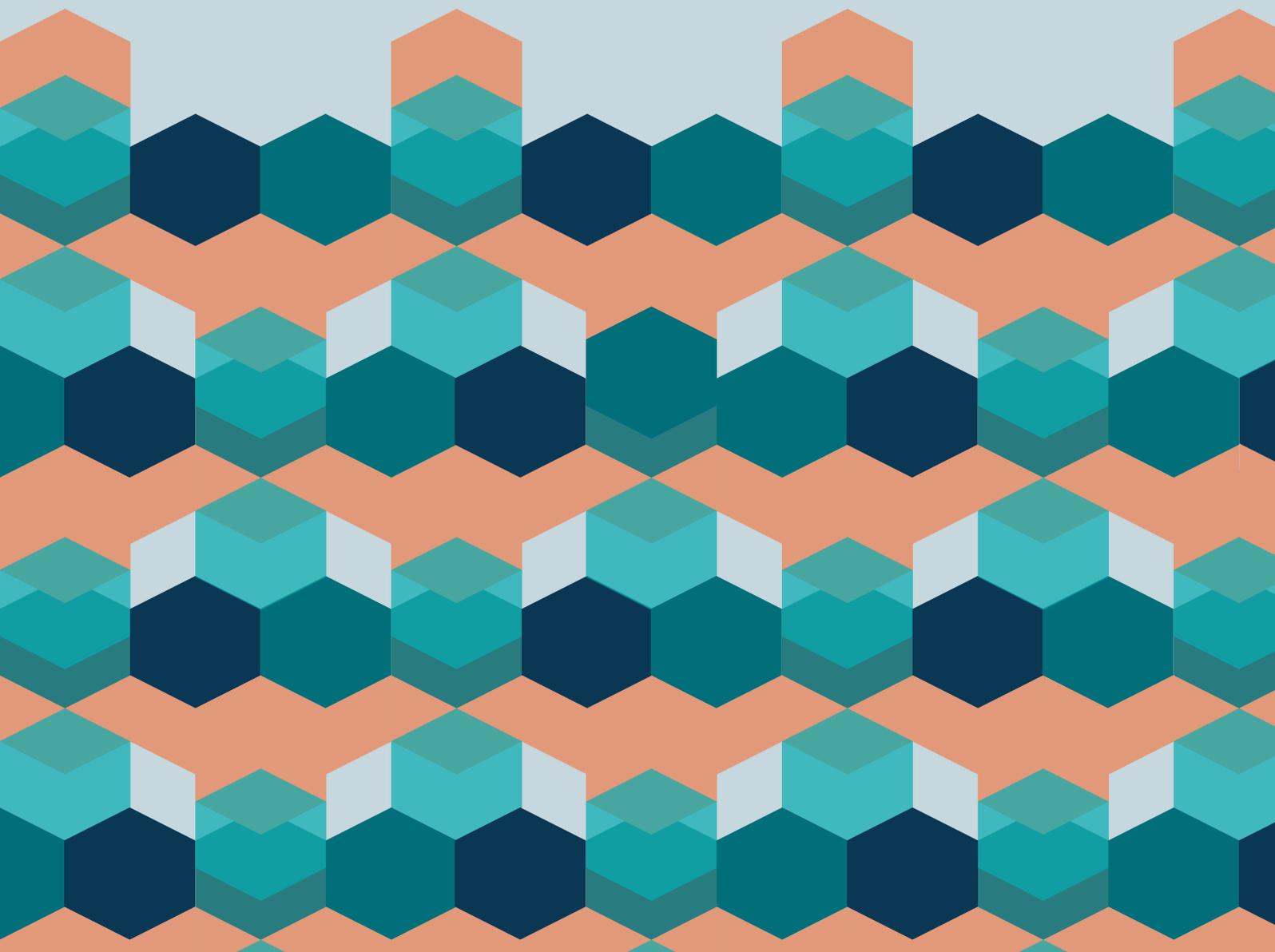


COMBINED SKILLS TRAINING MODEL "THE ENGINE"



SkillHUBS - Transnational prison up-skilling guidance and training model

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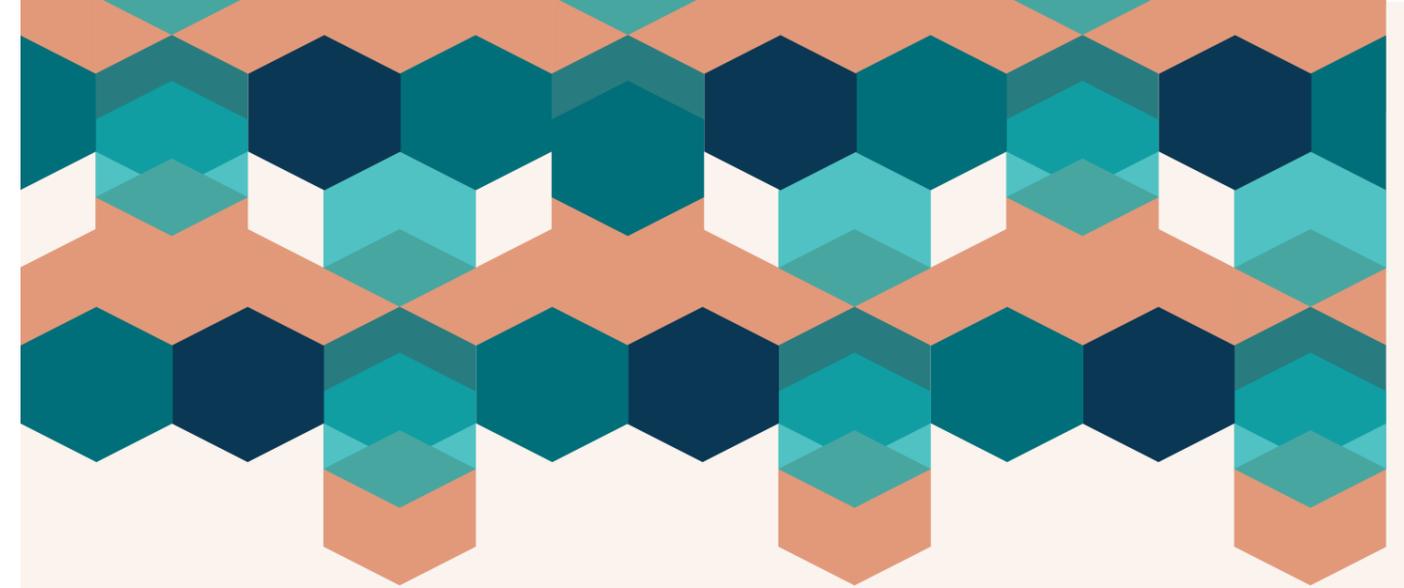
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information contained therein.



This document and set of guidelines presents all three of the Methodology elements developed as part of Work Package 3, including the Employer Skills Needs Research & Gap Analysis; Skills Training Curriculum Framework; and Individual Learner Record, collectively known as 'The Engine'. The Engine has been trialled in pilot in three different prison learning contexts (Work Package 4). This version of The Engine incorporates the resulting feedback and commentary.

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1. Introduction

1.1 The SkillHUBS Project and Model

"...the power of education is the most vital tool we have to encourage change within the individuals in prisons and to begin to transform the larger culture of the institution." (Inderbitzin, 2012, as cited in Auty et al., 2016).

"... I saw the power of education in prison ... it really opens up so many pathways of opportunities and so many pathways and discoveries about yourself as an individual ... when it comes to rehabilitation ... when it comes to reform it really does come down to you as the individual that makes that decision. But when that decision is made it's then [up] to those people around you to provide the support necessary in order for you to maintain and keep that change going but not just in prison but also when they come out ... so until society changes its perspective of prison then prison education is even more important in respect of the perspective of the individual that goes through the journey and also for society to start to understand."

David Breakspear, Active Prison Reform Campaigner, ex offender, UK, online closing conference of the SkillHUBs project, 6 October 2020, on why prison education so important.

SkillHUBS is an Erasmus+ funded transnational three-year project involving 7 partners plus associates. It has the aim of developing, piloting and disseminating innovative methods, tools and methodologies for the identification, assessment and development of selected basic and transversal skills in the European prisoner population. The project objective is to equip prison learners with basic and transversal skills enabling them to attain a more equal position in the labour market and everyday life following their release from prison. In this sense, skills learning becomes the means to the end of developing positive personal social and human capital and well-being, for instance.

Project commentary:

"Life related exercises and practical tasks were the most appreciated: using money, playing cards, practising job interviews, negotiating with others. These types of activities worked very well and were effective."

SG: "I really appreciated the job interview practice. It was something I have never done before and it will help me a lot in the future."

It is well documented in the literature that basic skills such as literacy and numeracy tend to be disproportionately low amongst prison populations compared with the general population (Hales, 2015). The influencing factors associated with this are also well documented: according to Hales, these include negative experiences of - or exclusion from - education, disruptive childhood experiences, low self-esteem and (perhaps unrecognised) special education needs.

Of relevance here, there is a marked increase in attention on the importance of a whole-person education, and the use of unaccredited learning programmes in prison education environments. Research highlights the benefits that education can bring, particularly in promoting desistance, reducing recidivism, and increasing offenders' employment chances on their release (Szifirs et al., 2018). Other notable benefits associated with prison education include improvements to mental health, well-being, and as a coping strategy (Auty et al., 2016), developing a redemption-based self-identity (Harper, 2013), or pro-social identity (McNeill et al., 2012). A review by Ellison et al., (2017: as cited in Szifirs et al.) proposes that prison education programmes can act as a refuge for offenders, relieve boredom, and create spaces for pro-social modelling and peer support.

From a broader perspective, education which delivers up-skilling outcomes benefits the economy and society. Today, basic skills are seen as essential to almost any form of employment, with skills correlated to productivity, well-being and increased health, social justice, and economic growth (Evans and Egglestone, 2019).

"When you are released from prison regardless of anything else, you are coming out with a minus against your name. [Y]ou need to come out with a fighting chance. We need to educate the society as well about the importance of education, about the importance of second chance. I think prison education is important because it allows those being failed by education system to be given another chance at education but not just because it's right thing to do but because of the humanity behind it. [E]ducation and prison education is not just important for the individual that is going through the prison system itself but it's also something that we need to use to start to educate society at the same time."

David Breakspear, Active Prison Reform Campaigner, ex offender, UK, online closing conference of the SkillHUBs project, 6 October 2020, on why prison education so important.

The SkillHUBS project aims to deliver positive impact for educators, offenders, prison staff and prison culture by introducing a transnational model, the “SkillHUBS model”. The SkillHUBS model is a collection of integrated and innovative methodologies for educators to use in designing their own locally-situated programmes for prisoner up-skilling and re-skilling where alternative approaches to traditional, formal accredited programmes are needed. The hypothesis is that prison learners’ ability to integrate into the education system, labour market and – eventually - employment will be improved. The next section provides a short descriptive overview of the model’s methodologies and how they work together.

IMPORTANT NOTE: when we refer to ‘skills’, we mean KNOWLEDGE, ATTITUDES AND SKILLS.

