3. Romanian (3.6%) 4. Dutch (2.9%) 5. French (2.2%)	In 2014: 1. Romanian (3.6%) 2. Dutch (2.9%) 3. French (2.2%) 4. Albanian (1.7%) 5. Italy (1.4%)	FOD Justice (2016). Directorate-general penitentiaries. Annual report 2015. Brussels: Hans Meurisse. [In Dutch]
<b>The Netherlands (land of birth)</b>	In 2014: 1. Netherlands Antilles (7.3%) 2. Surinamese (6%) 3. Moroccan (4.5%) 4. Turkish (2.5%) 5. Polish (1.8%)	In 2014: 1. Turkish (2.5%) 2. Polish (2.5%) 3. Romanian (1.6%) 4. Lithuanian (< 1%) 5. Bulgarian (< 1%)	Linckens, P., & de Loeff, J. (2015). Prison systems in numbers 2010-2014. Den Haag: Dienst Justitiële Inrichtingen – Ministerie van Veiligheid en Justitie. [in Dutch] + Information received from Frans Lemmers.
<b>United Kingdom (nationality)</b>	On 31 March 2015: 1. Polish (1.1%) 2. Irishman (.8%) 3. Romanian (.7%) 4. Jamaican (.7%) 5. Lithuanian (.6%)	On 31 March 2015: 1. Polish (1.1%) 2. Irishman (.8%) 3. Romanian (.7%) 4. Lithuanian (.6%) 5. Albanian (.5%)	Numbers retrieved from Europris.

#### 4. Difficulties experienced by foreign national prisoners

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Already in 2011 the literature review of Yildiz & Bartlett has shown that foreign national prisoners are frequently excluded from research. Again in 2016 Bosworth, Hasselberg and Turnbull, conclude that prison studies pay little attention to the experiences of foreign national prisoners. There are some notable exceptions, like research within the United Kingdom, that focus explicitly on this population and conclude that foreign national prisoners are confronted with three major problems: (1) language problems, (2) problems in maintaining family contact, and (3) immigration issues (Barnoux & Wood, 2013; Bhui, 2007, 2009; Lloyd e.a., 2006).

First, foreign national prisoners experience **language problems** during their detention (Bhui, 2007; Bhui, 2009; Lloyd et al., 2006; Slade, 2015). As Ugelvik (2015) states: "A lack of understanding of the native language will colour every part of the everyday prison experience" (p. 115). Prison staff frequently misunderstands them or they miss out important information about basic provisions (e.g., showers, associations and groups) because they do not understand staff instructions. Furthermore, foreign national prisoners have little to read in their own language (Bhui, 2004; Ugelvik, 2015) and unless they are brought into contact with prisoners from the same country, these prisoners are likely to be isolated due to language barriers (Barnoux & Wood, 2013). In order to cope with these language problems, many correctional institutions in Europe attempt to place prisoners who speak the same language or have the same nationality together on the same wing (Ugelvik, 2015).

Maintaining **contact with family members** is a second problem for foreign national prisoners. They experience more difficulties in keeping in touch with their family members than native prisoners (Bhui, 2007; Lloyd et al., 2006). Not only because of the distance to come to the prison to visit a relative, but also due to high expenses related to telephone costs (Bhui, 2007). The use of inexpensive technologies such as Skype might be a solution for the high telephone costs. However, such technologies are rarely made available to people in correctional institutions today (Ugelvik, 2015). This has several negative implications for foreign prisoners, not only for their mental health and wellbeing, but also for resettlement and reintegration (Bhui, 2007). In addition, some family members are also unwilling to visit their relative in prison because of their own immigration status (Ugelvik, 2015).

A last major problem for foreign national prisoners is related with **immigration problems** (Bhui, 2004, 2007). If people do not hold a passport of the country, they are at risk of deportation or removal (Barnoux & Wood, 2013). Many problems concerning immigration are related with a lack of information foreign national prisoners get from the immigration office (Lloyd et al., 2006). Besides, many countries exclude foreign national prisoners from the right to serve their sentence in (semi-) open institutions, even when their sentence length is relatively short or when they are getting close to their release date. The fear that these prisoners will escape and lack a permanent home address are the main reasons for this (Ugelvik, 2015).

In most European countries, foreign national prisoners are housed within the 'normal' correctional institutions. However, some exceptions exist (Hasselberg, 2014). For instance:

- *Norway* has a 'specialist' prison where foreign national prisoners are detained: Kongsvinger prison (Pakes & Holt, 2015). Besides, Norway also has one closed immigration detention centre: Trandum. People detained within this centre in Norway have violated the Immigration Act and not the Penal Code (Ugelvik & Ugelvik, 2013).
- The *United Kingdom* has 2 institutions solely for foreign national prisoners (Clinks, 2010; Kruttschnitt, Dirkzwager, & Kennedy, 2013): HMP Huntercombe (Oxfordshire) and HMP Maidstone (Kent) (HM Prison Service, 2012).
- *The Netherlands* is a third country in which they have a prison solely for foreign national prisoners. People without a legal permission to stay in the country that receive a prison sentence are detained in the institution 'Ter Apel' where they wait their deportation (de Vries, 2014).
- Besides, some countries also *rent a prison in other countries*. The governments of Norway and the Netherlands have a deal through which prisoners out of Norway serve their sentence in a prison in the Netherlands (i.e., Norgerhaven Prison). Such a deal also exist between the governments of Belgium and the Netherlands (i.e., Prison of Tilburg) (Pakes & Holt, 2015).

### 1. The right of foreign national prisoners to have access to education

---

According to the European prison rules: “Every prison shall seek to provide all prisoners – and thus also foreign national prisoners – with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations” (Council of Europe, 2006b). Unfortunately, the limited research that exists into the educational participation of foreign national prisoners – which has mostly been conducted within Scandinavian countries (e.g., Gröning, 2014; Westrheim & Manger, 2013, 2014) - has shown that various factors impede their participation. Especially a **lack of information** about the participation opportunities hinders them to take part (Westrheim & Manger, 2014). A study in Flanders (Belgium) has shown that it is not necessary nationality that explains non-participation, but that in particular people with an insufficient understanding of the foreign language are confronted with a lack of information about the participation opportunities (Brosens et al., 2015a). In the same line of reasoning, foreign national prisoners are frequently excluded from educational and training courses due to **tests or selection criteria they cannot meet** (van Kalmthout, Hofstee-van der Meulen, & Dünkel, 2007). For instance, they cannot participate to the general educational offer within the respective prison due to the fact that they have no sufficient level of understanding of the language in which the course is offered (i.e., most of the time the language of the country in which they are imprisoned) (Lemmers, 2015).

Besides, is it expected that foreign national prisoners leave the country upon their release. As most of the **programmes** inside correctional institutions are linked with the national welfare system outside prison, they **are not considered to be of relevance** for people who will not longer be a part of that society (Ugelvik, 2015). Other reasons why the educational offer for foreign national inmates is scarce are that there is simply no offer available in the languages these prisoners speak, that the budget is too low to offer courses to this subpopulation or that there are too little staff members available, and that **education for foreign national prisoners has a low priority for policy makers** (Lemmers, 2015).

However, within some European countries educational opportunities are offered to foreign national prisoners and this chapter aims to give some insights into these initiatives. First, the educational initiatives taken by countries where foreign national people are imprisoned are presented. Second, some European countries also provide an educational offer to their people imprisoned in a foreign country. Nevertheless, such examples are fewer in number than the educational initiatives taken by the guest countries.

### 2. Initiatives taken by countries where foreign national people are imprisoned

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#### 2.1. Language training

Many prisoners of a foreign nationality lack knowledge of the native language of the country where they are imprisoned. To deal with this problem, various European countries offer **(national)**

**languages courses to their foreign national prisoners** (Lemmers, 2015; Ugelvik, 2015). Learning the language of the country where they are imprisoned can help these prisoners to communicate with staff and fellow prisoners (Ugelvik, 2015). Foreign prisoners may be reluctant to learn the national language of the country where they are imprisoned as they are likely to return to their home country when their sentence is finished (Hawley, Murphy, & Souto-Otero, 2013). Nevertheless, such courses can help prisoners to understand the information that is given and their surrounding in prison (Westrheim & Manger, 2013). However, research has shown that people might drop out of the language courses. For instance, the research of Ruiz-Garcia & Castillo-Algarra (2014) demonstrates that foreign female prisoners in Spain drop-out of Spanish language courses due to the fact that they prefer to go to work and earn money that they can send to their families in their country of origin.

Besides the language training for foreign prisoners, sometimes also **language training for prison staff** is offered so that they can better communicate with the foreign national prison population (Hawley et al., 2013). It is worth to mention the European project ELBEP (i.e., Eliminating Language Barriers online at European Prisons). Through online language teaching programs, prison staff could learn one of the following languages: Greek, Polish, Russian, Spanish, or Turkish. The main idea behind this project is that the rehabilitation of prisoners could be facilitated if foreign prisoners could communicate with prison staff in their mother tongue and that this could increase the motivation of prisoners to learn the language of the host country (Barkan et al., 2011).

## 2.2. Prison libraries

Prison libraries “can play a vital role in their (prisoners) journey of learning” (Bowe, 2011, p. 438). Prison libraries can be considered places where prisoners are mentally stimulated from the outside world through literature, culture, knowledge, etc. (Ljødal & Ra, 2011). They are important for prisoners to use their time in a constructive manner and can also play a role when they have to prepare their release as materials related to job and careers can be made available, as well as information about the community. Nevertheless, prison libraries are confronted with various challenges. First of all, the use of computers and having access to the Internet is not obvious within correctional institutions across Europe. This makes it difficult to provide access to catalogues, library management systems, web resources or e-mail library staff (Lehmann, 2011). Besides, also the presence of a high proportion of foreign prisoners from different language groups creates a challenge for prison libraries in terms of providing adequate foreign language collections (Bowe, 2011; Ljødal & Ra, 2011). In addition, a big part of the prison population has low levels of literacy (de Maeyer, 2005), so librarians have to make basic skills materials available for their readers (Bowe, 2011). Sometimes, foreign national prisoners read children’s books to learn the language of the country in which they are detained (Westrheim & Manger, 2014).

## 2.3. Courses for Roma prisoners

Some Finnish prisons have an educational offer that explicitly focuses on Roma prisoners. The offered courses are literacy courses and courses in their own language, culture and civics

(TemaNord, 2005). Roma prisoners have weak learning abilities and the courses help them with reading, writing and mathematics (Koski, 2009).

### 3. Initiatives taken by home countries of citizens detained abroad

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#### 3.1. Distance learning without the use of ICT

The "*Good Practice Guide about Developing Services for European Citizens Detained Abroad*" of the Confederation of European probation (CEP, n.d.) acknowledges the value of distance learning for prisoners detained in a foreign country. However, they mention several points of attention. For instance:

- It is not easy to put distance education for prisoners detained in a foreign country into practice as it can take a while before permission is being obtained from the prison authorities to bring in the course materials. In order to simplify this, it is necessary that there is a liaison with social workers or educational departments within the foreign country.
- It is necessary to find out the level of schooling the prisoner has today, in which courses he/she is interested, and what he/she wishes to study. This makes it possible to provide prisoners access to courses that they are capable of carrying through.
- Once someone has begun with a study through distance learning, it is possible that he/she needs support and encouragement at certain times. The conditions in which they have to study are often difficult and they are confronted with enormous stress due to their situation.
- As certificates of completion of the course are not always issued automatically, prisoners have to request these by themselves when they finish a course.

An organisation that explicitly focuses on distance education for national prisoners detained abroad is the Dutch foundation '**Education behind bars abroad**'<sup>1</sup> [EABT]. In order to realise distance education for their national prisoners, EABT works in close cooperation with the Foreign Liaison Office of the Dutch Probation Service and the Dutch embassies in various countries, but also with prison governors and authorities all over the world. Such cooperation is needed to deliver study materials to the prison and to enable sending homework assignments (EABT, n.d.a). Automatically when a Dutch citizen ends up in a prison abroad, this has been registered at the Dutch embassy of that country. The embassy provides the Dutch prisoner with information about the Dutch Probation Service, and also about the possibility to follow distance education. If a prisoner indicates he/she wants to become a student, EABT is informed about this study request and sends him/her an introductory package for the required course and an assignment. When a student has successfully completed the course, they receive a qualification certificate or a letter of attendance (EABT, n.d.b).

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<sup>1</sup> In Dutch: Educatie achter buitenlandse tralies [EABT]

### 3.2. Distance learning and the use of ICT

With regard to the educational provision to foreign national prisoners, more and more it has been acknowledged that distance learning and the use of ICT can create training resources and makes it possible to facilitate cooperation with educational and training providers in the prisoners' home country (Hawley et al., 2013). However, a lack of Internet access and other ICT resources within the prison walls are very common (e.g., Barreiro-Gen & Novo-Corti, 2015; Farley, Murphy, & Bedford, 2012), most of the time due to security issues (Clarke & Kennedy, 2015), and can be considered barriers to distance education (Farley et al., 2012; Pike, 2009). Having no access to computers, storage materials and the Internet implies that study material and support are difficult to obtain (Pike, 2009). Within the outside society, more and more educational providers are based on the use of computers to retrieve information, turn in assignments and as a mean of communication between the teacher and their students (Eikeland et al., 2009). This implies that prisoners are not only excluded in terms of having poor prospects on the labour market, or educational and familial disadvantages (Social Exclusion Unit, 2002), but they are also digitally excluded within an "information society". If prisoners do not have access to computers and the Internet, they are excluded from online activities as online shopping and social network websites, but also from online learning (Barreiro-Gen & Novo-Corti, 2015).

Nevertheless, some countries over the world have created a virtual learning environment for prisoners and prison staff based on **Moodle**, but without having access to the Internet. For instance, in Scotland 'Mole' (Moodle Offender Learning Environment) has been installed in various prison learning centres (Jisc Showcae, 2013); in correctional facilities in Australia there is SAM (Stand Alone Moodle) (Farley, Murphy, & Bedford, 2014; Hopkins & Farley, 2014); and in various prisons in Belgium there is PRIMO (Prison Moodle).

Besides, within some countries secure Internet access is provided which enhances prisoners' learning (Eikeland et al., 2009). Various examples of permanent **e-learning** solutions exist across Europe (Monteiro, Barros, & Leite, 2015):

- **'Internet for Inmates' (IFI) project in Norway:** All prisons in this country are connected to this network (Monteiro e.a., 2015; Pike & Adams, 2012).
- **'Virtual Campus' in the United Kingdom** (Monteiro e.a., 2015; Pike, 2009): Prisoners are provided secured web access and can prepare their resettlement as they have access to accommodation, employment and education opportunities (Pike, 2009).
- **PrisonCloud in Belgium:** "A unique service platform designed for the secure distribution of content to inmates. It delivers inmate services at any time, in any allowed location within the controlled prison facility" (e-BO Enterprises, n.d.). This system is operational within 3 correctional institutions and offers the opportunity to participate in e-learning (Beyens, 2015). These permanent e-learning solutions can possibly open the chance to address the population of foreign national prisoners (Brosens, 2015) and to provide them with an educational offer. The PrisonCloud system will be implemented in all the prisons in the Netherlands from 2017 (Bolink & Winterman, 2015).



- **ELIS (e-learning im strafvollzug) in Germany:** ELIS is a learning platform that is specially developed for the needs of teaching and learning in prison. The ELIS-server offers individual students access to learning software packages for about 160 different courses. The prisoners can login with an individual ID and password. Most of the time, ELIS is used in the context of blended learning (i.e., a combination of e-learning and getting instructions, tutoring and supervision of teachers in a classroom) (Hammerschick, 2010).

The fact that some permanent e-learning solutions (with or without access to the Internet) exists within different countries in Europe (Monteiro et al., 2015), could generate possibilities to provide education to foreign European national prisoners organised by their home country.

#### **4. Educational preferences of foreign national prisoners**

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Limited research in Scandinavian countries has focused on the educational preferences of foreign national prisoners (Westrheim & Manger, 2013, 2014). These prisoners prefer to follow language courses, ICT training, and vocational education (e.g., cooking, bricklaying, or painting). Concerning language courses, foreign national prisoners prefer to learn the language of the country in which they are imprisoned. Knowing the language of the country makes them able to communicate with their fellow prisoners, and to understand the information that is given (Westrheim & Manger, 2013). Foreign national prisoners are motivated to participate in education as they want to obtain a diploma or certificate, this can help them in their job search after their release from prison (Westrheim & Manger, 2014).

However, for many foreign national prisoners educational participation is a dream and not a realistic possibility. Many of them have been away from school for a long period of time, which hinder that their educational preferences will come true. Besides, also the structural framework in the prisons does not stimulate their educational participation (Westrheim & Manger, 2013, 2014).

## Part 2: FORINER online survey

A review of the literature about prison education and training in Europe emphasises that there are (at least) two important areas where future research should be done: (1) the growing population of foreign national prisoners due to their special educational needs, as well as for their preparation for release and reintegration into society, and (2) the use of ICT in prison education and training (Costelloe & Langelid, 2011).

