

How can we enable prisoners to want a better life?

- 60% of offenders re-offend within two years at a cost to the taxpayer of c. £9.5 - £13 billion per year (Ministry of Justice, 2013).
- **Education helps offenders and reduces recidivism**
- **Employment, Accommodation and Family are key**

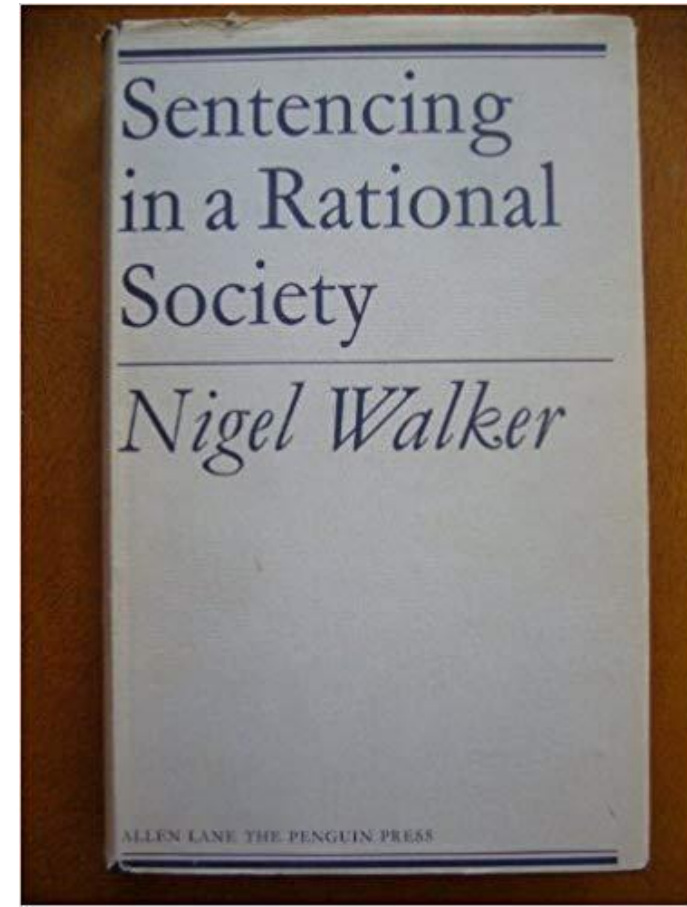
Do you agree with the points in red?

Discuss this with the person next to you.

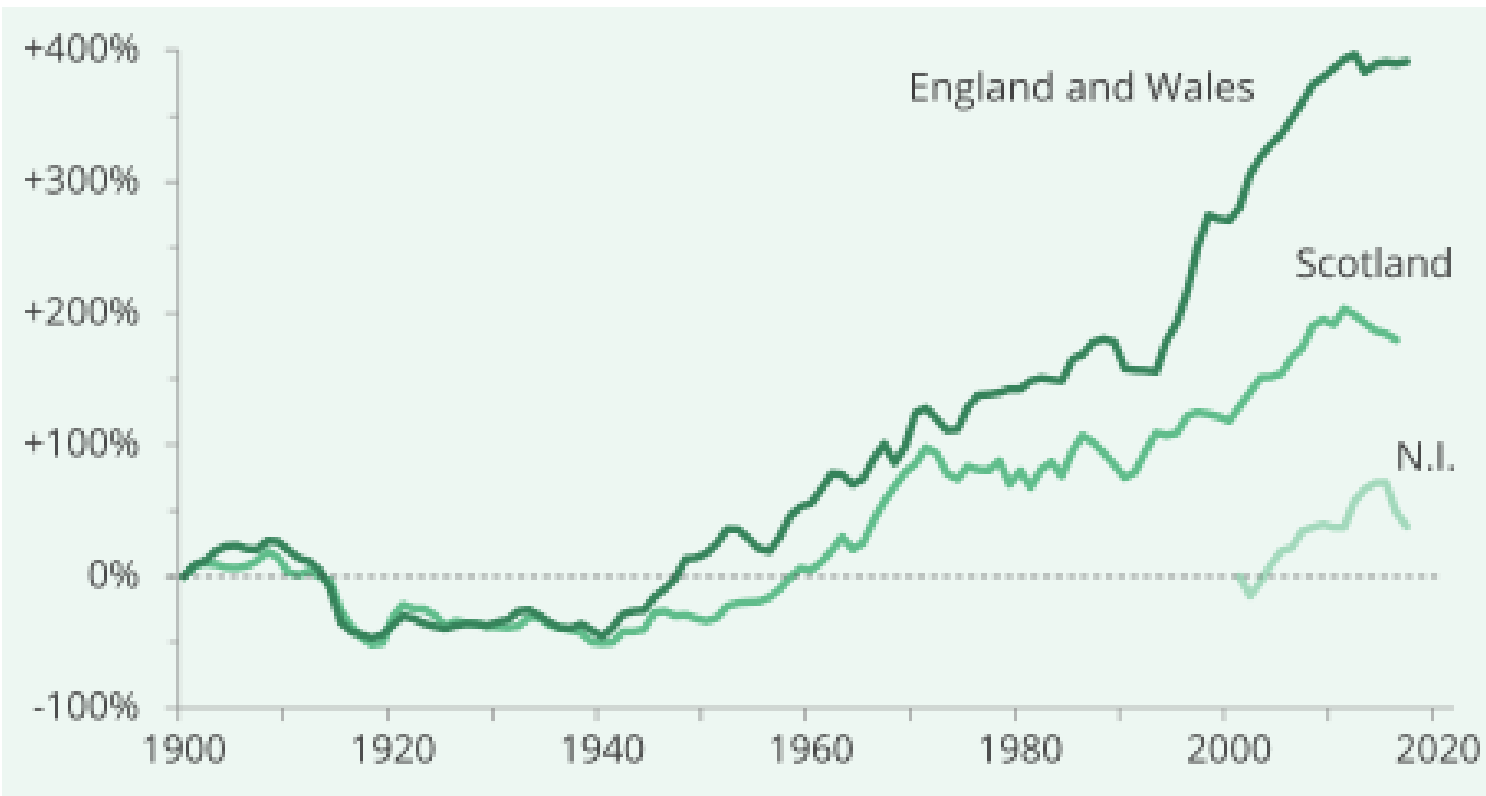
“The reduction of prohibited conduct must be the main aim of any penal system, but must be tempered by both economic considerations and humanity if the system is to be practicable and tolerable”.