1.2 The SkillHUBS Model methodologies - an overview

In this phase of the multi-phase SkillHUBS project, a trilogy of integrated methodologies has been developed as the basis of the SkillHUBS model. These are:

1. Employer Skills Needs Research and Gap Analysis Methodology
2. Skills Training Curriculum Framework Methodology
3. Individual Learner Record Methodology

They are designed to be used together as an integrated teaching and learning strategy and methodology, which lends itself to local context customisation. The focus for the model is non-accredited, short, informal courses. For the purposes of the SkillHUBS pilot programme, the skill topics focus is:

Basic Skills	Literacy Numeracy ICT / Digital Skills
Transversal Skills	Complex problem-solving Creativity Critical thinking

The following Chapter, The Methodologies at a Glance, presents a more detailed discussion on how the methodologies work together as an integrated model.

Project commentary:

“Increased interest for participation from inmates, as a result of the orientation towards interactive activities, games and alternative methods to the traditional and formal approach They mentioned the fact that they don’t feel like it’s something mandatory, like other programs, but something fun that has gained their interest.”

IT: “We had to work as a team. The exercise in which we had to continue the story”.

1.3 Who is the SkillsHUB model for?

The SkillHUBS model is designed to be used by prison educators (meaning teachers, trainers, tutors, mentors, coaches, counsellors and NGOs) alongside their learners and prospective learners as co-creators, to inform the design and practice of informal learning experiences. Next, a brief description of the practice of co-creating in teaching and learning.

1.4 Co-creative teaching and learning in brief

“It is not enough to have opportunities. Opportunities need to be read as opportunities by offenders themselves.” (McPherson, 2018.)

Co-creative teaching and learning refers to the practice where learners are closely involved in and take ownership of their learning programme from design through to evaluation, working collaboratively with their educator. The design, development and evaluation process in effect becomes the learning journey or experience. It is an interactive, co-operative method which has learners creating their own programmes of learning. It is therefore a learner-centric approach which is particularly consistent with the distinctive features of adult learning identified in research (e.g., Tusting and Barton, 2003; Baddell, 2017), notably:

- Learning rises out of learners’ own experiences and is unique to them;
- Learning is more effective when it builds on existing knowledge and experience;
- Adults have their own motivations to learn;
- Adult learners tend towards self-directed and autonomous learning;
- Adults have the ability to learn how they learn, and can benefit from discussion and reflection on this;
- Most adult learning happens in response to real-life problems – adults are motivated to learn when their learning addresses immediate real life problems, actual or emerging;
- Learning emerges through action and reflection;
- Reflective learning is unique to the individual, helping people to reorganise their experiences and to ‘see’ situations in new ways.

Equally importantly, the co-creative approach lends itself to the prison education context for all the reasons expressed earlier. In many ways, the co-creative approach can be understood as positioning education as a catalyst for change. Szifirs et al., (2018) explain that “(I)in prison education, learners can be exposed to different ways of thinking and lifestyle choices. This can serve to develop meaningful concepts of a possible future self with education acting as a ‘hook’ into new ways of being and encourages new identities.” An example of this might be where an inmate starts to

think of herself as a 'learner'. Positive learning experiences stimulate engagement and, according to the Life Skills for Europe project outcomes, help in developing trust (for instance, trust between learners, between learners and educators). This is a long-term benefit which can find expression in the individual's sense of higher levels of personal autonomy, understanding of challenges and their own learning needs.

Project commentary:

"Using these alternative methods helped participants to understand better and most importantly to remember what they had learned. They were able to apply knowledge gained through the programme when they had their final evaluation. They did better than expected."

PC: "I liked the exercise when we had to use money. I needed help so that I could give the change to the client. I will be able to do it better in the future."

A further point to draw is that the Co-Creative approach directly addresses what Giordano et al., (2002) describe as the risk of assuming that a one-size-fits-all approach will work effectively (in any context). Giordano and co-workers further argue that education interventions which focus only on developing capacities and skills will also fail to deliver successful learning outcomes. Instead, the focus should be on developing social capital (see section on Theory of Change), and real-world problem-based activities which afford the learner opportunities to apply skills and practices in multiple contexts (see section on Life Skills for Europe) as part of re-formulating social identities.

1.5 Planning your programme - how will the model be used?

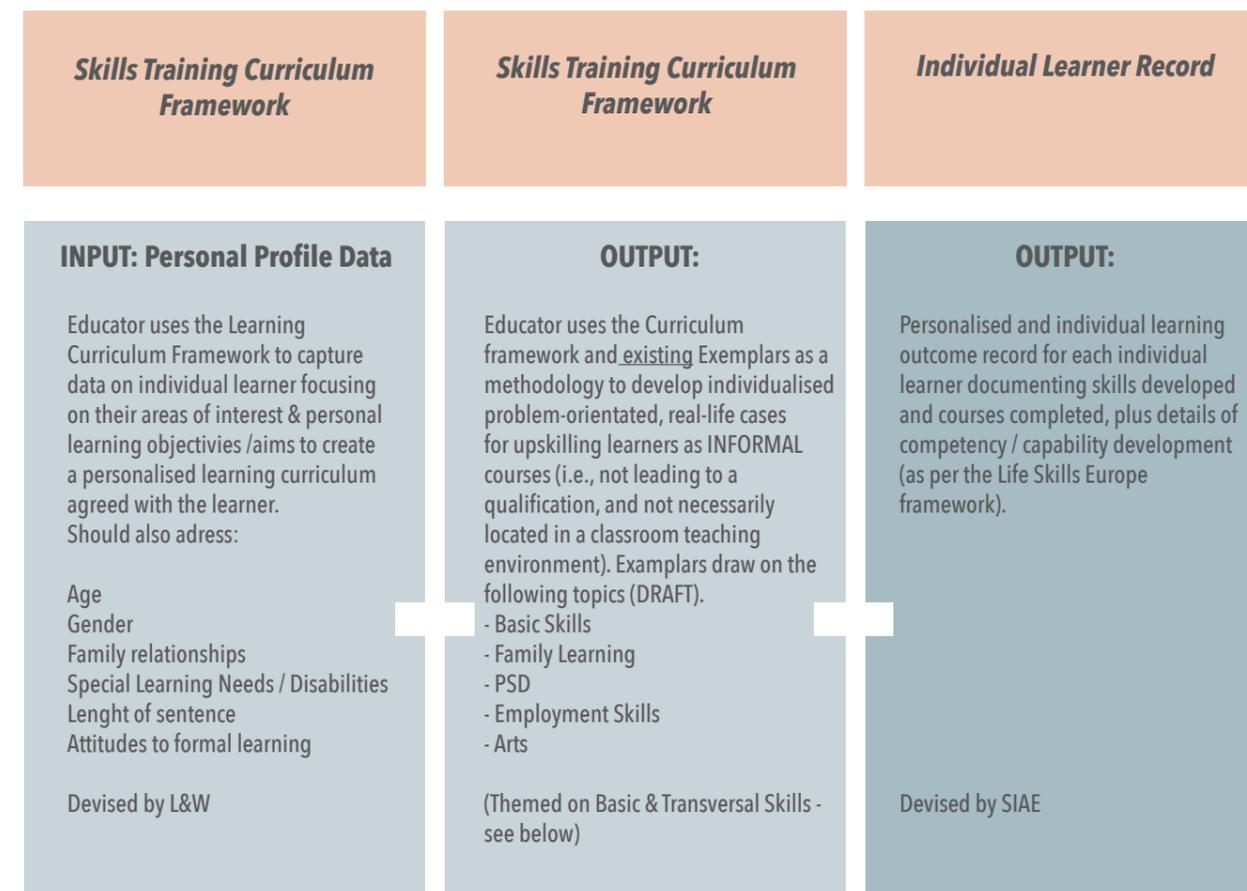
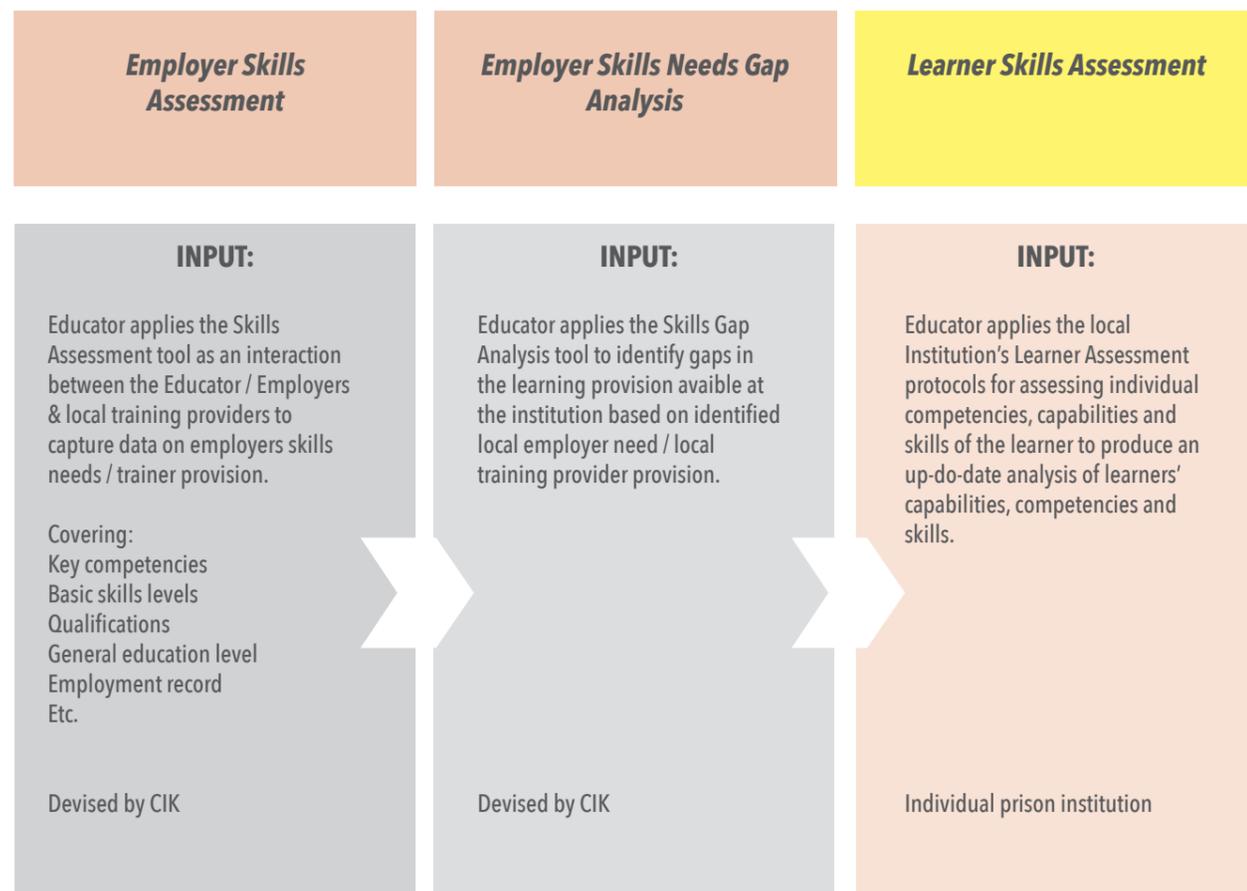
Project commentary:

"The programme in Malta offered an artistic experience to its participants through a widespread of artistic means. It was divided into three inter-linked phases where one gradually informed the other. The programme was focused on active learning through acquisition of technique, experimentation and creativity. Participants explored different creative approaches through drawing, painting, printmaking and photography over 12 sessions of 2 hrs each. They also received some basic knowledge about artists and art history and topics related to artistic contexts."