The FORINER consortium developed an online survey about these two aspects to generate a general view about what exists in European prisons, as there is a lack of knowledge about the educational offer for foreign national prisoners and the available ICT. Having this knowledge is essential to design the following phase of the FORINER-project, i.e. the pilot projects to provide foreign European national prisoners with access to qualitative, low threshold and certified learning opportunities offered by the home country, but received by a prisoner detained in a foreign country.

The aim of the online survey was to gain an overview of the educational opportunities for foreign European national prisoners across Europe, and also some questions about the availability of and vision about ICT in prisons have been included. The aim of the survey was to provide an answer on the following research questions:

- 1) Which **types of prisons** participated in the survey?
- 2) **Educational offer for European citizens detained in a foreign European country**
  - a. Which levels of education and other educational courses are offered to national and foreign EU national prisoners?
  - b. To which extent do prisons work together with other countries to provide an educational offer to foreign EU national prisoners?
  - c. Which barriers do professionals experience to provide education to foreign EU national prisoners?
- 3) **ICT behind European prison bars**
  - a. Which ICT devices and facilities are allowed behind European prison bars?
  - b. Which barriers do professionals experience to implement ICT within prisons?
  - c. How do professionals look at the availability of ICT within prisons?

### 1. Data collection

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The online survey consisted of a structured questionnaire that has been distributed through the networks of our associated partners. First, the European Prison Education Association [EPEA] has 9 local branches (i.e., in Belgium, Denmark, France, Hungary, Greece, Ireland, Malta, Norway and the Netherlands) which were asked to send the link of the online survey to their members. Besides, EPEA organised a conference about prison education in October 2015 and all registered participants received an e-mail with the request to participate in the research. Second, the online survey has been distributed among the networks of EuroPris and the Confederation of European Probation (CEP). They sent the link of the online survey to the prison administrations of various European countries with the request to fill in the survey for one typical prison of their country. Third, the partner Weston College and VOCVO requested their prison teachers/coordinators to fill in the questionnaire. Furthermore, partners of other European projects about prison education/participation were invited to fill in the survey. The questionnaire was available in four languages (i.e., Dutch, English, French and German). Lastly, all the FORINER partners sent the online survey within their own network, and the link to the survey was also mentioned on the FORINER website.

From above we can conclude that our sample is not representative for all prisons in Europe, it is more a random sample. The results described further are applicable to the prisons that took part in the online survey, but it does not provide a general overview over all European prisons. Due to this, it is advisable to interpret the results with caution.

### 2. Participants

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In first instance, 123 respondents participated in the survey. Through the answers on the question "*Which prison are you involved with?*", we saw that sometimes several respondents filled in the questionnaire for one prison. As we wanted to conduct analyses on prison level, we combined the answers of the different respondents. Ultimately, **108 unique prisons out of 22 different European countries** took part in the research.

### 3. Analyses

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All data were analysed using SPSS 22.0. First, frequencies were used to present the characteristics of the prisons involved, which educational courses were offered to national and foreign EU national prisoners, the facilities that were used to educate prisoners, the barriers to provide education to foreign EU national prisoners, which ICT devices and facilities were available, etc.

Besides, bivariate analyses were used to make comparisons between different European regions. For instance, to investigate whether the educational offer for foreign European national prisoners differed between countries of Northern, Eastern/Southern, and Western Europe. The analyses

consisted of chi-square tests. Statistical significance was inferred at a value of  $p \leq .05$ , and a tendency towards a difference at a value of  $p \leq .10$

## Chapter 2. Information about the participants

In total, 108 unique prisons participated in the survey. 48.1% of the respondents were educational professionals and 36.1% prison managers. The remaining respondents (15.8%) had other jobs (e.g., employees of prison administrations, ICT-employees, prison guards, social workers).

### 1. Characteristics of the prisons

Table 3 provides more information about the characteristics of the prisons for which the respondents filled in the survey. The majority of the prisons only detained male prisoners (58.3%), while a minority only housed female prisoners (7.4%). 1 out of 3 prisons contained both male and female prisoners. 57.4% of the prisons where institutions or contained wings were people served their sentence in a closed regime, 56.5% were remand prisons and in 25.9% of the prisons people were incarcerated who served their sentence in a (semi-) open regime. About 55% of the prisons had (sections with) high security, 46.3% had (sections with) medium security and less than 1 out of 5 prisons had (sections with) low security.

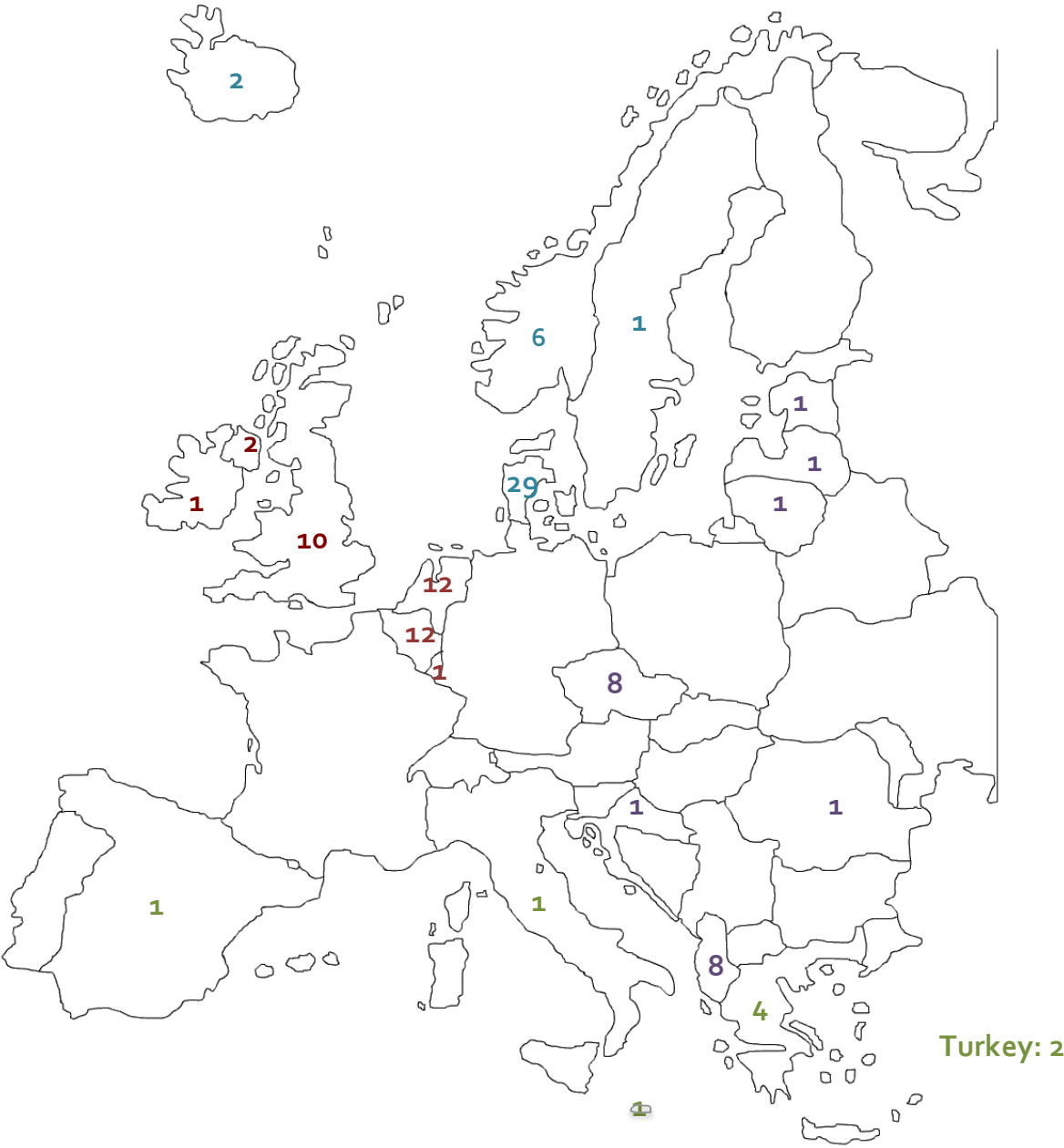
Table 3. Overview of characteristics of prisons that participated in the survey

CHARACTERISTICS	%
<b>Gender of people detained</b>	
Only male prisoners	58.3
Only female prisoners	7.4
Male and female prisoners	34.3
<b>Type of prison</b>	
Remand prison	56.5
Prison where sentences are served with a closed regime	57.4
Prison where sentences are served with a (semi-) open regime	25.9
<b>Level of security</b>	
High security	54.6
Medium security	46.3
Low security	18.5

### 2. Involved countries

Prisons from 22 different countries filled in the questionnaire. Figure 1 provides an overview of how many prisons per country participated in the research. With 29 respondents is Denmark the country with the highest number of respondents. The top 5 is completed by the Netherlands (12 respondents), Belgium (12 respondents), England (10 respondents), Czech Republic and Albania (both 8 respondents).

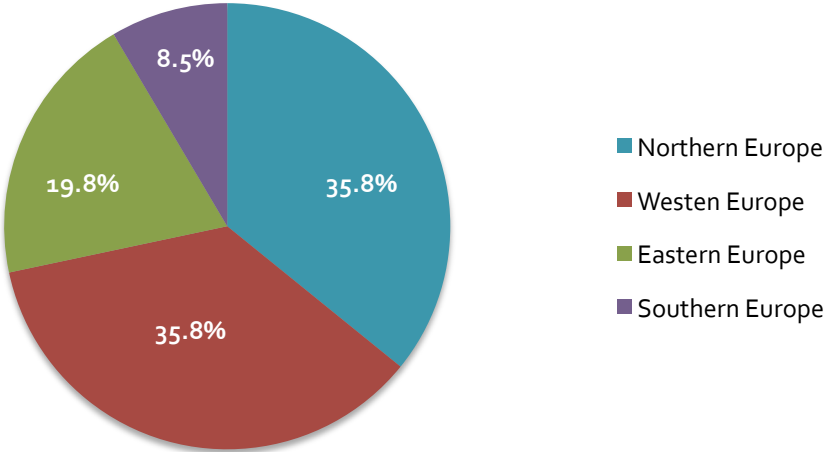
Figure 1. Overview of the number of participants per European country



The countries in which the prisons were located, are divided into Northern, Eastern, Southern and Western Europe (based on Berglee, 2012 - see attachment 1 for the division of the countries). At the moment the data were collected, Turkey was a candidate member state of the European Union and was not included in this classification but we have assigned it to 'Southern Europe'. Turkey was the only candidate member state from what respondents participated in the survey. Countries out of Northern and Western Europe were most present among the respondents. In total, 35.8% of all those who filled in the survey came out of a country of Northern Europe. In particular Denmark (27.4% of all respondents) and Norway (5.7% of all respondents) scored high among the Northern European countries. Likewise, 35.8% of the respondents came out of Western Europe, among which

respondents out of Belgium, the Netherlands and the United Kingdom were the most present (all 11.3% of all respondents). 19.8% of the respondents were Eastern European, and most of the respondents came from Czech Republic and Albania (both 7.5% of all respondents). Lastly, there were 8.5% respondents of Southern Europe, of which most of the respondents came out of Greece (3.8%).

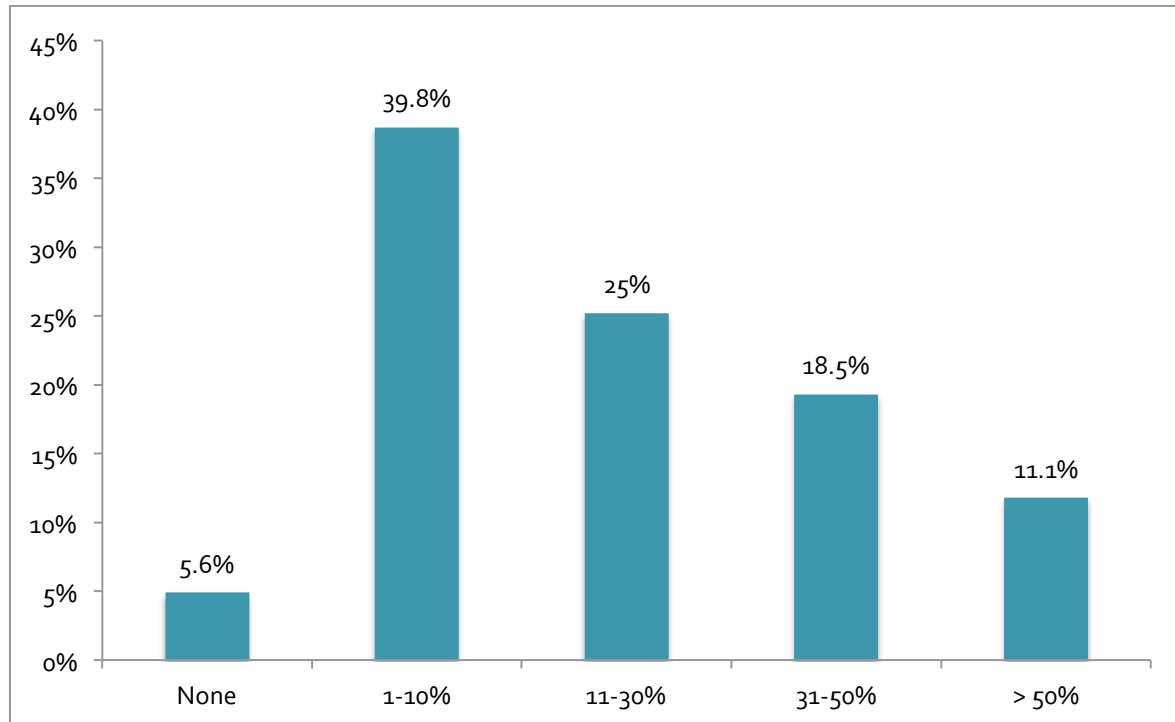
Figure 2. Division of survey participants over Northern, Eastern, Southern and Western Europe



**3. Amount of European foreign national prisoners**

Figure 3 indicates that 5.6% of the prisons had no foreign EU national prisoners at all. In almost 40% of the prisons 1 to 10% of the prison population consisted of foreigners. 1 out of 4 of the institutions had a prison population with 11 to 30% foreigners. In almost 1 out of 5 prisons, between 31 and 50% of the prisoners had a foreign nationality and 11.1% of the prisons were confronted with a population of which more than 50% had a foreign nationality.

Figure 3. Amount of foreign EU national prisoners in the participating prisons



In particular prisons out of Northern and Western Europe were confronted with a high population of foreign European national prisoners. The prison population of 80% of the prisons out of Eastern or Southern Europe consisted out of 0-10% foreign national prisoners. The majority of the prisons in Northern Europe (44.7%) had between 11 and 30% foreign national prisoners, and 29.6% was confronted with a prison population among which more than 30% had a foreign European nationality. 18.4% of the prisons out of Western Europe had 11-30% foreign national prisoners and almost half of the prisons more than 30%.

Table 4. The amount of foreign European national prisoners in the participating prisons in different European regions

AMOUNT OF FOREIGN EU NATIONAL PRISONERS	In general (%)	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
0-10%	45.4	28.9**	80**	34.2**
11-30%	25	44.7**	6.7**	18.4**
> 30%	29.6	26.3**	13.3**	47.4**

Note: \*  $p \leq .10$ , \*\*  $p \leq .05$

1. Levels of education

Respondents were asked the following question: “What levels of education are provided for prisoners in general? Also indicate which levels are taken by foreign European national prisoners.” Table 5 presents the percentages of how many prisons offer the different educational levels. In general, we can draw 2 conclusions: (1) Education was more often provided to national prisoners than to foreign EU national prisoners, and (2) ‘lower’ levels of education were the most frequently offered, both to national and foreign EU national prisoners.

Almost 80% of the prisons offered primary education to their national prison population and 47.8% to foreign EU national prisoners. This is also the form of education that is the most frequently offered. In 60% of the prisons national prisoners could take part in lower secondary education. Foreign national prisoners could follow lower secondary education in 41.1% of the prisons. The higher the educational level, the less often prisoners had the chance to study this during their detention period. For instance, bachelors’ and masters’ courses were offered to national prisoners in respectively 11.1% and 7.8% of the prisons. For foreign EU national prisoners, this was 6.7% and 3.3% respectively. This might be due to the fact that the average educational level of prisoners is rather low (Hetland, Iversen, Eikeland, & Manger, 2015; Social Exclusion Unit, 2002).