*So argued Nigel Walker in his book **Sentencing in a Rational Society** 50 years ago.*

How far we have really moved since then?



UK Prison population

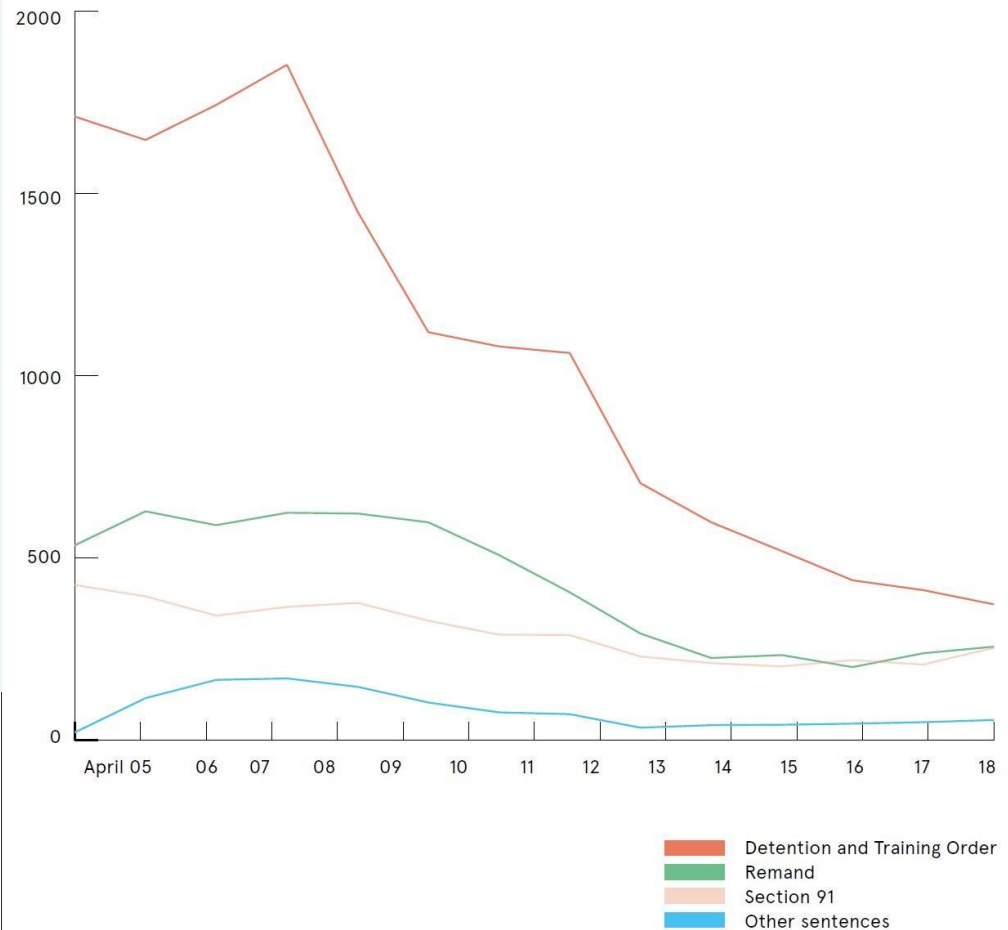


Males: 78,676 Females: 3,784 TOTAL: 82,460
On 18th January 2019

Figure 1

Number of children in custody by legal basis over time

Source: Ministry of Justice Youth Custody Data, Under 18 secure population by legal basis for detention, 2005/06 - 2018/19²





