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A Portuguese Model of E-learning for Prisoners as an Example of Successful Application of New Technologies in Education of Convicts: A Case Study

Abstract

The article presents a discussion on the application of e-learning in education of prisoners in Portugal. Today, e-learning has already become a significant complementation and extension of the current education offer. Avoiding application of modern technologies in education may lead to intensification of digital, social, educational and economic disparities in the society. There are also threats of complete digital exclusion of some social groups. One of those groups is formed by people serving their imprisonment sentences. A serious problem in offering the opportunity to benefit from e-learning to this particular group pertains to infrastructural disparities and availability of computer equipment and access to the Internet. Furthermore, considering the specificity of penitentiary institutions, security becomes an important issue as well. In Portugal, education of prisoners, including e-learning, has been focused on the context of life-long learning. Modern tools have been created and applied in education of prisoners and their learning processes. The projects, such as EPRIS@@ and Open University have been already in operation for some time. They can be an inspiration for prison staff members in other countries. The aim of the article is to show the solutions pertaining to e-learning dedicated to prisoners applied in Portugal as an example of the successful use of new technologies in education of convicts. The research methods include a case study. The techniques applied in the research include

document analysis, a free-form and question-targeted interviews. The following research problems have been formulated: What solutions in the field of e-learning dedicated to prisoners are applied in Portugal and how are they implemented? What are the objectives of the discussed projects? What does the course of the learning process look like, with the consideration of the applied tools? What problems are presented to prisoners? What are the weaknesses and strengths of the applied solutions? How is the evaluation of the learning outcomes achieved? What does the innovative character of the solutions applied in the field of e-learning dedicated to prisoners consist in? In order to collect the discussed material, the analysis of content, statistical data and interviews with educators working with prisoners have been used. The materials referred to in the article were collected in 2022, in the Institute Piaget and the Open University of Porto in Portugal.

K e y w o r d s: e-learning, new technologies, penitentiary system, Portugal, readaptation of convicts

Today we live in a digital world. People function in the reality where a highly dynamic development of modern technologies can be observed. Undoubtedly, this process cannot be stopped, as technological solutions have already been applied in almost all the fields of human life. Technological advancement brings numerous benefits. Although modern technologies pose a lot of challenges, they also inspire new ideas, they initiate changes and search for better solutions. At the same time, numerous dynamic changes in this area force people to adjust themselves and the resources that are used to such changes. People need to follow these transformations and constant improvement of their knowledge has already been included permanently in our activities. The lack of awareness and skills in the field of digital technologies involves serious consequences. It can cause social exclusion and largely limit or prevent social interactions, professional and academic development and communication. It is particularly dangerous for people who, due to their life situation, are not able to follow these changes. This social group includes people who serve their imprisonment sentences. The specificity of penitentiary institutions and imprisonment, as the isolation punishment with all its inconveniencies, result in the fact that prisoners function on the margins of the social life. However, it should be remembered that they will have to reintegrate with the society after they leave prison. Therefore, it is necessary to equip them with skills, knowledge and habits that will allow them to function in the world after the imprisonment punishment ends and it also refers to the digital space. Next to labour, cultural activities and sports, education of prisoners is one of the methods of working with prisoners. It is recommendable to benefit from the modern tools commonly used in digital world in that field as well. They will allow for preventing digital and social exclusion and will contribute to numerous social and individual

advantages. The use of modern technologies may become an important tool to prevent recidivisms among prisoners leaving their penitentiary institutions.

It should be noted that education of prisoners brings measurable social, individual and family advantages and it comes as a highly efficient means of social readaptation. It improves the value of former prisoners in the labour market, increases the risk of recidivism, helps to adapt to both the conditions of prison isolation and freedom after leaving the penitentiary institution, as it is a factor fostering self-development. It should be remembered that prisoners constitute a highly specific group of learners and that their life situation is highly disadvantageous. Due to crimes they have committed, they are put into prison isolation. While serving their imprisonment sentences, they have found themselves in the prison conditions that are unfavourable for people. Imprisonment is often related to the lack of any opportunities to provide work and to continue education and it means the high risk of recidivism (Machel, 2003, p. 21; Kędzierski, 2008, pp. 57–58; Deka, 2017, pp. 135–148; Sztuka, 2018, pp. 85–105; Kędzierski, 2017, pp. 125–138).

Prison reality is highly specific. The prison environment is closed and it is ruled by its own rights. The emphasis and belief that it can strongly affect education of convicts comes as a very important question. Implementing digital and educational resources that are attractive and adequate to prison reality, in order to support and motivate prisoners makes it possible to provide opportunities for development oriented toward their social reintegration (Moreira et al., 2017, pp. 39–47).

Education with the use of modern technologies comes as important complementation and extension of the current education offer. E-learning provides prisoners with an opportunity to achieve or improve their professional qualifications, to obtain the right to practice a profession and to improve their self-esteem. Hence, it is of particular importance, because it contributes to the minimization of the risk of marginalization after the end of the imprisonment. Furthermore, as a method based on advanced technological tools, e-learning facilitates the process of social rehabilitation, eliminates gaps in formal education, allows prisoners to improve their skills, qualifications and prevents or minimizes digital exclusion.

The use of digital technologies in penitentiary institutions is of fundamental significance to social reintegration of prisoners. Undoubtedly, it is worth developing digital skills in prisoners. Digital competences should be included in prison education, as today they are considered to be important elements in the process of social integration. Digital skills facilitate adaptation to the contexts, where on-line and off-line realities become intertwined and hybridised (UNESCO, 2022, p. 11).

The aim of the article is to present the solutions used in Portugal to provide e-learning to prisoners, as an example of successful application of new technologies in education of convicts. In Portugal, the long-life education of prisoners has been emphasized for many years. Modern tools have been implemented successfully in education of prisoners and their learning processes, however, not without any

problems and limitations. Higher education of prisoners seems to be particularly significant, hence new technologies are implemented to provide opportunities for acquiring education at that level to people serving their imprisonment sentences. Portugal runs the EPRIS@@ and Open University projects. They can be an inspiration to other countries that implement solutions based on Portuguese programmes, activities and experience.

Literature review

Today, e-learning is understood as learning with the use of modern technologies and digital tools. It involves a didactic process implemented outside the school environment, applied to provide new quality of learning that is achieved with the use of modern technologies and ICT solutions. E-learning comes as excellent complementation to the traditional learning process, facilitating it with the use of various modern technological tools, including computers, smartphones, tablets and the Internet. The basic assumption pertaining to the use of e-learning refers to sending and delivering data remotely in the shortest possible time. As a result, it is possible to observe the improvement of knowledge and the quality of work that is being provided, the increase in productivity and the improvement of opportunities in the labour market. The social functioning of an individual also becomes improved, along with their self-awareness. Distance education is characterised by high potential, and it reflects the specificity of the modern world. The implementation of various forms of distance education involves complex and multi-aspect activities. This implementation can be difficult to carry out, and to incorporate it into the structure of the teaching entity (Woźniak et al., 2020, p. 24; Kaliszewska-Czeremska & Matejczuk, 2013, pp. 219–235; Molga, 2015, pp. 133–139; Hashim & Tasir, 2014, pp. 267–271).

