Session VII: Lifelong Learning for All? Policies and Practices Towards Underrepresented and Socially Excluded Groups. LLL2010 Subproject 5

Dr. Paul Downes and Dr. Catherine Maunsell

Educational Disadvantage Centre,

St. Patrick's College, Drumcondra, Dublin, Ireland

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Overview of Presentation:

- In seeking to address the objective of embedding a coherent EU strategy of **lifelong learning for all**, one of the principle tasks of Sub-Project 5 was to examine policies and practices relating to access to education for those most marginalized in our societies.

- Drawing from twelve SP5 National Reports to **identify key and persistent challenges and barriers** within EU and national LLL policy and practice in relation to access for those that are under-represented and traditionally socially-excluded.

- To **recommend strategic priorities** for the European Commission to consider which are necessary to address these barriers.

- To illustrate and/or concretize these recommendations, through the **use of exemplars of good practice** included in the national reports .

Key Policy Priorities
for Consideration by the EU Commission

- **I. Community-Based, Non-formal Education as the Route to Engage Underrepresented and Socially Excluded Groups with Formal Education.**

- **II. Strategic Leadership on Access to Prison Education.**

'Strategic Objective 3: Promoting equity, social cohesion and active citizenship' [EU Council (2009/C 119/02)].

- In setting out 'a strategic framework spanning education and training systems as a whole in a lifelong learning perspective', the EU Council states: '...lifelong learning should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover **learning in all contexts** — whether formal, non-formal or informal — and **at all levels**: from early childhood education and schools through to higher education, vocational education and training and adult learning'.

- The **key dimension of access to education is made an explicit priority** as follows: Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning.

I. Community-Based, Non-formal Education as the Route to Engage Underrepresented and Socially Excluded Groups with Formal Education.

- Funded strategies to develop local community lifelong learning centers (SI)

- Non-formal as a path to formal education   (SI, PI)

- Development of outreach institutional strategies that go beyond mere information-based models (PI)

- Formal links between universities and NGOs representing marginalized groups (SI)

Funded strategies to develop
local community lifelong learning centers (SI)

- Community Lifelong Learning Centres offer a key pathway and bridge in reaching out to marginalised communities and also foster connection over time between the non-formal and formal systems.

- Community based lifelong learning centres bring education into the centre of a local area, as highlighted in the Scottish national report:

- "The location of classes were *'where they are needed'*, a range of different premises were used and crèches were sometimes provided though the interviewees also noted that there was more nursery provision now through the education system: *We run these where, that meet the needs of local people. So it could be in a church hall. It could be in a community centre. Anywhere that suits the needs"*(Weedon et al., 2010).

- The Scottish national report also emphasizes that learners experiencing socio-economic disadvantage may be much more at ease taking classes in such community based environments.

Funded strategies to develop local community lifelong learning centers (SI)

- The Estonian national report highlights the diversity of learner population engaging with non-formal education centres based in the local community:

- "Non-formal education centres provide versatile and quality training in increasing volumes. Training is available to everybody, incl. risk groups (people with special needs, people without qualification, non-Estonians, people who have passed middle age), and people living in rural areas. Compared to 2004, the share of people learning at government-supported non-formal training centres will increase by 30% by 2008. Free elementary computer and Internet training is provided (p.15)" (Tamm & Saar, 2010).

- According to Tamm (August 2010, personal communication), *"they are community based liberal adult education centers, non-formal educational organizations".*

Funded strategies to develop
local community lifelong learning centers (SI)

- In the Austrian context, libraries are considered as a source of community based learning:

- "We don't have these learning centres, such as there are in Great Britain, but these modern adult education centres and such, partly also other education institutions. Very important also the libraries that consider themselves more and more as *learning rooms"* (Rammel & Gottwald 2010).

- Less in evidence from the national reports are examples of community based lifelong learning centres that engage with the vision of lifelong learning from the cradle to the grave and lifewide across all learning contexts, as elaborated by EU Commission to date.

Exemplar of a Local Community Lifelong Learning Centre: Ireland: An Cosán, Community Education Centre

- *'To use the power of Transformative Education through Learning, Leadership and Enterprise to end the injustice of poverty wherever we find it.'* Mission statement *An Cosán,* 2011

- Located in an urban area of particular social and educational disadvantage, *An Cosán* offers, in one community-based setting, adult community education, early childhood and out-of-school education, early years and school-aged childcare and enterprise training and development.

