

Tech4PrisonLeavers White Paper

**Improving access and digital skills for prison leavers:
challenges and opportunities**

April 2024



How we define digital poverty

“The inability to interact with the online world fully, when, where and how an individual needs to”.

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“Digital is now a critical part of any aspirational route to finding work, and finding purpose – and why prison leavers need kit, connectivity, skills, and support to break the cycle of reoffending and take control of their futures.”

Elizabeth Anderson, CEO of the DPA

Preface

Thank you to the funders of the Tech4PrisonLeavers project – Intel. Additionally, thank you to the organisations who provided pro bono or other support, including Capgemini, who provided extensive support to curate the skills offer; Vodafone who provided SIM cards through the charities.connected programme, in addition to providing dongles at no cost; CGI who funded access to Microsoft Office 2019, and iDEA, We Are Digital and NACRO who provided extensive support in other ways.

Finally, thank you to the research team at the University of Wolverhampton’s Institute for Community Research and Development for their work on the evaluation of the project.

The Digital Poverty Alliance exists to end digital poverty once and for all in the UK by 2030. The Tech4PrisonLeavers project was created in 2021, in part a reaction to the changing landscape of support and employment caused by the push to digital services during the pandemic. As well as providing support, the intention of the scheme was to understand the impact of this digital shift, and demonstrate whether providing kit, connectivity, skills and support, would help those leaving prison to leave crime behind – especially with the requirement for prison leavers to be contactable by email and app to maintain access to probation and job coaching.

Introduction

The Tech4PrisonLeavers project represents a pioneering initiative designed to support former prisoners in their reintegration into society.

Prison leavers face numerous challenges after incarceration, including finding suitable accommodation, securing employment, and building support networks. Among these hurdles, navigating the rapidly evolving digital landscape is significant. In some cases, prisoners had been isolated from the digital world for years, making their reintegration into the new digital age daunting. Our daily lives – encompassing banking, job applications, shopping, and education – are predominantly conducted online.

Without access to, and the ability to use, digital tools, former prisoners are at a significant disadvantage, hindering their integration and having profound implications for both individuals and society at large.

The Tech4PrisonLeavers project was established to address the substantial challenges faced by individuals exiting prison, especially adapting to a swiftly changing digital environment. Its primary goals were to equip participants with devices, connectivity, and the necessary skills to enhance their employment prospects and reduce the likelihood of reoffending.

Under the guidance of the Digital Poverty Alliance, the project began with the involvement of Trailblazers, later transitioning to Radical Recruit for direct engagement with individuals leaving prison. With financial support from Intel, the project adopted a collaborative governance model, convening partners regularly in a steering group to ensure a unified strategy and execution.



Capgemini played a crucial role by introducing "digital advisers," a strategy to curate and provide guidance on various skills and training programmes, offering personalised advice to each participant.

The University of Wolverhampton Institute for Community Research and Development conducted an extensive evaluation of the project.¹ Additionally, Capgemini, Vodafone, CGI, Nacro, iDEA, and We Are Digital provided practical support, including devices, data, training, and mentorship, significantly contributing to the comprehensive support framework for the project's beneficiaries.

As the Tech4PrisonLeavers project evolved, a strategic decision was made to transition its operations. Initially launched at HMP Brinsford in the West Midlands, the project shifted its focus to prison leavers in the community in London and the south-east of England to better align with its recruitment needs. This move, facilitated through a new partnership with Radical Recruit, underscored the project's commitment to adaptability and targeted support. By adjusting its operational base, the project ensured its resources and support were directed where most needed, furthering its mission to aid prison leavers in their societal reintegration.

Finally, this white paper focuses on the outcomes of the project's second phase, which was based in London and evaluated by the University of Wolverhampton. It also includes reflections on the pivotal lessons learned during the initial phase in the West Midlands in the Project Insights section.



Key Findings

The Tech4PrisonLeavers project yielded considerable outcomes for its participants. Twenty-three men enrolled in the project, with fifteen completing it.

One-month post-graduation, notable employment-related outcomes were achieved:

- 5 participants secured employment
- 13 were invited to interviews for paid positions.
- 1 was invited to an interview for voluntary work.
- 35 mock interviews with potential employers were conducted at events, which resulted in some requests for CV submissions.