It is possible to state that e-learning is a method of acquiring knowledge and skills, which becomes a new standard in training at different levels of education provided within various structures. Distance education is an element of didactics, and it represents various features that define it. It comes as a scheduled and systematic didactic project, composed of methodological preparation, presentation of the material that is going to be studied, and supervision over the process of education. Furthermore, it also involves support to people who learn without any direct contact with their teachers. New media are applied in this process, which – through the intended implementation – participate in changes taking place in learners. In terms of its tools, resources and organisation, e-learning is an attractive form of passing knowledge in the modern world (Kuźmicz 2015, p. 52; Woźniak et al., 2020, p. 27; Siemieniecka & Siemieniecki, 2019, p. 249).

E-learning is going to become almost universal in every context of education. It refers to education and training, starting from primary school to higher education institutions, from workplace learning to professional training. In such circumstances, it looks like a magic formula that changes every course into enjoyable learning experience. There are also some other factors that have to be taken into account if a successful course of e-learning is going to be conducted, as expected by students. The critical success factors of e-learning have been analyzed thoroughly by the scientific community. The results of numerous analyses have been published, often highlighting that students' ICT skills are crucial to successful e-learning (Rui & Moreira, 2008, pp. 192–199).

Distance classes can be conducted in the synchronous or asynchronous modes. The synchronous mode means that classes are organised in real time and in the direct contact between students and teachers. It means that the simultaneous Internet connection among all the participants is required. The teacher is connected via the Internet with all the students and the classes may resemble the lessons conducted in a real classroom. The class is closely supervised by the teacher who runs the lesson, and it can be conducted with the use on Internet cameras. There are numerous education platforms with incorporated tools allowing for conducting classes in the real time. Apart from education platforms, there are also platforms and software dedicated to the organisation of videoconferences. The communication between teachers and students is implemented with the use of microphones and chat windows. The asynchronous classes are characterised by time independence that teachers and students may enjoy. Organised under this mode, the classes usually involve granting students with access to education materials, courses, tasks, presentations and tests that students have to complete by the stated deadlines. Asynchronous classes are conducted without the direct contact with the teacher, hence all the materials should be made accessible at an education platform or at any other location accessible to the course participants. The teacher communicates with students by e-mail, a chat window or a discussion forum, where various themes are collected and saved (Sendur & Kościńska, 2021, pp. 36–37).

The recognition of advantages and disadvantages of e-learning plays a significant role in the process of making decisions about its implementation (or resignation from this method) by particular entities. In this article, penitentiary entities are discussed. The awareness of strengths and weaknesses of e-learning in working with prisoners does not exclude its use. However, the aspects considered by some learners to be advantageous, might turn out to be a barrier that hinders or makes the use impossible for some other learners. If there are not any formal obstacles related to the access to the indispensable infrastructure, e-learning is a highly efficient tool in the process of education.

The advantages and disadvantages of e-learning are presented in Table 1.

Table 1

The advantages and disadvantages of e-learning

Advantages	Disadvantages
• Simplified, fast and cheap access to knowledge, education and teachers; • Travelling to classes is not required; • Each student can learn in their own pace at the time convenient to them; • Freedom in terms of topic selection; a wide range of topics to select from; • A possibility to arrange a convenient class timetable and learning adequate to students' needs and possibilities; • Free access to contact the teacher; A possibility to acquire knowledge and skills not only in the field of selected topics but also in the field of modern technologies; • A lowered level of stress due to the lack of any direct contact with the teacher; • A possibility of the formal acknowledgement of graduation from the course; a possibility of obtaining a certificate confirming the acquired competences.	• Limited possibilities to acquire soft skills; • High risk of social isolation and alienation; • Deferred feedback information that may sometimes be not fully valuable; • Limitations to the possibilities and accessibility of courses and on-line training; • Limitations to the possibilities and accessibility of courses and on-line training; • Concerns expressed by people who use modern technological solutions; • Limitations to the possibilities and accessibility of courses and on-line training; • Concerns expressed by people who use modern technological solutions; • High costs of technological solutions, including hidden costs related, for example, to work overload of students and teachers; • A classroom is actually a virtual space where the teacher is not physically present; • A necessity of applying a complex process of class scheduling; • Difficulties and challenges posed to the teachers related to the preparation of the classes that - apart from the necessity of meeting the assumed didactic objectives – must be interesting to students and they must activate them; • High requirements set for the teachers in the field of their digital competences and the necessity of their systematic improvement and development.

S o u r c e: elaborated by the Author based on specialist literature (Barros & Monteiro, 2023, pp. 1–17; Hashim & Tasir, 2014, pp. 267–271; Monteiro et al., 2015, pp. 1038–1046; Moreira et al., 2017, pp. 39–47; Siemieniecka & Siemieniecki, 2019, p. 249; Woźniak et al., 2020, p. 24).

Apart from e-learning, blended learning, a mixed mode, is also applied in pedagogical practice.

It is a modern idea which embraces the strengths of both traditional classroom teaching and new technologies, combining offline and online learning processes. It includes cooperative learning; constructive learning and computer-supported learning. Blended learning needs persistent endeavour, commitment, proper budget

and extremely motivated students and teachers to achieve the expected outcomes. As it combines different modes and therefore is of complex nature, the organisation of blended learning is a hard and challenging task. Blended learning is the concept that includes framing teaching and learning processes that incorporate both face to face teaching and ICT-aided teaching. Blended learning provides direct statement, intermediate instruction, cooperative teaching and personalized computer-aided learning (Lalima et al., 2017, pp. 129–136).

It is assumed that blended learning consists in supporting the traditional learning process with virtual classes organised with the use of selected e-learning techniques and education provided via wireless mobile devices (m-learning) (Kuźmicz, 2015, p. 53).

Blended learning is highly appreciated for its flexibility, because it allows teachers to apply various solutions in teaching and learning, with the use of digital technologies, creating didactic projects both focused on students and on teachers. One of the biggest advantages of blended learning is its flexibility. It refers to numerous fields, such as time management, teaching contents, students' interaction with resources, other students and teachers. Blended learning may offer the best elements in digital and physical reality, providing integrated and really unique experience. Combined together, the two fields mentioned previously can actually generate the third resource and provide a new integrated education experience. The basic assumption of blended learning is to comprise learning by real combination of all the types of learning environment apllied in education in the particular thematic fields, including analogue and physical environment enhanced by digital technology and virtual environment (Moreira & Horta, 2020, pp. 8–9).

Research methods and questions

The research methods include a case study (Babbie, 2019, pp. 320–321; Strumińska-Kutra, 2012, pp. 2–16; Stake, 2009, pp. 634–628; Hammersley & Atkinson, 1995, pp. 56–63). The techniques applied in the research include free-form and question-targeted interviews and document analysis (Konecki, 2000, pp. 169–170; Fontana & Frey, 2009, pp. 90–92). The following research problems have been formulated: What are the solutions applied in Portugal in the field of e-learning dedicated to education of prisoners and how are they implemented? What are the objectives of the activities undertaken in that field? How does the education process work with the use of the discussed tools? What problems are presented to prisoners? What are the weaknesses and the strengths of the applied solutions? How are the achieved outcomes evaluated? What does the innovative character consist in as far as the application of e-learning in education of prisoners is concerned?

In order to collect the discussed materials, the analysis of the content presented in the materials uploaded on e-learning platforms has been applied, along with the statistical data and interviews with educators working with prisoners. During the interviews, the Author had an opportunity to become familiar with the EPRIS@@ Project in the presence of the team of specialists responsible for the implementation of the project. The interviewees have been currently performing tasks related to the solutions applied in education of prisoners and have been responsible for working with prisoners, activities on the Moodle platform and technical issues. The materials for the article were collected in 2022 in Porto, Portugal. There are three penitentiary units, where modern technologies have been applied in education of prisoners. The solutions applied in this field are the only activities of this type implemented in Portugal, and according to their developers – they are unique on the European scale. The surveyed group consisted of the people who initiated and implemented e-learning in education of prisoners. There were six interviewees.