Table 5. The provided for national or foreign EU national prisoners in the participating prisons

LEVEL OF EDUCATION	Prisons with an offer for national prisoners (%)	Prisons with an offer for foreign EU national prisoners (%)
<b>Primary education</b> (to provide students with fundamental skills as reading, writing and mathematics)	78.9	47.8
<b>Lower secondary education</b> (pupils enter this level typically between age 11 and 13)	60	41.1
<b>Upper secondary education</b> (to complete secondary education, pupils enter typically between age 14 and 16)	64.4	33.3
<b>Post-secondary non-tertiary education</b> (preparing for labour market entry)	56.7	32.2
<b>Short-cycle tertiary education</b> (higher professional education)	21.1	14.4
<b>Bachelor’s or equivalent level</b>	11.1	6.7
<b>Masters’ or equivalent level</b>	7.8	3.3

For the first four levels of education, we were able to investigate the differences in the educational offer for foreign EU national prisoners in the participating prisons between European regions. Countries in Northern, Eastern or Southern and Western Europe provided all the educational levels



to the same extent; there were no significant differences between the prisons located in the different European regions.

Table 6. Educational offer for foreign EU national prisoners in the participating prisons in different European regions

LEVEL OF EDUCATION	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
<b>Primary education</b> (to provide students with fundamental skills as reading, writing and mathematics)	44.1	48	55.2
<b>Lower secondary education</b> (pupils enter this level typically between age 11 and 13)	38.2	40	48.3
<b>Upper secondary education</b> (to complete secondary education, pupils enter typically between age 14 and 16)	35.3	24	41.4
<b>Post-secondary non-tertiary education</b> (preparing for labour market entry)	32.4	36	31

Note: \*  $p \leq .10$ , \*\* $p \leq .05$

## 2. Other educational courses

Respondents were also asked to give more information about other educational courses. The question was "What educational courses are provided for prisoners in general? Also indicate which courses are taken by foreign European national prisoners."

Similar to the educational levels, also the other educational courses were more often provided to national prisoners than to foreign EU national prisoners. The educational courses that were the most frequently offered to national prisoners were psychosocial courses around, drugs, life skills, parenting, bullying, etc. (71.1%), and academic courses (58.9%). For foreign EU national prisoners these were language courses to learn the language of the country in which they were detained (53.3%) and psychosocial courses (47.8%). The least offered educational courses, both to national as foreign prisoners, were courses around employability (e.g., interview techniques, applications, building a CV) (respectively 47.8% and 27.8%).

Table 7. Other educational courses provided to national and foreign EU national prisoners in the participating prisons

<b>COURSES</b>	<b>Prisons with an offer for national prisoners (%)</b>	<b>Prisons with an offer for foreign EU national prisoners (%)</b>
<b>Psychosocial courses</b> (e.g., drugs, life skills, parenting, bullying)	71.1	47.8
<b>Academic courses</b> (e.g., maths, sciences, physical education, history,, ICT)	58.9	35.6
<b>Language courses to learn the language of the country in which the prisoner is detained</b>	60	53.3
<b>Other language courses</b>	54.4	36.7
<b>Vocational education</b> (e.g., plumbing, bricklaying, plastering, carpentry)	52.2	34.4
<b>Employability</b> (e.g., interview techniques, applications, CV)	47.8	27.8

Prisons all over Europe offered language courses to foreign EU national prisoners to the same extent, both to learn the language of the country in which they are detained and other language courses. Also concerning the offer of psychosocial courses and academic courses there were no significant differences.

The offer of vocational courses and courses about employability for foreign European national prisoners was the most scarce in Northern European countries. For instance, 53.4% of the prisons in Western Europe and 36% of the prisons in Eastern or Southern Europe offered vocational training, while only 18.2% of the prisons in Northern Europe foreign European national prisoners could take such courses.

Table 8. Other education courses for foreign EU national prisoners in the participating prisons in the different European regions

<b>COURSES</b>	<b>Northern Europe (%)</b>	<b>Eastern or Southern Europe (%)</b>	<b>Western Europe (%)</b>
<b>Psychosocial courses</b> (e.g., drugs, life skills, parenting, bullying)	42.4	56	50
<b>Academic courses</b> (e.g., maths, sciences, physical education, history, geography, ICT)	36.4	28	43.3
<b>Language courses to learn the language of the country in which the prisoner is detained</b>	42.4	60	63.3
<b>Other language courses</b>	48.5	32	30
<b>Vocational education</b> (e.g., plumbing, bricklaying, plastering, carpentry)	18.2**	36**	53.4**
<b>Employability</b> (e.g., interview techniques, applications, CV)	15.2*	32*	40*

Note: \*  $p \leq .10$ , \*\*  $p \leq .05$

### 3. Facilities that were used to educate prisoners

We asked the respondents the following question: ‘Which facilities do you use to provide education to prisoners?’ More than 7 out of 10 prisons had classrooms and educational materials such as books, calculators or courses. More than half of the prisons also had audio-visual resources as a beamer or overhead projector. 48.6% of the prisons used workshops and practice lessons.

Table 9. Facilities used to provide education to prisoners in the participating prisons

FACILITIES	%
<b>Classrooms</b>	78.5
<b>Educational materials</b> (e.g., books, calculators, courses)	76.6
<b>Audio visual resources</b> (e.g., projection equipment as a beamer, overhead projector)	51.6
<b>Workshops/ practice lessons</b>	48.6

There were differences between the European regions concerning the use of workshops/ practical lessons. Prisons out of Eastern and Southern Europe (63.3%) more frequently used workshops/ practice lessons than prisons in Western (54.1%) and Northern Europe (34.2%). Classrooms, educational materials and audio-visual resources were used to the same extent in the different European regions. There were no significant differences.

Table 10. Facilities used to educate prisoners in different European regions in the participating prisons

FACILITIES	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
<b>Classrooms</b>	84.2	70	81.1
<b>Educational materials</b> (e.g., books, calculators, courses)	55.3	60	56.8
<b>Audio visual resources</b> (e.g., projection equipment as a beamer, overhead projector)	78.9	76.7	78.4
<b>Workshops/ practice lessons</b>	34.2**	63.3**	54.1**

Note: \*  $p \leq .10$ , \*\* $p \leq .05$

### 4. Collaboration with other countries to offer education to foreign EU national prisoners

One of the aims of the online survey was to gain insight into the collaborations between different countries within Europe and abroad to provide education to foreign EU national prisoners. The respondents were asked to indicate if they collaborate with other countries, both with other European countries as with countries outside Europe. Only 9.6% of the respondents indicated that they worked together with another European country. Prisons of out Belgium, Norway and Czech Republic worked together with the organisation ‘Education Behind Foreign Bars’ to provide education to their prisoners of the Netherlands. Besides, there was cooperation between Norway and the Netherlands as Norway rented a prison there. None of the participating prisons worked together with countries outside of Europe.

## 5. Barriers to provide education to foreign EU national prisoners

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We gave the respondents different statements about the barriers to offer education to foreign national prisoners. They had to indicate to what extent they agreed with it on a 5-point scale (1 = totally disagree; 5 = totally agree). We present the percentages of the respondents who (totally) agreed with the statement. Respondents experienced 3 categories of barriers to provide education to foreign EU national prisoners. First, they could be confronted with *a lack of prison resources*. For instance, almost 60% of the participants indicated that there were only limited or no educational materials for foreign EU national prisoners, and that the financial resources to offer foreign prisoners with education were too limited. Half of the respondents also lacked knowledge about educating foreign prisoners and found that there were not enough prison officers to provide this group with education.

These barriers are however not experienced to the same extent in the different European regions. A lack of knowledge about educating foreign national prisoners was the most experienced in Western and Northern Europe (both 60.7%), while only 1 out of 4 respondents out of Eastern or Southern Europe indicated this. Eastern or Southern European respondents more frequently said that there are not enough prison officers to provide an educational offer to foreign European national prisoners (65.2% compared to 42.9% of the Northern European and 35.7% of the Western European respondents).

Second, *language barriers* could hinder foreign national prisoners to take part in education. 48.1% of the respondents indicated it was difficult to provide foreigners with education, as they do not speak the language sufficiently. A last kind of barriers concerned *safety*. Less than 1 out of 10 respondents considered educational courses for foreign EU national prisoners as a safety threat.

Table 11. Barriers to provide education to foreign EU national prisoners in the participating prisons

<b>BARRIERS</b>	<b>Agree (%)</b>	<b>Northern Europe (%)</b>	<b>Eastern or Southern Europe (%)</b>	<b>Western Europe (%)</b>
<b>Lack of prison resources</b>				
There are only a limited/ no educational materials for foreign EU national prisoners.	59.7	57.7	56.5	64.3
The financial resources to provide education to foreign EU national prisoners are too limited.	59.5	50	69.6	60.7
There is a lack of knowledge about educating foreign EU national prisoners.	50	60.7**	26.1**	60.7**
There are not enough prison officers to provide an educational offer to foreign EU national prisoners.	46.8	42.9*	65.2*	35.7*
<b>Language barriers</b>				
The foreign EU national prisoners do not speak the language sufficiently.	48.1	42.9	43.5	57.1
<b>Safety threat</b>				
Educational courses for foreign EU national prisoners are considered as a safety threat.	8.9	/	/	/

Note: \*  $p \leq .10$ , \*\* $p \leq .05$ ; / = too less observations

1. Allowed ICT devices within prisons in Europe

We asked the respondents “What ICT devices are in general allowed for prisoners to use outside cell and in their cell?”. They could choose ‘outside cell’, ‘inside cell’ or ‘not available’. If an ICT device was tolerated outside and inside cell, they could indicate them both.

TV’s were the most frequently allowed inside prisons in Europe; in 96.4% of the participating prisons TV’s were tolerated. 81.6% of the institutions allowed prisoners to have a TV on their cell and in 40.2% of the prisons people could watch television outside of their cell doors. Also letters and post were permitted in the majority of the prisons (92%). Similar to the TV, letters and post were more frequently available inside (76.1%) than outside the cell doors (40.9%).

The opposite was the case for a fixed telephone. Almost 4 out of 5 prisons allowed prisoners to make telephone calls with a fixed telephone, but this mostly out of their cell doors (72.7%). Only 9.1% of the prisons allowed their detainees to have a fixed telephone inside their own cell. Also computers, laptops or tablets were more frequently allowed outside the cell (73.9%) than inside (12.5%). GSM’s (without having access to the Internet) were only allowed in a minority of the prisons (13.6%). If prisoners could use a GSM, it was always outside their cell. Further analyses on the prisons in which GSM’s were available, have shown that 33.3% of these prisons do not have fixed telephones.

Table 12. ICT devices that are (not) available in the participating prisons

ICT DEVICES	Outside cell (%)	Inside cell (%)	Not available (%)
Fixed telephone	72.7	9.1	23.9
Computer/ laptop/ tablet	73.9	12.5	22.7
Letters/ post	40.9	76.1	8
TV	40.2	81.6	4.6
PlayStation/ Wii	25	53.4	37.5
GSM (without having access to the Internet)	13.6	0	86.4

Table 13 present an overview of the differences in the availability of ICT devices between European regions. We focus on the percentage of prisons in which they are available. We could only compare the European regions with regard to having access to a fixed telephone, computer/laptop/tablet, and PlayStation/ Wii.

In general, mostly prisons in Northern and Western Europe did allow their prisoners to use ICT devices. Prisoners in Eastern or Southern Europe had less access to a computer, laptop or tablet, and a PlayStation/ Wii than people detained in Northern or Western European prisons. For instance, 58.3% of the prisons in Eastern or Southern Europe did provide their prisoners access to a computer, laptop or tablet, while this was 78.1% in Northern Europe and 93.3% in Western Europe. Besides, prisoners out of Northern Europe were most of the time allowed to play on a PlayStation/Wii (93.8%). In Western Europe it was allowed in 56.7% of the prisons and in Eastern and Southern

Europe it was allowed in 1 out of 3 prisons. There were no significant differences in having access to a fixed telephone between prisons out of the different European regions.

Table 13. Differences in the availability of ICT that are available in the participating prisons between European regions

ICT DEVICES THAT ARE NOT AVAILABLE	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
Fixed telephone	71.9	83.3	80
Computer/ laptop/ tablet	78.1**	58.3**	93.3**
PlayStation/ Wii	93.8**	33.3**	56.7**

Note: \* p ≤ 0.10, \*\*p ≤ 0.05

**2. ICT facilities within prisons in Europe**

**2.1. Available ICT facilities**

A following question in the online survey was “What ICT facilities do prisoners have access to outside and inside their cell?” Similar to the question about ICT devices, respondents could choose ‘outside cell’, ‘inside cell’ or ‘not available’. If something was tolerated outside and inside cell, they could indicate them both.

The most available ICT facility within prisons in Europe was games; this was allowed in more than half of the prisons (46.4% of the institutions did not provide prisoners access to games). In 33.3% of the institutions, prisoners could play games outside their cell and in 34.5% prisoners were allowed to play games inside their cell. The second most available ICT facility was E-learning. E-learning includes education with the assistance of the Internet, networks or standalone computer, web-based applications, computer-based applications or virtual classrooms (Hammerschick, 2010). Almost 50% of the prisons offered E-learning. Most of them only provided access to E-learning outside the cells (51.2%). Only 3.6% of the prisons offered access to E-learning inside the cells. Third, prisoners could have access to limited Internet. This was mostly only available outside the cell doors (42.3%). Only a minority provided an Internet connection on cell (1.4%). Skype/Facetime, and e-mails were forbidden in 9 out of 10 prisons. If it was allowed, it was always outside the cell doors. Open Internet was almost never available inside prisons. Only 1.2% of the institutions provided prisoners with open Internet outside the cell doors. None of the prisons offered access to open Internet inside the cells.

Table 14. Available ICT facilities in the participating prisons

ICT FACILITIES	Outside cell (%)	Inside cell (%)	Not available (%)
Games	33.3	34.5	46.4
E-learning	51.2	3.6	48.8
Limited Internet	42.3	1.4	57.7
Digital newspapers	31	2.4	67.9
CD-ROM/ USB-stick	20	8.2	75.3
Skype/ Facetime/ etc.	11.9	0	88.1
E-mails	10.7	0	89.3
Open Internet (without limits)	1.2	0	98.8

Table 15 presents the differences between European regions concerning the availability of ICT facilities. As little prisons provided prisoners access to Skype/ Facetime, e-mails and open Internet, we were not able to investigate the differences between prisons out of Northern, Eastern or Southern, and Western Europe on these aspects.

The European regions did differ with regard to providing access to limited Internet, digital newspapers and CD-ROM/ USB-stick. Limited Internet and digital newspapers were more frequently available in Northern European prisons (respectively 70.8% and 50%) than in Western European (respectively 27.3% and 29.6%) and Eastern or Southern European prisons (respectively 25% and 13%). It was the opposite for CD-ROM/ USB-sticks. Prisoners in Eastern or Southern Europe did more frequently have access to CD-ROMs or USB-sticks (43.5%) than prisoners out of Western (25%) and Northern Europe (12.5%). No significant differences were found in terms of E-learning and access to Games.

Table 15. Differences in ICT facilities that are offered in the participating prisons between European regions

ICT FACILITIES	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
Limited Internet	70.8**	25**	27.3**
E-learning	59.4	34.8	59.3
Games	62.5	47.8	51.9
Digital newspapers	50**	13**	29.6**
CD-ROM/ USB-stick	12.5**	43.5**	25**

Note: \*  $p \leq .10$ , \*\* $p \leq .05$

## 2.2. Use of Internet behind European prison bars

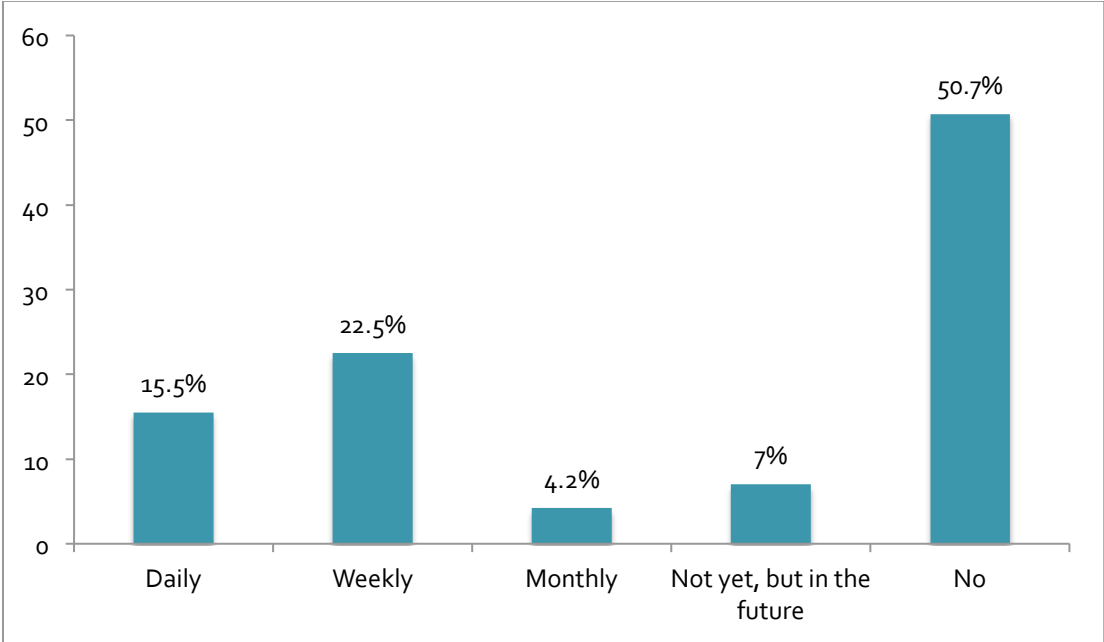
### Having access to the Internet by prisoners

The respondents were asked: "How frequently do prisoners have access to the Internet?" 50.7% of the prisons did not provide prisoners with access to the Internet, and 7% did not provide it yet, but they thought they will probably do in the future. Among the 42.3% of the prisons that allowed



prisoners to use the Internet, none of them offered an unlimited use. 15.5% of the prisons offered a daily use, 22.5% a weekly use and 4.2% on a monthly basis.

