

Publications on prison education and prisoners from members of the research group Bergen Cognition and Learning Group (BCLG)

Refereed articles in international journals

- Manger, T., Hetland, J., Eikeland, O.J., Jones, L.Ø., & Asbjørnsen, A.E. (2019). Prisoners' educational motivation from the perspective of self-determination theory. Evidence from a population of Norwegian prisoners. *International Review of Education*, 66, 551-574. <https://doi.org/10.1007/s11159-020-09855-w>.
- Manger, T., Eikeland, O.J., & Asbjørnsen, A. E. (2019). Why do prisoners not participate in education? Analyses of barriers to prison education in Norway. *International Review of Education - Journal of Lifelong Learning*, 65, 711-733. <https://doi.org/10.1007/s11159-018-9724-z>
- Roth, B.B., Westrheim, K., Jones, L.Ø., & Manger, T. (2017). Academic self-efficacy, educational motives, and aspects of the prison sentence as predictors for participation in prison education. *The Journal of Correctional Education*, 68, 19-40.
- Roth, B. B., Asbjørnsen, A.E., & Manger, T. (2016). The relationship between prisoners' academic self-efficacy and participation in education, previous convictions, sentence length, and portion of sentence served. *Journal of Prison Education and Reentry*, 3, 106-121.
- Chen, X. J., Leith, H., Aarø, L. E., Manger, T., & Gold, C. (2016). Music therapy for improving mental health problems of offenders in correctional settings: Systematic review and a meta-analysis. *Journal of Experimental Criminology*. DOI 10.1007/s11292-015-9250-y
- Asbjørnsen, A.E., Eikeland, O.J., & Manger, T. (2015). Symptoms of ADHD are related to education and work experience among incarcerated adults. *Journal of Prison Education and Reentry*, 2, 18-30.
- Hetland, H., Iversen, A., Eikeland, O.J., & Manger, T. (2015). Former welfare clients in prison: Education and learning difficulties. *European Journal of Social Work*. 18, 198-210.
- Roth, B.B. & Manger, T. (2014). The relationship between prisoners' educational motives and previous incarceration, sentence length, and sentence served. *London Review of Education*. 12, 209-220.
- *Westrheim, K. & Manger, T. (2014). Iraqi prisoners in Norway: Educational background, participation, preferences and barriers to education. *Journal of Prison Education and Reentry*, 1, 6-19.
- Manger, T., Eikeland, O.J., & Asbjørnsen, A.E. (2013). Effects of educational motives on prisoners' participation in education and educational desires. *European Journal of Criminal Policy and Research*, 19, 245-257.
- Jones, L.Ø., Manger, T., Eikeland, O.J., & Asbjørnsen, A.E. (2013). Participation in prison education: Is it a question of efficacy-beliefs rather than actual skills? *Journal of Correctional Education*, 64, 41-62.
- Jones, L.Ø., Varberg, J., Manger, T., Eikeland, O.J., & Asbjørnsen, A.E. (2011). Reading and writing self-efficacy in incarcerated adults. *Learning and Individual Differences*, 22, 343-349.

- Jones, L.Ø., Asbjørnsen, A.E., Manger, T., & Eikeland, O.J. (2010). An examination of the relationship between self-reported and measured reading and spelling skills among incarcerated adults in Norway. *Journal of Correctional Education, 62*, 26-50.
- Manger, T., Eikeland, O.J., Diseth, Å., Hetland, H., & Asbjørnsen, A.E. (2010). Prison inmates' educational motives: Are they pushed or pulled? *Scandinavian Journal of Educational Research, 54*, 535-547.
- Dalen, K. & Jones, L.Ø. (2010). Ethical monitoring: conducting research in a prison setting. *Research Ethics Review 6*(1), 10-16.
- Asbjørnsen, A.E., Jones, L.Ø., Munkvold, L.H., Obrzut, J.E., & Manger, T. (2010). An examination of shared variance in self-report and objective measures of attention in the incarcerated adult population. *Journal of Attention Disorder, 14*, 182-193.
- Diseth, Å., Eikeland, O.J., Manger, T. & Hetland, H. (2008). Education of prison inmates: course experience, motivation, and learning strategies as indicators of evaluation. *Educational Research and Evaluation, 14*, 201-214.
- Hetland, H., Eikeland, O.J., Manger, T., Diseth, Å., & Asbjørnsen, A.E. (2007). Educational background in a prison population. *Journal of Correctional Education, 58*, 145-156.
- Manger, T., Eikeland, O.J., Asbjørnsen, A.E., & Langelid, T. (2006). Educational intentions among prison inmates. *European Journal of Criminal Policy and Research, 12*, 35-48.