There have not been any hypotheses formulated. This is typical of social scientific research of exploratory nature that is focused on the phenomena that have not been analysed so far. The approach which has been assumed fosters the cognition of the reality analysed in the article in a holistic and objective way. It is not restricted by any cognitive strategies. The scientific research is of exploratory and dynamic nature. The results obtained in the course of the research are going to be verified once again. For now, the hypothesis is viewed as a scientific rigid approach toward methodology (Lofland et al., 2009). The empirical material that was collected for this research study and a review of relevant literature cannot be used for any generalisation, but they can become a good starting point for interdisciplinary research, which may allow for searching and finding effective solutions in the area discussed in this article.

The prison system in Portugal

The entity responsible for the operation of the prison system in Portugal is the General-Directorate of Reintegration and Prison Services – Direçāo-Geral de Reinserção e Serviços Prisionais (DGRSP). This is an office responsible for prevention, sentence execution, social reintegration and management of the entire penitentiary system (DGRSP, 2024; https://justica.gov.pt/).

In Portuguese prisons, the Criminal Code defines the system of criminal sanctions. It consists of a set of security and penalty rules which have been applicable for over 16 years.

This catalogue defines the main types of punishment, such as imprisonment and fine. The minimum imprisonment sentence is 1 month and the maximum is

20 years. According to the Penal Code, in some special cases prisoners may be imprisoned for 25 years. This is a limit which cannot be exceeded in any case. A fine is a penalty payment applied in relation to the regime of days. The range of fines is fixed between the minimal number of days (10) and a maximal number of days (360). A daily fine is between EUR 5 and EUR 500. Fines can be fully or partially replaced by working days. There are non-custodial sentences in the Portugal penal system. They include the following: fine, suspension of execution of the imprisonment sentence, working for the benefit for the community and admonition. The last one is a substitute penalty to a fine. Apart from that, the Freedom Security Measure is applicable. In this case, imprisonment of the suspect can be indicated. It is custodial measure carried out to apply medical treatment or security establishment for a period that may not exceed the maximum limit of the penalty corresponding to the type of crime committed, unless the crime perpetrated by the suspect is punishable by more than 8 years of imprisonment and the risk that new crimes of the same kind will be committed is so serious that the release should not be recommended. In the Portuguese system there are non-custodial security measures, such as suspension of the execution of hospitalization and freedom to proof. A penalty waiver means that the court resigns to apply a penalty if the crime is punishable by imprisonment of not more than 6 months and certain assumptions have been verified. Legal regulations also define other actions which are as well a part of a criminal sanction idea. All of them are described in details in the law documents mentioned before (DGRSP, 2024; https://justica.gov.pt/).

In the Portuguese penal system, the following principles and questions are important:
- the aim of social rehabilitation of convicts and prisoners, which is generally defined as custodial sentences;
- the principle according to which no penal sanction should result in the loss of any civil, professional or political rights;
- the principle according to which convicts sentenced to imprisonment or against whom any other safety means have been undertaken shall retain their basic legal rights, with the exclusion of limitations related to the meaning of the penal sentence and the requirements of its execution;
- the principle of priority sanctions executed within the community in which the crime has been committed or executing the imprisonment sentence;
- the principle of judicialization in application of penal measures and sanctions – intervention of social reintegration services is fully subject to judicial control of the competent judicial authorities, sentencing courts and penalty enforcing courts (DGRSP, 2024; https://justica.gov.pt/).

In the Portuguese penitentiary system, the international rules of treating prisoners are respected, including:
- Recommendation Rec(2006)2 of the Committee of Ministers to the member States on the European Prison Rules (Recomendação Rec(2006)2 – rev do

Comité de Ministros aos Estados Membros sobre as Regras Penitenciárias Europeias) constitute the obligation to provide fair treatment of prisoners (Microsoft PowerPoint – Regras Penitenciárias);

• United Nations Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules) – their main objective is to improve the situation of prisoners in the world (Regras Mínimas das Nações Unidas para o Tratamento de Reclusos; Regras de Nelson Mandela) (DGRSP, 2024; https://justica.gov.pt/).

The majority of prisons are located in the city centres. Between January 2020 and January 2021 the number of inmates decreased. The change is explained in particular by the policy of early release of detainees pursued during the fight against the proliferation of Covid-19.

There are two penitentiary institutions for women: the Tires Prison and the Santa Cruz do Bispo Prison.

Portugal is the second European country where convicts spend the most time in prison. The authority responsible for education and/or vocational training is the Ministry of Education and Higher Education (https://www.prison-insider.com; Dores et al., 2013, pp. 10–13).

The Table 2 presents some selected statistical data on the prison system in Portugal.

Table 2
The selected statistical data on the prison system in Portugal in 2022

The category to which the data refers to	Numeric data
Number of people incarcerated in Portugal	11 432
Incarceration rate per 100 000 inhabitants	111
Homicide rate per 100 000 habitants	0.8
The average length of detention	32.4 months
Budget	238 395 085
Women	6.8% of the total population of convicts
Daily meal cost per inmate	$ 3.48
Number and percentage of detainees enrolled in academic training	24.9%
Prison Staff	5 216

S o u r c e: the Author's own elaboration based on Portugal: prisons in 2022. https://www.prison-insider.com.

The Portuguese model of e-learning for prisoners
as an example of the successful application
of new technologies in education of convicts. A case study

In Portugal, two solutions have been developed in terms of the application of e-learning in education of prisoners, namely EPRIS@ i EducOnline@Pris Digital Campus. These are innovative projects supported by scientific knowledge. They come as a result of their initiators and implementers' believes in the value of education provided to prisoners, in the context of efficient social reintegration.

EPRIS@, that is: E-learning in prison, is a comprehensive and innovative project aimed at the implementation of specific methods of learning in penitentiary institutions. The fundamental aim of these methods is to involve the target group of recipients into training developing basic skills, such as reading, writing, counting and also ICT skills. The project is dedicated to social and occupational integration of women. It is possible due to the fact that EPRIS@ includes a training component and, therefore, it allows for the promotion of the future social and occupational integration. Due to the application of the cooperation method, the project integrates scientific research and social intervention. The programme comes as a result of a partnership between the Portuguese Directorate General for Reinsertion and Prison Services and the Porto's Santa Casa da Misericordia.

The project platform looks as follows (Figure 1).

Figure 1. Website of platform of EPRIS@ Project

S o u r c e: R. Barros, non-published material; EPRIS@ Aprender Online No Feminino.

The participants of the project are women aged from 26 to 56, who serve their imprisonment sentences in Porto, in Santa Cruz Do Bispo Feminino Prison (a penitentiary institution for women). The beneficiaries of the programme have completed only nine grades of their primary schools and they do not have any high competences in reading, writing, counting or skills in the field of ICT technologies.