Only **17%**
of ex-offenders manage to get
a job within a year of release



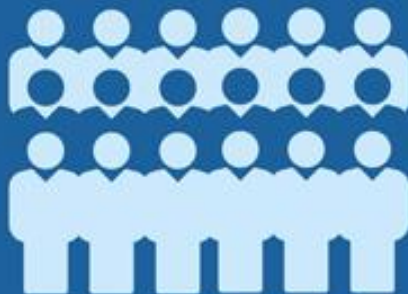
Ex-offenders finding a
job on release are up to
9 percentage points less
likely to reoffend



75%
of employers
won't hire against a candidate
because of a previous conviction



Reoffending costs the
UK economy up to
£15 billion
per year



Offenders have relevant work
experience; more than **11,000 serving**
prisoners are employed today, by
over **300 businesses** or government
departments



92%
of inclusive employers
say it's enhanced their reputation –
often helping them win new contracts

No accommodation?



- The growth in the number of released prisoners sleeping rough is startling: 37 individuals in the quarter beginning on 1st October 2016 to 813 people in the quarter starting on 1st April 2018.

In the UK, over 200,000 children have one or more parents
in prison

- 65% of the children of those parents who have offended go on to offend themselves (Ministry of Justice, 2014).
- Prisoners with a convicted family member were more likely to be reconvicted in the year after release from custody than those without a convicted family member (Williams *et al.*, 2012).

Education cuts Re-offending

- The odds of obtaining employment post-release among inmates who participated in correctional education was 13% higher than the odds for those who did not participate in correctional education (Davis et al., 2013).

Grant Type	Matched Treatment Group	Matched Control Group	1 year proven reoffending rate			
			Treatment Group (%)	Control Group (%)	Significant Difference	Estimate of Impact On Reoffending
Academic Awards	1,885	286,528	17	23	Y	-7.9% to -4.1%
Vocational Awards	3,268	321,809	17	25	Y	-9.0% to -6.1%
Arts/Hobby Material Awards	408	185,619	30	35	Y	-9.6% to -0.3%
Awards for BIS Accredited Courses	331	83,579	18	24	Y	-10.0% to -1.0%
Awards for Open University Courses	1,548	249,513	15	21	Y	-8.0% to -4.1%
Awarded (any grant type)	5,846	336,681	18	25	Y	-8.0% to -5.7%