Refereed articles in Norwegian journal

- Jones, L. & Asbjørnsen, A.E. (2018). Selvrapporterte leseferdigheter blant unge voksne i Norge [Self-reported reading skills among young adults]. *Psyche og Logos, 39*, 114-132.
- Manger, T., Eikeland, O.J. & Asbjørnsen, A.E. (2017). Innsette i fengsel under 25 år: Tek utdanning, men har vanskar med lesing, skriving, rekning og ADHD [Prisoners under 25 years of age: They participate in education, but have difficulties with reading, writing, maths, and ADHD]. *Bedre Skole., 29*, 32-39.
- Manger, T., Eikeland, O.J. og Asbjørnsen, A.E. (2017). Norske innsette: Mangelfull utdanning og risiko for utanforskap [Norwegian prisoners: lack of education and dropout risk]. *Spesialpedagogikk, 82*, 49-60.
- Asbjørnsen, A.E., Jones, L.Ø., Eikeland, O.J. & Manger, T. (2016). Spørreskjema om voksnes lesing (SLV) som screeninginstrument for leseferdigheter. Erfaringer fra bruk i en surveyundersøkelse blant norske innsatte. *Norsk Tidsskrift for Logopedi, 62*, 14-25.
- Manger, T., Eikeland, O.J., Jones, L.Ø. & Asbjørnsen, A.E. (2014). Innsette med lærevanskar ønskjer opplæring under soning [Inmates with learning difficulties wish to start education during incarceration]. *Spesialpedagogikk, 79*, 70-78.
- Manger, T., Eikeland, O.J. & Asbjørnsen, A.E. (2011). Utdanningskompetanse hos innsette i norske fengsel [Educational competence among inmates in Norwegian prisons]. *Spesialpedagogikk, 76*, 20-29.
- Eikeland, O.J., Manger, T. & Fjeldstad, J. (2007). Innsette og rett til vidaregåande opplæring [Inmates and the right to upper secondary school]. *Spesialpedagogikk, 72*, 42-47.
- Manger, T. & Eikeland, O.J. (2005). Utdanning hos innsette i fengsel [Inmates' educational level]. *Spesialpedagogikk, 70*, 13-19.

Books in Norwegian

Langelid, T. & Manger, T. (2005). *Læring bak murene. Fængselsundervisningen i Norge* [Learning behind bars. Prison education in Norway]. Bergen: Fagbokforlaget.

*Westrheim, K.G. & Eide, H.M.K. (Eds.) (2019). *Kunnskapsbasert straffegjennomføring i kriminalomsorgen i Norge* [Knowledge-based criminal services in Norway]. Bergen: Fagbokforlaget.

Book chapters in English

Jones, L. Ø., Manger, T., Langelid, T., Breivik, P. C., & Asbjørnsen, A. (2024) Evaluating Education in Norwegian Prisons: Research-Based Approaches. In McDevitt J. & Gellman, M. (Eds.), *Unlocking potentials. International Perspectives on Education in Prison*. Chapter 6. Chapter 6. Massachusetts: Brandeis University Press. ISBN 978-1-68458-191-7

Jones, L.Ø., & Manger, T. (2019). Literacy skills, academic self-efficacy, and participation in prison education. In D. Perin (Ed.), *Handbook of Adult Literacy* (pp 151-169). Hoboken, NJ: John Wiley & Sons, Inc.