The rationale behind the SkillHUBS model is that educators can use it to plan, create and implement your own, locally and contextually situated programmes with learners, and potential learners as a theory of change exercise (see Underpinning Theoretical and Research Foundations). The following pages contain guidelines and suggestions on how to plan for and implement your programme. The model includes references to several exemplars drawn from existing courses which have been successfully delivered, and mostly in prison education environments. Educators can use both the methodologies and the exemplars as illustrations of best practice to inform the development of education programmes which are wrapped around learners themselves. An important starting point is for educators to understand what motivates – or could motivate – inmate prospective learners to change. In the following three main sections, each of the model's three methodologies are presented, discussed and illustrated, with guidelines offered on their application. The final section of this report briefly explores various strategies and tools which educators can use to evaluate programme experiences and outcomes.

2. The Methodologies at a glance

The methodologies in outline: *The Employer Skills Assessment PLUS the Gap Analysis research results are mapped to the institution's own learner skills assessments to identify personal strengths and weaknesses. These are measured against actual local labour market skills demand, and take account of the learning provision available at the institution. This information is then used to initiate the process of co-creative teaching and learning, starting with jointly agreeing with individuals on their course preferences. The Curriculum Framework is then used to co-create (with the prison learner) the course content, resources and activities specific to the individual and their context. The output from this is then recorded in the individual's personal Learner Record.*



All of these methodologies are focus on:

BASIC SKILLS (Literacy, Numeracy and ICT skills) and TRANSVERSAL SKILLS (complex problem-solving, critical thinking, and creativity). With the Skills Learning Curriculum Frameworks is agreed that Exemplars, based on existing courses, should draw on the topics of (draft list) Arts, PSD, Basic Skills in Vocational Contexts, Employment Skills and Family Learning. Sources for these are identified as L&W, Life Skills for Europe and, potentially, Prisoners' Education Trust and any other relevant organisation such as Novus.

Note: "Educator" = teacher, tutor, trainer, mentor, coach

2.1 How they work as an integrated and innovative programme

All three methodologies have been designed to work together in an integrated way. As the diagram shown earlier illustrates, each element maps into the next culminating in the Individual Learner Record.

In this way, the data that you are able to gather through research with locally-based employers on their actual skills needs for future employees can be used to provide a clear statement of exactly the types of skills that prison learners need to acquire and develop. It is also important to include in this research transversal skills such as problem-solving and creativity, rather than concentrating only on basic skills such as numeracy. According to a report by the World Economic Forum (2015), the skills that employers demand in the 21st Century can be organised into Foundational Literacies (such as Literacy, Numeracy, ICT), Competencies (such as Creativity and Critical Thinking) and Character Qualities (such as Social and Cultural Awareness). The Lifeskills for Europe report (2018) identifies 8 types of capabilities considered essential to the definition of life skills, including numeracy, literacy, personal and interpersonal capabilities. This particular framework and methodology is discussed in more detail in a following section.

The research data gathered through the application of the first methodology can be used to inform the co-development of a learning programme for individual learners. As a next step, educators can apply their institution's learner skills assessment method so that employers' stated skills needs can be compared to learners' current skills to provide an indicative measure. The SkillHUBS model does not include a template or stated method for learner skills assessment. If your institution does not have or use a particular skills assessment template then you could design one with your learners. At the end of this process, what you will have is an assessment of individual learners' skills, and information about what skills employers feel that they need. This information is used to inform the next steps – the co-design and co-development of the individual's learning programme as a mutually agreed programme in which the learner is encouraged to take ownership and responsibility for their own learning aims and objectives, progress and achievements.

The learning programme is effectively the first step in the application of the Curriculum Framework. In this Framework, the idea of a learning programme is broadened into the concept of a 'Learner Contract'. Working co-creatively with learners, content, resources, activities and practices can be designed specifically to satisfy each individual learner's (whole person) skills needs, support requirements, and personal interests and motivations, as well as addressing their strengths and weaknesses.

As you work through the learning programmes with your learners, the Individual Learner Record methodology is used to produce personal records of achievement and attainment. These should explicitly present – and demonstrate – achievements accomplished, with the intention of the prison learner being able to use this record when seeking employment on their release.

HINT: There is no need to be overly ambitious and aim to co-design an entire curriculum of courses and topics. Start with small steps, trial and test ideas, choose the ones that work best, and build on these. Experimentation is an important part of teaching and learning, particularly using the co-creative approach.

2.2 Underpinning theoretical and research foundations

Underpinning the methodologies of the co-creative model are the Theory of Change and Life Skills for Europe. Each of these is briefly discussed.

2.3 Theory of Change

There is some debate around the utility of 'Theory of Change'¹ as a methodology for planning and promoting organisational change. For instance, Mulgan (see below) argues that it tends to promote linear thinking in the sense of assuming that inputs result in outputs, and outcomes. Arguably, the label 'theory of change' could be misleading, particularly as Mulgan points out, in the use of 'of' rather than 'for'. Whilst we have adopted Theory of Change as an underpinning foundation, we do not do so uncritically. The main point of reference for this project is Champion and Noble (2016). Accordingly, the interpretation adopted here is:

"A theory of change is a tool to help you describe a project's pathway from the need you are trying to address, to the changes you want to make and what you plan to do.... It should consider and articulate the assumptions that lie behind your reasoning and address why.... your activities will lead to the outcomes you want."

This can be understood as designing a planned intervention which takes account of the context in which you work, its complexities, dependencies and inter-dependencies. Importantly, the plan should be flexible enough to adapt to changing situations, and be regarded as an iterative, frequently re-visited project. Drawing on Champion et al.'s work, the aims of the theory of change project are to bring about five positive and meaningful impacts, all of which support the desistance process:

¹ For instance, see Mulgan, G. (2016): https://www.nesta.org.uk/blog/whats-wrong-with-theories-of-change/?gclid=CjwKCAjwm-fkBRBBEiwA966fZJXJh-IyHaywv83ppwYNT7Srubrl1uw_KUFkf7PB6zvovny99QEDQBoCpZ0QAvD_BwE [Online]. Accessed 26.03.19

Well-being: *Prison as challenging, stressful, and with the risk of violence, conflict and self-harm. In this environment education is seen as a 'third space' distinct from the everyday life of prison, affording a space of safety and security. Outcomes include improved ability to cope, a sense of 'stake' in the education process and self, improved behaviour and increasing participation and engagement in available opportunity.*

Social Capital: *Learners have limited sense of belonging and community, a lack of social skills and abilities to build positive relationships. The focus here is on improving social relations with others and understanding the importance of social ties, improving ability to manage conflict, understanding the value of education, developing understanding of what constitutes normative social relations, family relations and civic life. Outcomes include trust and openness to constructively engaging with others, understanding and valuing what being part of society means and a willingness to positively contribute.*

Human Capital: *Learners can feel personally trapped, lacking self-worth, risk averse and have a poor self-identity. Emphasise the importance of personal reflection and developing self-motivational behaviours, developing personal values and esteem, and transforming identities. Outcomes include feeling empowered and understanding how and why personal identities – self-worth – needs to change as part of the desistance process. People learn to develop resilience, self-belief and feel motivated to change positively.*

Knowledge, Skills & Employability: *Learners may have poor experiences of education, lack confidence to learn, and the skills necessary to gain a job, or even the skills to maintain a job at the most basic level. Outcomes include learners who are ready to engage in employment programmes and voluntary work, and who have developed the right work attitude including valuing reliability, dependability and tenacity.*

Prison learning environment and culture: *It is acknowledged that, in general, the punitive prison culture does not encourage or support personal change and may be averse to the notion of a learning culture. One way of addressing this is the development over time of positive peer learning networks through collectively taking part in and contributing to education. In most contexts, learning can be made more effective and meaningful where, for instance, prison staff become actively involved and supportive.*

In the Co-creative Approach section, you will find guidelines on how to approach and implement a Theory of Change programme for your institution.

2.4 Life Skills for Europe²

A primary focus of the Life Skills for Europe (LSE) project was to research and critically

²The Life Skills for Europe project can be accessed in full here: <https://eaea.org/project/life-skills-for-europe-lse/?pid=3396>

evaluate examples of good teaching and learning practice which demonstrate that a learner-led approach to course design, delivery and evaluation, as well as educators' attitudes to learners, is essential to effective teaching and learning. The main work of the LSE has been to develop an approach for basic skills such as literacy, numeracy and digital skills as capabilities and which are themed as "the building blocks for individuals' opportunities in the labour market and in society as a whole." The detailed research undertaken by the LSE project has resulted in the accumulation of evidence in support of the idea that mastery of the eight capabilities (including literacy, numeracy and digital) leads to benefits in:

- Ability to actively participate in society;
- Positive effects on the individual's community and family;
- Realisation of the individual's full potential;
- Empowerment;
- Autonomy and self-efficacy;
- Participation in the labour market, and;
- Motivation to engage in further learning.

Numeracy capabilities

Recognizing, engaging with and using numerical information in everyday life - using mathematics to solve problems, describe, explain and predict what will happen.

Financial capabilities

Being able to manage money and to use the information and advice services that are required to effectively manage one's own finances.

Health capabilities

Having the necessary knowledge and competences to take care of one's own physical and mental well-being and care for others - knowing of healthcare services - understanding basic health information (e.g. medication, food packaging).

Personal and interpersonal capabilities

Self-management, self-esteem and empathy - being able to make decisions and solve problems - being able to communicate with others in a respectful way, to manage conflicts and collaborate with others across differences.

Literacy capabilities

Understanding and creating written text
- interacting with written information in daily life, at home, work and in the community
- using these capabilities to participate in civic life.