Early years education makes a difference

Figure 1

Major Findings: High/Scope Perry Preschool Study at 40

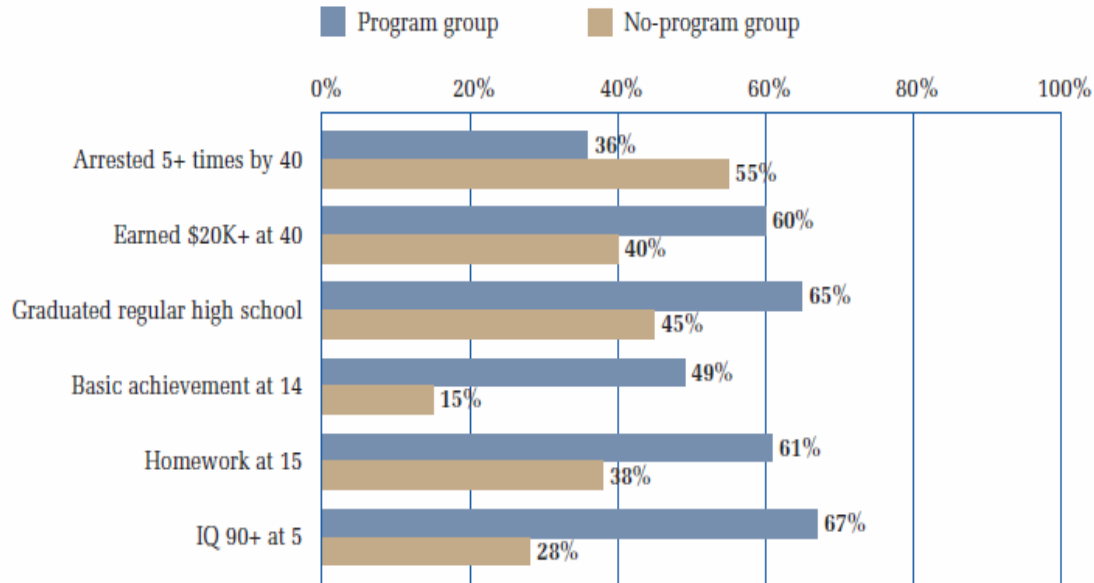
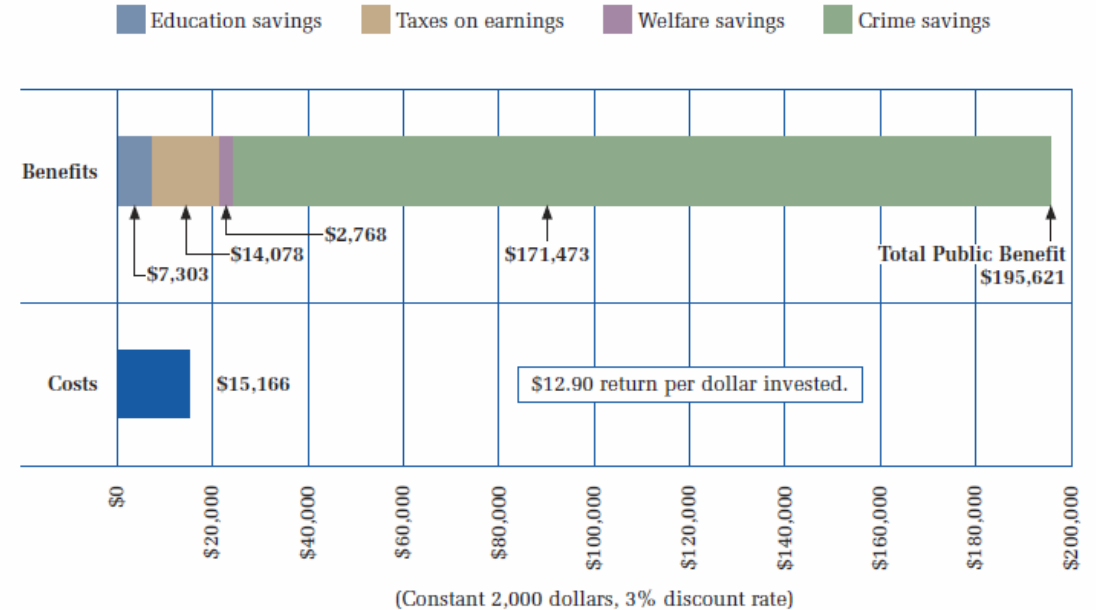


Figure 2

High/Scope Perry Preschool Program Public Costs and Benefits



The Perry Preschool Project, carried out from 1962 to 1967, provided high-quality preschool education to three- and four-year-old African-American children ages 3-4 living in poverty and assessed to be at high risk of school failure. The average child-teacher ratio was 6:1. The curriculum emphasized active learning, reviewed by the children. The teachers also provided a weekly 1.5-hour home visit.

Aynsley-Green, A. (2019) *The British Betrayal of Childhood*. 245pp. Routledge

Educational Needs of Prisoners

- Two-thirds of offenders in custody have numeracy skills at or below the level expected of an 11-year old. One half have a reading ability and 82% have a writing ability at or below this level (Ministry of Justice, 2012).
- This lack of skills is a barrier to the offender getting a job and plays a significant role in the possibility of re-offending (Clarke, 2010).