- Non-formal and formal education programmes are delivered to over 600 adults annually across Adult Basic Education, Return to Education, Level 5 and 6 Early Childhood Education through to Level 8 BA Degree in Leadership and Community Development and plans for Level 8 Degree in Early Childhood Education.

- In addition, 150 children per week receive early childhood and/or out-of-school education and care.

Exemplar of a Local Community Lifelong Learning Centre: Ireland: An Cosán, Community Education Centre

- Holistic and person-centred approaches to learning underpin each of the programmes offered.

- In order for communities to get the most out of educational opportunities, they also need access to training, childcare and employment. Key supports are put in place for participation on the organisations' courses, in the area of childcare, transport, study skills and ICT. There is also a large counselling service which over 20% of participants access (Waters, 2007: 162).

Another Cultural Perspective on Community-Based Lifelong Learning Centre: Balkan Sunflowers NGO, Kosovo.

- Engagement across four Community Learning Centres respectively supports the development of over 600 children from Roma, Ashkanli and Egyptian communities.

- Their project work involves a school preparatory programme for ages 5-7 and a language club for ages 7-9. For adults, in 2009-2010, women's literacy programs were initiated in two centres. A parenting life skills program has also been developed, which is in addition to the regular meetings with parents and home visits.

- Early school leaving rates over the two years of one of the Learning Centre's operation decreased dramatically, from 120 in 2007-2008 to 14 in 2009-2010. Primary school enrollment has more than tripled in another since opening in 2004 from 25 to 85 children. This year, seven Roma girls graduated from X primary school in one community. In contrast, over the previous twenty-five years, not even seven girls in total have graduated.

Funded strategies to develop
local community lifelong learning centers (SI)

- These exemplars illustrates the continuum of learning offered across the lifecycle and through intergenerational learning thus recognizing the importance of fostering first chance educational opportunities for those most marginalized, through early childhood education provision, afterschool and out–of-school services, and in building capacity of their parents and their communities.

- Reinforcing the point raised in the Slovenian national report that,

- *"A corollary of a commitment to lifelong learning is a strategy to prevent alienation of students from the school system"* (Ivančič et al., 2010)

- Highlighting the systemic interrelation between both access to lifelong learning and prevention of early school leaving.

Funded strategies to develop
local community lifelong learning centers (SI)

- It is evident that while there are a range of examples of local community based lifelong learning centres as part of non-formal education across a number of participating countries, there is a clear need for a more strategic funded approach to develop such centres to be considered at EU Commission level.

- This need for funded strategies at national and European level is identified in the English national report, wherein it is reported that government funding for non-formal education in England, is generally "…limited to a range of relatively small, targeted, and generally transient programmes in areas such as community regeneration. A number of local authorities, further education colleges, 'third-sector' NGOs and private sector bodies bid for such funding, often in competition and/or collaboration with one another" (Engel et al., 2010).

Non-formal as a path to formal education   (SI, PI)

- Key role of non-formal education in breaking down barriers to education and fear of failure in learners who have had previously alienating experiences from the formal education system

- Highlighted in the Norwegian national report: *"A Spanish class or cooking class could be one way of breaking the resistance towards learning... The point is that we offer persons to choose their own courses"*   (Stensen & Ure, 2010).

- The non-formal education pathway may be a key mediating structure and pathway into subsequent formal education:

- "Our interviewees were eager to point out that learners may start out with non-formal courses but as they become more confident with learning environments separated from their daily life, they gradually build up **courage** to enrol in formal education. By offering formal and non-formal training, FU is able to cater for both needs, possibly in the same learning institution" (Stensen & Ure, 2010).

Non-formal as a path to formal education   (SI, PI)

- Participation as Key:

- In the Slovenian national report - the mere fact of participation in a course is the key issue, with the particular content of the course being a somewhat subsidiary consideration. When asked which programmes/courses/classes are particularly helpful in giving adults with low levels of prior education confidence to either continue in education or contribute to their local community the opinion was – every programme can do this:

- *"I think that every programme gives one confidence, also when he participates in formal education. We notice that they participate more in other things as well. ... We thought that we had to proceed from what is already here, in the local area."* (Ivančič et al., 2010).