At the outset of the second phase, twenty-three men undertook psychological and digital literacy surveys. By the project's conclusion, eleven completed the psychological scales survey, which evaluated wellbeing, perceived competence, and aspirations. Additionally, twelve participants completed the digital skills assessment.

Key Findings

These surveys revealed:

- An **improvement in participants' well-being** throughout the project.
- **Enhanced feelings of competence** regarding future employment prospects and work performance.
- **Heightened aspirations** for personal growth.
- **Improved self-assessed digital literacy.**

Respondents' mean scores increased across both surveys from the start (Time 1) to the end (Time 2) of the project. These findings are promising and suggest the potential of technology in conjunction with support programmes in assisting the rehabilitation of prison leavers. However, it is important to acknowledge the limited data availability to test the generalisability of these findings beyond the participant group.

Further insights were obtained through qualitative questions posed to participants via surveys and voice diaries, along with interviews with a selection of programme mentors, staff, and stakeholders. The feedback indicated that participants greatly valued the experience, appreciating the provision of IT equipment and the acquisition of new digital skills, employment-related capabilities, networking opportunities, and social interactions. Participants also reported significant enhancements in self-esteem and confidence.

Staff and volunteers observed broader benefits of the pilot in fostering attitudinal changes among participants. They noted transformations in participants from being initially withdrawn to becoming confident and self-assured; from feeling isolated to being open and trusting; and from experiencing anxiety to fostering self-belief.



The policy context in England

Reintegrating prison leavers into society is a complex yet crucial aim. Recent policy developments have underscored the significance of educational programmes in facilitating integration and reducing reoffending rates. Research indicates that prisoners often face erratic and insufficient educational opportunities both before and during incarceration, leading to significant consequences. Low education levels and poor employment histories are statistically linked to a higher risk of recidivism.² Most offenders, both within the UK and internationally, possess minimal educational or professional qualifications, and limited access to technology further exacerbates the educational attainment gap, adversely affecting employability outcomes.³

In light of the internet's pivotal role in job applications and the importance of digital literacy as a pathway to

employment for former prisoners, addressing restrictions within the prison estate becomes imperative. These restrictions may pose additional barriers to learning and acquiring essential digital skills. The focus on risk management within the prison system may impede the delivery of high-quality education, with concerns about internet security limiting access to online learning materials.

Building on these considerations, it is crucial to recognise that while security protocols in prisons aim to minimise potential harm by allowing inmates access only to "white-listed" websites deemed safe, the extent of such internet access can vary significantly between institutions.⁴

While some facilities may provide limited access to the internet, enabling opportunities for personal and essential skill development among inmates through carefully monitored

online resources, not all prisons offer this level of access.

In fact, many rely on outdated technology platforms that lack internet connectivity, including HMP Brinsford, further restricting the opportunities for inmates to engage with digital learning tools and information. This disparity highlights the need for a balanced approach that advocates for making prison life as reflective of life outside prison walls as possible. Such an approach would include providing stable everyday structures like work and leisure activities, and importantly, adapting to technological advancements and enhancing digital literacy where feasible.⁵ Doing so is critical for better preparing inmates for reintegration into society, bridging the gap between the digital demands of the outside world and the current limitations within the prison environment.



The Challenges

Recent strategies and policy documents highlight the Government and prison service's recognition of the need to improve prison education. The Ministry of Justice Prison Strategy White Paper commits to delivering an improved Prison Education Service, focusing on enhancing numeracy, literacy, and qualifications to boost prisoners' employment prospects upon release.⁶ This commitment is commendable, and supporting prisoners in acquiring these skills is crucial. However, the development of foundational digital skills must also be included in this core offer for prison education. Alongside innovative policies, such as a new app to enhance literacy skills among prison leavers, promoting digital literacy is essential to ensure that prisoners can access and utilise these resources.⁷

Access to technology within the prison estate has been a significant challenge, but signs of improvement are emerging. The MOJ and HMPPS Digital, Data, and Technology strategy pledges to provide digital tools and technology to support rehabilitation.