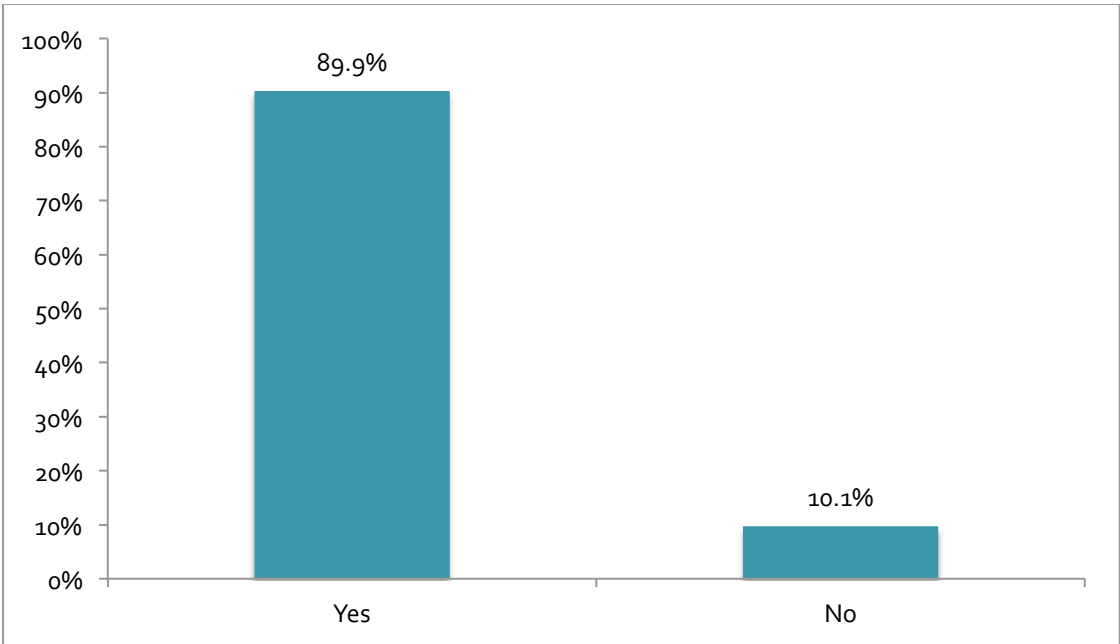
Figure 4. Access to the Internet by prisoners in the participating prisons



**Having access to the Internet by prison staff**

A next question was about Internet for prison staff: “Do prison staff have access to the Internet?” Prison staff more frequently had access to the Internet than prisoners. In 9 out of 10 prisons, prison staff could use the Internet.

Figure 5. Access to the Internet by prison staff in the participating prisons



100% of the prisons in Northern Europe provided their staff with access to the Internet. Also 92% of the prisons in Eastern or Southern Europe and 80% in Western Europe provided this service.

Table 16. Access to the Internet by prison staff in the participating prisons in different European regions

	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
Having access to the Internet by prison staff	100	92	80

### 3. Barriers to implement ICT within prisons

Respondents got the question: "Which barriers do you experience to implement ICT within the prison?" They had to indicate to what extent they agreed with the statements on a 5-point scale (1 = totally disagree; 5 = totally agree). Table 17 presents the frequencies of how many respondents (totally) agreed with the statements.

The barriers to implement ICT within European prisons can be divided into 5 categories. First, ICT in prisons could be considered *a safety threat*. The majority of the respondents (73.4%) had the opinion that open Internet is too dangerous for prisoners. About 57% of the respondents indicated ICT as a threat to the safety of the prison and society. About 50% considered ICT in prisons as a threat to the safety of prison officers and almost 42% to the safety of prisons. The meaning about 'ICT in prison is a threat to the safety of the prison' differed between respondents of the European regions. Almost 74% of the respondents out of Eastern or Southern Europe agreed with this proposition. Among the Western European respondents, 60% also found that ICT is a threat to the safety of the prison and in Northern Europe this was 'only' 43%.

Second, believing that implementing ICT in prisons is *not possible* was another kind of barrier. 57.7% of the respondents thought that the public opinion is against offering ICT facilities to prisoners and 31.6% did not think that ICT in prison possible on a large scale. It were mostly respondents out of Eastern or Southern European countries that doubt about the possibility of ICT on large scale.

A third category of barriers was about *a low digital literacy*. 38% agreed that prison professionals knowledge about ICT is too limited and 33% that prisoners are not digitally literate. Respondents out of the different European regions had the same meaning about these aspects.

Furthermore also the *highly costs* related to implementing ICT within prisons was a barrier. 37.2% of the respondents stated that ICT facilities must be free of charge. Besides, more than 30% of the respondents found the maintenance of the ICT facilities too expensive; it had a highly cost for the prison.

A last category of barriers was *having no question for ICT* within prisons. In particular the fact that policy makers did not ask for ICT facilities in prison is experienced as a barrier for the

implementation thereof (35.1%). However, there were differences between European regions. 50% of the respondents out of Eastern or Southern Europe experienced this barrier. This percentage was somewhat lower in Northern Europe (35.1%) and the lowest in Western Europe (14.6%). In general, also 20% of the respondents had the idea that prisoners do not ask for ICT facilities. Also here were differences between European regions. While none of the West European respondents thought that prisons have no question for ICT facilities, more than 30% of the respondents out of the other European regions did think this.

Table 17. Barriers to implement ICT within prisons in the participating prisons

<b>BARRIERS</b>	<b>AGREE (%)</b>	<b>Northern Europe (%)</b>	<b>Eastern or Southern Europe (%)</b>	<b>Western Europe (%)</b>
<b>Safety threat</b>				
Uncontrolled use of the Internet by prisoners is too dangerous	73.4	71.4	73.9	75
ICT in prisons is considered a threat to the safety of the prison.	57.5	42.9*	73.9*	60.7*
ICT in prisons is considered a threat to the safety of society.	57	46.4	65.2	60.7
ICT in prisons is considered a threat to the safety of prison officers.	51.9	53.6	60.9	42.9
ICT in prisons is considered a threat to the safety of prisoners.	41.8	42.9	47.8	35.7
<b>No possibility</b>				
The public opinion is against offering ICT facilities to prisoners.	57.7	63	56.5	53.6
ICT in prison is impossible on a large scale.	31.6	32*	48*	20*
<b>Low digital literacy</b>				
Prison professionals knowledge of ICT is too limited.	38	35.7	35	47.1
Prisoners are not digitally literate.	32.9	25	34.8	39.3
<b>High costs</b>				
ICT facilities in prison must be free of charge	37.2	50	26.1	33.3
The maintenance of the ICT devices is too expensive.	34.6	37	47.8	21.4
ICT in prisons has a high cost for the prison.	31.6	32.1	39.1	25
ICT in prisons has a high cost for the society.	20.3	21.4	26.1	14.3
ICT in prisons has a high cost for prisoners.	19	10.7	30.4	17.9
<b>No question for ICT</b>				
Policy makers do not ask for ICT facilities in prisons.	35.1	44.4**	50**	14.3**
Prisoners do not ask for ICT facilities.	20.8	34.6**	30.4**	0**

Note: \*  $p \leq .10$ , \*\* $p \leq .05$

#### 4. Vision on the availability of ICT behind prison bars

A following question was about their vision on the availability of ICT inside prisons: "The following statements are about the availability of ICT inside prisons. To what extent do you agree with the following statements (1 = totally disagree; 5 = totally agree)?" The same as with the barriers, the frequencies of how many respondents (totally) agreed with the statements are presented.

More than 65% of the respondents considered ICT as the future for education inside prisons. Almost 47% of the respondents thought that prisoners know how they can get access to the Internet. However, respondents out of the different European regions had a different vision. More respondents out of Northern Europe (64.3%) thought that prisoners know how they can get access to the Internet, while this percentage was lower among Western European respondents (42.9%) and the lowest among Eastern and Southern European respondents (30.4%).

In general, more than 40% found that prisoners have enough access to the Internet and that they must deserve access to ICT facilities in prison. Respondents of the different European regions had the same vision about these aspects. Nonetheless, they did differ regarding if prisoners must have access to limited Internet on their cell. More than half of the Western European respondents found that prisons must have access to limited Internet on their cell. This percentage was lower among the Northern European respondents (28.6%) and the lowest among respondents out of Eastern or Southern Europe (17.4%).

Table 18. Vision on the accessibility of ICT behind prison bars in the participating prisons

Vision	AGREE (%)	Northern Europe (%)	Eastern or Southern Europe (%)	Western Europe (%)
ICT is the future for education inside prisons.	65.8	67.9	69.6	60.7
Prisoners know how they can get access to the Internet.	46.8	64.3**	30.4**	42.9**
Prisoners have enough access to the Internet.	41.8	53.6	39.1	32.1
Prisoners must deserve access to ICT facilities in prison.	40.5	35.7	56.5	32.1
Prisoners must have access to limited internet on their cell.	35	28.6**	17.4**	57.1**
The use of ICT inside prisons should be granted for all prisoners.	38	35.7	39.1	39.3
Prisoners have access to enough ICT facilities.	26.6	35.7	17.4	25

Note: \*  $p \leq .10$ , \*\* $p \leq .05$



## Part 3: FORINER qualitative interviews

Based on the online survey, we selected 4 learning practices across Europe and investigated them more in-depth. We captured those best practices in order to examine their strategies, organisation, impact, and processes when developing educational opportunities for European citizens detained in a foreign European country.

### Chapter 1. Data and methods

#### 1. Participants

In order to investigate the learning practices more in depth, 12 individual and 1 group interview with coordinators, teachers, volunteers, ICT staff, and prisoners were done. The goal was to conduct an interview with (1) a person with a coordinating function or ICT staff member, (2) an educational professional or volunteer, and (3) a prisoner for every learning practice. However, we only obtained the permission to do an interview with prisoners for 3 learning practices. Table 19 provides an overview of the organisations involved and the people that were interviewed. The interviews took place in Dutch or English. If it was possible, the interviews were done face-to-face in a prison or a public place. Due to the distance and budget limitations however, we were not able to do all the interviews face-to-face. In these cases, Skype or telephone were used.

All participants signed an informed consent form. This informed consent provided the respondents more information about the purpose of the study, the fact that their personal details would be threatened anonymous, and that their participation was voluntary.

Table 19. Overview of respondents

PROFESSIONAL ACTIVITIES	FUNCTION OF THE RESPONDENT	PLACE AND MANNER OF THE INTERVIEW
<b>Education behind bars abroad</b> (the Netherlands)		
	Educational coordinator	Face-to-face interview in Maastricht (the Netherlands)
Offering distance education to Dutch citizens detained abroad	Voluntary teacher	Face-to-face interview in Brussels (Belgium)
	Male prisoner	Face-to-face interview in the prison of Leuven-Centraal (Belgium)
	Female prisoner	Face-to-face interview in the prison of Hasselt (Belgium)
<b>Kongsvinger prison</b> (Norway)		
A 'specialist' prison for foreign national prisoners	Educational coordinator	Interview by telephone
	Teacher	Interview by telephone
	Male prisoner	Interview by telephone
<b>Weston College</b> (UK)		
Delivering educational courses to prisoners through the Virtual Campus	Educational coordinator	Interview by Skype
	Teacher	Interview by Skype

<b>Prison of Beveren (Belgium)</b>		
A prison in which prisoners have access to PrisonCloud	Educational coordinator	Interview by Skype
	ICT staff member	Face-to-face interview in the prison of Beveren
	ICT developer	Face-to-face interview in the prison of Beveren
	3 male prisoners	Face-to-face group interview in the prison of Beveren

## **2. Interview schemes**

The interview scheme for professionals (e.g., educational coordinators, teachers, volunteers, and ICT staff) included 5 main issues: the background of the organisation/project, the educational offer for foreign European national prisoners, the impact of the educational offer/the project on prisoners, the prison and society, the strengths and points of attention of the organisation/the project, and tips they had for the FORINER consortium when they want to set up pilot projects. The interview scheme for prisoners comprised 4 issues: their experiences with the educational offer/the project, the impact education/ the project has on them, the prison and society, the strengths and points of attention of the educational offer/ the project, and which tips they have for us to set up pilot projects.

All interviews lasted between 24 and 78 minutes, were audiotaped and transcribed verbatim. They were coded and analysed by thematic content analysis using MaxQDA, a qualitative analysis programme.

### 1. A short introduction

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Before his retirement, the director of 'Education behind foreign bars' [EABT] worked for the Foreign Liaison Office of the Dutch Probation Service. This International Office helps Dutch citizens detained abroad with the preparation of their resettlement. In 2001 he got the opportunity to set up a pilot project to see whether educational courses from the Netherlands could be offered to their citizens detained in a foreign country. As it was not a real task of the Dutch resettlement service to provide prisoners from education, the coordinator decided to develop a new foundation, EABT was born in 2005: a volunteer organisation that provides distance education to Dutch citizens detained in foreign countries all over the world.

EABT works together with Dutch embassies and consulates all over the world to detect and contact prisoners. In terms of education, they work together with the 'National Business Academy' [In Dutch: Nationale Handelsacademie or NHA] to enlarge their educational offer.

### 2. Educational offer

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#### 2.1. Focus on Dutch citizens detained abroad

EABT explicitly focuses on all **Dutch citizens detained abroad**. Their educational courses are available for citizens with the Dutch nationality and those with a residence permit of the Netherlands who are imprisoned in a foreign country. We interviewed two prisoners about their experiences with EABT. Both had done higher education before. However, also people with a lower educational level take part.

EABT offers a **wide range** of educational courses. On the one hand, they have developed their own educational courses (e.g., basic education, Dutch for foreigners, other language courses, entrepreneurship). They have 10 teachers who voluntarily support prisoners when they follow these courses. Besides, they offer courses of the 'National Business Academy'. This is an organisation that offers courses for distance learning. Their courses range from language courses to vocational training, theoretical driving licence, and master degrees. Both prisoners we interviewed followed a course of the NHA:

When I received the course, it was a big blue map. And do you know what turned out? It was a course of the NHA, the National Business Academy. [...]. They (i.e. EABT) work together with local educational providers. I was a little bit surprised because I could also choose a course of the academy by my own (i.e. without the help of EABT). But the big advantage is that EABT offers the courses free of charge."  
(Male prisoner, EABT)

EABT also offers the possibility to follow courses of the Open University. Most of the Dutch citizens who follow courses by EABT have no access to a computer and Internet. Most of the time, the



courses are **paper-based**. This offers the opportunity to study **on cell**. Both prisoners we interviewed always study on their cell because they have no places outside cell where they can study independently. Both have a cell for their own through so they could study when they want (e.g., before and after their working hours).

## 2.2. Information about the educational offer

EABT uses in particular **face-to-face communication**. A partner who plays an important role in this face-to-face communication is the Foreign Liaison Office of the Dutch Probation Service. The Foreign Liaison Office helps their citizens detained abroad with their resettlement. Their main aims are to reduce recidivism and the damage caused by detention. The Foreign Liaison Office is part of the Dutch probation service, what is quite unique in Europe. Most European countries do not have a specialised department focusing on their citizens detained abroad. The Foreign Liaison Office works together with roughly 300 Dutch volunteers who live all over the world to visit Dutch citizens detained in a foreign country. During these visits, the volunteers provide more information about the way of working of the office, but they can also they inform prisoners about the possibility to follow distance education during their imprisonment. If a prisoner is interested, the Foreign Liaison Office of the Dutch Probation Service provides more information about EABT and contacts EABT to mention that prisoner x in prison y in country z wants to follow education. Afterwards, EABT sends them an introductory package with an overview of the possible courses. One of the prisoners also indicates that he was informed about the working of EABT by the educational service of the prison in Belgium. Besides, EABT makes use of **written communication channels**. They have flyers to present their organisation and way of working. When a volunteer of the Foreign Liaison Office of the Dutch Probation Service visits a prisoner, he/she gives them a flyer about EABT. This enables the prisoner to read all the information again after the visit.