Digital capabilities

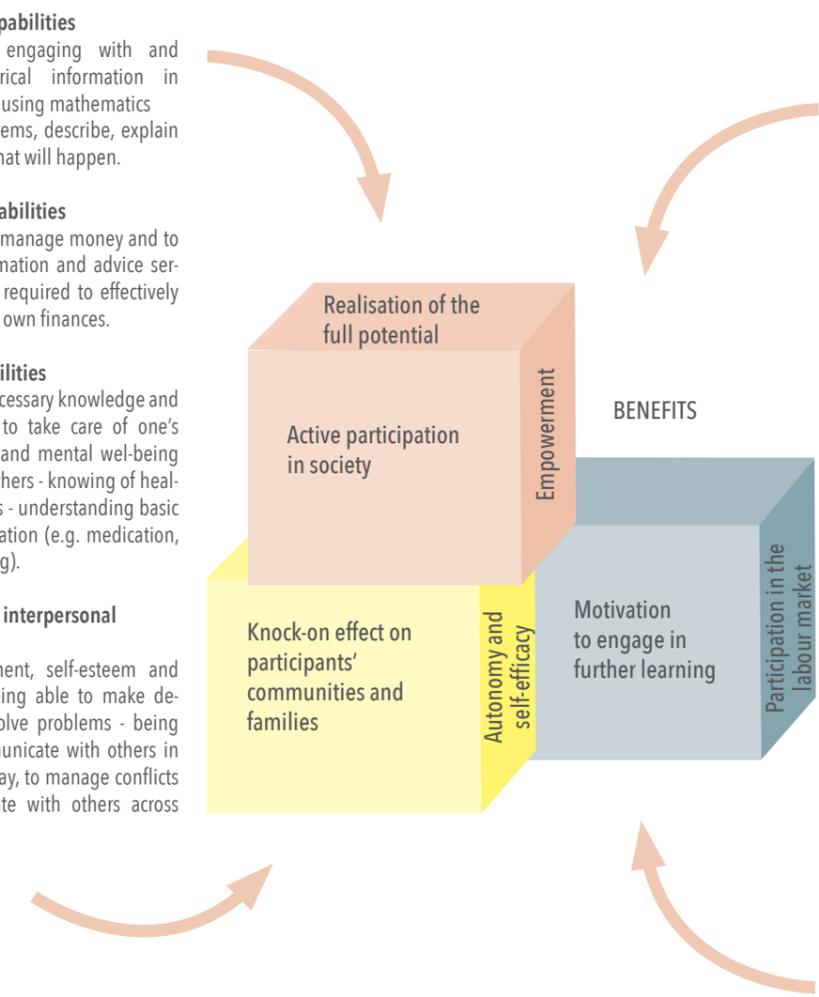
Being familiar with a computer supported and web-based environment and able to use digital tools, Media and resources, e.g. to find information, solve practical tasks, create digital content and products, and manage data - having a critical understanding of the nature, techniques and impact of media messages.

Environmental capabilities

Understanding the impact of daily actions on the environment (e.g. ways food is produced and consumed, energy, recycling, waste reduction) - understanding the concept of sustainable development and how it connects environmental, social and economic elements.

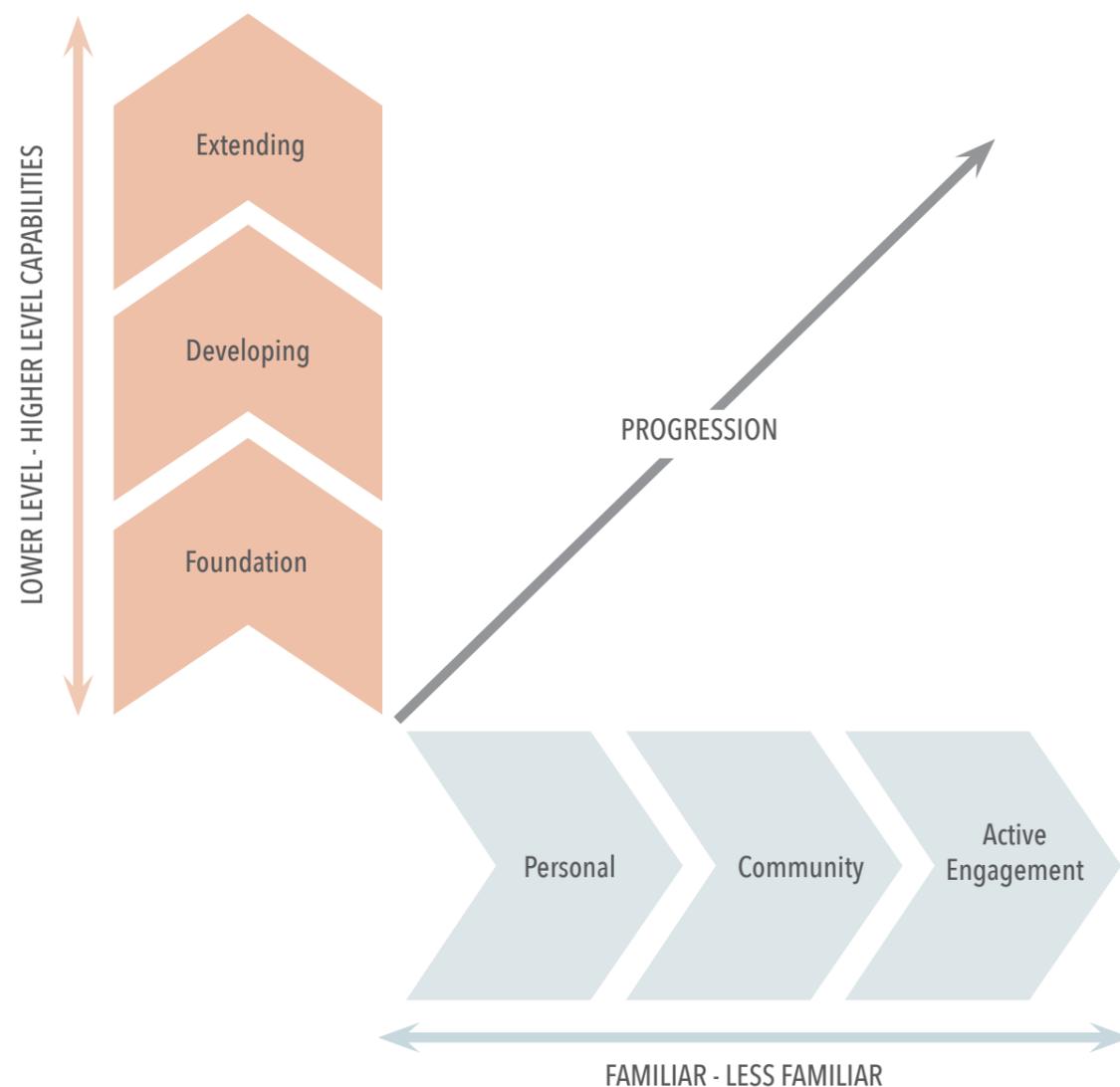
Civic capabilities

Understanding how democracy works in practice, how to participate in democratic processes and be engaged in communities - understanding and respecting religious and cultural differences.



The framework developed by the LSE project demonstrates how capabilities can be mastered through progressing learning and problem-solving from familiar contexts to less familiar contexts, and through doing so, to progress mastery from foundation level to higher level. For example, a learner might learn a basic maths principle or transaction in an educational context (e.g., in the classroom), then apply and develop that knowledge and skill in the context of vocational workshops, and then extend their knowledge and skill through its application in the context of, for instance, family visits. The more the learner is able to apply their skills learned in one context into many different contexts, the more the learner will master that skill.

PROGRESSION ASPECTS OF LSE FRAMEWORK



From the LSE framework

2.5 Challenges for prison educators

"It is not enough to have opportunities. Opportunities need to be read as opportunities by offenders themselves." (McPherson, K., 2018).

"Prisoners listen to prisoners, they don't listen to staff... I can... tell them about how great education is every day of the week but if they don't want to do it, they're not going to listen to me," (prison staff member, cited in Auty et al, 2016)

Both of these quotes, one from a prison inmate who has transformed himself into an academic while serving his sentence, the other from a member of prison education staff, illustrate the types of challenges that prison learners and educators face in prison environments. Earlier, we have referred to the benefits claimed for education in prisons (see Introduction: the SkillHUBS Project and Model), which are fairly substantiated with available evidence, yet the challenge remains. Prison learners or potential learners are more likely to have been excluded early from formal education, have poor experiences of education and /or unrecognised Special Education Needs. Inmates also tend to have lower levels of basic and pro-social skills than would be seen on average in the wider general public. All of these factors and experiences have real implications for the individual's sense of self-identity, self-worth, self-esteem, and sense of self- efficacy. Harper (2013) suggests prison inmates live by one of two narratives – condemnation where the individual blames others for faults and problems, or redemption, where the individual takes responsibility and seeks change. These can all be seen as profoundly connected with and influential to the individual's attitudes and actions towards education.

In presenting their case for a Theory of Cognitive Transformation, specific to the desistance process, Giordano and colleagues (2002) draw an important lesson, touched on earlier: education interventions in the prison context which focus only on developing capacities and skills, and a 'one-size-fits-all' approach, will not work. Interventions and programmes need to focus on Social Capital (in the subsequent section on Theory of Change, social capital refers to belonging, community and active engagement). They need to facilitate realistic opportunities to apply skills in various different contexts, including, for instance, vocational workshops (see section on Methodology 2), and be able to practice newly forming identities. In other words, the traditional knowledge transfer model used in conventional teaching is insufficient in the prison education context, particularly with respect to short and informal courses. It requires instead a whole-person and real-world problem-based, action orientated approach.

Further guidance can be drawn from a report by the Norwegian Agency for Lifelong Learning (VOX, 2018), based on a pilot of new training methods for adults in prisons: the paper notes that while all learners will have different motivations to learn, assignments which are directly related to the work place, or learning which aids general but relevant reading and writing (e.g., letter or C.V. writing) are found to be particularly effective. The ability for learners to immediately apply new skills in appropriate contexts is of paramount importance to achieving successful learning outcomes, as is access to computing equipment as a readily evidenced stimulus to learning.

In summary, the challenges that educators face in the prison context are significant, complex, and not least of all impacted by the prison environment itself: for instance, limitations and restrictions on resources, security requirements and institutional regimes. The methodologies offered here are designed to help educators in addressing these challenges, and to work to make the difference.

The next three sections present each of the individual methodologies in detail with guidelines on how to apply them to your context.

3. Methodology 1: Employer skills needs research and gap analysis

3.1 Summary: Methodology for skills assessment, skills gap assessment, skills gap analysis, and mismatches in learning provision available on prisoners' release

The SkillHubs project aims to develop a counselling and training model together with frameworks and guidelines designed to guide and facilitate inmates' education and training in the development of key competences. Using innovative methodologies and approaches, our aim is to improve and increase inmates' participatory experience in education resulting in their increased employability chances, and which will further facilitate their entry into the labour market.

This report represents the first part of a three-part skills training methodologies framework designed to introduce practical and applicable but innovative methods and approaches, with detailed guidelines for practitioners, to transform the prison education experience and outcomes for inmates. This Part One addresses methodologies for researching, capturing and analysing information from employers about their actual employee skills needs, undertaking a gap analysis, and developing approaches for maximising the onward education and training of inmates through the gate.

IMPORTANT NOTE: throughout, where we refer to 'skills' we mean Knowledge, Attitudes and Skills

Project commentary:

Experiences of researching with local employers in Slovenia

We found that the hardest part of researching local employers to find out what skills and competencies they look for in employees was getting their attention: to both take an interest in the SkillHUBS project and invest time in contributing to our research. Once we were able to engage with employers directly, we were able to get the information we needed. We applied a 4-step approach:

1. We identified those local industries which (a) had the highest level of employment; (b) had the fastest growth over the last 10 years; and/or (c) generated the highest levels of revenue. Those became our chief targets for the research. From this list, we selected 30 companies: we researched their organisational structure by visiting their company website, or by direct telephone contact in order to find the names and email addresses of the

Director or Head of Human Resources, or the business owner (depending on the company's size

2. We contacted those individuals with a polite email introducing the SkillHUBS project and an invitation to take part in our research. We informed them that we would be contacting them by telephone in the next few days. We had no response to any of these emails.