Santa Cruz Do Bispo Feminino Prison is one of the three penitentiary institutions that operate in Porto. The choice of the prison for women to implement the programme resulted from the practical and organisational reasons. When the project was in its initial state, the Instituto Piaget had already developed valuable contacts and started cooperation with the above-mentioned penitentiary unit. According to the mission defined in the legal regulations of the Portuguese penitentiary system – Article 2 of Decree-Law No. 215 of 28th September 2012, the General Directorate of Reintegration and Prison Services aims at the progress in criminal prevention policies, execution of sentences and measures, social reintegration and the articulated and complementary management of educational and prison protection systems, ensuring conditions compatible with human dignity and contributing to the defense of the social order and peace (Vision, mission and values) (DGRSP, 2024; https://justica.gov.pt/).

The project has been implemented since 2014. The initiator of the programme is a person who was preparing their doctoral dissertation at that time. The final outcome of the researcher's scientific work was supposed to be a programme, based on which the doctoral degree would be conferred to that person. Sadly, the work was never completed. The idea of that project was, however, continued and didactic and academic employees of the Instituto Piaget presented it in A Direção-Geral de Reinserção e Serviços Prisionais (DGRSP, https://www.justica.gov.pt). The programme was eventually abandoned and all the work and the necessary procedures were stopped. Several years later, the Ministry was looking for new innovative solutions and the programme was once again sent to undergo all the required procedures. Eventually, it was approved and its implementation was commenced under the subsequent editions.

The ultimate version of the project was developed by a team of scientists, who are now the members of a scientific research unit at the Instituto Piaget: RECI – Research in Education and Community Intervention. Their scientific studies are focused on the questions related to integration and life-long learning.

The first edition was implemented during the years 2014–2016, the second one – during the years 2016–2019 and the third one – during the years 2019–2022. The coordinator of the project since its very beginning was Ms Rita Barros of the Instituto Piaget in Porto.

The idea of the EPRIS@ Project has been aimed at connecting virtual and real conditions. The implementers refer to an assumption that prisoners are deprived of their freedom, but not of an opportunity to learn. The idea is based on the potential offered by e-learning as a didactic differentiating tool that promotes

digital integration. It refers not only to gender equality for the women who are in prison but also to their future social and occupational reintegration. The project has been focused on digital literacy through the development of skills required to use ICT technologies, which allows for the development of new methodologies and educational intervention tools adequate to prisoners.

At least 7 people are responsible for organizing the process of education in each project. The project involves educators, trainers, IT specialists. They are responsible for the implementation of the particular elements of the project and they jointly decide about its form. Before the commencement of the work on the project, they are trained and prepared to work with prisoners. As they say: to make mistakes is normal, but we still change and make an effort to avoid them.

The participatory methodology has been applied in the project. The first project was a pilot study and it was better to implement it within a smaller population. The recruitment to the current project is based on voluntary participation. Still, the decision about the participation in the programme is to be made by the manager of the penitentiary unit and voluntary application of female prisoners.

It is possible to say that EPRIS@ is a b-learning project. The largest part is implemented online, but in each module and phase of the project the participants have got time for their presentations.

The third edition of the project, which lasted to the end of 2022 was just finished. Considering the social and individual benefits for prisoners and academic research advantages for scientists, next editions are planned, which are going to be complemented with some evaluation tools.

Both the first and the second editions of EPRIS@ were funded by the Instituto Piaget in Porto. All the expenses related to the implementation of the project were covered by the above-mentioned institution. The third edition was financed in a form of a grant which allowed for the implementation of the programme activities. The cost of the project was EUR 40 000. ALTIS and IT specialists from Instituto Piaget were responsible for the IT aspects of the project implementation. They developed some specific solutions in order to ensure that prisoners did not have free access to the Internet.

Implemented under the EPRIS@ project, education with the use of the Moodle platform is implemented in three phases.

The first phase is introduction. It includes general information, such as how to study online, what e-learning is, how to be an online student, how to use the Moodle platform and some information about the subsequent part of the project. It is included in a small document. It is the Pilot Phase: "Being an Online Student" module and the Office Tools.

Having obtained access to the platform, learners familiarise themselves with its content. This part of the training comprises 25 hours. Apart from the above-mentioned content, the platform also includes such elements as a questionnaire for prisoners, which enables educators to collect material for their scientific work

articles and to collect the most important data about prisoners. It also includes a forum, where prisoners can express their doubts and opinions freely. This part also includes a news forum. Furthermore, this step contains another important element, namely: a forum of personal presentation that offers the participants and educators an opportunity to introduce themselves and to provide some personal information they want to share. It should be emphasized that this step of the course is usually prepared with the participation of female prisoners. Their suggestions and observations are taken into consideration during the development and presentation of the materials.

The photograph below (Figure 2) presents a site from the Moodle platform: How to become an Online Student.

Como se tornar Estudante Online

Figure 2. Website of the Moodle platform: How to become an Online Student

S o u r c e: materials provided by R. Barros, EPRIS@ Aprender Online No Feminino.

The second phase is similar to the first phase of the project, however, the content is complemented with the questions referring to entrepreneurship and parental skills. It is the Training Continuity Phase: it includes modules from the first phase extended by:
- Communication and Expression in Portuguese;
- Parenting and Parenting Educational Styles;
- Entrepreneurship and Job Search Techniques. (during this phase, prisoners have got a teacher. The educator shows and teaches them how to find a job and how to write a CV).

The last phase is practical. Prisoners learn sewing. This part is implemented in cooperation with various enterprises, which provide sewing machines required

for the production of clothes. The third phase consists of the first modules, Sewing Workshops I and II (Modatex) and Entrepreneurship and Job Search Techniques.

The characteristics of the particular elements of the training are presented in the diagram (Figure 3).
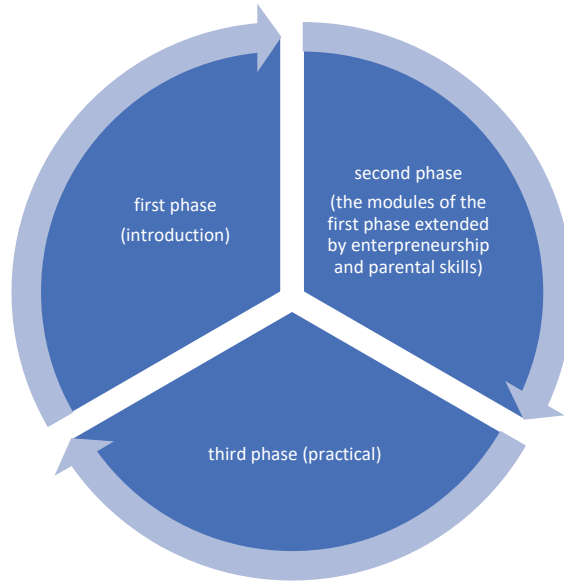

Figure 3. Elements of the training dedicated to prisoners under the framework of the EPRIS@ project

S o u r c e: the Author's own elaboration based on the collected empirical materials.

During the implementation of the EPRIS@ project, the prisoners do not have any access to the Internet. They can use the Moodle platform and download the materials for studying. There is an agenda of accessing the platform, however, it is flexible and adapted to the needs of prisoners. Prisoners can have the access in two following cases:

- when they give a presentation;
- when they ask the prison guard of technician

Prisoners have computers for their disposal but they can only use the Moodle platform with the course. When prisoners are in their cells, they have computers and they can work offline. For example inmates can prepare the presentation and do tasks to work with previously downloaded materials.