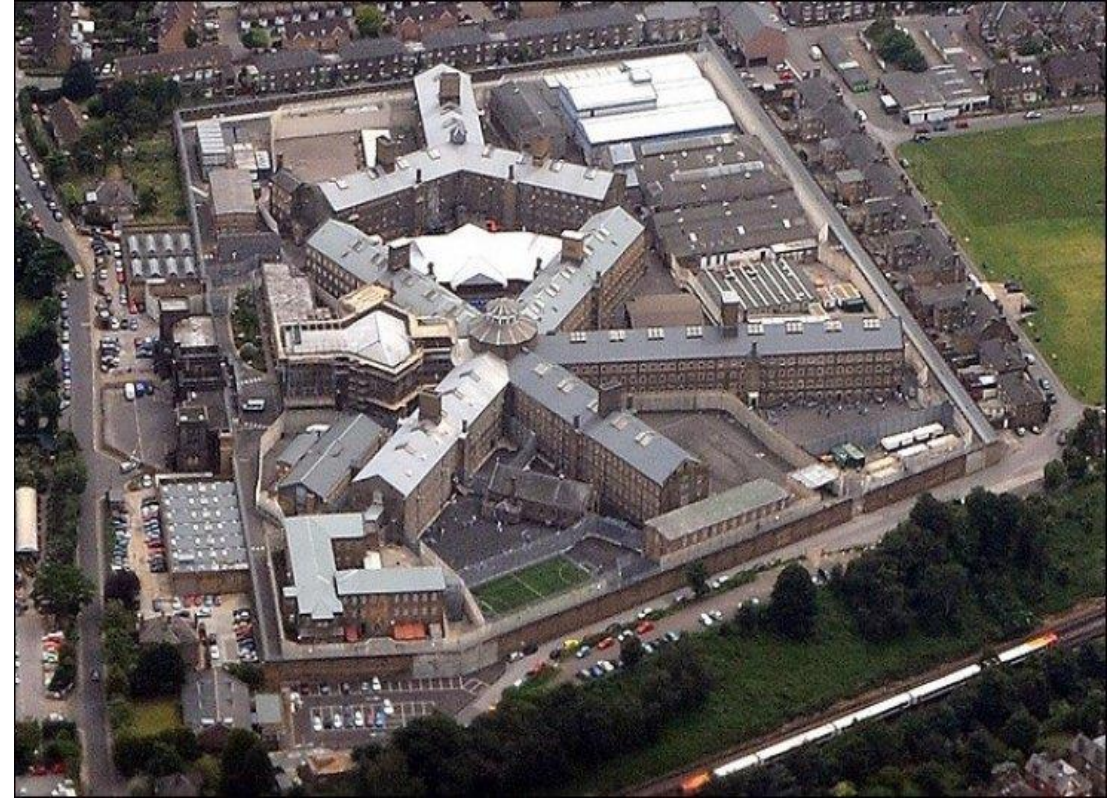
English and Maths

- One example is the collaboration with the National Football Museum in Manchester, and maths/football resources have been delivered at 9 prisons and 1 youth offender institution. Feedback has been very positive.



The Coates Review

- The Coates review (2016) was a timely reminder that learning should be at the heart of all offender institutions.
- Six themes:
 1. Greater flexibility in course offers for offenders.
‘One size does not fit all’
 2. Greater autonomy for Prison Governors
 3. Information Technology; currently it was a large barrier to improvement. Staff were very risk-averse.
 4. Offenders needed to be traced after their release- ‘through the gate’.
 5. The variability in teaching quality in prisons was too great.
 6. There needs to be access to Level 3 and Higher Education for offenders.



The Taylor Review

- The Taylor Review of Youth Justice (2016) suggested that ‘the role of the court should be enhanced so that youth magistrates can play a much more active role in designing tailored plans for children, co-ordinating the contributions of partner agencies and holding the child, their parents and these agencies to account’.
- This would include education, involving schools, FE Colleges or other providers as a key element in developing a tailored Plan for any individual.



Prisoners' Education Trust



Prisoners'
Education
Trust

- Analysis of nearly 6,000 prisoner records found that PET's beneficiaries re-offended a quarter less than the control group (19% compared to 26%, a reduction of between 5 and 8%).

Prisoner Learning in Context



Prisoner Learning Alliance

Jan 11 2014

PLA
PRISONER LEARNING ALLIANCE

NPC
New Philanthropy Capital

What is prison education for?

A theory of change exploring the value of learning in prison

Prisoners' Education Trust

Mira Chapman - Head of Policy, Prisoner Education Trust (Presenter for PLA)

James Hobbs - Deputy Head of New Philanthropy and Director, New Philanthropy Capital

Become a member

Founded in 2012, the Prisoner Learning Alliance (PLA) is a network of experts who share the following vision:

'That all prisoners can engage in high-quality and diverse learning opportunities to help them transform their lives.'

After an external consultation with current members and the wider sector, the PLA is expanding its membership for 2018 and beyond.

Why are we expanding?

- To strengthen our expertise and influence
- To build on the efforts of our initial 23 members and our [significant track record](#) of influencing change in prison education policy and practice
- To more fully involve the views and expertise of current and former prisoners
- To unite the voice of the sector and provide a community for all individuals and organisations with a stake in prison education

If you share our vision and would like to get involved, we want to hear from you.

The activity of the PLA will be guided by:

- A new, independent Chair, [Professor Tom Schuller](#), and
- An elected steering committee of members, who will form working groups devoted to specific pieces of work.



Who can apply?

- Organisations that share the PLA's vision, who can become **full members** for a tiered annual fee starting from just £60.
- Individuals sharing the PLA's vision, who can become **associate members** at no charge.
You might be a prison teacher, officer or other staff member, a charity worker in the sector, a researcher or anyone with a passion for prison education.
- **Individuals with personal lived experience of prison:** The views and expertise of former prisoners are pivotal to the PLA and its activity. Therefore, these individuals will be granted all the benefits of full membership, at no charge.

Our record of success

[Click here to read about some of the PLA's key achievements](#) since 2012, including influencing the Ministry of Justice's use of a new, broader definition of prison education, securing regular meetings with officials on the changes to education commissioning, coverage of our [annual conference and awards](#), and [speaking to the media](#).