EXEMPLAR: Non-formal as a path to formal education
Slovenia: People's University

- 1800 students of non-formal education.
- Reference made to the distinct role of the non-formal sector in relation to marginisalised groups accessing formal education:
- *"Yes, this is it, because people have barriers many time. And in this way, by non-formal education, you can stimulate lifelong learning. That there are new things every time, that they can adapt to changes, to society, can't they? That they are active, not marginalised, isolated. And that by this we try to affect the quality of their lives, don't we?"* and:
- *"A few years ago we have set up our vision, to become an organisation which would render education possible to different target groups, above all vulnerable groups. … To give access to these target groups"* (Ivančič et al., 2010).

Non-formal as a path to formal education   (SI, PI)

- The Russian national report highlights a main challenge in identification and recognition of non-formal education within formal education structures/systems.

- "Even though the questions of education and especially those related to non-formal education, adult and lifelong learning are being widely discussed by the officials, who see non-formal education as a good support and addition for the system of formal education, the first still has no connections to the latter. So far, non-formal education is not built into the system of formal education and there are no activities on the part of the government and Ministry of Education aimed at making bridges between the two in order to make the system of education in Russia modernized and more accessible for different categories of population" (Kozlovskiy, Khokhlova & Veits, 2010).

Non-formal as a path to formal education   (SI, PI)

- By way of addressing this issue, one interviewee in the Belgian national report refers to the need for a reciprocal two-way process between the non-formal and formal education providers, in order to avoid a situation where the non-formal is merely instrumental to and colonized by the formal:

- *"Building bridges for learners to the formal education system, should not be one-way traffic, the interviewees indicate. non-formal educational institutions should facilitate outreach events from formal educational institutions (e.g. organised visits for learners), but this should also be the case the other way around. Adults participating in formal adult education do not always have information on or access to the non-formal educational sector. It is important that institutions promote that link too"* (Vermeersch & Vandenbroucke, 2010).

Development of outreach institutional strategies that go beyond mere information based models (PI)

- It is clear from a range of the national reports that the limitations of information based approaches need to be more fully recognized with regard to the target group of those experiencing socio-economic marginalization. Highlighting, in particular, the need to raise awareness of the issue of literacy assumptions in employing information based models.

- An exemplar in this respect is offered by the People's University, Slovenia whereby;

- "The marginalised groups, especially Roma are reached orally. A lot of them are illiterate or have low levels of literacy therefore written information is of no use. Another way of communication is through Roma societies, the third one through Roma activists." (Ivančič et al., 2010).

Development of outreach institutional strategies that go beyond mere information based models (PI)

- Similarly, the Belgian national report highlights the severe limitations to an informational approach to an abstract other:

- From an interviewee:

- *"Poor people have the feeling they belong to a different class, a different culture. They have a different way of handling written and printed information. It is hard to acculturate those people into a culture of learning that we are used to. They have a different language, they learn in different ways, etc. I would call it "survival learning" – learning the things one needs in order to survive well" (Vermeersch & Vandenbroucke, 2010).*

- Furthermore, from a comparative perspective, it cannot be assumed that all institutions are even willing or aware of the need to develop an outreach dimension targeting underrepresented groups.

Development of outreach institutional strategies that go beyond mere information based models (PI)

- "A lot of the promotion to open access for adults at-risk is done through word-of-mouth advertisement. According to both interviewees this is by far the most effective form of widening access. The organization tries to cultivate this type of advertisement through different strategies:

  - community leaders and key figures in a community can take on the role of 'key influencers'. The SSH-CVO tries to give them incentives to do so;

  - participants and former participants are just as important in the process of widening access. They tell others about their learning experiences or someone in their community will hear about the courses, etc. Both strategies take limited budget but have unlimited potential" (Vermeersch & Vandenbroucke, 2010).

Development of outreach institutional strategies that go beyond mere information based models (PI)

- The Scottish national report spoke to working in partnerships with other agencies to target particular groups but that there was a need to balance targeting specific groups and making provision available for all.

- Proactive school-based outreach to disadvantaged groups is also highlighted across a number of national reports and has much potential for strategic development.