The success of the project is confirmed by the appreciation of personal and occupational benefits obtained by the participants. It is related to the fact that the team has considered individual needs and personal characteristics of the prisoners participating in the project. The results of the programme have contributed to work focused on regulations concerning the access to ICT technologies for the purposes

of distance education in prisons, which directly affects decisions made in the field of the education policy and social integration in Portugal. The applied solutions are also reflected in the policies pursued by other countries (for example, in Brazil) and they come as an inspiration for the development of their own concepts in this field.

After finishing the course and leaving prison, ex-prisoners get their certificates – diplomas. The certificates confirm that they have acquired skills and abilities to continue their education and to develop their occupational competences. After that, they may go to the specialists from CESAE: Services Center and Business Support (CESAE Digital – Desenvolvimento das Competências Digitais). In CESAE, the prisoners who have completed their courses show the relevant documents and it allows them to find a job. It is worth saying, that apart from digital resources, CESAE offers also other formative materials if the inmates want to continue their studying. The ex-prisoners obtain the professional certification.

Achieved by Rita Barros and Angelica Monteiro, the results of the scientific research on the levels of self-esteem and motivation in female prisoners participating in the training project indicate that their level of self-esteem is higher than in other research surveys. They also indicate the complementarity of the internal and external motivation for learning in prisoners. There is a correlation between the sense of self-esteem and the motivation to study. The prisoners' higher self-esteem is manifested by some better understanding of the significance of participating in on-line training and recognising external benefits that come with it. The scientists indicate that in the context of imprisonment, internal and external types of motivation do not suppress each other – quite the opposite, they become complementary. As far as the questions related to the analysed variables (age, educational competences at the start of the project, the level of education, the duration of imprisonment) are concerned, the scientists have not confirmed any relations to the sense of self-esteem. However, the Authors indicate that the longer stay in prison, the longer imprisonment sentences and the lower levels of education at the time of the apprehension of the particular prisoners can be more easily associated with the external motivation. Older prisoners had more difficulties in identifying benefits resulting from their participation in training. They also manifested some major lack in competences and commitment inhibitors. The Authors of the research study suggest that more research should be carried out with more focus on the same constructs, with larger population samples, considering the fact that a small population sample also comes as a limitation to the research. The research was focused on female prisoners, so it would be interesting to compare that sample with some male populations under the same conditions. The Authors emphasize that despite the above-mentioned limitation, the conclusions indicate the potential of on-line learning in the prison. Hence, this fact should be taken into consideration in the context of the educational policy (Barros & Monteira, 2022, pp. 837–857).

The weaknesses of this project may be observed in relation to some issues. First of all, prisoners experience moments of demotivation during the education process. Another problem is the fact that some needs expressed by prisoners are missed out in the system. It particularly refers to the lack of access to the Internet, although the prisoners need it and they would like to use it. They would also like to have more diversity. It happens that prisoners declare that they want to give up the computer training and their educators encourage them not to do it. The educators should provide systematic assistance to prisoners. If a prisoner needs help, their educator goes to the prison to provide them with assistance in using computers. In the opinions expressed by the implementers and researchers, it is possible to indicate three categories of barriers and difficulties in the implementation of the EPRIS@ project. They are presented in the diagram below (Figure 4).
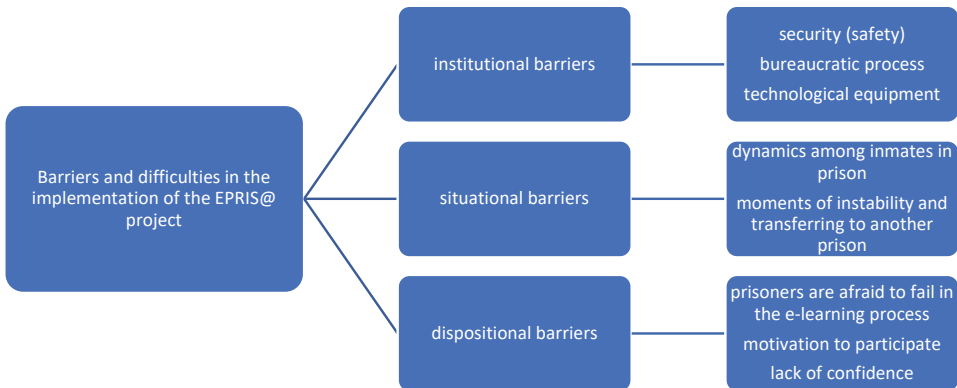

Figure 4. Barriers and difficulties in the implementation of the EPRIS@ project

S o u r c e: the Author's own elaboration.

An undeniable advantage of the EPRIS@ project is its innovative character consisting in the fact that prisoners can use computers in their cells. Another strength of the project is definitely the fact that the students can work with all the materials posted on the Moodle platform and benefit from participation, flexibility and inclusion. E-learning potential of this project offers:
- learning opportunities;
- diversification of resources;
- customisation and collaborative work.

E-learning in the field of life-long learning in the prison context and in terms of a self-concept involves:
- active learning and assuming personal responsibility for learning;
- initiative in learning and guidance for experience;
- autonomy in learning;

- confidence in the ability to carry out the new learning process with the focus on the future labor integration.

As indicated in the interviews carried out with the implementers of the EPRIS@ project, there are not any scientific surveys carried out on the further life of the ex-prisoners who have completed the programme. The implementers do not know if and to what extent the knowledge acquired by those women during the project has been used. After prisoners leave prison, the contact with the beneficiaries of the project is formally terminated. They do not undergo any further monitoring or evaluation procedures in terms of how their participation in the project has affected their ocuppational and personal life, how they use the competences they have acquired during the project in their life in freedom.

At the same time, people responsible for the implementation of the EPRIS@ observe the process continuously. They are very satisfied and surprised with the results of this project. The Project Manager says that the work produces positive results. The implementers of the EPRIS@ project have got some ideas how to improve the programme and how to change it. One of these ideas is the internalisation of the project. The educators also want to merge the EPRIS@ with other projects, such as Free Spirits ("Espíritos Livres"), which is an artistic intervention project promoted and conceived by the Terceira Pessoa Association to be implemented with inmates in the Prison Facility of Guarda (an inland region of Portugal). It is an example of how the EPRIS@ Project co-exists with other programmes. As the educators of this project declare, the project is aimed at:

- developing personal and social skills in inmates (e.g.: creativity, communication, critical thinking and resilience) through the interaction of different artistic disciplines, such as theatre, music, dance and performance;
- analysing the acceptability of the art intervention programme in the prison context;
- exploring the effectiveness of the project in promoting emotional regulation strategies and resilient coping strategies;
- analysing the potential effect of the intervention at the level of cognitive processes, namely in inhibitory control;
- identifying the benefits perceived by the professionals of the prison community at the level of personal development of inmates and the institutional atmosphere;
- presenting recommendations for the implementation of artistic intervention projects in the environment, considering the identification of barriers and facilitators underlying the context.

The project started in September 2021 and was finished in July 2022 (11 months of duration). The final conference took place in September 2022. 31 prisoners participated in the project (17 prisoners in an intervention group; 14 prisoners in a control group). 10 women and 21 men participated in the project activities (source: the Author's own elaboration based on the interviews with the project implementers).

The results of the implementation of the EPRIS@ project include, first of all, the monitoring provided by educators, advantages resulting from the participation in the training, encouraging prisoners to study, using practical aspects of knowledge, attending to the trainees' personal experience and constructing communication, sharing, knowledge, interactivity. Besides, the results of the program implementation also include: co-responsibility in training, personal self-development and using time in a valuable way, a possibility and autonomy in exploring and making one's own mistakes; time management, limitations to the access to the Internet, demotivation and anxiety, the lack of interest in certain modules, fear in handling equipment and a limited training offer.