One of the prisoners we interviewed thinks a combination of face-to-face and written communication works good. She is face-to-face informed about the working of EABT and afterwards she received a brochure with more information. She appreciates this as this gave her the opportunity to think about the conversation and reread the information in the brochure afterwards.

## 2.3. From application to certificate

After prisoners are informed about the working of EABT, they have to apply to follow a certain course. All prisoners can apply for a course, it does not matter how long they are already in prison, and if they are convicted or not. A first step in the application process is that prisoners have to answers questions about the prison in which they are detained, how long he/she already stays in that prison and how long he/she has to stay there, which educational materials are allowed (e.g., calculator, USB-stick, CD-ROM, Internet) etc. Besides, they also have to motivate why they want to follow that specific course. In addition, they receive a package with a test to get insight into their level of Dutch. Most of the courses are offered in Dutch and this test is meant to see whether the level of Dutch of the prisoners is appropriate to follow the course. If the prisoner successfully comes through this assessment phase - that takes minimum 4 weeks -, he/ she receives the course. Mostly,

the prisoners receive the course and the homework assignments by post. When the whole course is finished, the prisoner receives a certificate.

Before prisoners can start following a course, they have to obtain the permission of the prison. The coordinator of EABT is positive about the fact that if a prisoner wants to study, no prison manager refuses this; they always give the permission to the interesting prisoner to follow courses of EABT.

### **3. Support for prisoners who are taking part in education**

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#### **3.1. Informal ways of peer support**

One of the Dutch prisoners who follows education through EABT is detained in a prison in Belgium with an open regime. At certain moments during the day, the prisoners are allowed to go to the cell of someone else. He has some 'buddy's' in the prison, these are French-speaking prisoners out of Colombia, Burundi, etc. As he is studying French, he frequently talks with these buddies to practice his French. Also when these buddies have questions about the Dutch language, they come to him. "We support each other, but we do not study together" (Male prisoner, EABT). The other prisoner who follows education provided by EABT feels supported by their fellow inmates. At this moment she has a cell for her own, but this was not always the case. In the remand prison, she had a cellmate. This cellmate was very interested in the course and what she was learning. She motivated her to keep on studying.

#### **3.2. Prison staff**

One of the prisoners mentions that she receives support from some prison guards. She started her studies in a remand prison where she had a lot of contact with the guards and prison management. They motivated her to keep on studying.

If I received a letter from EABT, they (the prison guards) always asked if I got my results. If I had a good result, they gave me a lot of compliments, and it is always nice to be complimented. This made me feel good, I felt appreciated and it let me feel like a human being (Female prisoner, EABT).

#### **3.3. Volunteers**

EABT is an organisation that works with volunteers. Some of these volunteers manage the organisation, while other provides educational support to the studying prisoners. The prisoners are very positive about these volunteers. As the male prisoner indicates:

The teacher sent me a letter wherein he presented himself. He did not give his address or something like that, but just I am a teacher and my name is Jan. [...]. I am close to my retirement and I am very happy to guide this course. I really liked this letter.

Also the other prisoner is positive about the support of the volunteers. Once she wrote a letter to EABT to thank them for the support they gave and for the chances they provided. The volunteer we

interviewed states that he offers prisoners the chance to write letters about the content of the educational course, but he also allows them to write about their personal life and detention circumstances. "They also write about private things. I find that just as important as the study itself."

#### 3.4. Family members

One of the prisoners who follows education provided by EABT is supported by their parents. First of all, their parents help her in choosing the right course. EABT provides a list with possible courses of NHA, but she wanted to have insight into all the possible courses. Her parents ordered a book that provided an overview of all the courses of the NHA. Ultimately she chose a course and asked EABT if she was allowed to study this course, which was approved. Also during her study, she can rely on her parents. For instance, if she needs additional information, she asks her father to search it on the Internet. Her mother also has contact with EABT. Instead of writing letters herself, her mother calls to EABT if she has a question, what facilitates the communication.

#### 3.5. Other kinds of support

One of the prisoners indicates he uses books out of the library during his study. He is studying French and if he does not understand a word, he loans a dictionary from the prison library. Besides, the Dutch citizens who take courses through EABT also appreciate the financial support. They do not receive money when they study, but the courses are free of charge. Furthermore, if most of the prisons in Europe do not allow prisoners to use the Internet, the courses and the homework assignments must be sent by post. Prisoners receive stamped envelopes so that they do not have to buy stamps.

### 4. Motives of foreign national prisoners to follow educational courses

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#### 4.1. Motives to start

Two Dutch citizens who are detained in a Belgian prison were interviewed about their experiences with EABT. They were both very motivated to study, as they wanted to **increase their chances on the labour market**.

I am learning French because I want to re-integrate in Belgium. I am not planning to go back to the Netherlands. There is a big chance that I will be employed in Brussels, I am not sure for 100% but for 99% that I will be employed in Brussels. That is a big city, there is a lot of work and I have worked there in the past, but I had problems with French. I was good in Dutch and English, but not in French. So I was thinking, I am in prison right now, what is not pleasing [...] but I am here right now and I have the time and I know that it is interesting to learn a language to increase my chances on the labour market (Male prisoner, EABT).

Also the other prisoner we interviewed **wanted to spend her time** in prison **useful**. Although she has been punished, she wants to do something with that time. Another stimulator was the fact that the courses of EABT are **free of charge**. One of the prisoners states that the majority of the prisoners do

not have a lot of money: they have to pay their legal costs, victims, their objects have been confiscated, they do not earn a lot with doing prison work, etc.

One of the prisoners was in prison for about 6 years and followed already a variety of courses. Once, her **cellmate** came out of Brazil. In order to **facilitate the communication**, she started to learn Portuguese. Afterwards, her cellmate started studying Dutch.

#### 4.2. Motives to keep studying

When prisoners get feedback on their home assignments, they always receive a letter with **motivating messages** as “good job, you obtained a good result” (Male prisoner, EABT). Also the educational provider mentions these motivating messages as an explicit strategy. EABT also designed cards that aim to motivate prisoners to keep studying. Besides, they also send cards on special occasions, for instance with Christmas or their birthday. They do this because they know that many Dutch citizens detained abroad feel lonely and do not have a lot of contact with people of the Netherlands. It is very important for these prisoners to receive post from time to time.

A second motivating factor to keep studying is the fact that they feel they were learning something, that they **make progress**. One of the prisoners also mentions that you could choose when and how much you studied. During the time of her court, she decided to spend less time on her studies.

Although I was able to study during that time, I was afraid that my results would suffer. That I would obtain a 6 out of 10, but normally I strive for an 8 or 8,5 out of 10. I informed EABT about this and that was okay for them (Female prisoner, EABT).

#### 5. Benefits

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We asked the respondents about the benefits of EABT. First, both prisoners mention that their studies **increase their self-esteem and pride**. Furthermore, one of the prisoners indicates that he **learned more than initially thought**. He not only learns the French language, but also learns more about the French culture. It stimulates him to search for additional information. For instance, he looks at French movies and reads French books: “I am hungry for more” (Male prisoner, EABT).

#### 6. Success factors

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EABT offers most of their **courses in the mother tongue** of the prisoners (i.e., in Dutch). According to the coordinator, this is one of the biggest advantages as:

Prisoners could follow education in their own language. Even in English, there are maybe 10 or 20 Dutch prisoners who can follow that kind of education. [...] Some of them do speak a little bit of English or French, but almost never enough to follow an oral or written course. They do not have the profound level to do this and that is the reason why they are mostly excluded from participation to the educational courses that are offered by the prisons.

Another important success factor of EABT is the **funding** they receive from the government. The Ministry of Justice reimburses all their expenses like the purchase of the educational courses, printing costs, envelopes and stamps to a maximum amount of €80.000 per year. Getting this funding makes it possible to make the educational courses free of charge for the prisoners. EABT pays the educational courses, the exams and if necessary the re-examination. When someone is released from prison, they get the chance to complete the course in the Netherlands. Last year (2015), 226 prisoners applied to follow a course and 185 among them effectively received a course. Not all the prisoners who start with the assessment procedure receive a course, as some of them are already released from prison during the assessment phase, or others decide to postpone their studies until they are convicted.

As stated before, the working of EABT is based on **volunteers** and both the coordinator, volunteer as the prisoners find that a good way of working. All the teachers guide the prisoners on a voluntary base. These volunteers are not paid, only their real expenses (e.g., travel costs) are reimbursed. EABT has 22 volunteers, of which 5 fulfil a management function and 14 are voluntary teachers. The teachers provide support and correct the homework assignment of the prisoners who follow one of their self-developed courses. The homework assignment of prisoners who are following courses of other organisations, are corrected by external teachers.

## 7. Points of attention

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EABT was not only confronted with things that went well, but also with some points of attention.

Some of the respondents mention that most of the prisoners do not have access to the Internet or other ICT facilities. The working of EABT would be facilitated if the homework assignments could be submitted through the Internet. It would be good if prisoners could get access to a separate, secured website. NHA, the organisation with EABT works together for a lot of courses, has the possibility to develop this. They would give studying prisoners a special code and with this code they can access a restricted part of the website/ learning platform. Besides, having an Internet connection would offer prisoners the possibility to search for additional information or exercises. One of the prisoners who follows education through EABT states:

It would be easier if we could have access to the Internet. This would help me doing my homework assignments as I could search for additional information. At this moment I always have to ask this to my dad or probation officer (Female prisoner, EABT).

Furthermore, the coordinator of EABT states that it is not always easy to **organise exams**. For instance, prisoners could follow a course of the Open University. If Dutch citizens want to do their exam(s) abroad, they have to go to the Dutch embassy or consulate. The coordinator gives examples of prisoners who are brought to the embassy or consulate and that the prisoner fills in his exam while the guard is waiting, while in other cases someone of the consulate comes to the prison. Whether the exam can take place in the prison, is depending on whether the prisoner can get access to a computer with an Internet connection as this is needed to do the exam. However it can be difficult to organise the exam, most of the time they succeed in organising it.

### 1. A short introduction

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Kongsvinger prison is a prison specific for foreign national prisoners, the only one in Norway. All the prisoners are supposed to be deported after their sentence or transferred to their home country for doing the rest of their sentence. There is room for 120 prisoners, and in the near future 140 prisoners can be detained here. The Kongsvinger prison already exists since 1860, but this prison has been used for only foreign national prisoners since December 2012. Prisoners are divided among wings with low and high security.

In the beginning, foreign national prisoners came to the Kongsvinger prison when they had 1 or 2 years of imprisonment left. Recently the situation has been changed. Norway rents the Norgenhaven prison in the Netherlands. When the foreign national prisoners who stay there are coming close to their day of release, they come back to Norway to the Kongsvinger prison, where they serve the rest of their sentence (which is mostly around 1 or 2 months). This has as the consequence that the Kongsvinger prison has a high turnover rate among their prison population, through which they offer short educational courses.

### 2. Educational offer

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The educational coordinator stresses that education is a human right, also for prisoners, whatever their nationality:

I think, that they (the foreign national prisoners) go to another country does not matter because people are people all over the world. [...] Education is a human right. Many in prison, they have never had the opportunity.

#### 2.1. Focus on foreign national prisoners

As Kongsvinger prison only holds prisoners who do not have the Norwegian nationality, also their educational offer solely focuses on **foreign national prisoners**. All the educational courses have been delivered by an **upper secondary school** that is also active outside the prison walls (i.e. import model: the services offered in prison are the equivalent of those available outside). The educational offer is **diverse**, ranging from courses to improve basic skills, to maths, English, art courses, and vocational training like cooking, cleaning, bricklaying, and cabinet making. All the courses are given in **English**. This implies that prisoners who want to follow a course need to have a certain level of English before they can take part. When a prisoner does not speak/understand the English language sufficiently, they are advised to follow an English course. When their level of English is sufficient, they can move on to the other courses. With the words of a prisoner: "I first followed the English course because I could not follow the computer course without the English" (Male prisoner, Kongsvinger prison).

The Kongsvinger prison only holds foreign national prisoners since December 2012. Before, the educational coordinator worked in another prison that held both Norwegian and foreigners, and he has the feeling that it is easier to offer education only for foreigners:

In that prison, 30% of the prisoners came from other countries and we had a little bit of education options for them. We had to make a priority for Norwegian inmates because they needed different things. It's much easier when you have only one category. So I think the foreign prisoners in Kongsvinger prison have a better offer than in other prisons. [...] We also shortened our courses. We want them to finish the courses before they go out. If you are Norwegian, you can start education in the prison and continue it when you are released. That is not possible for foreign inmates.

## 2.2. Information about the educational offer

All prisoners who stay for at least 2 weeks in the Kongsvinger prison are **individually** and **face-to-face** informed about the educational offer by a school counsellor. They use interview schedules during these interviews. The Albanian prisoner we interviewed states that he was already informed by a guard before:

When you come here, you know, the first moment the guard informs us about the choices for school and work, what we can do. And after that, if you write a note that you are interested in school or work, then the teacher came in my room and we talked about it. [...] That was perfect as you know all the information that you need and in very short time the teacher came to me and I talked with him.

## 2.3. From application to certificate

**All the courses are certified**, meaning that every prisoner who successfully completes a certain course gets a certificate of the upper secondary school without mentioning it was obtained in prison.

What is important for the prisoners is that the name of Kongsvinger prison, you cannot find that on the certification; just the name of the local school. If you would mention the prison on the certificate, they just throw it away before they get out of the prison (Educational coordinator, Kongsvinger prison).

The fact that these certificates are Norwegian does not hinder prisoners from following the educational courses. "We have some courses, for example forklift driving, and they get a Norwegian certificate but it is still very popular" (Educational coordinator, Kongsvinger prison).

The educational coordinator states that they look for vocational training courses that are relevant all over the world, like building construction, cooking, and car mechanics. If you have such courses, students from many countries can follow the same courses. Prisoners can also follow the 'European Computer Driving Licence' [ECDL] inside the Kongsvinger prisons and when they successfully complete this course, they get a certificate which is recognized all over Europe.

According to the educational coordinator it is important that the certificates can be printed on the same day as the course is finished, as it is not easy to send them afterwards. If a prisoner is released, they do not often leave their address and when they leave it, it is very often not their real address.

### 3. Support for prisoners who are taking part in education

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Norway allows the educational providers in prison to make **small groups of students**. In the Kongsvinger prisons, maximum 6 students follow lessons at the same time. The teacher thinks that this is due to security limits. Nevertheless, it has the benefit that the teaching becomes **individual**: "I only have 6 students in each class so you are able to follow them carefully. It gets more individual I would say the teaching" (Teacher, Kongsvinger prison). Also the prisoner we interviewed appreciates the support he gets from the teacher. He can always ask questions. The educational coordinator adds that in normal circumstances they work with groups of 6 students, but for the vocational courses (e.g., cooking course) they only have 4 students in every course, so the teacher can make individual programmes for them.

The teacher we interviewed guides the computer classes and she also states that she makes individual programmes for the learners. In the beginning, she interviews all the prisoners to find their level and to give them individual exercises. All the 6 students can follow different courses; can have different book and exercises.

Most of the courses last about 8 weeks. However, the teachers have a high level of flexibility:

When we start a course, after 2 weeks a prisoner may be moved to another prison or released or something and then we put in another one. The classes should be full all the time. If a prisoner, or a student is highly motivated and has a good progression, he can go for longer than 8 weeks. So it's not... It's 8 weeks on paper but not in reality (Teacher, Kongsvinger prison).

Besides the support of the teacher, sometimes prisoners can also look for additional information on the Internet. Prisoners have access to **limited Internet in the classrooms**, but there are differences between low and high security. For instance, only prisoners that are on low security have access to educational platforms like 'its learning'. They do not have access to e-mails, social network websites, blogs, etc. Prisoners on high security do not have access to the educational platforms, but if a prisoner wants to follow a free course of a university (also known as MOOC or Massive Open Online Courses), they are allowed to do this, but then a counsellor has to sit with them and download the PDF's and other documents. These prisoners are also not allowed to do the tests by their own, there always has to sit a school counsellor next to them. The prisoners who are detained on the wings with low security can follow these courses on their own.

### 4. Motives of foreign national prisoners to follow educational courses

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The educational coordinator mentions that about half of the prisoners are getting school every week. For 25% school is their main activity, meaning that they are studying fulltime. The other 25% combines going to school with working inside the prison.

The prisoner we interviewed states that the courses are very **interesting** and that he is **learning a lot**:

In my opinion it is very good to know things that you did not know before or did not have the time for. I did not have the chance to work with it (i.e. Powerpoint, Excel, Word) before. It is very interesting



because you know, before I used the computer just for Facebook and so on, but I did not have the experience before, and it was very interesting, we started with Excel. I learned a lot about it. Everyday it becomes more interesting.

Besides, the teacher mentions that the **school covers all the costs** for the educational courses. This implies that prisoners do not have to pay registration fees, for the educational materials, etc.

## 5. Benefits

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During the interviews, several **benefits for the prisoners** are mentioned. First of all, the teacher states that many of the prisoners have never been to school before:

Some of them have never been to school before and it is the first time for them. It is a big, big experience and they are really trying to learn as much as possible when they are here.