- The Scottish national report refers to community-based, outreach strategies which provide taster programmes in community settings that may be less threatening and also more convenient for those who have had negative experiences of the school system.

Development of outreach institutional strategies that go beyond mere information based models (PI)

- This interpersonal dimension to outreach combined with a focus on partnership with other social organisations and agencies is a feature of the outreach strategy of a non-formal education institution in Hungary:

- *"The management cooperates with other social organisations (family-supporting organisations, drug-ambulances, social foundations, etc), employment agencies, the patrons and the police to reach the young people in need and to inform them about the programme. There are brochures at the offices of these organisations, and also the officers give information the youths about the programme. Sometimes the mentors go into these offices to give opportunity for the youths through personal meeting and talking to decide about joining the programme"* (Balogh et al., 2010).

Development of outreach institutional strategies that go beyond mere information based models (PI)

- This community outreach approach fosters trust and cultural relevance, and invites significant expansion in the future if the European Commission supports it within a framework of developing community learning centres at local level across Europe.

- Much of this networking is in the context of non-formal education outreach, at least some of it is potentially transferable to formal education settings, whereby universities/HEIs could form close links with NGOs representing marginalized groups.

Formal links between universities and NGOs representing marginalized groups (SI)

- Need to strengthen formal links between universities and NGOs representing marginalized groups an opportunity only touched upon in some national reports.

- On the one hand, the Bulgarian national report observes that 'no interaction is evident between the NGO sector and the formal education system' (Boyadjieva et al., 2010).

- While the Austrian national report evinces some dimensions of cooperation between nonformal and formal education institutions:

- "Furthermore links are promoted with the program "University meets public" where almost all local universities are engaged in; they make free lectures and course also in the premises of the institute.

- Moreover, according to the interviewee, many of the courses offered by the adult education centres (e.g. project management) have a very high level, which is also certified and comparable with tertiary education" (Rammel & Gottwald 2010).

Formal links between universities and NGOs representing marginalized groups (SI)

- Another cogent example of such a link is provided in the Scottish context: whereby;

- "In addition to provision in formal educational settings, college staff would go out into the community and deliver courses to get people back into education. Near the end of these courses all of the student come into the college because they are students of the college. These courses were considered very successful in bringing into the more formal setting, disadvantaged groups of learners who were more comfortable initially in a community setting."

- "We do a lot of ESF classes that target people who are less likely to come into education and in my department the community classes are the way forward I think in terms of getting people into education (Department Head, College B)" (Weedon et al., 2010).

EXEMPLAR: RUSSIA: Links between Secondary Evening Schools and the System of Higher Education

- "The school is a part of so called University complex that is aimed at making bridges between educational institutions of 3^d, 4th and 5th ISCED levels." (Kozlovskiy, Khokhlova & Veits, 2010).

- "The evening school works both with young and adult learners and therefore fully supports lifelong learning.

- Most students of the school come from socially disadvantageous backgrounds – early schools leavers, problem teenagers, teenagers from malfunctioning families, young single mothers, former prisoners, former military persons, etc.

- For many of these learners higher education is often hard to reach, even though the motivation of many of them to obtain higher education is rather strong because a diploma will enhance their career opportunities." (Kozlovskiy, Khokhlova & Veits, 2010).

EXEMPLAR: RUSSIA: Links between Secondary Evening Schools and the System of Higher Education

- "The link between the school and higher educational institutions is based on the following principle: one of the school's 10th grade classes is a so-called class-college open for students who have already decided to enter a higher education institution.

- In this class, they combine school subjects with classes at the college (vocational school, ISCED level 3-4) at the State University of Service and Economics (21 school hours per week and 12 college hours per week).

- The school pupils in the class are also considered 1st year students of the college, therefore, they study at secondary school and 4th ISCED level institution at the same time. When they transfer to 11th grade, they automatically become students of the 2nd year." (Kozlovskiy, Khokhlova & Veits, 2010).

II. Strategic Leadership on Access to Prison Education

- A national strategy for education in prison   (SI)

- Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- Opportunities for distance education and web-based learning in prison (SI)

- Strategies to recognise that it is often hardest to motivate student prisoners in basic education   (PI)

- Content of courses in prison to engage interest and motivation of the learner (PI)

- Individual education plans for prisoners (SI)

European Prison Rules,
Adopted by the Council of Europe Committee of Ministers (2006)

- 28.1 Every prison shall seek to provide all prisoners with access to educational programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations.