All photos credit: Jessica Bernard / PET

What do think about enhancing
Education in Prison?

Youth Violence

- COMMUNITY LINKS, an East London charity, published a report based on conversations with over 200 people in Newham over a third of whom were young people aged 25 years or younger.

Youth Violence Challenges

- The research found that there are multiple factors that underline London's challenges :

Structural factors:

Inequality and austerity

Systemic factors:

Young people are seen as the problem

Violence is normalised

Environmental factors:

Social media is a catalyst for violence

Individual factors:

Challenges to mental health

Tackling Youth Violence Report Recommendations

- Collaboration, enabling a joined-up, whole community response to youth violence. Creative arts and sports are crucial for engaging young people and setting them on positive pathways for the future.
- Mentoring in schools, online mentoring and detached youth work must all form part of the solution.
- Important to begin rebuilding trust between the police, communities and young people.
- Change the narrative. All sectors of society need to stop reinforcing the idea that young people are the problem.

Education and Employment Strategy May 2018

- **Vision :**

- This must start with offenders themselves. Effective rehabilitation needs prisoners to engage with the opportunities in front of them, to build a different kind of life. They must be willing to commit to change, take advice, learn new skills and take opportunities to work – both during their sentence and after. Prisons cannot help people who are not willing to help themselves – but they can sharpen the incentives to help set prisoners on the right path.



Ministry of
JUSTICE

This means:

- a. A sentencing plan for each prisoner that sets direction and provides something positive to aim for.
- b. An Offender Management system that gives each prisoner a key worker to encourage and hold them to account.
- c. Tough enforcement when prisoners engage in violence and disruption, affecting their own futures and those of others.
- d. Proportionate rewards and opportunities for those making choices that will prepare them to lead crime-free lives on release, from positive engagement in prison education to prison work.

OFSTED Inspections of Education in Prisons:

- In 2014/15 there were 50 OFSTED (Office for Standards in Education, Children's Services and Skills) inspections of prison and young offender institutions (Ofsted Report 2014/15).
- Four resulted in outstanding grades, 24 good grades, 56 requires improvement grades, and 16 inadequate grades.
- Learning and skills in prisons has been one of the worst performing elements in the Further Education (FE) and skills sector for some time.



Failing Prison Education

- There have been declines in the number of people participating in learning whilst in prison last year (78,000 adults - down 12%), and in achieving qualifications (down 13%).
- The number of English and maths qualifications achieved has also plummeted—down 29% between 2011–12 and 2017–18

So why do you think Prison Education is failing?

So how can we enable prisoners to
want a better life?



Beyond Coates

- There should be joint targets for education and for security.
- Education should be prioritized alongside security and safeguarding so it is more influential as part of prison inspections.
- These approaches need to be coupled with a culture change about offender learning with employers, and a culture change in society as a whole.
- Offender learning should be about values rather than about costs. Prison education needs to be inspiring and motivational and must provide links to employment and 'real life' on release.

Learners Dreaming and Achieving:

up to their full Potential and

beyond their sense of Place –

The Value of **askit**

Background – *askit*

- In 2006 *askit* was developed in conjunction with SAPERE (*Society for the Advancement of Philosophical Enquiry and Reflection in Education*) to put enquiry at the heart of the *Open Futures* Programme in Primary Schools funded by the Helen Hamlyn Trust.
- It is an enquiry-based approach to teaching, learning and assessment that develops students' ability to think critically and creatively and learn independently. It benefitted over 50,000 primary school learners as part of the **Open Futures** programme.
- Topping, K.J. and Trickey, S. (2007) Collaborative philosophical inquiry for schoolchildren: Cognitive gains at 2-year follow-up. *British Journal of Educational Psychology*. **77**, 787-796.

4 Cs of thinking in *askit*

- **Caring** = listening and valuing what others say, showing interest, being sensitive
- **Collaborative** = responding and supporting, building on each other's ideas
- **Critical** = questioning and reasoning, seeking meaning, evidence, reasons, distinctions
- **Creative** = connecting ideas and suggesting comparisons, examples, alternative explanations

'Community of enquiry'

- Enquiry is at the heart of *askit*
- Every individual is valued for his/her unique experience and interests
- Key aims are to develop understanding and good judgement, and the sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- The sense of community grows as learners learn to listen to each other, building on each other's thinking and respecting differences
- *Its power emanates from what students are able to do by the time they finish any course at whatever level.*