The increasing focus on in-cell technology within the prison estate could transform learning opportunities. As of May 2023, in-cell technology had been implemented in some prisons in England, though it had only been rolled out to 15 prisons, indicating further progress is needed to ensure widespread access.⁸

The probation service also plays a crucial role in directing individuals to relevant support or services post-release.⁹ However, staff shortages have placed significant pressures on the probation service, impacting outcomes for prison leavers.¹⁰ A variety of support is available through charities and community organisations to assist prison leavers with devices, connectivity, and digital skills. The extent of awareness about this support is uncertain. Moving forward, it is recommended that the probation service explores how to better direct individuals to digital and technology-related support to aid rehabilitation.

Programme Findings

The Tech4PrisonLeavers Programme was designed to meet the unique needs of prison leavers.

The Digital Poverty Alliance oversaw the programme, with funding from Intel and second-phase identification of, and work with, suitable participants by Radical Recruit.

The programme included a series of online virtual workshops designed by external partners and facilitated by volunteers and project mentors.

Workshop topics ranged from LinkedIn and CV preparation to online presentation and conduct.

Mini courses offered by iDEA on the Microsoft suite of applications, digital awareness, safety, and ethics were available to participants, who received digital badges upon completing a certain number of courses.

Participants achieved notable outcomes through the programme, including progress into employment. However, challenges such as varying levels of digital literacy among participants and the need for tailored approaches to

accommodate individual learning paces were encountered. Adaptations were made to ensure inclusivity and effectiveness, including personalised support and integration of feedback from ongoing evaluation.

Impact on Digital Literacy and Wellbeing

To gauge the programme's impact on wellbeing and digital literacy, participants completed surveys at the start (T1) and end (T2) of the project. Across all measured variables, participants reported increases in overall wellbeing, perceived competence, and aspirations.

On average, participants also reported improvements in their assessment of five life goal statements. The survey data indicates a range of positive benefits among participants during their time on the programme. However, differences in sample size between T1 and T2 limit the extent to which these results can be generalised to the wider population. The findings from the Psychological Scales survey are presented in Table 1 (Appendix).

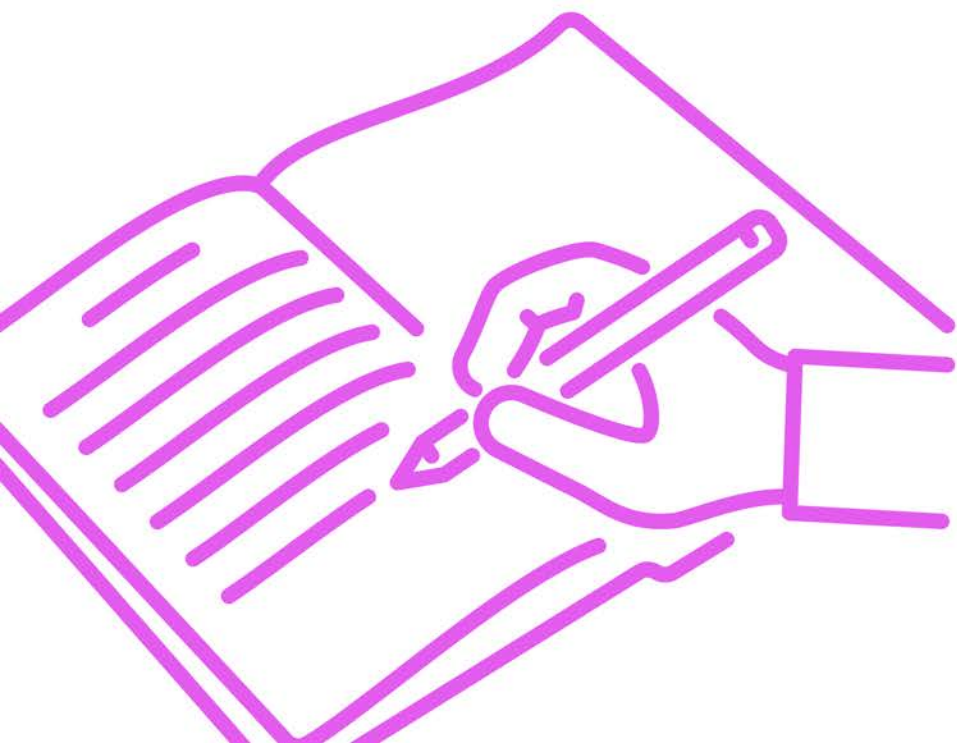
A second survey was conducted with participants to assess their digital capability both before and after the programme. Participants rated their confidence in each digital literacy-related skill on a scale from 1 (not confident) to 5 (confident). Table 2 (Appendix) shows that participants' overall confidence was slightly above neutral at the start, but closer to feeling confident in their abilities by the end. The highest mean score was for the 'foundational skills' subscale (e.g., using a laptop, connecting to the internet, and opening a browser) compared to other subscales.