According to the project implementers, it is possible to formulate some recommendations for the project. They include the following postulates:

- identifying the previous knowledge of the trainees, at personal, academic and professional levels;
- ensuring that the virtual learning environment offers space for collaboration and providing the monitoring of trainers;
- attending the question of the size of the learning groups;
- prioritizing the levelling of previous skills;
- involving trainees as co-authors of the training process;
- ensuring the fluency of communication among all the participants;
- ensuring that inclusion, participation and flexibility processes are always active.

As the implementers of the EPRIS@ project believe, its future is the diversification of methodologies for intervention ("peer-to-peer") and training of professionals for a possible replication of the project with the participation of women from other prisons. Combining the EPRIS@ with other projects is also an important question. These activities have been already under the implementation, as, for example, the merger with the Free Spirits and internalization of the project mentioned previously.

Concluding this part of the article, it is possible to say that in the Portuguese penitentiary system, digital education in penitentiary institutions, especially in terms of life-long learning courses and higher education, is very important. Some Portuguese scientists believe that a significant transformation has taken place in the European higher education, as a result of technical advancement and the results of the adjustment to the Bologna Process, under which education should be accessible to everyone, regardless of the reasons for social exclusion, such as imprisonment. As a result, the mass access to higher education has been provided, forcing a flexible and inclusive education offer that is focused on students (Moreira et al., 2017, pp. 39–49).

Apart from the above-mentioned EPRIS@@ project, there is another solution implemented in Portugal as an important tool of social inclusion of prisoners. Its authors and implementers have used new digital technologies and their own original tools in the fields of technology and didactic solutions to develop a unique,

pioneering and innovative digital structure, which allows prisoners to learn and to develop their competences in a way that differs from the traditional acquisition of knowledge and qualifications confirmed by a formal diploma.

At the Universidade Aberta (UAb), a Virtual Pedagogical Model (VPM) has been developed. It is a highly inclusive model. Due to its flexibility, it is possible to cater for the needs of learners who serve their imprisonment sentences. The Virtual Pedagogical Model (VPM) was constructed in 2007 and it was dedicated to learning in the virtual environment. Its main assumptions are based on some particular learning rules, such as the following: providing variety in learning, providing interaction at the levels of learner-learner, learner-teacher, learner-educational resources and content; providing education based on flexibility in terms of access to education (the priority of asynchronous communication and no imperatives or limitations in space and time); focusing education on learners, which means that learners become responsible for the active development of their own knowledge environment. The last VPM rule is education that promotes digital inclusion. It is understood as facilitating the use of digital technologies and as developing competences in the fields of analysis and production of digital information (UNESCO, 2022, p. 9).

The Virtual Pedagogical Model (VPM) at the Universidade Aberta (UAb) promotes education focused on students. Prisoner students are considered as active and responsible creators of their own knowledge. The model also fosters flexible access to education, with interaction that takes place in the time convenient to learners – and in the prison context, with non-coincidence of time and non-coincidence of space.

There is an Open University intranet platform, where prisoners have got access to all the course units and respective forums. At the end of each semester, they take their examinations physically and not virtually. The implementers of the project indicate that the beneficiaries of that model have succeeded in excellent careers due to the great effort they once made. Hence, this can change learners' lives after they leave prison.

- The educational platform of the University includes the following components:
- ON@Pris platform – a digital platform offering life-long learning courses. It constitutes the space for education and on-line training, non-formal and informal courses. It is aimed at the development of active citizenship and the increase of opportunities in the labour market;
- eLearning UAb platform – it is an Open University Digital Platform of Higher Education Courses offered in the e-learning system. It offers the possibility of acquiring scientific degrees (BA, MA and Ph.D);
- Abert's Auditorium platform – provides open-access free space offering on-line learning resources;
- Académico UA portal – provides its users with services in various fields, such as the Secretariate and Treasury. Based on the principle of self-service,

it is dedicated both to students and teachers, providing them with easy, user-friendly interface and high accessibility at any time and space (Educonline@ Pris – Universidade Aberta (https://educonlinepris.uab.pt/).

The establishment and operation of the EducOnline@Pris Digital Campus is related to a belief that education plays a key role in the reintegration of prisoners, who serve their sentences in penitentiary units and it is necessary to adjust working with those people to the requirements of the current reality.

The main aim of the Campus Educonline@Prison is the promotion of education and training in the virtual environment and development of digital skills in prisoners. Started at the beginning of November 2018, the Campus virtual portal was based on two Moodle platforms. One of them provides access to the fields of study offered at the Universidade Aberta, whereas the other one provides access to activities and courses dedicated to the population of prisoners in the field of digital skills. The second platform, ON@PRIS, offers the implementation of five training sections dedicated to prisoners in the fields of citizenship and digital competences: 1) Active Citizenship and Participation; 2) Financial Literacy and Entrepreneurship; 3) Health Literacy; 4) Digital Skills for Communication and Human Relations; and 5) Digital Competence and Citizenship.

These are training activities offered in a mixed mode, with the assistance of the ON@PRIS digital platform, which integrates the EDUCONLINE@PRIS Digital Campus. These training activities are defined in an agreement signed by the Universidade Aberta (UAb) in Portugal and Direção Geral de Reinserção e Serviços Prisionais (DGRSP). The development of a virtual campus was a complicated challenge and it required a lot of commitment from the above-mentioned institutions. At the beginning of its development, the project of the Educonline@ Pris Digital Campus included about 20 prisons in various regions of Portugal. However, the persons involved into its development hoped for the expansion of the virtual and digital campus in the future to include other penitentiary systems.

The EducOnline@Pris Digital Campus is dedicated to all prisoners in Portugal. Prisoners who learn at the higher education level account for a low percentage of the entire population of prisoners. A website of the virtual campus for the inmate population is presented below (Figure 5).

At the Open University prisoners can study to obtain degrees at the master's and doctoral levels. The process is exactly the same as for any other student applying to a university, with the completion of entrance examinations. The most important thing in this process is the assistance of a prison technician who helps to clarify all the doubts and to make contact with the university. Students have access to computers, but not to the Internet.

In addition to the higher education courses that the prisoners take, they also attend some short courses related to cinema and its pedagogical deconstruction, when watching films is usually followed by a discussion.

Figure 5. Website of a Virtual Campus for the inmate population

S o u r c e: Educonline@Pris – Universidade Aberta (https://www.educonlinepris.uab.pt/).

As it has been already mentioned, prisoners are not allowed to surf the Internet. They can only access the Moodle platform, however, the rules listed previously, including the rules of flexibility and digital inclusion, allow them to integrate and participate in regular classes, preventing their isolation in some digital "ghettoes". The assumptions of the project allow prisoners for a lot of independence. They can independently work and complete the required tasks within the programme courses they attend, using the resources accessible through the digital platform. The interaction is exclusively focused on conveying the knowledge. There are no interactions between prisoners and the rest of the virtual community, with teachers and the group they are assigned to. The student profiles allow them to access the communication space and interaction with the platform, however, they do not allow for any communication and integration with other people. Despite that limitation, prisoners can access a particular education programme and "closed" resources on the platform, where their work is assessed in various ways. Prisoners may take exams in their digital forms on the platform or they can take exams in the real environment of their penitentiary units, under the supervision of technicians who monitor the education process. Prisoners may take part in interactions, however only in the reference to the technology of the system, digital content and resources. Due to the security reasons, the interaction with other student prisoners and teachers is impossible. Prisoners have got access to the communication space and forums. They can read posts made by their classmates or teachers, but they are not allowed to respond to those posts or interact with their authors.