Students with learning difficulties and disability

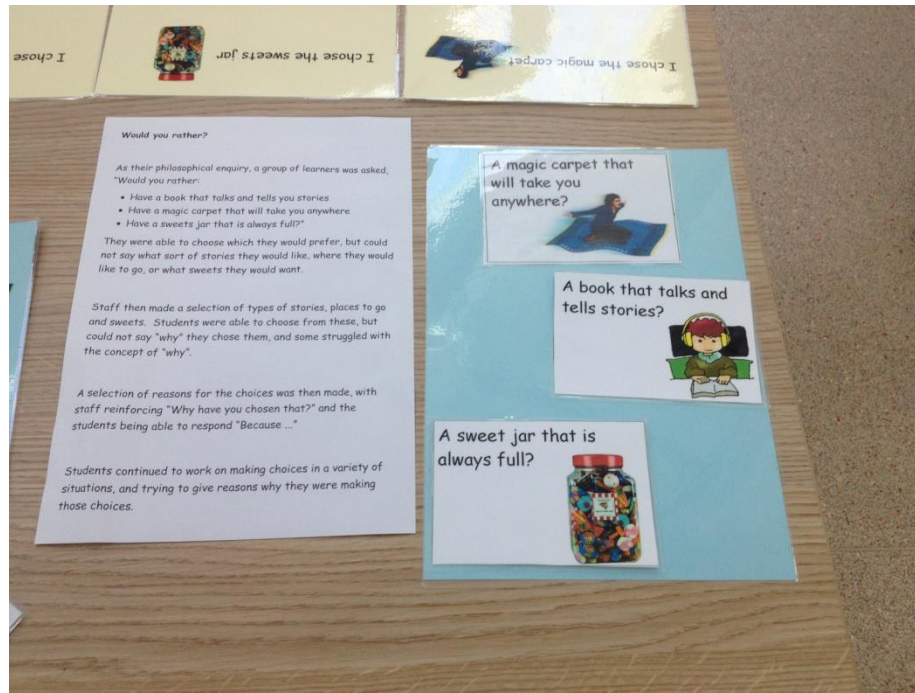


Central
Bedfordshire
College

- **Entry level 1 group – students who have profound and multiple learning difficulties and/or disabilities**
 - **Unfolding, not moulding**

 - **Stimuli – pictures and questions**
 - **Would you rather ... ?**
 - **Would you dare ... ?**
-

Pathways – Learners with special needs



Pathways

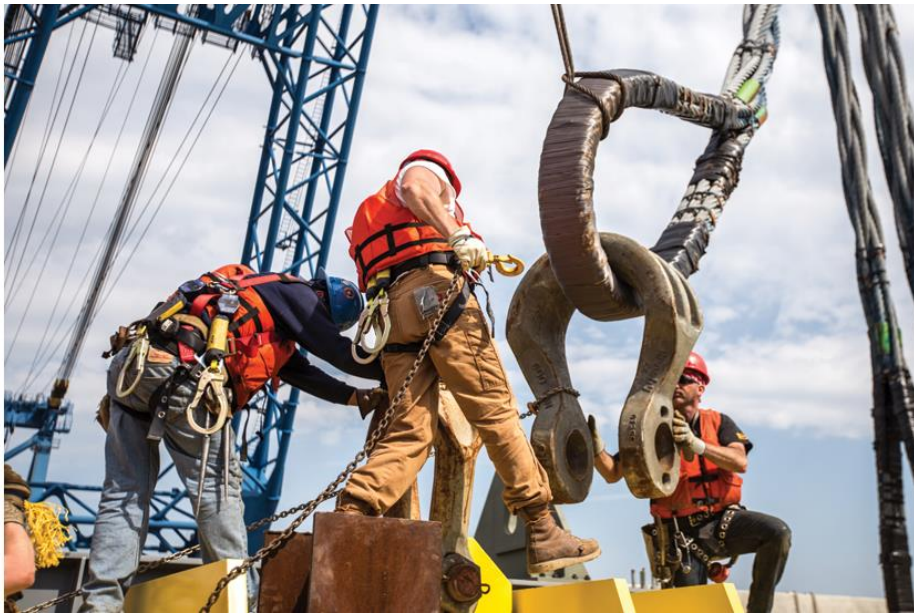
'I was delighted by their enthusiasm to take part in the enquiry and the extent to which they shared ideas and discussed points of interest. They listened to each other extremely well and helped them start this year in such a fantastic way.'

I can't tell you how wonderful it feels to have a first attempt and be so enthusiastically received by the students and I am so excited they are keen to do more.'

Julian Chadbourne, Pathways, CBC

Tackling the Skills Problem

- Addressing the shortage in skills in the United Kingdom requires novel approaches to learning and skills, not least for those people in prison, and for those young people brought before the Youth Courts.
- There is an opportunity emerging for new groups of actors to play a significant role in improving outcomes; these include members of the Judiciary and the Further Education (FE) sector.