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Manger, T., Asbjørnsen, A.E. & Eikeland, O.J. (2019). Utdanning i fengsel. Implikasjoner for fængselsbetjentane [Education in prison. Implications for prison officers]. In K.G. Westrheim & H.M.K. Eide (Eds.), *Kunnskapsbasert straffegjennomføring i kriminalomsorgen i Norge*. Bergen: Fagbokforlaget.

*Westrheim, K.G. & Manger, T. (2019). Utenlandske innsatte: Høy utdanningsmotivasjon men mange hinder [Foreign prisoners: High motivation for education but many barriers]. In K.G. Westrheim & H.M.K. Eide (Eds.), *Kunnskapsbasert straffegjennomføring i kriminalomsorgen i Norge*. Bergen: Fagbokforlaget.

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*Westrheim, K. & Manger, T. (Eds.) (2013). *Ethnic minority prisoners in Nordic prisons: Educational*

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- Asbjørnsen, A., Jones, L. Ø., Eikeland, O. J., Eidsvåg, S. og Manger, T: (2024). *Norske innsatte: Opplæringsbehov hos norske innsatte som har hatt tidlig kontakt med hjelpeapparatet. Rapport 1/2024*. Statsforvaltaren i Vestland. <https://www.oppikrim.no/siteassets/dokument/publikasjonar/rapport-1-2024-statsforvaltaren-i-vestland.pdf>
- Asbjørnsen, A., Jones, L. Ø., Eikeland, O. J. og Manger, T. (2023). *Kommunikasjonsferdigheter blant norske innsatte. Rapport 1/2023* Statsforvaltaren i Vestland. <https://www.oppikrim.no/siteassets/dokument/publikasjonar/statsforvaltaren-i-vestland-rapport-1-2023.pdf>
- Eikeland, O. J., Jones, L. Ø., Manger, T. og Asbjørnsen, A. (2022): *Norske innsette: Utdanning før og under soning, ønsker og planar*. Rapport 1/2022 . Statsforvaltaren i Vestland. <https://www.oppikrim.no/siteassets/dokument/publikasjonar/rapport-1-2022-web.pdf>
- Asbjørnsen, A.E., Manger, T., Jones, L.Ø., & Eikeland, O.J. (2017). *Norske innsatte: Kartlegging av lesevaner og oppmerksomhetsvaner 2015* [Norwegian prisoners: Reading difficulties and attention problems.] Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
- Eikeland, O.J., Manger, T. & Asbjørnsen, A. (2017). *Innsatte fra Albania, Litauen og Polen: Utdanning, arbeid, ønske og planer* [Prisoners from Albania, Lithuania, and Poland: Education, work, educational wishes and future plans]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
- *Westrheim, K. & Eide, H. M. K., & Jones, L. Ø. (2017). «Vi er ganske gode i hverdagen». Fengselsbetjenters fortellinger om rolle og posisjon i møte med innsatte og deres utdannings situasjon i norske fengsler. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
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- Manger, T., Eikeland, O.J., Roth, B.B., & Asbjørnsen, A.E. (2013). *Nordmenn i fengsel: Motiv for utdanning*

- [Norwegians in prison: Educational motives]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
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- *Westrheim, K. & Manger, T. (2012) (red.) *Utenlandske innsatte i nordiske fengsler. Utdanningsbakgrunn, ønsker og behov. En kvalitativ studie av innsatte fra Irak, Polen, Russland, Serbia og Somalia.* [Foreign inmates in Nordic prisons: Educational background, educational wishes and needs. A qualitative study of prisoners from Iraq, Poland, Russia, Serbia, and Somalia]. Bergen: Fylkesmannen i Hordaland, Utdanningsavdelinga.
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