3. We telephoned each of the individuals in person and asked if they would be prepared to either fill in a survey questionnaire themselves (self-reporting), or if they would prefer to take part in a personal interview. We had more success with this part of the process, with 9 out of 30 companies contacted agreeing to take part. 8 opted for a personal interview, and 1 agreed to complete a survey questionnaire which was sent by email and returned to us the same way.

4. We visited 8 companies in person. Only 3 interviews were completed with the Director or Head of Human Resources. It became clear that to get at the level of detail that our research required - information on specific knowledge, skills, competencies and the work tasks to which these apply - we also had to interview senior managers involved in the day-to-day tasks and operations of the business, such as the works process manager. These job roles are far more likely to be knowledgeable about the specific skills and competencies - and job tasks - required of existing and future employees. This is a useful and pragmatic lesson for all those planning to carry out similar forms of employer research.

3.2 Introduction

Formal education qualifications still play a major role in the recruitment process. Key competences which are not usually taught or acquired through the formal education system have increased in importance and demand. In addition to specific vocational competences, employers now place higher value on flexible knowledge and skills, and so-called soft skills (e.g., teamwork, communication, conflict resolution). In addition to asking what a person knows and is able to do, employers increasingly ask: how does this person respond and function in certain, often unpredictable, situations in the work place? Employers want to know about people's problem-solving skills, and communications abilities. Many employers now require employees with knowledge and skills in using digital technologies, and collaborative working. For these reasons, it is the duty of every society to create a stimulating and accessible environment that enables people to gain the key competences that will help to increase their employability and inclusion in the labour market. People must also be able to

develop the knowledge, skills and values for a purposeful and equal participation in their community.

Competences are the abilities and characteristics that enable individuals to effectively perform job-specific and/or life-specific activities, while being flexible to changing job requirements. Employers determine the diverse competences required by individual job roles and work practices specific to their organisation. Vocational competences are often organised into profession-specific, job-specific and transferable (between professions and job roles). Key competences are essential for confident job performance, personal development and purposeful engagement in society.

These perspectives raise a number of questions: to what extent and how effectively can we develop competences training for adults within the adult education system? What is the employer's role? To what extent is competency development the responsibility of the individual? Specific to prison education, inmates may have restricted or limited access to education services. Research by the SkillHUBS project partners demonstrates that prison inmates' access to good education opportunities for competency development is limited for two reasons: either through a lack of available programmes, or because available programmes are not fit for purpose in terms of learner needs, and employer needs.

The SkillHUB project pilot focuses on 3 basic skills competencies - Literacy, Numeracy and ICT/Digital - and 3 transversal competencies - Complex problem solving, Critical thinking and Creativity. For defining criteria, we draw on both the Life Skills for Europe (LSE) Learning Framework (2018)³ and the Learning and Work Institute's Citizen's Curriculum⁴. The LSE Framework refers to capabilities to emphasise that skills learning is about more than learning skills: it is focused on skills, knowledge and attitudes in a whole-person approach, and draws on the Citizen's Curriculum. For simplicity, throughout we refer to competencies and capabilities inter-changeably.

Employers across Europe claim that they cannot recruit an adequate workforce for certain jobs because the candidates lack relevant competencies. As an earlier part of the SkillHUBS project identified, those competencies that form the focus for the present pilot programme have been particularly identified as being those most needed by prison inmates, as well as demanded by employers.

³ Life Skills for Europe: Learning Framework, (2018). <https://eaea.org/project/life-skills-for-europe-lse/>. Accessed 01.02.19

⁴ Citizens' Curriculum Framework, (2017), <https://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/> Accessed 15.04.19

3.3 General and transversal competencies included in the pilot

COMPETENCE	KNOWLEDGE AND SKILLS
<p>1. NUMERACY</p> <p>Numerical (sometimes referred to as Mathematical) competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. It involves the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs and charts).</p>	<ul style="list-style-type: none"> • Understands the value of numbers. • Knows basic arithmetic operations and can use them to solve real-life problems. • Can perform arithmetic operations using devices, such as a mobile phone, a calculator and a computer. • Can calculate percentages. • Knows simple questionnaires for collecting statistical data. • Can read tables. • Can edit the obtained data and display it in a chart. • Can read histograms and pie charts. • Can create a histogram and a pie chart using data from a table. • Can calculate the arithmetic mean. • Understands the meaning of pictograms he/she encounters in his/her work. • Can divide quantities and mix them in a given ratio. • Knows the difference between a relation where both variables increase or decrease in the same ratio (direct proportion) and a relation where one variable increases if the other variable decreases (inverse proportion). • Knows how to convert currencies. • Knows how to use map scales. • Can calculate the area and the circumference of a rectangle and a square and knows how to use units of length and area correctly. • Knows how to use a set square and measure an angle. • Can recognise and describe solid geometric shapes: rectangular prism, cube, cylinder, pyramid, cone, and sphere. Knows the difference between them. • Understands the mathematical concept of surface area – using a net. • Can use surface area and volume formulas when solving mathematical problems. Can check solutions in a different way.

COMPETENCE	KNOWLEDGE AND SKILLS
<p>2. LITERACY COMPETENCE or COMMUNICATION IN THE MOTHER LANGUAGE</p> <p>Literacy competency (which includes communication in the mother tongue) is the ability to express and understand concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts such as in education and training, work, home and leisure.</p>	<ul style="list-style-type: none"> • Is able to read different types of simple, short texts. • Is able to understand what he/she has read. • Is able to summarise what he/she has read. • Is able to read fluently aloud. • Can find relevant information by reading texts in different types of media (information boards, printed media). • Can read and understand formal and informal, public and private texts. • Can read and understand pictograms. • Knows how to fill in forms. • Can write simple texts correctly. • Collects, compiles and records information. • Is able to write from dictation. • Describes objects, people and places in written form. • Knows how to write electronic messages. • Knows how to write a letter. • Can communicate thoughts, aspirations, needs, and advice in an appropriate way across contexts.
<p>3. DIGITAL / ICT COMPETENCE</p> <p>Digital competence refers to basic abilities required to function in the digital world. A digitally literate individual is aware of and uses digital devices and applications, understands the laws of the digital social environment and knows how to operate within it.</p>	<ul style="list-style-type: none"> • Possesses basic information knowledge. • Knows different information systems. • Can choose programmes or applications. • Can combine various technologies and devices. • Can use e-services. • Can use cloud services. • Can install, update and uninstall applications. • Knows how to solve problems. • Can look for information online using different devices. • Can assess the reliability of information. • Knows how to communicate using digital devices. • Uses e-mail. • Is aware of and uses internet etiquette. • Can create texts. • Can create tables. • Can create presentations.

COMPETENCE

3. DIGITAL / ICT COMPETENCE

KNOWLEDGE AND SKILLS

- Can create multimedia content.
- Can take steps to protect the devices.
- Knows and follows online safety guidelines.
- Can create safety copies.
- Is aware of the importance of environmental protection.

4. CRITICAL THINKING AND PROBLEM SOLVING

A critical thinker is a person that skilfully uses a series of demanding mental processes and skills (posing questions, identifying and defining problems, comparing, sorting, deductive and inductive reasoning, argumentation, setting hypotheses, etc.). Such a person is characterised by a variety of emotional and motivational attitudes, e.g. intellectual openness, avoiding premature judgement, systematic thinking, etc.

In order to solve problems successfully, people need the ability to apply logical, structured, rational and analytical thinking as well as intuition and self-trust.

- Asks thoughtful questions (questioning).
- Analyses and appraises arguments, defines the criteria for assessment, assesses the relevance of the criteria.
- Can separate facts from opinions.
- Analyses assumptions and attitudes in individual conclusions.
- Is capable of understanding the importance and the advantage of individual measures.
- Approaches a plan in a systematic way and thinks rationally.
- Avoids emotional reasoning.
- Assesses the relevance and justification of the arguments and conclusions and avoids simplification and confusion.
- Can define concepts and problems with respect to theoretical and practical starting points.
- Checks the data when encountering ambiguities and inconsistencies.
- Finds and evaluates different sources.
- Is capable of solving problems and making decisions.
- Uses different strategies and techniques to solve open-ended problems.
- Makes decisions and reviews the consequences.
- Uses various decision-making techniques.
- Is capable of setting goals and planning the ways to achieve them.
- Maintains an open mind to alternative interpretations of events.

COMPETENCE

5. CREATIVITY

Creativity (sometimes referred to as self-initiative and entrepreneurship) as a key competence represents the realisation of an individual's idea that encompasses creativity, innovativeness, risk-taking and the ability to plan and manage projects in order to achieve a concrete goal. This competence supports individuals in the workplace in being aware of the context of their work and being able to seize opportunities. It also serves them well in their everyday lives at home and in society in general.

KNOWLEDGE AND SKILLS

- Knows the strengths and weaknesses of his/her skills and knowledge.
- Is able to set realistic goals.
- Is able to plan the steps needed to achieve the set goal.
- Overcomes obstacles with persistence and strong will. Sees obstacles as new opportunities.
- Can improve a specific problematic situation in the work environment.
- Can recognise risks and assess the degree of risks.
- Can take a realistic look at advantages and disadvantages of his/her idea and can recognise opportunities and obstacles.
- Knows how to present his/her idea or business plan to others.
- Is aware of the gradual nature of realising ideas.
- Actively follows developments in his/her professional field and updates his/her knowledge and skills.
- Can actualise his ideas.
- Is prudent in managing expenses.
- Knows how to locate financial resources.
- Is open to new ideas that will lead to the improvement of the economic situation.
- Has a clear and positive outlook on the future of business.
- Knows how to promote his/her activities in the local environment.
- Wants to improve the work process or the product.
- Defines whom he/she would ask for help in order to accomplish his/her goal.
- If he/she does not have sufficient knowledge and/or other resources to realise a task, he/she connects with others.
- Can respond to opinions and suggestions of others with reason.
- Can make compromises when realising an idea.

COMPETENCE

5. CREATIVITY

KNOWLEDGE AND SKILLS

- Shares his/her knowledge with others to achieve the set goal together.
- Can delegate tasks needed to achieve a common goal.
- Is in control of his/her emotions and treats colleagues with dignity and respect.

6. LEARNING TO LEARN

Learning to learn is the ability to pursue and persist in learning as well as to organise one's own learning, including through effective time and information management, both individually and in groups.

This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills.

Although not listed as a core topic for the Pilot programme, Learning to Learn is a recommended topic within the co-creative approach adopted in Part Two – the Curriculum Framework.