Also the prisoner we interviewed states that following the educational courses is a great experience for him. He hopes that he can use what he has learned when he is released from prison. Besides, the teacher and the educational coordinator think that going to school and following courses is also good for the self-esteem. The students feel that they are able to do a test and to get a certificate; they get feelings of success. Besides, the prisoner states that going to school is also a useful spending of the day: "Going to school is a good spending time, not just sitting or watching a movie".

Also some **benefits for the prison as institution** are mentioned during the interviews. The teacher and the educational coordinator have the feeling that the prisoners who come to school behave well and are kind to each other.

They tend to be the happiest ones in my opinion. It's good to be at school and they do not want to go back to their rooms. So I guess, when you learn something you feel more pleased or more comforted. It is nice to learn and it does something with them" (Teacher, Kongsvinger prison).

Also the prisoner mentions that it sometimes happens that the classes are closed and that everybody is mad. The educational coordinator states: "there are not very much conflicts in the prison because they go to school. So it is good for security too."

Lastly, the respondents also think that there are some **benefits for society**. It is important that prisoners are treated as humans:

I believe if you are treated good in prison, you go out as a better person than when you came in. At least I believe that if you are treated bad in prison, you do not get better when you get out (Teacher, Kongsvinger prison).

### 1. A short introduction

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Weston College is situated in the Somerset in the South-West of England. They offer educational courses to people in free society, ranging from an entry-level course to a degree. They also have an education contract for 9 prisons and 1 Immigration Removal Centre in this region. Weston College delivers teachers and educational courses to these institutions. Weston College offers their own educational courses inside the prisons, but in order to realise that, they work together with the Ministry of Justice, National Offender Management Service [NOMS] and prison representatives.

Inside the prisons and the Immigration Removal Centre, Weston College make use of the Virtual Campus, a highly secure web-based environment that has been developed by NOMS and MegaNexus. MegaNexus engages itself with secure data partnership systems. The Virtual Campus is a platform which allows learners inside prisons to carry out a range of activities in education, training and employment. The Virtual Campus has been piloted and tested 10 years ago in the West Midland region and afterwards rolled out to every prison establishment in England and Wales. It is a secure IT structure which people can access from inside all prisons, the security level does not matter. It helps prisoners in the preparation of their resettlement. Originally it is a "to reduce a reoffend" tool (Educational coordinator Weston College). For instance, prisoners can search for jobs. Besides being a resettlement tool, nowadays it also is an educational tool; educational providers from Weston College use the Virtual Campus as a learning aid for the educational courses they offer inside prisons. Virtual Campus also has the possibility to provide courses of the Open University inside prison.

### 2. Educational offer

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#### 2.1. Mainly focus on English speaking prisoners

The educational offer of Weston College is **accessible for all prisoners**, including national and foreign national prisoners. However, the teacher of Weston College who makes use of the Virtual campus (UK) has the feeling that they reach less foreign prisoners than national prisoners. First of all, foreign prisoners have to improve their English in order to work better independently. After they have improved their level of English, they can move on to use the computers (and thus also the Virtual Campus) and take part in other educational courses.

Weston College provides access to **educational courses of different levels**. "In the establishment I work, we deliver academic qualifications such as maths, English, ICT, business development. We also deliver vocational qualifications. So that is practical skills based" (Teacher Weston College). The educational courses are the same for national and foreign national prisoners. The teacher mentions that different learning places in the prisons are used to offer these courses. The prisons have classrooms that are primarily used for maths, English and ICT. Besides they have work areas where

vocational learning as barbering, catering, decorating or painting take place. The educational provider also mentions:

Embedded learning. So we look at their English and maths while they are on the vocational courses. So if they are doing bricks for example, doing a bricks qualification, they learn literacy and numeracy, English and maths as well. That is embedded to it.

In addition, they also offer ESOL classes, which is 'English for Speakers of Other Languages'.

## 2.2. Information about the educational offer

Weston College uses a combination of oral and written communication channels to announce their educational offer. However, more emphasizes lay on **face-to-face communication**. For instance, prisoners where Weston College provides the educational offer have had quite an introduction process in the prison:

First of all, they (new prisoners) meet officers at the reception. They also have a conversation with an insider, which are trusted offenders in their specific role who will provide them with information about the prison. Within the first 2 weeks that they are in prison they will also come to education and they will talk to us. They will have an interview with us. They will also have an interview with the career service and they look at what is the best process and courses for them to take to support their resettlement (Teacher Weston College).

Besides, there is also a prisoner whose main function is to meet everybody coming into prison to provide support. This person is one of the major partners to education because he emphasizes the courses. Also prisoners who already followed (an) educational course(s) tell other prisoners about the educational offer. A last oral communication channel they use are pop-up stores where teachers on the wings market their courses and answer questions of prisoners.

Besides, staff of Weston College makes use of **written communication channels**. They present posters in every wing and work area. They are aware of the fact that not all prisoners can read and understand English, so they use both images as text on the posters. Besides, they also use notice boards and televisions to announce the courses.

We asked the respondents which method of informing worked best. The respondents of Weston College indicate that you need a combination of oral and written methods to reach everybody.

## 2.3. From application to certificate

In England, the **educational courses are part of an individual action plan**. Newly arrived prisoners, and thus also foreign national prisoners, receive an induction and have a conversation with the national career service who identifies the educational needs of each prisoner. Ultimately, the prisoners receive an individual action/learning plan which is part of the development folder. In the majority of the establishments, the prisoner goes to the allocation board with this folder. "This board consist of the educational providers, prison representatives and the national career service" (Educational coordinator Weston College). This board takes decisions about what is the best course

for this individual prisoner to be able to achieve their goals. Afterwards the prisoner can get enrolled onto that course. If they pass the exam or submit their portfolio successfully, they receive a certificate.

### 3. Support for prisoners who are taking part in education

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#### 3.1. Formal ways of peer support

**Peer mentors** are prisoners that support prisoners that are studying and making use of the Virtual Campus. These peer mentors provide learning support for all learners/ prisoners: they do not only support national prisoners who are following courses, but also foreign national prisoners. These peer mentors are present in the classroom during the lessons to support the teacher and the learners. They help learners to complete their paperwork correctly and encourage them to follow up their work and progress onto other courses. Besides, the peer mentors are also accessible outside the classrooms: work in cell, during workshops and on the wings. As the content on the Virtual Campus has grown throughout the years, it has become more difficult to navigate through the system. Peer mentors support learners and explain where they can find the different subjects (e.g., educational courses, job applications, CV). They help the learners so they can easier search for resources. In order to become a peer mentor, prisoners must be on an 'enhanced' status, meaning that they behaved well and are role models for the other prisoners. Besides, they also have to obtain 'Peer mentoring qualification level 2'. Both level 1 and 2 are offered in prison, but given that the peer mentors are employed as teaching assistants, it is preferred that they complete a level 2 qualification. Potential mentors can apply through an application form and are interviewed to see whether they are suitable for the role. If they get the job, they have to sign a contract, as it is a job within the prison and the prison pays them.

Also foreign national prisoners can fulfil the role of peer mentor. Weston College tries to provide peer mentors who speak the same language as the learning prisoners:

So it might not be their first language but it is a language they can speak fluently. So currently we have a peer mentor who speaks Spanish and so far, we have nationals of Spanish and Portuguese background who he works with. We also have a Polish man who works with a lot of Slavic offenders that we have (Teacher Weston College).

#### 3.2. Formal ways of professional support

Weston College makes use of the Virtual Campus during their educational courses. The virtual Campus is only available inside certain **(class)rooms inside the prisons**. None of the establishments offer the Virtual Campus on cell. Only in prisons of category D (i.e. lowest security level) prisoners are allowed to freely walk throughout the prison and go the room where the Virtual Campus is available. There is always a staff member available who can support them. In the prisons of category A, B and C (i.e. higher security level), prisoners are not allowed to choose when they go to the room to use the Virtual Campus.

### 3.3. Volunteers

Although prisons in England have external volunteers for other services (e.g., chapel, support with English and communication), they do not have external volunteers who support the educational courses. The teacher thinks that this might be due to a lack of funding. She is willing to work with volunteers in the future on the condition that the right people would be chosen. Also the educational coordinator agrees with this. It would be a challenge to get people to want to volunteer. Nevertheless, she immediately thinks about possible tasks for the volunteers:

In relation to the Virtual Campus, well you could use volunteers to take over the role of what the tutor does. In respect to the security tasks, they could log in all the prisoners and create all the passwords and usernames. So you could have volunteers doing the administrative sight of the Virtual Campus. And I suppose you could have them facilitating the sessions. [...] Volunteers could be a support, definitely (Educational coordinator Weston College).

## 4. Benefits of learning

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The respondents were asked about the benefits of studying through the virtual campus. The benefits bear on all learning prisoners, and thus not focus solely on foreign national prisoners. The majority of the benefits the respondents talk about are benefits for prisoners themselves. The teacher of Weston College mentions that it **increases self-confidence**: "Confidence, definitely. And we see that quite clearly. Even within one hour sometimes. If there is a peer mentor working with them or even sometimes when they are working by themselves."

Also benefits related with IT are mentioned. The Virtual Campus is an IT-facility designed to use inside prison, but learners can also **access it when they are released** from prison. Once prisoners are released, it is not called 'Virtual Campus' anymore but 'Bring on potential'. Ex-prisoners can get access to this platform and the information about what they have done during their imprisonment is available. For instance, the Virtual Campus has a tool through which prisoners can write a curriculum vita while they are in prison and ex-prisons can also get access to it when they are released. Their CV is not a static document, but people can keep them up to date. Besides, ex-prisoners also get the opportunity to continue their learning. The teacher has no idea about how many ex-prisoners this actually do.

Furthermore, prisoners also **develop skills to work with IT-resources**. Through navigating around on the Virtual Campus, prisoners learn to use the keyboard and the mouse. In addition, although the facility to e-mail inside prison is very limited (i.e. prisoners can only write messages to their advisers), they get the **skills needed to e-mail** in the outside. Besides, they also learn to **search for relevant jobs** and **update their CV**. "They are actually working on different resources to assist them in their qualification" (Teacher Weston College).

## 5. Success factors

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The success factors for Virtual Campus have to do with IT. First of all, as the same **software** has been used for all the courses provided by Weston College in the prisons, they have a good overview of who are new prisoners and who has been in another prison before. For those who had been in another prison before, they have insights into the educational courses they already followed. A second success factor is related with **security**. In every establishment in England and Wales, there is a staff member who is responsible for the security of the Virtual Campus. Also MegaNexus does checks and makes sure that the connection is secure. These security checks make it possible that the Virtual Campus is available for all prisoners in England and Wales, independent of the level of security of the establishment in which they were detained.

## 6. Points of attention

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The respondents do not only experience success factors, but also some points of attention. For instance, the teacher of Weston College states that in the beginning it was difficult to gain broadband (i.e., Internet access) in the prisons to implement the Virtual Campus. Once that was overcome, it has been settled but they still do occasionally have **connection difficulties**. However, MegaNexus has a helpdesk and they always try to rectify any issue that comes across.

Besides, it also takes a long time to log the prisoner on. There are individual accounts, usernames and passwords for all the learners. The teacher mentions that sometimes prisoners have difficulties with remembering their passwords as they are in a specific format that is quite difficult. Besides, staff of Weston College is confronted with **limited basic ICT skills** among the prison population. Some prisoners never have used a computer before.

Also a non-IT-related difficulty is mentioned. The educational coordinator of Weston College indicates that all the **educational courses are all in English**, and also the instructions and interface are only available in the English language. "So if you can't read English, than you would need support to be able to access the resources in your own language. I think [...] that would be the main concern." This limits the possibilities of foreign national prisoners to follow education during their imprisonment.

### 1. A short introduction

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The prison of Beveren is one of the most recently built prisons of Belgium (opened in March 2014) and can detain 312 male prisoners. These prisoners are divided among 4 wings: 1 high security wing for convicted prisoners, 1 wing for newly arrived prisoners, and 2 low security wings with an open regime. All prisoners have access to **PrisonCloud, a secured IT platform** to deliver prisoners several services as watching television and movies, playing games, ordering books from the library, writing report notes, participating in e-learning, ordering products of the supermarket, etc. Some of them are for free (e.g., report notes, games, e-learning) while for other services prisoners have to pay (e.g., television: €17/month, virtual desktop: €15/month). PrisonCloud is available in 2 prisons in Belgium and will be implemented in an additional one on short term (i.e. this year). The IT platform has been developed by e-BO enterprises (i.e. an organisation that develops smart content distribution platforms, operates networks and delivers infrastructure and security services in a cloud model) in cooperation with the Federal Public service for Justice.

Prisoners can access PrisonCloud on their cell and in classrooms. It is a relatively new service platform that is developing all the time. For instance, in the beginning prisoners had access to limited Internet. Due to an incidence (i.e. a prisoner who was able to send a message to a journalist) that service has been withdrawn. Both the IT staff member and the developer of PrisonCloud state that prisoners will again have access to limited Internet on very short time. Websites that will be available are, for instance, the one of the public employment service of Flanders, public transport, Justice, suicide prevention, and drugs SOS line. Prisoners do not get access to social network websites.

Besides the Internet, also other services of PrisonCloud are in continuous development. The IT staff member and the developer of PrisonCloud mention that they are thinking about a system for video conferencing. At this moment, prisoners can make telephone calls, but video conferencing would make it able to see the people with whom they are talking. This video-conferencing would not only allow prisoners to see their family member and friends during telephone calls, but also to organise online interrogations, court appearances, staff communications, etc. Besides, they are also developing a SMS service that allows prisoners to send and receive text messages to mobile phones.

### 2. E-learning facilities on PrisonCloud

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#### 2.1. E-learning facilities that are available today

One of the services on the PrisonCloud system is e-learning. At this moment, prisoners can follow about 130 **courses of the public employment service of Flanders** [In Dutch: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – VDAB]. The prisoners mention several courses: "There is a big variety in courses. You have reading building plans, architecture, mathematics, business management, Dutch, English, French, auto mechanics, etc." (Male prisoner). Two of the three prisoners we interviewed already took part in e-learning. One of them followed the course

'architecture', and the other 'spelling'. The prisoners are positive about the possibility to follow e-learning courses as it is a clear system and they can do the exercises when they want. Nevertheless, they think that more prisoners could take part if the courses are not only available in Dutch, but also in other languages.

On the question how many prisoners take part in e-learning, the ICT staff has looked up the numbers. For the 2 prisons in which PrisonCloud is installed, between 56 and 103 prisoners logged in at least once during one week, but they have no information about how many exercises these prisoners have done. The educational coordinator knows some prisoners that are following (a) course(s) and he has the idea that both low- and high-educated people take part, but that they follow other courses. While low-educated people participate in courses that are linked with previous work experiences (e.g., someone who works in construction industry that follows reading building plans), while high-educated people choose totally new topics.

## 2.2. E-learning facilities that will be available in the future

In 3 other correctional institutions in Belgium, e-learning is offered in classrooms through Centres of Adult Education. They make use of **PRIMO** (Prison Moodle). The IT staff members are now looking for ways to implement PRIMO in PrisonCloud.

This would enable to provide more support to prisoners. The teachers can connect with PrisonCloud to correct exercises and answer questions of prisoners. This is not able with the e-learning of the public employment service of Flanders. Prisoners will receive a lot more support and the courses are also of a more recent date (IT staff member, prison Beveren).

Another benefit of implementing the e-learning courses of the Centre of Adult Education is that these courses are certified.

Prisoners can also follow classroom-based educational courses in this prison. From the beginning of the academic year 2016-2017 the educational providers have the opportunity to put their **educational materials** on the PrisonCloud so that prisoners can use them during the lessons, but also on their cell. According to the educational coordinator this will provide prisoners the chance to get information out of other educational courses. For instance:

There is a module security. It can happen that you are following the module security, and that you haven't yet followed the module networking. In the module security there is also an aspect about the security of networks. Then, this prisoner can look up the course about networking on the PrisonCloud to get additional information. This really has advantages. Otherwise we have to print the course and sometimes this takes 2 weeks (Educational coordinator, prison Beveren).

## 3. Benefits of PrisonCloud

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In general, all respondents are positive about the potentials, the possibilities of PrisonCloud. Prisoners have **more freedom** as they can make **telephone calls on their cell**, 24/24 hours, 7/7 days. In other institutions, prisoners do not have a telephone on their cell, with the consequence that they have to call between certain hours when it is allowed. Having a telephone on cell also decreases the workload of the prison guards. They do not have to guide the prisoners anymore to come out of the



cell to make a telephone call. However, the prisoners are not only positive about the telephones, as it is very **expensive** (€0,21/minute). Only calling the number of 'Tele-Onthaal' is free. Tele-Onthaal is a service that is 24h a day accessible to have a confidential conversation with someone and is anonymous.