At present, it is difficult to provide a comprehensive evaluation of the outcomes of the Virtual Campus project, because it has been lasting for a short time and most students have not completed their courses under the selected education programmes. So far, the results of the programme have seemed encouraging, because they indicate a high level of educational success in numerous courses run at penitentiary units (UNESCO, 2022, pp. 11–12).

Validation

E-learning is an innovative method of transferring knowledge. It offers numerous advantages. E-learning can be an efficient, comprehensive and reliable tool applied to work with prisoners. Considering the fact that it still has got some flaws, it should be applied as the complementation of the traditional forms of education.

At the same time, it seems that education models and methods at schools and other education institutions do not undergo any revolutionary changes. The most probable changes shall be of evolutionary nature and and they will be based on the application of new tools, methods and knowledge sources. They will become complementary elements to the traditional model of education. The question whether a revolution is needed in formal education still remains open as well as the question referring to the impact exerted by media and technologies on relations between teachers and students, and many others. It should be emphasized that while thinking about new technologies and media, it is difficult to draw a clear line that separates them. Furthermore, the speed of changes and functional convergence result in the fact that tools and phenomena indicate numerous common features and they are intertwined (Frania, 2017, pp. 61–62).

Education of the future is based on three basic pillars. These are fraternity, equality of educational possibilities at an inclusive school and justice that guarantees fair and supportive treatment. The conditions mentioned above come as the fundamental elements for learning about human rights and, simultaneously, ensuring equal education opportunities to everyone, without discrimination, exclusion and suffering. The technologies applied in the educational process have to be helpful in achieving this objective. Their role is to support all studying people and children in their inclusion and to prepare them for the coexistence in a civil and social areas (Indellicato, 2020, p. 74).

It should be remembered that for those who serve their imprisonment sentences, education with the use of modern solutions, such as e-learning, comes as an opportunity to participate in the virtual world after they leave prison. It eliminates barriers to the access to knowledge, allows them to obtain formal qualifications and

provides them with a chance for successful occupational and social reintegration. E-learning is an important tool that prevents digital and social marginalisation of prisoners, who are under forced isolation, and limited interaction with other people. It eliminates barriers to the use of modern digital tools and comes as a form of encouragement to learn and use digital sources of knowledge. E-learning also allows prisoners to open for new educational experience and it may significantly affect their future education and the decision they make in relation to their education and occupational career after they leave prison. Digital skills can help prisoners to avoid recidivism. They can also allow them to exist in a digital world after leaving prison.

Some countries, such as Portugal, have developed systemic solutions in the areas where knowledge can be acquired. This allows inmates to catch up with the knowledge-based society and to follow the development of technology as far as possible in the conditions of prison isolation. It would be impossible without the systemic support of various entities and institutions and without the understanding of the essence of e-learning and its development in the process of educating prisoners. Application of e-learning in education of convicts is still a challenge for penitentiary systems. In addition to technical issues, there are problems related to the effectiveness of the education process, and thus didactic effectiveness, as well as security issues, which are particularly important in the case of the penitentiary system.

As the implementer of the Educonline@Pris project, education with the use of modern technologies dedicated to prisoners will bring numerous benefits. At the same time, the persons who develop and implement projects, such as the Virtual Campus discussed above, are aware of the difficulties that have to be faced, possible limitations and barriers that must be overcome. It is necessary to believe that the project is characterised by the vast potential in terms of re-education and social rehabilitation of prisoners who benefit from such education (UNESCO, 2022, pp. 11–12).

It is also worth noting that the digital world has already become not only our reality, but also an important question in the fields of interaction and information. Viewed from that perspective, the world has become smaller and some boundaries have disappeared. Mutual interactions are unavoidable and they are parts of our everyday life. Following the global progress of various structures and social resources, digital technologies should be incorporated into the process of education implemented in penitentiary units, in order to promote transformation of its processes and elements. It is necessary to guarantee more advantageous conditions that would allow prisoners to acquire higher education. It could be a real chance for them to achieve a necessary level of personal development and occupational qualifications that would increase their opportunities for the successful future. The simultaneous use of technologies and numerous didactic methods, including interaction of various aspects and technological and educational resources is needed

in order to promote high quality education in the Portuguese penitentiary units. Furthermore, it is also necessary to consider the use of the Internet and intranet and more assistance provided by teachers in the field of education activities in the context of a virtual classroom. It refers to the fact that e-learning is very flexible in terms of educational curricula and time management. It allows prisoners to continue their education after they leave prison or in other penitentiary units at any other place in the world (Moreira, et al., 2017, pp. 39–47).

The Portuguese experience related to education of prisoners indicates that those who study are generally motivated because they are able to predict a more attractive future for themselves if they achieve their academic diplomas. Despite this fact, however, their expectations are not very high, because they acknowledge the fact that their rehabilitation will be difficult, due to the stigma of being an ex-prisoner. The practice also shows that the education process has got many weaknesses and limitations, mostly due to the lack of facilities, educational and technological resources, and support from teachers (Moreira et al., 2017, pp. 37–51).

Applied in Portugal, the solutions in the field of e-learning dedicated to the education of prisoners have turned out to be an inspiration to other countries, for example, Brazil. Inspired by the EPRIS@@ project, the programme implemented there is attended by 300 female prisoners, who – due to their participation in the project – have been given chances and possibilities to improve their knowledge, to acquire new qualifications and competences also in the field of new technologies. The project partners are Universita Aberda in Porto and Alagoas University City Maceio in Brazil. The implementation of the project helps the scientists to carry out some interesting scientific studies, to expand experience and to invite new partners for international cooperation. It would be also advisable for other countries to implement and to promote the discussed solutions, projects and experience, considering the values they represent.

Conclusions

- E-learning is a complex system of activities, the participants of which represent different expectations and needs;
- The challenges faced by the knowledge-based society force people to develop their digital skills, with the consideration of the potential represented by education supported by technologies; it also refers to the education of prisoners who serve their imprisonment sentences;
- Education of prisoners is a process that prepares them to employment and affects their social reintegration;
- E-learning of prisoners represents enormous potential and values;

- Optimisation of the education process with the use of modern technologies is beneficial and profitable from the perspectives of the society, economy and prisoners themselves, including their families;
- In the Portuguese penitentiary system, the use of digital education in the process of social rehabilitation of prisoners is a priority for people who are responsible for its development and organisation;
- In Portugal, a model of working with prisoners with the use of modern technologies has been developed. Due to the possibilities provided by such technologies, it has been possible to create the Virtual Campus for the population of prisoners and to develop the EPRIS@@ project under which prisoners acquire education;
- The applied solutions have got their flaws, however, due to their evaluation it is possible to implement improvements to the operation of the projects and to increase their individual and social value, efficiency and effectiveness;
- It is worth following the models developed in Portugal to apply similar solutions, with the consideration of the specific character of the imprisonment punishment in the Polish penitentiary system. It is also worth following Portuguese experience and to implement such solutions in Poland, because they can result in measurable social, economic and individual advantages.