- Is aware of the importance and the benefits of lifelong learning for professional and personal development.
- Knows about different types of learning (individual, pair and group), their advantages and disadvantages.
- Becomes acquainted with and tests different memorisation techniques.
- Uses literature as a source of learning.
- Can assess his/her level of knowledge in a certain field.
- Knows and uses various learning techniques (speed-reading, mind mapping, writing down key terms, etc.).
- Can use the acquired knowledge in everyday contexts.
- Can use various sources (maps, dictionaries, books, etc.) for various purposes or learning goals.
- Persists in learning despite unpopular content, for he/she understands this knowledge will be useful.
- Knows how to eliminate distractions.
- Can assess what information he/she has or has not retained after the end of the learning process.
- Can detect obstacles to learning and thinks about how to overcome them (breaks, additional materials, additional explanations, surrounding noises, etc.).
- Keeps certificates of learning and education.

3.4 Data Collection Methods

DOCUMENTATION ANALYSIS

By analysing various documents⁵, data can be acquired along with pre-processed results and analyses which can be used to identify adults' needs for competency development, and the management of educational programme content.

With data collection and analysis, we can use primary and secondary sources. Most secondary sources are available online. When searching for sources, we must select the most up-to-date information.

Current data is often obtained from institutions such as the Employment Service, various chambers of commerce and economic associations, the Ministry of Labour, etc.

In this way data can be acquired on the number of registered companies in the municipality, the structure of the population, the working population and unemployed figures. We can also find information on adult education offers, education organisations, education programmes and their content.

INTERVIEW

A recommended method of collecting data on employers' needs is an interview using a pre-prepared questionnaire and face-to-face interviews. Interviews can be conducted as systematic, organised and direct interactions – a conversation between (usually) two people where the interviewer directs the conversation in accordance with the pre-prepared questionnaire.

An interview is an appropriate method when we want to collect data on a smaller sample (in this case, a predetermined target group of key employers in the industry, e.g., in tourism). A well conducted interview can provide an in-depth understanding of the problem. It is also a very flexible technique. We can explain and clarify any questions the interviewee may have to avoid any misunderstandings, and misleading answers. The disadvantage of this technique is that it is time-consuming.

When choosing a contact person for an interview, we should take into account the size, organisation and structure of the company. In smaller companies, this may be the owner or the director. In larger companies, this may be the supervisor, head of human resources or other company representatives responsible for making personnel decisions.

⁵ E.g., reports, legislations, strategic documents, professional standards relating to specific fields, educational programmes, the results of various evaluation and other studies and analyses etc.

For a successful dialogue, it is essential that we establish an appropriate and respectful relationship with our interviewee. We must clearly explain the purpose of the research, and how the data will be used and applied, and explain rules of confidentiality, along with the interviewee's rights. During the conversation, we must listen to the employer intently and respect his/her view.

Where there is a need for a larger number of respondents, a written questionnaire may also be considered. The questionnaire should include written instructions on what the respondent is expected to do. Questionnaires can be collected in written, printed or electronic form. The advantage of electronic questionnaires is that they are easier and faster to process. The questionnaire should be designed so that it can be used for conducting an interview on a representative sample (which is time-consuming), or for a written survey of a larger number of employers. In the latter case, preliminary testing with a small number of respondents is recommended.

When developing an evaluation form, we must consider the following:

- questions must be designed to obtain correct data;
- questions must be short and concise;
- questions must be formulated in a clear and intelligible way; interviewees must understand our intentions;
- we should not ask trivial questions;
- questions must be acceptable to the interviewee;
- questions must be encouraging or at least neutral;
- questions should not express views;
- we should omit or at least limit technical terms (the advantage of an interview is the possibility of simultaneous explanation or description);
- we must know in which case we want information on the conditions and in which case we want an opinion;
- ensure that questions ONLY focus on the topic of interest;
- avoid closed questions which require a simple 'yes' or 'no'.

An interview is conducted in the following steps:

- setting up the interview;
- meeting the interviewee and making an effort to put him/her at ease;
- informing the interviewee about the objective of the interview and giving him/her motivation to answer the questions – we explain to the interviewee what we will gain with his/her answers and what they can gain in turn. We must avoid fear of the negative consequences of answering. Sometimes it is good to promise something, such as sharing the results of the evaluation;
- explaining measures to ensure confidentiality, and clarify the interviewee's rights;

- asking questions and directing the interviewee towards stating information and articulating his/her views;
- summarising;
- closing.

The person conducting the interview should:

- encourage the interviewee to speak and participate in an active and topic-relevant way;
- direct the conversation from one topic or issue to the other;
- encourage thinking and reflection on the part of the interviewee;
- bring the conversation back to the topic if necessary.

When conducting the interview, we assume that all interviewees have an established relationship or position on questions and the research subject. We must, however, keep in mind that the positions have three components: verbal, emotional and action. The questionnaire measures only the verbal, expressive component, but not the other two. There may therefore be major or minor differences in the actual behaviour of respondents in comparison to their answers, which is why the interview is a suitable method for mediating this potential.

3.5 Analysis of employers' needs

The employability of an individual depends on their knowledge, skills, techniques and attitudes. The most effective tool for the development of individuals' competences is education and training, beginning with a careful analysis of educational needs. In times of rapid development and continuous change, it becomes more difficult to predict situations. Consequently, individuals need to learn how to use skills, their knowledge, habits and behaviours to perform predictable and unpredictable work tasks, and to be able to handle different life situations. Identifying competency needs should bear this aim in mind. In order to do this, we need up-to-date reliable information from employers. The ability to predict labour market needs allows us to provide relevant education and skills training to better insure the rehabilitation of inmates for subsequent re-integration into society and the labour market. At the same time, these analyses help planners and providers of lifelong learning in the preparation of programmes (formal and non-formal) to address structural imbalances and to promote employment.

CONDUCTING THE RESEARCH

The identification of skill and competence needs involves the following five steps:

Step 1: Economic, social and environmental analysis of the local environment.

An environmental analysis helps us understand social, economic and other trends in the local environment. Many current economic factors can be obtained from the analysis of national statistics. (For instance, in Slovenia, this is the Institute of Macroeconomic Analysis and Development. Useful data can also be obtained from the Statistical Office of the Republic of Slovenia (www.stat.si). Also representing useful sources of information are the Agency for Regional Development, the Employment Service, and economic associations, etc.) Each country will have their own equivalent organisations. For the purpose of our research, we wish to establish which are the leading industries in the region (often referred to as the 'priority industry sectors'), which generate the highest gross value added. We also seek to establish their strategic development goals and priorities.

Step 2: Creating the (research) sample – identifying a list of those that will be included in the analysis (interviewees, groups)

The sample is formed according to the economic, developmental analysis of the local environment. Based on this, we can define the job roles or sets of occupations for which we want to find out the personnel, knowledge, skills and competency needs. For the purpose of our research, we should target at least three employers from at least three main industries in the region (e.g., manufacturing industry, transport and logistics, tourism, retail, small industries, etc.) and three from a fast-growing industry where we can expect to see rapid escalation in recruitment activities (e.g., technology start-ups).

The starting point for choosing occupations is their relationship, with the help of the Standard Classification of Activities and the Standard Classification. Given the general social and educational background of prison inmates, we might wish to select occupations that require a lower level of education and which are not directly related to sensitive work duties such as working with money or children, or clients for instance.

Step 3: Preparation of a questionnaire (and testing, if we opt for a written survey).

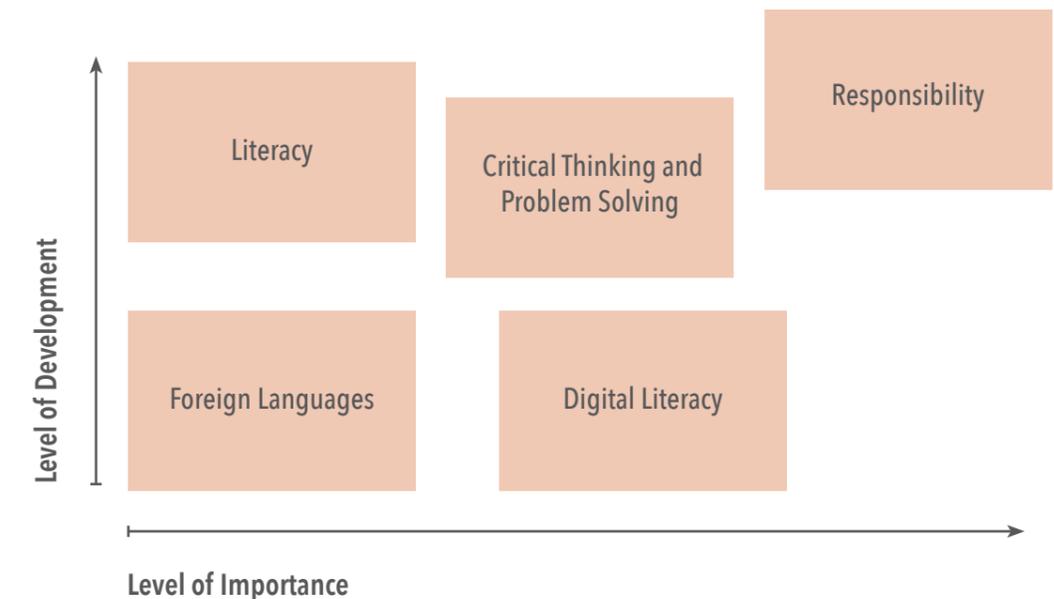
Step 4: Interviews with key employers, agents of development. In the case of a wider analysis, the analysis is carried out in the form of a written survey, which is sent to the respondents – employers in a particular industry/region.

Step 5: Analysis of responses, arrangement of competences in a 1-5 rating scale of importance as seen by employers. Given the frequency of individual components of certain competences (question 11 in the employer questionnaire), each competency

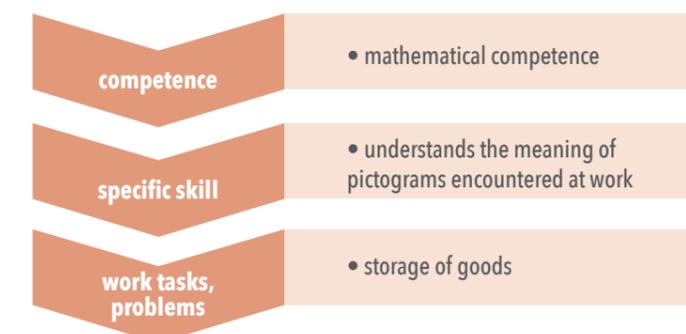
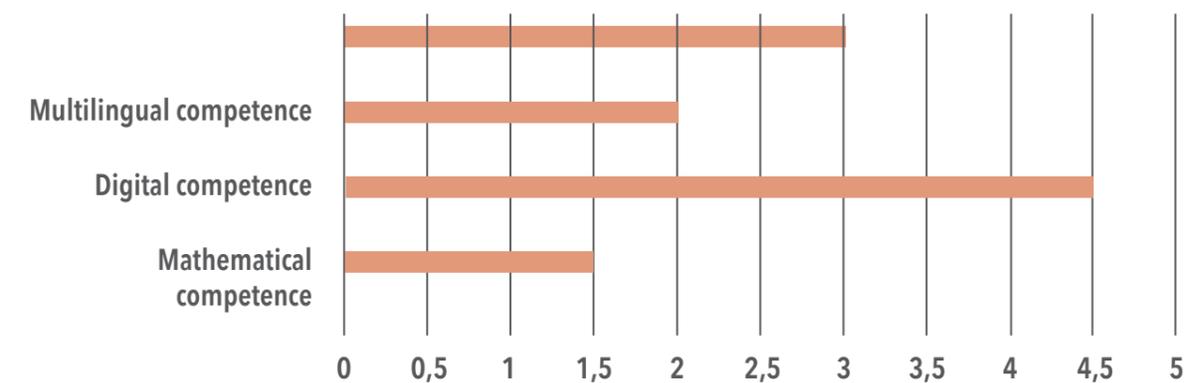
is assigned an additional rating. The results can be arranged and displayed in the form of a report.