Psychological scales were measured for wellbeing, perceived competence, aspirations index, and the following life goals:

1. To grow and learn new things;
2. At the end of my life, to be able to look back on my life as meaningful and complete;
3. To choose what I do, instead of being pushed along by life;
4. To know and accept who I really am;
5. To gain increasing insight into why I do the things I do.

Diary Survey and Interviews

To obtain a more detailed understanding of the programme's impact, qualitative questions were asked of participants. Twelve men completed a diary survey, and four of these men also provided data in an original voice diary format with their Radical mentor. In addition, interviews were conducted with programme staff, mentors, and stakeholders. A table of the interview subjects is provided in the Appendix (Table 3).



Qualitative data

The qualitative data is presented under six thematic headings:

- A) Barriers and Challenges;
- B) Access;
- C) Delivery and Feasibility;
- D) The Volunteer Mentor;
- E) Humanisation and Impact Beyond Employment; and
- F) Scalability and Proposed Developments.



Barriers and Challenges

Digital Literacy Levels:

Expectations:

Despite the programme's positive impact, participants and programme stakeholders identified several challenges. These include varying levels of digital literacy, expectations, time, disclosure, and engagement.

Half of the interviewees emphasised the importance of addressing diverse levels of digital literacy. This was seen not as a barrier but as a challenge to overcome in designing and delivering workshops. For example, Arista, a pseudonym for one of our mentors (Table 3, Appendix) had a mentee who, despite years in custody, possessed advanced digital skills, leading him to prefer employability initiatives over basic digital courses. Vanessa, a volunteer, encountered men with varied digital abilities, including one with a background in software design. This highlights the necessity for personalised approaches in workshop design to maintain engagement and completion rates among prison leavers with different digital literacy levels.

Among the initial challenges faced by volunteers in the second phase was the discrepancy between their expectations of the role as 'mentors' and the reality of group mentoring. Many anticipated traditional one-on-one mentoring but found themselves involved in virtual group sessions. While they appreciated the group approach, some questioned if the term 'mentor' accurately described their role. They suggested clearer guidance and training to manage expectations and better prepare for workshops. This mismatch in expectations extended to the participating men, with some harbouring unrealistic career aspirations. Volunteers aimed to foster optimism while emphasising realistic expectations to ensure growth and skill development post-pilot.





Barriers and Challenges

Time:

All interviewees acknowledged the multifaceted challenges that prison leavers face upon re-entering the community, including securing accommodation, managing finances, reuniting with family, finding employment, and fulfilling legal obligations. These factors heavily influenced participants' attendance, interest, and overall engagement with the pilot programme. Even workshop designers emphasised the overwhelming priorities individuals face upon release, such as finding housing and employment. These insights underscore the importance of a person-centred approach that acknowledges each participant's unique circumstances and skills. While there was no consensus on the optimal timing for intervention, suggestions ranged from shortly before release to a few months post-release, allowing participants to address immediate needs before focusing on skills training. Ultimately, the project's success hinges on finding a balance between maximising benefits and working within resource constraints.

Disclosure:

The majority of interviewees identified disclosure of the men's criminal history as a major challenge for both participants and volunteers. They feared that despite their efforts and progress, past offences would overshadow their achievements when applying for jobs. Vanessa and others found advising on disclosure difficult, given the varying perceptions of different convictions by employers. Participants often fixated on this issue, and some even practised disclosing their convictions during conversations with volunteers. Alana, project coordinator, raised concerns about the impact of certain convictions on job clearance. To address these concerns, Ariel, volunteer, researched the issue and sought guidance, highlighting the need for clearer legal guidance for both participants and volunteers.

Engagement:

Arista noted that the men's adjustment to life post-release varied, affecting their engagement with mentors. Andrina highlighted the challenge of designing workshops suitable for diverse digital literacy levels. The timing of the project's delivery also impacted engagement, considering pre- and post-release circumstances. Virtual delivery posed practical challenges, with many struggling to find quiet, suitable spaces to participate. Some joined sessions from noisy environments, hindering participation. Alana emphasised the importance of digital etiquette, noting instances where participants' behaviour compromised engagement and professionalism.