Another positive aspect for PrisonCloud on the working of the institution is the fact that PrisonCloud makes it **easier to write report notes and get an answer on it**. All the respondents mention this benefit. In institutions where PrisonCloud is not available, prisoners have to write report notes on paper every time when they have a question, want to speak someone, etc. "With PrisonCloud prisoners can simply type their message, send it and automatically it goes to the service that needs to receive it" (IT staff member). Recently prisoners have filled in a questionnaire about the services of PrisonCloud and one of the main findings is that the service of the report notes works very good.

Also the fact that **services are immediately available** is a benefit of PrisonCloud. In other correctional institutions, prisoners have to wait for a television or computer, sometimes even for 6 months. "If a prisoner asks for a virtual desktop on Monday, they have access to it on Wednesday or Thursday" (Educational coordinator, prison Beveren).

Lastly, prisoners are not fully cut off from the digital world. By making use of PrisonCloud they can improve their **digital skills**.

#### 4. Success factors and points of attention of PrisonCloud

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##### 4.2. Success factors

As PrisonCloud is a relatively new IT-platform, prisoners had to learn to work with it. When the first prisoners came to the prison of Beveren, a teacher of a Centre for Basic Education gave **lessons about the use of PrisonCloud**. At this moment these lessons are not given anymore, but prison guards or fellow-prisoners give information to new prisoners about how to use it.

Another success factor of PrisonCloud is that the interface is available in **Dutch, English and French** and if the content is delivered, it is easy for the ICT staff members to make it available in other languages. However, not all the content is translated in the three languages. For instance, according to the educational coordinator the regulations of the prison are only available in Dutch.

##### 4.2. Points of attention

The IT staff member, the prisoners and the educational provider state that PrisonCloud is not only positive. A first disadvantage is that prisoners and prison staff have **less face-to-face contact with each other**. Prisoners can do a lot on their cell (e.g., making telephone calls, watching movies, participating in e-learning) through which the cell doors have to be opened less. This limits the frequency of communication between the prisoners and the prison guards. Otherwise, prisoners have more freedom (e.g., making telephone calls when they want, studying when they want). Prisoners and the educational coordinator also found it a disadvantage that the **amount of report**

**notes** prisoners can write/mail on one day **is limited**. How many report notes they can write, depends of the service. For instance, they can only write 1 report note to the bookkeeping department.

The educational coordinator mentions a third disadvantage. Sometimes it is difficult for him to provide a quick response on the report notes. He works halftime in the prison of Beveren, but he only has **access to the report notes** when he is **inside the prison**. He thinks that it has to be possible to connect the service of the report notes to his own mailbox. Besides, it would be an opportunity if individual prisoners could have contact with other services outside. For instance, when a prisoner wants to study at a university, all the communication has to go through the educational provider. It would be easier if the prisoners could directly write messages to the university.

Besides, the prisoners also mentioned that they could not directly see how many **budget** they have left on their account to buy products of the canteen, pay their telephone costs, television, virtual desktop, etc. They always have to write a report note to the bookkeeping. Furthermore, they also mentioned that they could not watch television and make use of their virtual desktop (with programmes as Word, Excel) together as they are both based on the PrisonCloud system. Also the service to play music is based on the PrisonCloud system. If prisoners are working on their virtual desktop, they cannot listen to music simultaneously.

Furthermore, at the moment of the interviews, prisoners do not have access to limited **Internet**. The educational coordinator dreams that prisoners can make use of educational platforms during the courses. An example of such a platform is Nedbox, a website to learn Dutch. Such platforms offer the opportunity to prisoners to study on their own speed.

Besides, the respondents also mention some weaknesses of **the e-learning courses**. Both the educational coordinator, IT staff member as the developer of PrisonCloud mention that these courses are "not what it should be". Some of them are out-dated and prisoners have to study them by their own, meaning that there is no teacher who supports them. Furthermore, prisoners do not get a certificate when they finish a course. They only get a paper with the message that they have successfully completed the course if they request this, but they cannot put these courses on their CV. The prisoners state that it would be good if they would get a certificate when they finish a course. "It is always nice if you do an effort for something, that you get a paper that shows appreciation and recognition for successfully ending the course" (Male prisoner).

Prisoners also mentioned that these courses are **only available in Dutch**. This makes it difficult, or even impossible, for people who do not speak and understand Dutch to take part in e-learning: "If you speak Dutch okay, then you can follow the courses. But people who do not speak Dutch, for them it is impossible to start" (Male prisoner). More prisoners could participate if courses would be available in other languages (e.g., Arabic, English, French, Spanish).

Despite these limitations, the prisoners we interviewed state that the way of working is good. If you want to follow a course, the system provides clear information about the exercises you have to do.

One of the prisoners mentions that he started to follow a course out of curiosity and interest, another one out of boredom.

If you are on your cell a whole day, you start to click on every button in PrisonCloud. And then I discovered the e-learning courses. If you start with that, you are busy for several hours. That is not something that you finish on 5 or 10 minutes. That is a good spending of the day for people who want to learn something while they are on their cell (Male prisoner).

## Chapter 6. Recommendations to set up pilot projects for FORINER

I think the fact that the FORINER project is funded and you know, could potentially grow and be sustainable, I think is great because it sort of opens up that right to education to everybody (Educational coordinator, Weston College).

It would be wonderful if it would be possible, because if you come home with papers from your own country that means much more than papers from Norway (Educational coordinator, Kongsvinger prison).

### 1. Recommendations concerning the educational courses for foreign national prisoners

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The people we interviewed mention several points of attention for developing FORINER pilot projects. As offering educational courses to foreign national prisoners is rarely done in prisons across Europe, the teacher of Weston College (UK) advises to **start pilot projects in prisons that have a high number of foreign European nationals**. That would offer the opportunity to see quite quickly the advantages. The educational coordinators of Weston College, the prison of Beveren and the Kongsvinger prison add that it is important to **support the learning prisoners**: “I think that it is important to provide counselling in some way, even by letter or telephone or e-mail” (Educational coordinator, Kongsvinger prison). During several interviews it is mentioned that a peer mentor or a teacher can provide this support. This support is needed as prisoners have in general a low educational level. The educational provider of Beveren thinks that during our pilot projects we will reach prisoners that have certain study competences, but that it is more difficult for those prisoners who do not have the competences to study on their own.

I am afraid that, if you do not provide support, that prisoners will study not much, that they will study too little. They do not have the competences to sit behind their computer and effectively study and say, okay now I will concentrate me for 3 hours and I will study 1 or 2 chapters (Educational coordinator, Prison Beveren).

Third, a prisoner who follows education through EABT mentions that it is necessary to have an **easy accessible educational offer**, meaning that the costs for the learning prisoners would be limited or free of charge and that the necessary educational materials (e.g., course, stylos, calculator) would be provided. The coordinator of EABT also states that it would be important to offer **short modules**. This offers the possibility to follow-up the study and to keep motivating the learning prisoners. Also Kongsvinger prison offers short modules (i.e. 8 weeks).

Fourth, it would be essential to **build a network** across Europe.

I think the more partners, countries we can get involved in this project, the more opportunities there will be for foreign European national prisoners in the prisons to access resources from their own country. [...] So I think from my point of view, it's building up that network through the mechanism of the FORINER project to support more learners, no matter in what country they are (Educational coordinator, Weston College).

According to the coordinator of EABT, one of the biggest challenges for the pilot projects would be the search for 'sending' **organisations who would be willing to provide an educational offer to**

their prisoners detained in a foreign European countries. These organisations will have to provide an educational offer (which can be limited), correct the homework assignments, etc. The ideal situation would be that every country has a centre/ organisation/ person that coordinates the education for their citizens detained in a foreign European country. However, the educational coordinator of the prison of Beveren mentions that, at this moment, Belgium has no organisation for distance education that provides all the support that is needed and can give recognised certificates.

Furthermore, the educational provider of Beveren states that if we want to provide **paper-based education**, we have to think about **the educational materials**.

Most of the manuals we use now are based on interaction with the teacher, and for instance some CD's and exercises are only available for the teacher. Having a manual and an exercise book does not mean that you can fully study on your own. You also need the book for the teacher. You need 3 books: the teachers handbook, the students handbook and the workbook. If you only have the last 2 and not the teachers handbook and also not the CD and other educational materials, you are not able to study on your own.

A next point of attention that comes across through the interviews with the professionals of Weston College (UK) is the **policy differences** in different European countries. Security needs and circumstances need to be mapped as some rules do apply in a certain country or prison but not in others.

Furthermore, it is essential to **look for ways of coming into contact with the prisoners**. One of the Dutch prisoners (EABT) we interviewed mentions that it is important to provide **clear information** about the educational possibilities to prisoners that are interested in following education provided by their home country. The best way to inform prisoners is by face-to-face contact, which has been supported by flyers. This allows them to reread the information about the educational offer when they are at their cell.

Lastly, the developer of PrisonCloud thinks that many European countries have a positive attitude towards education in prison. However, it is important to pay attention to the fact that **foreign national prisoners can reintegrate in their home countries**. This can be an important trigger for authorities.

It is important that policy makers know that it has a goal [...]. For instance, the goal is that a Romanian person who is detained in a Belgian prison can obtain a diploma out of Romania so that he can find work in Romania (ICT developer PrisonCloud).

Some of the professionals we interviewed dream that the project would not be limited to European countries, but that the project would be expanded to countries out of Europe; that the world would be involved. This would offer the opportunity to support foreign national prisoners who want to study in any country. "We want that all foreign prisoners of all countries and in all countries would get the chance to follow education which is offered in their own language" (Educational coordinator, EABT).

## 2. Recommendations concerning the use of IT

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Respondents of Weston College that are interviewed about the Virtual Campus (UK) indicated that it would be possible to implement the system in other European countries if the infrastructure allows it (e.g., having Internet access inside the prisons, having computers). However they thought **funding** would be a bigger problem. Funding is also one of the things that held back the implementation of the Virtual Campus in England and Wales. Also the IT members of PrisonCloud mention that it would be possible to implement their system in other European countries.

Concerning education for foreign national prisoners offered by the home country, the IT staff member of the prison of Beveren thinks that in the near future (i.e. when limited Internet is permitted) prisoners can easily follow courses of the Open University. If the prison management allows it, they can give an individual prisoner access to the website of the Open University to follow a certain course.



## Part 4: Conclusion and discussion

This study aimed to explore the educational offer for foreign European national prisoners detained in another European country, as well as the ICT possibilities in these institutions. First, the most important results are presented. Furthermore, implications for policy and practice, the limitations of our study and recommendations for future research are formulated.

### Chapter 1. Main conclusions on the educational offer for European citizens detained in a foreign European country

#### 1. The educational offer that exists for European citizens detained in a foreign European country

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The council of Europe, the European Union and the United Nations have established legislation concerning the rights of prisoners, and some of them focus on their right to have access to education (e.g., European Prison Rules - Council of Europe, 2006a). Some of them explicitly emphasize the right of foreign national prisoners to have access to educational programmes (e.g., Council of Europe, 2012). Although these regulations are far from being met in several European countries, we have been able to select some learning practices to investigate in-dept. Our study has revealed that educational participation has several benefits for foreign national prisons. Some of these prisoners have never been to school before, through which following education inside the correctional institution is a big experience for them. They can obtain certificates and increase their chances on the labour market. Besides, it also increases their self-esteem and pride and gives them a useful time spending.

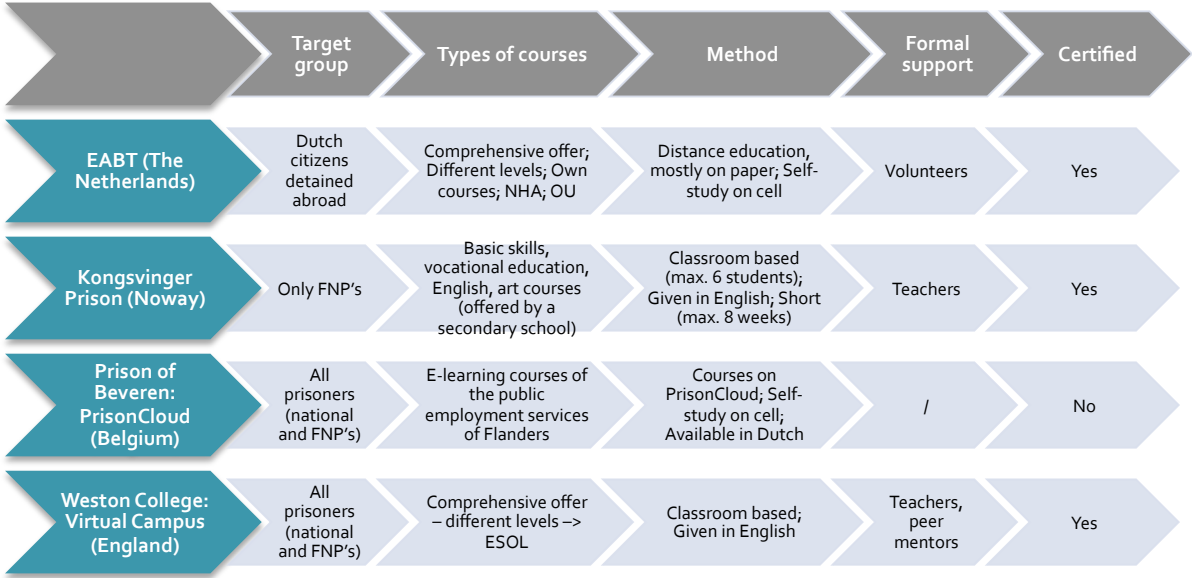
Despite these benefits, our study demonstrates that the educational offer for foreign European national prisoners is smaller than that for national prisoners. If there are educational courses taken by foreigners, it are mostly language courses to learn the language of the country in which the person is imprisoned. This confirms the literature which describes that various European countries offer such courses (Lemmers, 2015; Ugelvik, 2015). Learning the language of the country in which they are detained can help foreign national prisoners to communicate with prison staff and their fellow prisoners (Ugelvik, 2015) and helps them to understand the information that is given within the prison walls (Westrheim & Manger, 2013). Besides, almost half of the prisons indicate that foreign European national prisoners can follow primary education, while they have fewer possibilities to participate in higher levels of education. Although national prisoners have in general more educational possibilities, also for them the lower levels of education are more frequently available. This might be due to the fact that the educational level of prisoners is lower than that of the general population (Hetland e.a., 2015; Social Exclusion Unit, 2002).

Although professionals experiences barriers to organise education for foreign European national prisoners, some prisons and educational organisations do have a (comprehensive) offer of educational courses for their foreign prison population. Figure 6 provides an overview of 4 different models that can be used to organise prison education for foreign nationals. It gives more



information about the target group of the different learning practices we have investigated, which types of educational courses they offer, which method they use, which kind(s) of formal support they provide, and if the courses are certified.

Figure 6. Different models to organise education for foreign national prisoners



First, there are differences between the target groups from whom the educational offer is meant. It is able to focus on all prisoners who are detained in the correctional facility. In most of the prisons in Europe foreign national prisoners are detained in the 'normal' prisons. This is also the case in the Prison of Beveren (Belgium) and the prisons where Weston College takes care of the educational offer (England). The educational courses do not differ between national and foreign national prisoners. As the Kongsvinger Prison (Norway) only holds prisoners with a foreign nationality, only foreigners are the target group for the educational courses. On the other hand, organisations can also focus on their own citizens detained abroad, as EABT (The Netherlands) does. The results of the online survey demonstrate that if prisons work together with another European country to provide education to foreign national prisoners detained in their institution (1 out of 10 does it), they all mention that they work together with EABT. So, people out of the Netherlands who are detained abroad have access to education that is offered by their home country, while people who come out of other European countries do not have this opportunity. This implies that the pilot projects for the FORINER projects that will be set up in the near future (i.e. from January 2017) are really experiments. FORINER will test different models to explore which kinds of organisations can be involved, test different ways of coaching, digital and non-digital ways of providing distance education, etc.

Second, the type of educational courses varies between the learning practices. The Kongsvinger Prison (Norway) and the prisons in England (Weston College) work together with schools that also provide education outside the prison walls. They both have a comprehensive offer. Also EABT (the Netherlands) has a comprehensive offer of educational courses. On the one hand they have developed their own courses, and these courses are only offered to the Dutch citizens detained

abroad. On the other hand, they also make use of courses of other educational institutions that provide distance-learning courses in outside society (e.g., National Business Academy, Open University). Lastly, the Prison of Beveren only provides e-learning courses of the employment service of Flanders on their PrisonCloud system. The same courses are also provided outside the prison walls.