- 28.2 Priority shall be given to prisoners with literacy and numeracy needs and those who lack basic or vocational education.

- 28.4 Education shall have no less a status than work within the prison regime and prisoners shall not be disadvantaged financially or otherwise by taking part in education.

- 28.7 As far as practicable, the education of prisoners shall:

- a. be integrated with the educational and vocational training system of the country so that after their release they may continue their education and vocational training without difficulty; and

- b. take place under the auspices of external educational institutions.

A national strategy for education in prison   (SI)

- A number of national reports indicated a growing impetus for national policy and practice reforms in relation to lifelong learning in prison.

- This context is well exemplified in the Belgian national report.

- *"The operational plan of the Flemish Community is still being implemented. The plan is scarcely out of the egg. Which means, concerning education, each prison in Flanders is still setting its own goals"* (Vermeersch & Vandenbroucke, 2010).

- For other countries, it is evident that prison education remains beyond the radar of strategic focus and intervention at national level.

- Consideration be given as a priority for the development of coherent strategy, nationally and Europe-wide in respect of prison education.

Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- A range of practical difficulties manifest themselves in the implementation of prison education, according to different national reports.

- Most of these systemic obstacles could be overcome with a commitment to the strategic importance of lifelong learning in prison, at EU, national and prison institutional levels.

- The Norwegian national report raises the issue of not simply early release of prisoners affecting learning opportunities but also prison transfer of prisoners:

- "Even though the teachers at the public school go out of their way to help the students complete a degree at tertiary level, the lack of predictability concerning the prisoner's situation complicates this" (Stensen & Ure, 2010).

Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- A less difficult barrier here which exists in Belgium is the questionable policy disincentive to learning which involves a loss of income for prisoners who choose to use their time for education rather than work in prison:

- "Nearly all educational opportunities within the prison walls are free of charge. This however, does not mean there is no financial cost involved. For instance, prisoners that normally spend their time at a workplace, lose a part of their income when they opt for study instead of work. This loss of income is obviously a barrier to adult education for some prisoners. That is also the reason why many prisoners take courses on top of their jobs in prison" (Vermeersch & Vandenbroucke, 2010).

Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- Many other countries do not require prisoners to lose income when participating in education and this simple policy reversal in the Belgian prison context would help remove this particular barrier to lifelong learning in prison.

- A financial barrier is also evident to accessing higher education in prison in Estonia, as is evident from the Estonian national report:

- "Prisoners like all other learners receive general and vocational education free of charge; higher education is provided for a fee" (Tamm & Saar, 2010).

- This policy will inevitably serve as a disincentive to prisoner participation in higher education.

Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- Rather than simply focusing on obstacles to prison education, the Estonian example illustrates important incentives to engaging in learning:

- "An additional incentive is an opportunity to live in a separate section of prison where learners have a little more freedom – extra time outside cells. Learning as activity and established daily routine are also great motivators."

- "The school is a piece of open society. Relations are different. Topics are different. You are not a prisoner, you are a student (Tamm & Saar, 2010).

Overcoming practical problems to allow the prisoner to study in prison and at third level   (PI, SI)

- Attitudinal barriers are perceived in the Hungarian national report, specifically with regard to universities and engagement of prisoners in lifelong learning:

- "Manager: *Diminishing prejudice would be very important. People have no realistic knowledge about this group. Furthermore, as I see, universities are very rigid: students (in general) are not considered to be adult and the universities can't handle individual problems. Our clients need individual schedule, because they are older than the other students and come from a special milieu" (*Balogh et al., 2010).

- Attitudinal barriers were also highlighted in the Scottish report, across different levels including those of prison authorities, the general public, and more specifically the media, to lifelong learning approaches in prison.

Opportunities for distance education and web-based learning in prison (SI)

- A range of National Reports highlight that distance education and web-based learning is a feature of some but not all prisons.

- "Some prisons provide higher correspondent and distant education for prisoners willing to obtain higher education degree….It can be partially explained with the fact that the government has started to promote the policy of transforming penitentiary institutions into centers of social rehabilitation. Therefore, the system of flexible educational training for prisoners is being elaborated and maintained, including distant and correspondent modes of learning" (Kozlovskiy, Khokhlova & Veits, 2010).