Access

Access to digital skills, education, and employment emerged as a central theme in stakeholder and participant experiences within offender reintegration. The pilot aligns with existing pathways to reducing recidivism through education and employment. Grierson et al. (2022) note a continuum of limited access to education and technology for prisoners, which persists post-release.¹¹ The pilot addresses this gap by providing access to technology and tailored education for participants, acknowledging their backgrounds and needs. Volunteers and coordinators are mindful of participants' past experiences with education, aiming for a supportive, non-hierarchical approach. Undiagnosed difficulties and fear of fitting into work environments persist post-release, but the pilot helped to foster confidence and self-belief among participants. Access to education in prisons often prioritises risk level, resulting in unequal opportunities. The pilot provides a reciprocal learning experience for both participants and volunteers, fostering partnership and trust. This two-way development contrasts with traditional custodial settings.



Delivery and Feasibility

The theme of Delivery and Feasibility encompasses perspectives on the structure, design, and implementation of the pilot programme, considering participants' backgrounds and needs. Monteiro et al. (2015) highlight organisational barriers that can hinder effectiveness, emphasising the importance of continuity in programme delivery, echoed by the majority of interviewees.¹²

Suggestions include starting the project pre-release to allow participants time to prepare and adjust, as well as offering incremental workshops and a mix of in-person and online sessions to support continued engagement. Flexibility and responsiveness to participant needs are crucial for success, with pathways tailored to individual interests and circumstances. The iDEA mini courses offer choice and prompt discussion, though some respondents felt that their benefits could have been better promoted. Continued funding and investment are essential for sustainability, alongside a commitment to flexibility and human-centred delivery.



The Volunteer Mentor

Volunteer mentors played a critical role in the programme, supporting participants upon release. Mentors guided participants through challenges associated with reintegration into the community and provided support and understanding. The professionalism of mentors was valued, offering insights into employability realities and serving as a bridge to other services.

The ideal volunteer mentor was described as compassionate, non-judgmental, and supportive, prioritising the well-being and development of participants. Flexibility and a person-centred approach were key qualities, allowing mentors to adapt to individual needs and experiences. The credibility of mentors stemmed not only from their professional experience but also from their empathy and commitment to a less hierarchical, more inclusive mentoring relationship.



Humanisation and Impact Beyond Employment

The experience of the programme underscores the recognition that the project involves human beings with complex backgrounds and circumstances. Interviewees observed attitudinal changes in participants, moving from feeling reserved to self-confident, isolated to trustful, and from worry to self-belief. This shift reflects the potential for education and technology to support prison leavers with broader barriers they face during reintegration into the community.

Volunteers aimed to demystify stereotypes surrounding prison leavers and discovered individuals with vulnerabilities, aspirations, and worries, fostering a partnership of trust. This de-stigmatisation process brings participants and volunteers closer to peers and highlights the mutual benefits of the relationship.

Peer support and interaction within the pilot helped to create a sense of safety, community, and belonging, facilitating participants' destigmatisation of professional people and belief in their own potential.



Scalability and Proposed Developments

The transition to virtual group mentoring in the second phase of the pilot project was noted to be advantageous for several reasons. Volunteers found that engaging with multiple participants allowed for a diverse exchange of experiences and insights, better preparing them for modern working environments. This approach aimed to mimic real-world business dynamics, enhancing participants' familiarity with digital working conditions, and increasing their employability.

Participants benefited from exposure to different mentors and viewpoints, leading to a reported "360 degree transformation in people's abilities" and consistent engagement in virtual workshops. Additionally, the virtual group mentoring model was praised for its scalability and flexibility, accommodating more participants in a shorter time frame with less logistical preparation compared to one-on-one mentoring. This scalability makes the project more feasible and accessible for a larger number of individuals, aligning with the goal of extending its reach to more prison leavers. Although as noted earlier, this group approach does contain some trade-offs.



Project Insights

The initial phase of the Tech4PrisonLeavers project revealed deep insights into the systemic barriers and multifaceted challenges encountered by individuals as they navigate their reintegration into society from incarceration. These insights not only underscore the complex dynamics at play but also provide a solid foundation for advocating a nuanced, empathetic, and action-oriented approach towards reducing recidivism and facilitating successful societal reintegration.