Expected results: a list of competences sorted according to the degree of need/urgency, examples of practical work tasks for selected occupations.

An example of a results display:



BASIC COMPETENCES RANKED BASED ON IMPORTANCE (BY EMPLOYERS)



3.6 Analysis of the education offer for the improvement of basic skills

Today's society and working practices often seem to be changing faster than the formal education system's ability to adapt. In this climate, adult education is becoming increasingly important. Lifelong learning is increasingly a necessity for every member of society. The purpose of adult education is to reduce the knowledge and skills gaps of adults, helping them adapt to and keep up with technological development, new labour market demands, and to function in the modern society in a purposeful, participatory way.

Adult education can involve and appeal to people of all ages, races, lifestyles and cultural experiences. It can be customised to address the different needs of diverse groups. The development of adult education is supported by European and national policies, with the number of educational organisations and population of adults enrolled in education increasing every year.

EDUCATION AND TRAINING OF INMATES

Rehabilitation and education activities for prisoners are part of regular prison programmes, often driven by national development policies and employment strategy, and the labour market conditions. Prisoners constitute a unique group of adults in terms of education focus. For instance, poor work history and low levels of education are general features of the prison population. Their future employability is equally hindered by the common incidence of low levels of competences.

Non-formal education and training of prisoners is about involving them in education interventions designed to give them the competences, knowledge and skills that will increase their employability. Education programmes are usually run by external educational institutions or by prison staff (counsellors, mentors and trained instructors). Various programmes of formal and non-formal education and training are carried in a variety of topics.

The goal of our study is also to determine the frequency and variety of ongoing prison education programmes for the prisoners at prisons enrolled in the SkillHUBS (pilot) project. We are interested in non-formal education and training programmes that aim to develop the key competences identified on the basis of employers' demand. On finishing the programme, participants are given certificate of successful completion (Individual Learner Record) detailed their acquired knowledge and skills (competences). The prediction is that this will lead to former prisoners experiencing significantly increased employment opportunities with improved labour market access.

METHODOLOGY:

Step 1: Study of the material

To gain general information on prison education, we can consult prison annual reports, for information on the type and extent of education within the prison. Programmes can be selected, adapted or created which are designed to develop the competences identified as the most valued by employers.

Step 2: Interview with the prison staff

We can gain detailed information on the education process and outcomes by interviewing professional workers in selected prisons. Information should be set out in a table.

Example of the presentation of information on prison education

programme	service provide	topics	competences acquired in the programme	competence priority (1-5)	duration	number of participants
computer course	CIK Trebnje	Microsoft Windows, Microsoft Word, Excel, Internet and e-mail, Power point, smartphones and tablets	digital competence			

PROGRAMMES FOR THE DEVELOPMENT OF KEY COMPETENCIES

The survey on education providers and programmes for the development of key competencies is based on the study of documentation. Lifelong learning represents one of the most important sources of human capital improvement and has a significant impact on economic and social development, so the quality of information on education opportunities and lifelong learning for all groups of adults in all environments is indispensable. Education institutions pay particular attention to informing about and promoting education and education programmes. Their websites and in other promotional materials provide accurate information on the education programmes and activities at any time, mostly with an in-depth, rich description of education content, teaching methods and expected results.

METHODOLOGY

The survey includes all education providers and education programme offers in the local environment (adult education organisations, employment services, libraries, societies, etc.).

Step 1: Studying and reviewing the documentation available online – education providers' websites, education portals, reports from national institutions for adult education, etc. We select programmes that develop basic competences identified by the employers as fundamental to successful workplace performance to a greater extent.

Enter the obtained data in a table:

programme	organisation	type	competences acquitted in this programme	type of programme (formal/ non-formal)	topics	duration	cost
computer course	CIK Trebnje	public institution	digital competence	CIK Trebnje	Microsoft Windows, Microsoft Word, Excel, Internet and e-mail, Power point, smartphones and tablets		

Step 2: The information on the programmes is organised according to the competences developed. We also analyse the results in terms of accessibility and programme costs. We should bear in mind that, often, the only education programmes available to former prisoners are generally those financed from public funds and thus free of charge.

THE AVAILABILITY OF EDUCATION FOR COMPETENCE DEVELOPMENT IN THE LOCAL ENVIRONMENT



3.7 Doing gap analysis

Identification of gaps between the available education offer for basic competencies development and the needs of employers:

The results of the first part of the study are the competences required for successful functioning in the workplace, ranked in order of importance and scope.

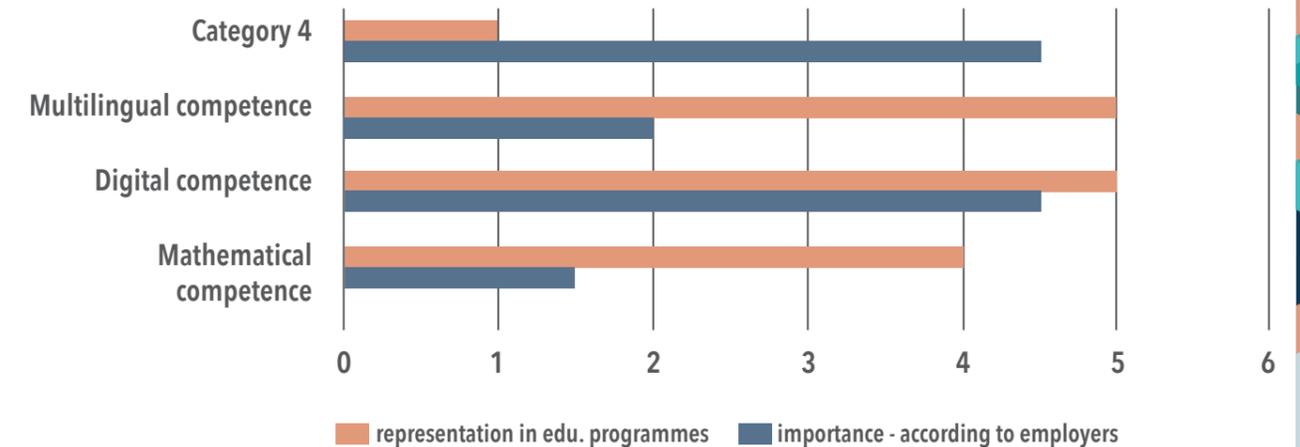
The results of the second part of the study are education programmes, and a list of competencies for which appropriate education programmes are already in place. Here we also have an assessment of the development level for each competence (to what extent the participants develop individual competencies in a particular programme).

In the third part of the study, we compare employers' skilled competency demands and the predicted results of existing education forms and programmes.

Expected results: a set of competencies and content for the development of new programmes or for reshaping / updating the existing ones specific to the local context, as well as a report highlighting gaps in the education offers specific to the development of basic and transversal competencies.

Example:

THE GAP BETWEEN THE EDUCATION OFFER AND THE IMPORTANCE OF THE COMPETENCY IN THE WORKPLACE



Example questionnaires for both employers and prison staff can be found in the Appendix.

4. Methodology 2: Skills Training Curriculum Framework

4.1 Overview of the Skills Training Curriculum Framework

“Education can, under the right circumstances, and with careful facilitation by appropriate staff, cultivate an environment for the development of positive pro-social identities. When achieved, this promotes an identity that is focused on growth and development as opposed to preoccupied with survival,” Szifirs et al. (2018).

The skills topics focus of this pilot phase of the SkillHUBS project is:

BASIC SKILLS	TRANSVERSAL SKILLS
Literacy Numeracy Digital / ICT	Complex problem-solving Critical thinking Creativity

In these skills contexts, references are made to exemplars of learning programmes which have mostly been delivered in prison contexts to support the following themes:

Family Learning	Personal Social Development
Employment Skills	Basic workplace skills
Arts	

These topics are considered in detail, with references to exemplar courses in the section on How and when to use the Skills Training Curriculum Framework. The Framework is grounded in the six dimensions of learning (Young and Perovic, 2016):

- ACQUISITION
- COLLABORATION
- DISCUSSION
- INVESTIGATION
- PRACTICE
- PRODUCTION

Each of these dimensions is core to an understanding and implementation of a co-creative practice which is discussed in more detail in the subsequent sections.

The following diagram provides an overview of the key attributes and characteristics of the Curriculum Framework methodology.

The first main component of the Framework is a co-creative approach to teaching and learning where the learner is empowered to take control of their own learning and set their own learning aims and objectives – in mutual consent with their educator. The diagram illustrates the various attributes of a co-creative methodology adapted for the prison education environment: the idea of appointing and training inmates as subject matter expert mentors, for instance; the notion of the Learner Contract; and designing time and space for reflection. Also, it allows for the idea of creating ways in which learners can immediately apply their new skills and knowledge. For instance, one way of doing this might be to ground learning in the context of real everyday life by locating learning activities within vocational workshops. This could serve two purposes: first, embedding the notion of learners as competent practitioners in their everyday lives (Tusting et al.) and, secondly, enabling skills rehearsal in familiar surroundings. In this way, new skills and knowledge can become normal, everyday routines.