Furthermore, the method that is used to provide education to prisoners and the formal support they give varies between the learning practices. While the Kongsvinger Prison (Norway) and Weston College (England) only use classroom-based learning where a teacher is available to provide support, EABT (the Netherlands) and the Prison of Beveren (Belgium) are based on self-study on cell. EABT works together with prisons all over the world to offer their distance courses, and mostly the courses and the homework assignment are sent by post, except for prisons where they get the approval to offer the courses through the Internet (and they are few in number). EABT works with volunteers who support the studying prisoners detained abroad. For the prisoners who follow e-learning courses on the PrisonCloud system, there is no support available. The Confederation of European probation (CEP, n.d.) emphasises that it is important to provide support and encouragement to the foreign national prisoners who are studying through distance learning that is provided by their home country. The conditions in which they have to study are often difficult and their situation also brings enormous stress. Also the languages in which the courses are offered differ between the learning practices. While EABT, Weston College and the Prison of Beveren offer the courses in the language of their country, Kongsvinger Prison offers all their courses in English.

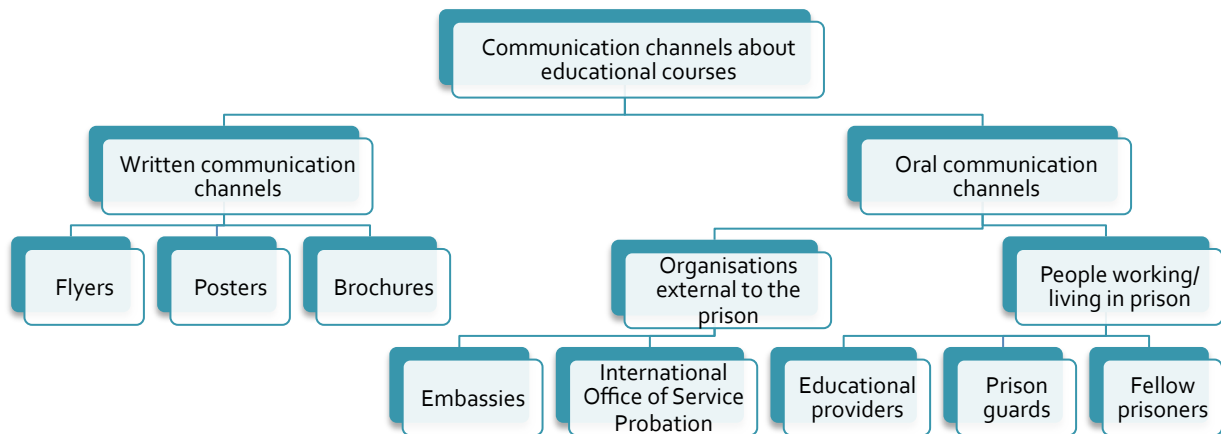
Lastly, there are also differences in the certification of the courses. While most of the learning practices give certificates to their prisoners when they successfully complete a module or a course (i.e., EABT, Kongsvinger Prison, and Weston College), the Prison of Beveren does not provide officially recognized certificates. However, research has shown that foreign national prisoners are motivated to participate in education as they want to obtain a diploma or certificate, this can help them in their job search after their release from prison (Brosens, De Donder & Verté, 2013; Westrheim & Manger, 2014). The name of the prison is not mentioned on the certificates. This is a well-considered choice, as they do not want that ex-prisoners bear the stamp of having been in prison.

## 2. Informing about the educational offer

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There are different ways to inform prisoners about the educational offer. See figure 7 for an overview of the different communication channels.

Figure 7. Overview of channels to inform prisoners about the educational offer



On the one hand, there are written communication channels like flyers, posters, and brochures. On the other hand, oral communication can be used. Research has shown that written communication is not always the most successful as flyers can form an inconvenient pile of paper that are thrown away in the dustbin (Brosens, De Donder, Dury, Vanwing, & Verté, 2015). Also in our research word-of-mouth or face-to-face information seems to be more effective and is most frequently used. However, there are differences between the learning practices. EABT has to inform all the Dutch citizens who are detained abroad in various countries and they work together with the Foreign Liaison Office of the Dutch Probation Service and embassies to realise this. The other learning practices make use of people who are working or living in prison. First, the educational services inform prisoners about the educational courses they can follow face-to-face and individually. Besides, also prison guards and fellow prisoners have a role to play in spreading out the information about the educational offer. It is also possible to set in on multi-channel communication and focus on both written and oral communication.

## 3. Barriers to provide education to foreign European national prisoners

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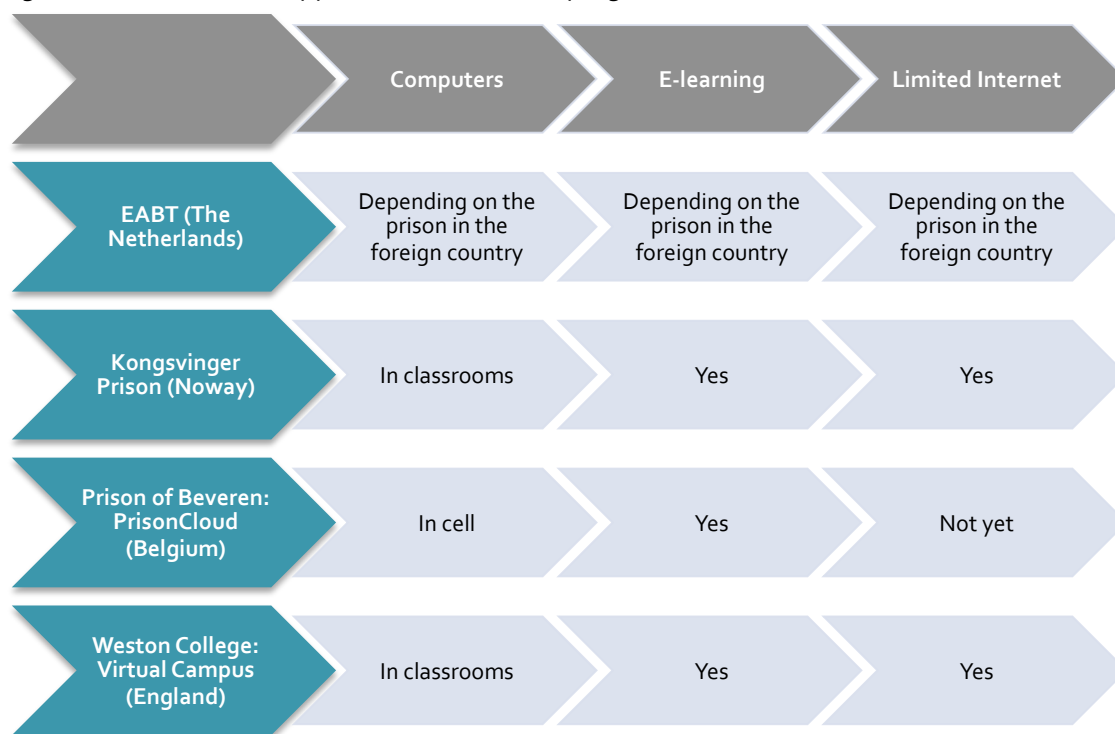
The study also provides more insight into the barriers people who are working in prison experience to offer education to foreign European national prisoners. Professionals are mainly confronted with a lack of prison resources. The 3 most important barriers to provide education to foreign European national prisoners are the fact that (1) there are only limited or totally no educational materials available for foreign prisoners, (2) that the financial resources are too limited, and (3) that there is a lack of knowledge about educating foreign national prisoners. This might be due to the fact that policy makers do not consider education for foreign national prisoners as a priority (Lemmers, 2015). As most of the programmes inside prisons are linked with the national welfare system of the outside society, these programmes are not considered to be of relevance for foreign national prisoners as (most of them) will be no longer part of that society after their release from prison (Atabay, 2009;

Ugelvik, 2015). Besides, professionals also experience the fact that foreign national prisoners do not speak the language of the country in which they are detained sufficiently as a barrier to education. Foreign national prisoners are frequently excluded from educational courses as they cannot meet tests or selection criteria (van Kalmthout et al., 2007); they cannot take part as they have no sufficient understanding of the language in which the courses are offered (i.e. mostly the language of the country in which the person is imprisoned) (Lemmers, 2015). In order to overcome these language barriers, different prisons offer courses to learn the language of the country to their foreign nationals. An exception is the Kongsvinger prison in Norway. This prison only holds foreign national prisoners and all their educational courses are given in English.

In the desk report a broad definition of ICT is used. ICT is the abbreviation of 'information and communication technologies' and is the umbrella term that includes for instance the Internet, cell phones, radio, television, and computers (Rouse, 2005). Our current study investigates which information and communication technologies are allowed inside prisons in Europe. Fixed telephones and computers are the most frequently available outside the cell doors, while letters/post and television are the most available inside the cells. GSM's (without having access to the Internet) are allowed in a minority of the prisons. It is also demonstrated that if ICT facilities like e-learning and limited Internet are available, it is mostly always outside the doors of the cell.

The qualitative research has revealed more information about the use of ICT during the educational programmes. Figure 8 provides an overview for which learning practices computers, e-learning and limited Internet are available.

Figure 8. Use of ICT to support the educational programmes



Computers are frequently used outside the cell doors, and more specific in the classrooms. This enables teachers to make individual programmes for the studying prisoners in order that they can study on their own level and speed. Most of the time the teachers use virtual learning environments to realise this. This confirms the results of the online survey that if ICT facilities like e-learning and limited Internet are available, it is usually outside the doors of the cell. An exception is the PrisonCloud system of Belgium; this system enables prisoners to participate in e-learning courses on their cell. However, at the moment of the interviews prisoners in the prison of Beveren did not have access to limited Internet in their cell, but they might have access to it in the near future.

In particular the availability of computers, e-learning and limited Internet are of relevance for the FORINER-project. With regard to the educational provision to foreign European national prisoners, more and more it has been acknowledged that distance learning and the use of ICT can create training resources and makes it possible to facilitate cooperation with educational and training providers in the prisoners' home country (Hawley et al., 2013). The absence of ICT can be a barrier to the organisation of distance education (Farley et al., 2012; Pike, 2009). Having no access to computers, storage materials and the Internet implies that study material and support are difficult to obtain (Pike, 2009) as more and more educational providers in outside society use computers to retrieve information, turn in assignments and as a mean of communication between the teacher and the learners (Eikeland et al., 2009).

Although there are some ICT devices and facilitates available in prisons in Europe, the research has shown that people who are working in prison experience barriers to implement the ICT. The most important barriers are related with the public opinion that is against offering ICT inside the prison walls, and the fact that ICT is considered a threat to the safety of the prison, society and the prison officers. The high costs related to the implementation and maintenance of ICT are less important. Furthermore, the question can be asked whether more ICT would be a synonym for less employed prison staff. Future research is necessary to investigate the relationship between the availability of ICT and dynamic security inside the prisons. Besides, our research has shown that for some ICT services prisoners have to pay (e.g., television, telephone, virtual desktop). This can lead to segregation between those prisoners who can afford it, and those who cannot.

### Chapter 3. Recommendations for policy and practice

The research provides some first insights into the educational possibilities for foreign European national prisoners and the available ICT within prison walls in Europe. Having insight into these aspects policy makers and practitioners can take several actions to provide foreign European national prisoners from education that is provided by their home country. Various recommendations are listed as bullet points below.

#### ***Think about the content of the courses and how you provide them***

- Offer the courses free of charge if possible, or at least limit the costs for foreign national prisoners. This contains the purchase of courses and other study materials, but also for instance markers or stamps to send homework assignments to educational providers in the home country.
- Support foreign prisoners in the same way as national prisoners (e.g. provide a financial compensation for studying). This is in line with one of the recommendations of the Council of Europe that states that prisoners should not lose out financially or otherwise by taking part in education (Council of Europe, 1989).
- In the beginning, make an assessment of the prisoners' educational capabilities and interests. It is necessary that prisoners get access to a course they are able to handle.
- Think about the possibility to develop individual action/ learning plans, and integrate them (if possible) in a reintegration and/or detention plan.
- Offer educational courses in short periods of time so that foreign national prisoners can finish it before they go out. Foreign national prisoners do not always have the possibility to continue the course after their release from prison.
- Search for courses or tests that are relevant all over the world (e.g., European Computer Driving Licence, IELTS - an English language test (see <http://takeielts.britishcouncil.org/>, or LearnEnglish (see <http://learnenglish.britishcouncil.org/en/>)).

#### ***Offer certifications***

- When foreign national prisoners successfully complete a course, provide a certificate. Getting a certificate motivates foreign national prisoners as they get something for their efforts and can help them with their re-integration into society.
- Do not mention that the certificate was obtained in prison, but use the name of the educational organisation of the home country that provided the educational course(s).
- Search for vocational trainings that are relevant all over the world (e.g., European Computer Driving Licence [ECDL], bricklaying, cooking). Some vocational training courses leads to a European recognised certification.
- Try to provide the certificates as soon as possible. It is not always possible to send the certificates later as there is the possibility that foreign national prisoners are released and not give their real address, or that they are transferred to another prison, even abroad.

### ***Provide clear information***

- Inform foreign national prisoners about the possibility to follow educational courses provided by their home country. Also inform them about the conditions they have to fulfil before they can participate.
- Provide the information to individual prisoners through face-to-face contact. Provide information in different languages by the home country or the provider of distance learning. You could use interview schedules during these conversations. This makes sure that you do not forget anything.
- Use a combination of oral and written communication methods to reach all the prisoners for whom such an educational offer exists. Support the oral information by flyers and posters. This enables prisoners to (re)read the information after being orally informed.

### ***Support the studying prisoners***

- Do not only think about support provided by the educational institution, but also by volunteers, prison officers, fellow prisoners, etc.
- Support does not have to be provided face-to-face, it is sometimes also possible by telephone, letter, e-mail, etc.
- Provide small, motivating messages to the studying prisoners. Also send the studying prisoners cards or letters at other moments, e.g. with their anniversary, Christmas, etc. Many prisoners detained abroad do not have a lot of contact with people from their home country. This can motivate prisoners to keep studying.
- Make use of ICT (when available). This can facilitate the communication between the studying prisoner and the educational provider(s) from the home country.

### ***Make agreements between the home country and the country in which the foreign national person is detained***

- Course materials need to be brought in the prison. Prison authorities of the country in which the person is detained have to give the permission to bring in these course materials.
- Make agreements with the prison authorities to whom the course materials may be send. Is it directly to the studying prisoner, to the prison manager, the educational providers available within that prison, etc.?
- Make agreements about which course materials are permitted: books, CD-ROMs, USB-sticks, calculator, etc.



#### Chapter 4. Limitations of the study and directions for future research

The studies carried out for the FORINER-project are liable to some limitations. A first limitation relates to the respondents that participated in the online survey. Despite the efforts we have done to reach as many European prisons as possible, we only reached 108 institutions across 22 different countries. Most of the prisons are located in Northern and Western European countries. This implies that the findings are not generalizable to all European prisons. Including more prisons located in Eastern and Southern Europe, but also more prisons out of Northern and Western Europe would enrich the data. The online survey was available in 4 languages (i.e. Dutch, French, English and German). Making it available in other languages would possibly increase the response rate. Another possibility might be to have a contact person in every European country who is responsible to ask the prison managers and/or educational providers of all their prisons to participate in the research.

Another limitation is related to the qualitative research. All the learning practices are situated in Northern or Western Europe. Besides, the learning practices are selected based on the results of the online survey. As more European prisons could have participated, it is possible that there are also other inspiring practices (for example in Eastern and Southern Europe) that we have not investigated.

Likewise, a follow-up study could examine the experiences and perspective of prison officers with education for foreign national prisoners and the availability of ICT within prisons. The research has shown that about half of the respondents consider ICT as a threat to the safety of the prison officers and that there are not enough prison officers to provide an educational offer for foreign European national prisoners. What is their vision about education for foreign nationals and ICT? As these questions remain unanswered, future research on this is recommended.

A following limitation that needs to be considered is the fact that we have focused on 'foreign European national prisoners'. This is a large composite label including (1) prisoners who are detained in a country in which they have stayed for a long period but of which they have not granted citizenship, (2) prisoners who legally stayed in the country for a short period of time (e.g., migrant workers), (3) prisoners who travelled from one country to another with the aim of committing an offence (e.g., drugs smuggling, trafficking in human beings), and (4) in some countries also illegal immigration is an offence through which illegal immigrations are locked up in the same institutions as prisoners who have committed internationally recognized crimes (Atabay, 2009). Foreign national prisoners are everything but a homogeneous group as they have different backgrounds, nationalities, and ethnicities. Future projects can take the experiences of various groups among the foreign national prison population into account. Our findings do not always reflect this heterogeneity, we often consider foreign national prisoners as one group, but we acknowledge the differences that exist within this big group.

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## Attachments

### Attachment 1. Division of participating countries into European regions

The division of the countries who participated in the online survey into European regions is based on Berglee (2012).

#### Eastern Europe

- Albania
- Croatia
- Czech Republic
- Latvia
- Lithuania
- Romania

#### Southern Europe

- Greece
- Italy
- Malta
- Spain
- Turkey

#### Northern Europe

- Denmark
- Estonia
- Norway
- Iceland
- Sweden

#### Western Europe

- Belgium
- England
- Northern-Ireland
- The Netherlands
- Luxembourg
- Ireland