‘Defend the Children of the Poor and Punish the Wrongdoer’

- Education is only part - but an important part – of the solution.
- Change the narrative. All sectors of society need to stop reinforcing the idea that young people are the problem.
- ‘One size does not fit all’
- Early years Education
- Communities of Enquiry
- Joint coaching for prisoners and prison staff –*Spark Inside*
(<https://www.sparkinside.org/>)
- What do we need from Government?

What can we do?

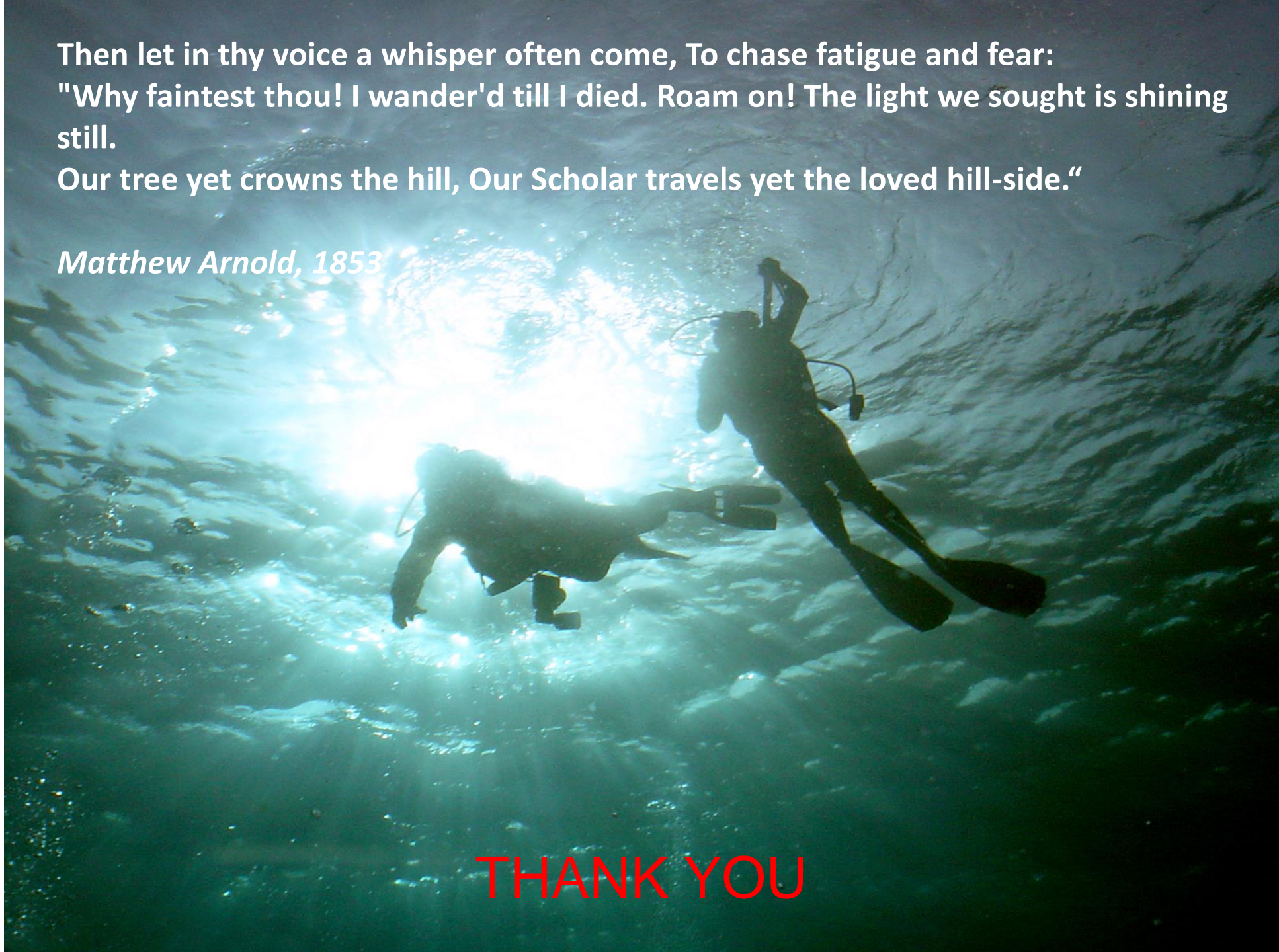
- Influence the 'social norm' for prisoners and ex-offenders
- Influence the politicians at local and national levels
- Help communities and employers using your skills

- Identify one action you can take!

Then let in thy voice a whisper often come, To chase fatigue and fear:
"Why faintest thou! I wander'd till I died. Roam on! The light we sought is shining
still.

Our tree yet crowns the hill, Our Scholar travels yet the loved hill-side."

Matthew Arnold, 1853



THANK YOU