Urgent Needs vs Long-term Goals:

This phase brought to light a critical imbalance between the immediate, pressing needs faced by individuals upon release, such as securing housing and achieving self-sufficiency, and the pursuit of long-term objectives like digital literacy and maintaining digital tools. The system's focus on short-term urgencies often leads to a precarious situation where the importance of sustainable reintegration is overshadowed, resulting in homelessness or a return to criminal activity for survival. This observation emphasises the need for a systemic recalibration that equally supports immediate and extended reintegration goals.

The Smartphone Conundrum:

The project underscored the essential role of smartphones in the reintegration process, highlighting a significant gap in digital accessibility. The lack of a smartphone upon release puts individuals at risk of penalisation for failing to meet mandatory reintegration protocols, revealing an erroneous assumption of universal digital access. These findings advocate for the establishment of policies that ensure digital connectivity as a basic right, critical for accessing support services and employment opportunities.

Project Insights

Integrating these profound insights from the first phase of the Tech4PrisonLeavers project into the white paper, we advocate for a recalibrated, empathetic, and comprehensive approach to support reintegration efforts. We emphasise policies and practices that address both the immediate and long-term needs of individuals, ensure access to essential digital tools, and fully recognise the complexities of the reintegration process. This strategic framework is key to developing effective strategies that not only address the symptoms of recidivism but also tackle its root causes, facilitating a more supportive and successful pathway to reintegration. This commitment extends beyond the confines of digital literacy, advocating for a broader commitment to creating a stable, supportive, and empathetic environment that nurtures the potential of every individual emerging from the shadows of incarceration into the light of opportunity.

The Essential Role of Laptops:

Additionally, the initial phase illuminated the indispensable role of laptops in accessing the job market and developing digital skills, pointing to a systemic oversight in providing these necessary digital tools. This insight stresses the importance of targeted interventions to supply laptops and internet access, enabling meaningful participation in the digital economy and effective engagement with job markets and educational resources.

Addressing Systemic Failings and Individual Life Circumstances:

The initial phase also revealed the complex and varied realities faced by individuals upon reintegration, including systemic challenges and personal hurdles such as familial pressures and socioeconomic conditions. This understanding calls for a holistic support strategy that transcends digital literacy, aiming to address the overall well-being and stability of individuals and acknowledging the intertwined path of incarceration with broader social issues.

Discussion

Overall, the Tech4PrisonLeavers Programme demonstrated notable success in several areas:

Employment and Recidivism:

The project's focus on digital literacy and job readiness showed positive outcomes in employment rates among participants, which is a key factor in reducing recidivism.

Digital Literacy and Social Inclusion:

The improvement in digital literacy not only enhanced employability but also contributed to social inclusion, an aspect often overlooked in traditional rehabilitation programs.

Alongside this, there are several important aspects of learning from the project that will be useful for similar programmes delivered in the future. These include:

Setting and managing expectations:

Ensure that clear project timelines, roles, and responsibilities, and goals are communicated to participants, staff, and volunteers at the outset.

Project content and delivery:

Consider adapting programme content to include sessions from legal experts on disclosing convictions, the creation of personalised learning pathways, and establishing a traditional 1-1 mentor/mentee relationship. Alongside this, programmes should increase opportunities for face-to-face engagement and examine the potential for starting programmes pre-release. The digital literacy questionnaire developed as part of this project also provides a useful tool to use going forward.

Outcomes and impact:

Investigate options for organisations to host placements as part of the programme and for the ongoing maintenance of a post-project community for participants and volunteers. Participants should also be followed up with to track short-, medium-, and long-term outcomes to measure their progression.

Pre-release digital transition planning:

Consider structured pre-release digital transition planning to prepare prisoners for the digital realities they will encounter upon reintegration into society. This planning should include practical guidance on accessing essential digital tools, such as smartphones and laptops, as well as strategies for utilising online resources for employment, education, and social integration.

Policy Recommendations

Based on the learning and findings of the programme, several policy-focused recommendations emerge. These include:

1

The MOJ and the Prison Service should investigate options for a wider programme of support for prison leavers with access to devices, connectivity, and digital skills training.