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Portugalski model e-learningu dla osadzonych jako przykład skutecznego zastosowania nowych technologii w edukacji skazanych. Studium przypadku

S t r e s z c z e n i e

Prezentowany artykuł dotyczy wykorzystania e-learningu w kształceniu osadzonych w Portugalii. W obecnych czasach kształcenie e-learningowe staje się istotnym dopełnieniem i często poszerzeniem już istniejącej oferty edukacyjnej. Niestosowanie nowoczesnych technologii w nauczaniu może prowadzić do pogłębienia nierówności cyfrowych, społecznych, edukacyjnych i ekonomicznych. Istnieje duże zagrożenie wykluczeniem cyfrowym niektórych grup społecznych. Jedną z nich stanowią osoby odbywające karę pozbawienia wolności. Dużym problemem w oferowaniu tej grupie edukacji zdalnej są nierówności infrastrukturalne i dostępność sprzętu oraz łączy internetowych. Ważną kwestią jest także bezpieczeństwo z uwagi na specyfikę instytucji penitencjarnej. W Portugalii od wielu lat kładzie się nacisk na kształcenie osadzonych w tym kształcenie zdalne w kontekście całożyciowego uczenia się człowieka. Tworzone są nowoczesne narzędzia wykorzystywane w nauczaniu osadzonych i w procesie ich uczenia się. Działają projekt EPRIS@ oraz Open University. Mogą być one inspiracją dla personelu więziennego innych krajów. Celem artykułu jest pokazanie jakie rozwiązania są wykorzystywane w Portugalii w zakresie e-learningu w pracy z osadzonymi

jako przykład skutecznego wykorzystania nowych technologii w kształceniu osadzonych. Wykorzystana została metoda indywidualnych przypadków. W badaniu posłużono się techniką analizy dokumentów oraz wywiad. Zostały sformułowane następujące problem badawcze: Jakie rozwiązania są wykorzystywane Portugalii w zakresie wykorzystania e-learningu w kształceniu osadzonych i jak przebiega process ich wdrożenia? Jakie są cele realizowanych przedsięwzięć? Jak przebiega proces kształcenia za pomocą stosowanych narzędzi? Jakie zagadnienia są prezentowane skazanym? Jakie są słabe i mocne strony stosowanych rozwiązań? Jak przebiega proces ewaluacji uzyskanych efektów? Na czym polega innowacyjność stosowanych rozwiązań w obszarze wykorzystania e-learningu w kształceniu osadzonych? Do zebrania prezentowanego materiału wykorzystana została analiza treści, danych statystycznych oraz wywiady z osobami pracującymi ze skazanymi. Materiał do tekstu został zebrany w 2022 roku w Institut Piaget i na Open University w Porto w Portugalii.

S ł o w a   k l u c z o w e: e-learning, nowe technologie, system penitencjarny, Portugalia, readaptacja osadzonych

Daria Becker-Pestka

Un modelo portugués de e-learning para reclusos como ejemplo de aplicación con éxito de las nuevas tecnologías en la educación de convictos. Un estudio de caso

R e s u m e n

El artículo presentado trata sobre el uso del e-learning en la educación de reclusos en Portugal. Hoy en día, el e-learning se está convirtiendo en un importante complemento y, a menudo, en una ampliación de la oferta educativa ya existente. La no utilización de las tecnologías modernas en la enseñanza puede conducir a una ampliación de las desigualdades digitales, sociales, educativas y económicas. Existe un alto riesgo de exclusión digital de determinados grupos sociales. Uno de ellos son las personas que cumplen condena en prisión. Un problema importante a la hora de ofrecer educación a distancia a este grupo son las desigualdades infraestructurales y la disponibilidad de equipos y conexiones a Internet. La seguridad también es una cuestión importante debido a la naturaleza de la institución penitenciaria. En Portugal, durante muchos años se ha hecho hincapié en la educación de los reclusos, incluida la educación a distancia en el contexto del aprendizaje humano permanente. Se están desarrollando herramientas de última generación para utilizarlas en la enseñanza de los reclusos y en su proceso de aprendizaje. El proyecto EPRIS@ y la Universidad Abierta están en funcionamiento. Pueden servir de inspiración para el personal penitenciario de otros países. El objetivo de este artículo es mostrar qué soluciones se utilizan en Portugal para el e-learning en el trabajo con reclusos como ejemplo del uso efectivo de las nuevas tecnologías en la educación de los reclusos. Se utilizó un método de estudio de casos. En el estudio se utilizó una técnica de análisis de documentos y una entrevista. Se formuló el siguiente problema de investigación: Qué soluciones se están utilizando en Portugal para el uso del e-learning en la educación de reclusos y cómo va el proceso de implantación? ¿Cuáles son los objetivos de los proyectos implementados? ¿Cómo se lleva a cabo el proceso educativo con las herramientas utilizadas? ¿Qué temas se presentan a los presos? ¿Cuáles son los puntos fuertes y débiles de las soluciones utilizadas? ¿Cómo se lleva a cabo el proceso de evaluación de los resultados obtenidos? ¿Cuál es el carácter innovador de las soluciones aplicadas en el ámbito de la utilización del e-learning en la educación de los reclusos? Para recopilar el material presentado se utilizaron análisis de contenido, datos estadísticos y entrevistas con personas que trabajan con reclusos. El material para el texto se recopiló en 2022 en el Instituto Piaget y en la Universidad Abierta de Oporto (Portugal).

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Португальская модель электронного обучения для заключенных как пример эффективного использования новых технологий в образовании заключенных. Исследование конкретного случая

А н н о т а ц и я

Представленная статья посвящена использованию электронного обучения в процессе обучения заключенных в Португалии. В настоящее время электронное обучение становится важным дополнением, а зачастую и расширением уже существующего образовательного предложения. Неиспользование современных технологий в обучении может привести к усилению цифрового, социального, образовательного и экономического неравенства. Существует высокий риск цифровой изоляции некоторых социальных групп. Одна из них - люди, отбывающие тюремное заключение. Основной проблемой при предоставлении дистанционного образования этой группе является инфраструктурное неравенство, доступность оборудования и интернет-соединения. Безопасность также является важным вопросом в силу характера пенитенциарного учреждения. В Португалии на протяжении многих лет уделяется особое внимание образованию заключенных, в том числе дистанционному, в контексте непрерывного образования человека. Разрабатываются самые современные инструменты для использования в обучении заключенных и в процессе их обучения. Работают проект EPRIS@ и Открытый университет. Они могут стать источником вдохновения для сотрудников тюрем в других странах. Цель данной статьи - показать, какие решения используются в Португалии для электронного обучения в работе с заключенными в качестве примера эффективного использования новых технологий в образовании заключенных. Использовался метод изучения конкретных ситуаций. В исследовании применялись метод анализа документов и интервью. Была сформулирована следующая проблема исследования: Какие решения используются в Португалии для применения электронного обучения в системе образования заключенных и как проходит процесс внедрения? Каковы цели реализуемых проектов? Как осуществляется образовательный процесс с помощью используемых инструментов? Какие вопросы представляются заключенным? Каковы сильные и слабые стороны используемых решений? Как осуществляется процесс оценки полученных результатов? В чем заключается инновационность применяемых решений в области использования электронного обучения в образовании заключенных? Для сбора представленного материала использовались контент-анализ, статистические данные и интервью с людьми, работающими с заключенными. Материал для текста был собран в 2022 году в Институте Пиаже и Открытом университете в Порту, Португалия.

К л ю ч е в ы е   с л о в а: электронное обучение, новые технологии, пенитенциарная система, Португалия, реадаптация заключенных