- However, according to the Russian National Report,

- "Most prisons are still either poorly or entirely not equipped for supporting distant education" (Kozlovskiy, Khokhlova & Veits, 2010).

Opportunities for distance education and web-based learning in prison (SI)

- The Estonian national report observes that security reasons are the biggest obstacle to distance learning and web-based learning in prison:

- "Computers and the Internet are not permitted for security reasons. Materials and assignments are sent by mail." (Tamm & Saar 2010)

- "Prisoners cannot participate in distance learning because they do not have access to computers outside the prison's computer class and are not allowed to use the Internet.

- They cannot communicate with the world outside the prison.

- The prison has a computer class and prisoners are taught computer skills – to use various programmes" (Tamm & Saar 2010).

- "Distance learning opportunities are still not offered. Prisoners should be able to attend distance courses but how to organise this ?" (Tamm & Saar 2010).

Opportunities for distance education and web-based learning in prison (SI)

- According to interviewees in the Lithuanian national report there is recognition that there is a need for change to a system which prevents use of the internet for educational purposes:

- The [prison management] interviewees think that the procedures should be changed. One of the possible solutions would be allowing to use the internet for educational purposes in this prison.

- *"The only thing which is very unfortunate, and for me personally it seems very unfortunate, and perhaps it could be some way… (although I have seen it in Europe open prisons), there used to access the Internet) that the prisoners would be able to access filtered Internet , which could provide educational material … Yes, at least to filtered Internet and the material for reading …"* (Taljunaite et al 2010).

Opportunities for distance education and web-based learning in prison (SI)
Exemplar: Hungary: Digital Secondary School

- "Another disadvantaged group supported by the [digital] institute is prisoners: Education in a youth-prison was launched immediately after the foundation of the school, with the contribution of Földes Ferenc Secondary School teachers who went to the prison to give lessons. This cooperation between the institute and the prison has been successful since the beginning, even if providing education to prisoners is quite difficult. Young prisoners might spend only a short time in the same prison and thus class headcount often falls down from 15 at the beginning to 2 at the end of the year, which then causes financial problems. Prisoners' motivation and performance varies from rather poor to very high: some of them are almost illiterate, but others continue their studies in the institute even after their release, and continue to enter third level education" (Balogh et al., 2010).

Opportunities for distance education and web-based learning in prison (SI)

- The Scottish national report also provides an illustration of distance learning in prisons:

- *"... most of the prison learning centres have a session on the timetable for distance learning students, where they can come along and access a pc, there is a member of staff there if... and if they can't help them with the subject, perhaps some of the technicalities or often they will give them support with essay writing and things like that. They also have, not the OU distance learning, but the college distance learning, they would have telephone tutorial support, that happens sort of reasonably regularly. " (Prison education college manager)* (Weedon et al., 2010).

- While security concerns remain a pervasive barrier in some countries, nonetheless, technological developments are evidently possible. The Commission has a role to play in encouraging tenders to develop the technology necessary to facilitate lifelong learning in prison through distance education and web-based learning.

Strategies to recognise that it is often hardest to motivate student prisoners in basic education   (PI)

- A consistent finding across national reports was that it is hardest to motivate prisoners as students in basic education. Thus, the Norwegian national report states:

- Students in basic education were apparently harder to motivate as their experience with the school system had been severely negative:

- "... the job is very much about rendering learning as harmless, rendering harmless those things that concern the school. We work in small groups and adapt for every single one..." (Stensen & Ure, 2010).

- Various national reports offer insight into a range of motivational approaches and practices to engage those in basic education and those with heightened levels of marginalization from the societal and educational system.

Strategies to recognise that it is often hardest to motivate student prisoners in basic education (PI)

- Motivational practices in prison which are explored in the Belgian national report include the following:

- "Both interviewees indicate that adults who are just being imprisoned are usually not immediately ready to take a course. The long-term prisoners usually need some time of what the prison governor calls *"penitentiary rest and silence"* … After this period, prisoners are more easily motivated to study again. This is usually halfway through their sentence" (Vermeersch & Vandenbroucke, 2010).