2

Prisoners should undergo a comprehensive assessment of their digital literacy as a crucial step either within or upon leaving prison, followed by the provision of tailored access to digital skills training. This approach ensures not only the identification of their digital competencies but also facilitates their active participation in structured training programmes, significantly enhancing their ability to successfully reintegrate into a digitally evolving society.

3

The Prison Education Service must provide learning pathways that are adaptable to individual circumstances. When a need has been identified, pathways must include support to improve digital literacy.

4

MOJ and the Prison Service should examine the potential for similar programmes to begin pre-release. Alongside this, efforts should be made to expand the availability of in-cell technology for prisoners to expand learning opportunities.

5

The Government should work with employers to expand opportunities for work placements available to current or former prisoners.

6

MOJ and the probation service should review the degree to which probation officers can signpost prisoners to programmes providing devices, connectivity, and digital skills support.

Next Steps

About Us

The Digital Poverty Alliance is a charitable initiative that aims to unify action between government, industry and the third sector with the aim of ending digital poverty in the UK once and for all by 2030. We do this through advocacy, research, community building and delivery.

What's next?

As well as advocating for action on the policy findings set out in this report, we will be working with other organisations to amplify this call to action.

If your organisation would like to support this work, or similar projects supporting other groups in digital poverty, you can contact us at hello@digitalpovertyalliance.org.



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Appendix

Table 1: Psychological Scales Survey among Tech4PrisonLeavers participants

Psychological Scales	T1 Mean	T1 SD	T2 Mean	T2 SD
Wellbeing (overall score)	23.6	3.79	27.9	5.18
Perceived Competence Scale (overall score)	5.38	1.15	5.95	1.09
Aspirations Index (overall score)	5.29	0.85	6.05	0.93
Life goal 1: To grow and learn new things	5.35	0.89	6.12	0.89
Life goal 2: At the end of my life, to be able to look back on my life as meaningful and complete	5.14	0.88	5.91	1.20
Life goal 3: To choose what I do, instead of being pushed along by life	5.25	1.06	6.18	1.12
Life goal 4: To know and accept who I really am	5.54	1.10	5.90	1.15
Life goal 5: To gain increasing insight into why I do the things I do	5.30	1.05	6.12	1.15

Note: Time 1: Wellbeing and Aspirations overall scores are based on 20/23 responses and the perceived confidence overall score is based on 21/23 responses. Life goal overall scores are based on 20-21/23 responses. Time 2 overall scores are based on 11 responses.

Source: This table originally appeared in Caulfield, L., Hadjisergis, K., Stonard, K., Sadlier, S. (2023) 'Evaluation of Tech4PrisonLeavers'

Table 2: Digital Literacy Assessment among Tech4PrisonLeavers participants

Digital Literacy Assessment	T1 Mean	T1 SD	T2 Mean	T2 SD
Overall score	3.73	1.00	4.31	0.59
Foundation skills	4.07	0.93	4.52	0.60
Communicating	3.79	0.99	4.47	0.39
Handling information and content	3.77	1.01	4.28	0.55
Transacting	3.72	1.12	4.42	0.64
Problem solving	3.84	1.00	4.13	0.64
Being safe and legal online	3.47	1.10	4.02	0.77
Other	3.67	0.90	4.30	0.60

Note: Overall score based on 19/23 responses. Subscales range from 22-23/23 responses. Note: Time 2 based on 12 responses

Source: This table originally appeared in Caulfield, L., Hadjisergis, K., Stonard, K., Sadlier, S. (2023) 'Evaluation of Tech4PrisonLeavers'

Appendix

Table 3: Interview subjects for qualitative interviews

Interviewee pseudonym	Phase involved with	Role
Andrina	1 – West Midlands	Workshop/Course designer
Aquata	1 – West Midlands	Workshop/Course designer
Attina	1 – West Midlands	Workshop/Course designer
Arista	1 – West Midlands	Mentor
Ariel	2 – London	Volunteer
Adella	2 – London	Coordinator
Athena	2 – London	Volunteer
Vanessa	2 – London	Volunteer
Alana (x 2 – interviewed twice)	1 & 2 – West Midlands and London	Coordinator

Source: This table originally appeared in Caulfield, L., Hadjisergis, K., Stonard, K., Sadlier, S. (2023) 'Evaluation of Tech4PrisonLeavers'

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