- "A powerful tool for learner motivation is the happening during which the diplomas and certificates are handed out. The education coordinator…states this public moment usually boosts the students' self esteem and *"gives them the feeling they have achieved something"* (Vermeersch & Vandenbroucke, 2010).

Strategies to recognise that it is often hardest to motivate student prisoners in basic education   (PI)

- As cited in the Norwegian national report an interviewee asked whether the prison took any special measures to motivate participation:

- "First of all it is about doing something meaningful. Learning may create such a meaning. For many of the inmates the instructions is a 'normal place of refuge', one gets a break from being labelled as an inmate and is able to be a student instead. We see that this is very important for the inmates. Secondly, the training may turn out to be useful the day one leaves prison. But perhaps this last function is exaggerated by us in the prison administration" (Stensen & Ure, 2010).

Strategies to recognise that it is often hardest to motivate student prisoners in basic education   (PI)

- To engage those with low motivation levels, a wider curriculum including the expressive arts and an active learning approach can be seen in the following Russian prison education example:

- "...the school tries to increase their motivation by many ways such as individual approach and organization of extracurricular activities. The school regularly involves pupils in organization of celebrations of public and school holidays by letting them decorate the school, write the script of the event, organize performances, make costumes, etc. All celebrations get videotaped and stored in the library, where access to them is open for everyone. Some of the celebrations organized at the colony by adult learners were even in the news on the TV. Their last initiative was organization of *Hamlet* performance" (Kozlovskiy, Khokhlova & Veits, 2010).

Content of courses in prison to engage interest and motivation of the learner (PI)

- Personal development and self-awareness is a notable feature of a prison's education provision highlighted in the Estonian national report:

- "Prisoners also participate in a social programme intended to develop their social skills. The programme includes 9 topics: family relations, anger management, replacement of aggressiveness, fighting addiction and other issues of coping with life. At the end of the programme prisoners receive a certificate. Programme leaders are the prison officers" (Tamm & Saar 2010).

- All prisoners can participate in hobby activities. The prison has a specialist whose responsibility is to organise hobby activities. The prison has sports facilities; prisoners can attend classes of music and art: prisoners publish the prison newsletter. Some prisoners record books for the Estonian Blind Union and other prisoners like to attend the recording sessions" (Tamm & Saar 2010).

Content of courses in prison to engage interest and motivation of the learner (PI)

- The Scottish national report highlighted the role of the arts as a means of engaging 'hard to reach' groups within the prison setting.

- "Informal literacy provision within the workshop setting. This was described by the tutor from the voluntary organisation who was employed on a short contract to engage prisoners that were 'hard to reach' in terms of literacy provision. The tutor worked alongside the instructor in the painting workshop and engaged with the prisoners at an informal level" (Weedon et al 2010).

Content of courses in prison to engage interest and motivation of the learner (PI)

- Examples of prison education in the English national report highlighted a key educational role for personal development, thereby echoing the approach evident in at least one Estonian prison:

- "Dads Away course is only a two week course but it is a course that keeps them in contact with their family, and they produce a CD which is edited, background noises put on it, voices are changed, so that they can send a CD home to their kids and read a story to them every night, that kind of thing. So that's quite a nice little course but it's only a two week course" (Engel et al., 2010).

Content of courses in prison to engage interest and motivation of the learner (PI)

- The Hungarian national report also emphasises the popularity of non-formal education in prison:

- "Non-formal educational programmes are relatively popular, because these short-term trainings are more practical and interactive than the formal programmes. In case of the non-formal programmes the organiser gathers together the concerned prisoners, and after the first occasion the prisoners decide whether they want to participate in the programme in the future or not" (Balogh et al., 2010).

Individual education plans for prisoners (SI)

- The need for individual education plans for prisoners arises, particularly in basic education, as part of a motivational process.

- According to the following Scottish national report example, once a learner in prison has started on a course an individual learning plan is produced:

- "They have a learning plan which is drawn up when they first enrol. There is, contractually there is a review of that plan every six months, providing they are still there. In addition to that, as a college we are actually introducing a three monthly progress report, that the member of staff teaching that individual will do on things like motivation, attendance, progression, achievement and things like that … The learning plans will vary quite dramatically with the prisoner". *(Prison education college manager)* (Weedon et al 2010).

Individual education plans for prisoners (SI)

- An individual education plan (IEP) for a prisoner is also adopted in Hungary: "There is not any procedure for identifying specific learning difficulties, however individual developmental educational programmes are provided by mentors for every participant" (Balogh et al., 2010). However, it is not clear the extent to which this is a pervasive feature of the Hungarian prison system.

- By way of contrast to the practice in Hungary, it is evident that an IEP is not yet a systemic feature of the prison system in Belgium, though the following prison management interviewee is strongly of the opinion of the need for such a plan: *"My dream is an individual 'detention plan' for every detainee in Flanders. In this plan the detainee, the prison governor, the Flemish Community and the court of law specify what the prisoner will do during his time of sentence. This plan includes adult education. If all prisoners have such a plan, a more coherent provision of educational opportunities spread over all prisons will follow logically"* (Vermeersch & Vandenbroucke, 2010).

Individual education plans for prisoners (SI)

- There is an approach to planning in this Estonian prison example:

- "The choice of education or course depends on the results of risk assessment carried out for each prisoner since 2007.

- A development plan is prepared for each prisoner based on the results of individual risk assessment: the behaviour of the person before his imprisonment, potential risks during imprisonment and after release; how and where to manage risks (…) If low educational level is a risk factor the person must be persuaded to study. If there is the risk that the person would not find a job because he doesn't speak Estonian then we offer language courses. So that they could cope better after being released. (Tamm & Saar, 2010).

- A major feature of an individual education plan is missing from this Estonian account, namely that the learner in prison is actively involved in the design of the plan and takes ownership over the plans' goals.

Individual education plans for prisoners (SI)

- The issue emerging from the Bulgarian national report is that while individual educational plans are well recognised for working with individuals experiencing social exclusion, there is little evidence that this approach has been developed for working also in prison education:

- "When working with marginalized groups the organization has a strictly individual personal approach, for people of such groups are highly sensitive and should be approached with care" (Boyadjieva et al., 2010).

- Mostly personal contact is used and work is on an individual basis:

- *"…there is more to be desired on this point, but yes, using various contacts, informal, different sorts… according to the situation… because these are the disadvantaged groups. Each one of them must be reached, an individual approach is needed, a careful approach, they are a rather particular group of people"* (Boyadjieva et al., 2010).

Individual education plans for prisoners (SI)

- A different concern emerging from the Lithuanian national report is the low opportunity for access to higher education in prison which would be a substantive systemic weakness, even if an individual education plan approach were adopted:

- "Speaking about the higher education in prison, according to the interviewees there are practically no opportunities" (Taljunaite et al 2010).

- Highlighting further the stated need for coherent strategies on educational provision in prisons at national and European levels.

- Finally, there is a need for post-release provision to be part of a prisoner's individual education plan, though this also requires sufficient educational and support services, within local community-based lifelong learning settings to facilitate commitment to this plan.

Conclusions

- **I. Community-Based Non-formal Education can play a significant role in enhancing the access of traditionally marginalised groups to formal education from initial, through further and higher education.**

- Need for a distinct strategic funding strand, to be developed at EU level, in conjunction with commitments from national states, a strand purely focusing on community based education and the development of community lifelong learning centres.

- EU Commission to consider the establishment of such community based lifelong and life-wide learning centres. This would resonate not only with an access to lifelong learning strategic priority but also with EU2020 targets to reduce early school leaving to 10% across the EU, and with targets in literacy and numeracy.

- **II. Strategic Leadership on Access to Prison Education**

- Consideration be given as a priority for the development of coherent strategy, nationally and Europe-wide, in respect of prison education.

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Some Caveats
Re: Exemplars of Good Practice

- **Lack of Systematically Evaluated Models of Good Practice** relating to access to education and more generally.

- Wide selection criteria for the SP5 process – logic of maximum variation.

- **Common Assumptions** about the **Transferability** of Practice Models: including lack of specificity of the dimensions of the model that contribute to its success and the de-emphasis of individual, interpersonal dimensions of the practice.

- Finally, grounded in principles of community education – models of good practice from other locations or contexts need to be **adapted to the needs of the learner and their community** – thus, balancing top-down and ground–up approaches.