Project commentary:

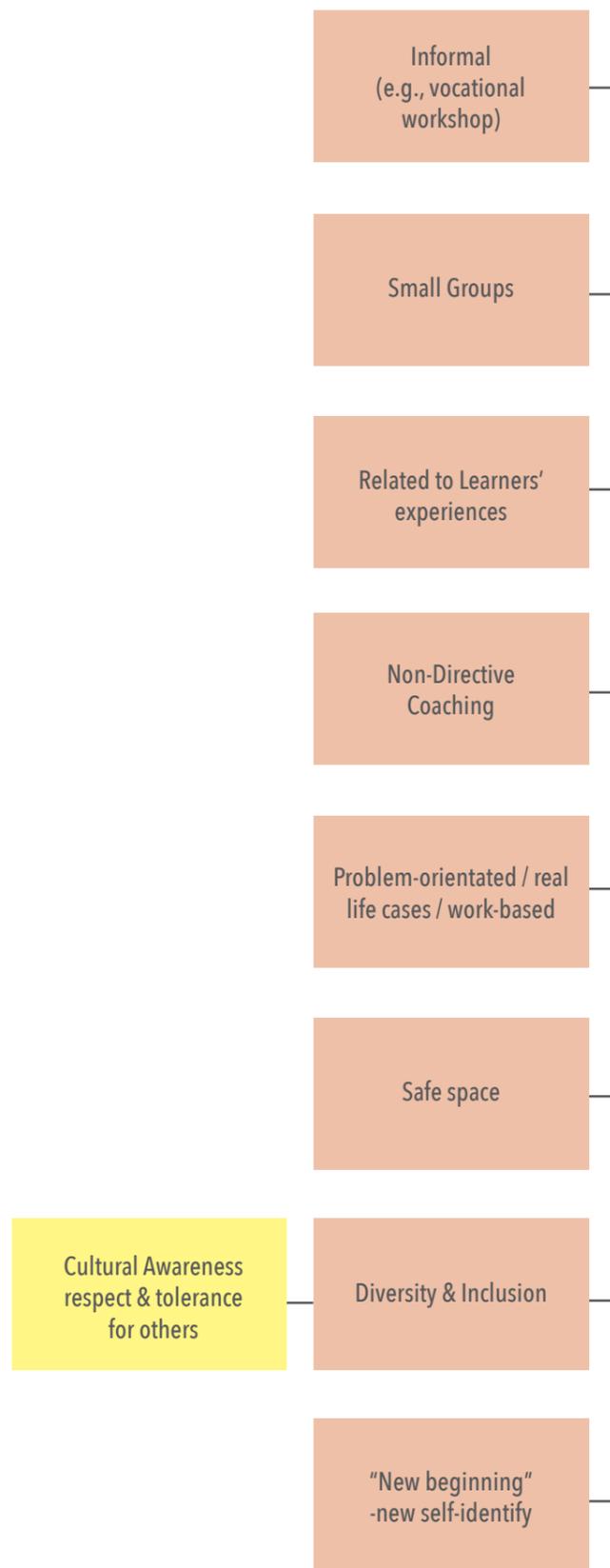
“None of the participants had been to a job interview or had complete a Curriculum Vitae. Throughout the programme exercises, they could practice together, ask questions, and gain knowledge about those aspects of job-seeking.”

SG: “I really appreciated the job interview practice. It was something I have never done before and it will help me a lot in the future.”

The second core component is the ‘Learner Experience’. A great deal of adult learning happens in response to real-life problems – combinations of action and reflection – where learning is often incidental and idiosyncratic to the learner, where reflection enables new understanding of experience and personal potential (Tusting et al.). Consequently, the facets of the learner experience are all concerned with the learning experience from the perspective of the learner, and how their experiences and knowledge are relational to the contents of the learning. Picking up on the reflection theme in particular, this is understood from the learner experience perspective as the notion of ‘safe space’ and ‘new beginning/ new self-identity’ which is the experiential aspect to the co-creative attribute of ‘Time and space to reflect’.

The diagram with its core components and attributes is not intended as a blueprint for building a teaching and learning programme. It is more of a ‘menu’ of ideas and tools which educators can select from, adapt to your own context with its unique restrictions and challenges, try out experimentally and focus on those attributes which work best.

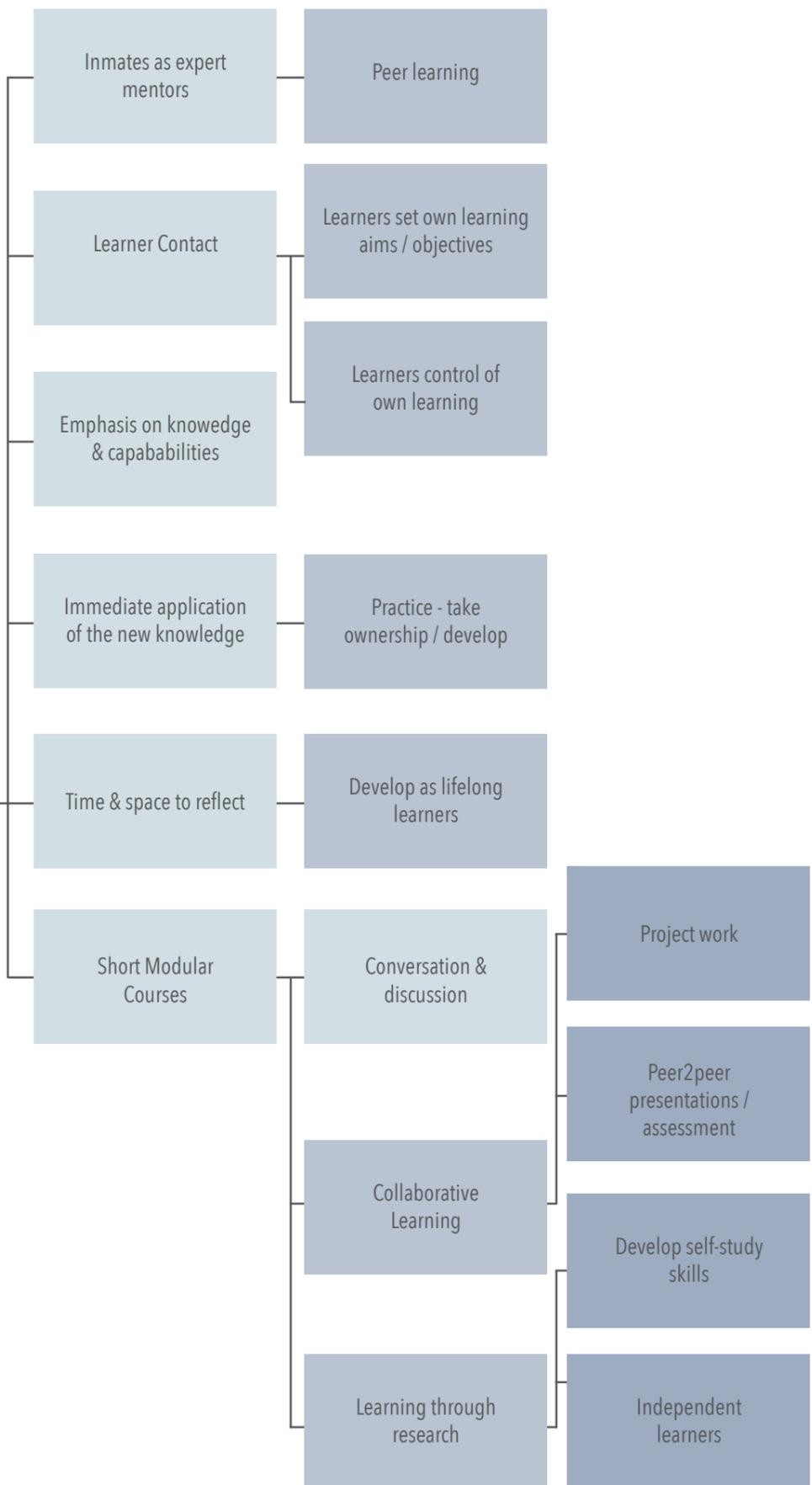
The next sections provide suggestions, recommendations and guidance on using the Framework, with references to best practice exemplars, including suggestions for a Learner Contract, and for framework implementation.



LEARNER EXPERIENCE

KEY ATTRIBUTES OF THE CF METHODOLOGY

Co-Creative Approach



4.2 A co-creative approach

In this section, we look at how the Curriculum Framework methodology works, and how you can apply it to your context. The assumption is that you will have already undertaken research on employers' skills needs, completed a gap analysis, and you have learners' skills assessments. Collectively, what this data tells you is what needs to change and why. The focus of this section is on how that information can be used to plan for and implement the change. Starting with developing a theory of change for your institution, we then progress onto an explanation of the 'methodological engine' that lies at the centre of the Framework. Next, we will consider the six dimensions of learning, with examples of methods of practice, and a short discussion on the topic of Learning to Learn.

APPLYING A THEORY OF CHANGE

The recommended approach is to apply a theory of change approach to your programme or project as a first task. As we saw earlier, the five principle outcomes that a theory of change in a prison environment aims to deliver are positive impacts on: well-being; human capital; social capital; knowledge, skills and employability; and, whole prison learning and rehabilitation culture. In a subsequent section, Themes at a Glance, we create explicit connections between the pilot learning themes/topics and the principle learning outcomes. The point made here is that learning these skills is not the sole objective of the project, but rather to achieve the identified learning outcomes. The aim is to use this methodology to understand and apply the information you have collected through the employer skills needs and gap analysis research, and inmates' skills assessments to develop a plan of action for intervention, and to identify clear benchmarks for evaluating success.

A very important goal for your theory of change plan is to negotiate and secure the support and endorsement of non-education staff and senior management. There are many reasons for this, not least of all evidence from research which suggests that such support is critical to the success of education and change interventions such as those proposed here. Two pragmatic reasons are, first, that some of the activities and processes that you may wish to do will require this level of support and endorsement – the appointment of inmate mentors, for instance. Secondly, the aim of the theory of change project, and the SkillHUBS project as a whole is to bring about a sustained change in the culture of both education and the institution. For instance, where it is considered essential to locate elements of a skills training course in vocational workshops, both the permission *and the support* of workshop owners will be necessary.

It is suggested that you establish a small project team of colleagues including educators and non-education prison staff to address the questions and actions outlined in the following table. (See also Family Learning in Prisons: A Resource for Prisons and Learning Providers⁶ for a useful Outcomes and Planning Capture Tool that could easily be adapted to the purpose of thinking about, negotiating and agreeing on a theory of change). Pragmatically, your theory of change should focus on the learning intervention programme that you plan to introduce based on the application of the Framework.

THEORY OF CHANGE		
TASK	ACTIONS	ASK
Determine what needs to change and why?	Challenge any assumptions, gain clarity, identify any dependencies or hidden complexities.	Who is the influencer who can enable this change to happen? How does this need to change? What will happen if we make this change? Who will it affect? How will it affect them – what are the intended outcomes? (e.g., Social Capital, Human Capital, Well-being etc).
How will the change be implemented?	Determine who needs to be involved, and what (if any) additional resources might be needed. Plan a timetable and mark key events and milestones to give purpose and direction. Plan what activities will be needed to trigger and support the change.	What needs to be in place in order for this change to happen? What are the timescales involved? What do we need to do that is different from what we already do? What challenges and barriers might be encountered, and how will we deal with them?
How will we know when change has been successfully accomplished?	Identify the Key Performance Indicators for the change. Determine what evidence, and in what format, we can collect to support a change being accomplished.	What will the change look like? How can we measure the change in a way that provides good evidence for the change?
How can we sustain the change once it has been made?	Identify how you can ensure that the change, once made, is sustained over time.	How can we ensure that this is not just a one-off change event? What can we do to motivate key people to work proactively to sustain the change?
Iterate	Build into the plan specific points where activities, actions, decisions are reviewed, challenged and modified if necessary.	Has the change been successful? Why has it been successful? If not successful, why not? Are we trying to make the right changes? Did anything change that was not anticipated – why?

⁶ <https://www.learningandwork.org.uk/wp-content/uploads/2017/02/LW-Family-Learning-In-Prison-Report-V3.pdf>

The outcome of this exercise will be a written project plan describing the intervention, how and what change it will bring about, and how you will recognise this. This should be a plan that you and colleagues re-visit on a regular basis, recognising that it is a dynamic plan subject to change itself.

Next, we will consider the 'methodological engine' at the centre of the Curriculum Framework.

THE FRAMEWORK'S ENGINE FOR CO-CREATIVE TEACHING AND LEARNING

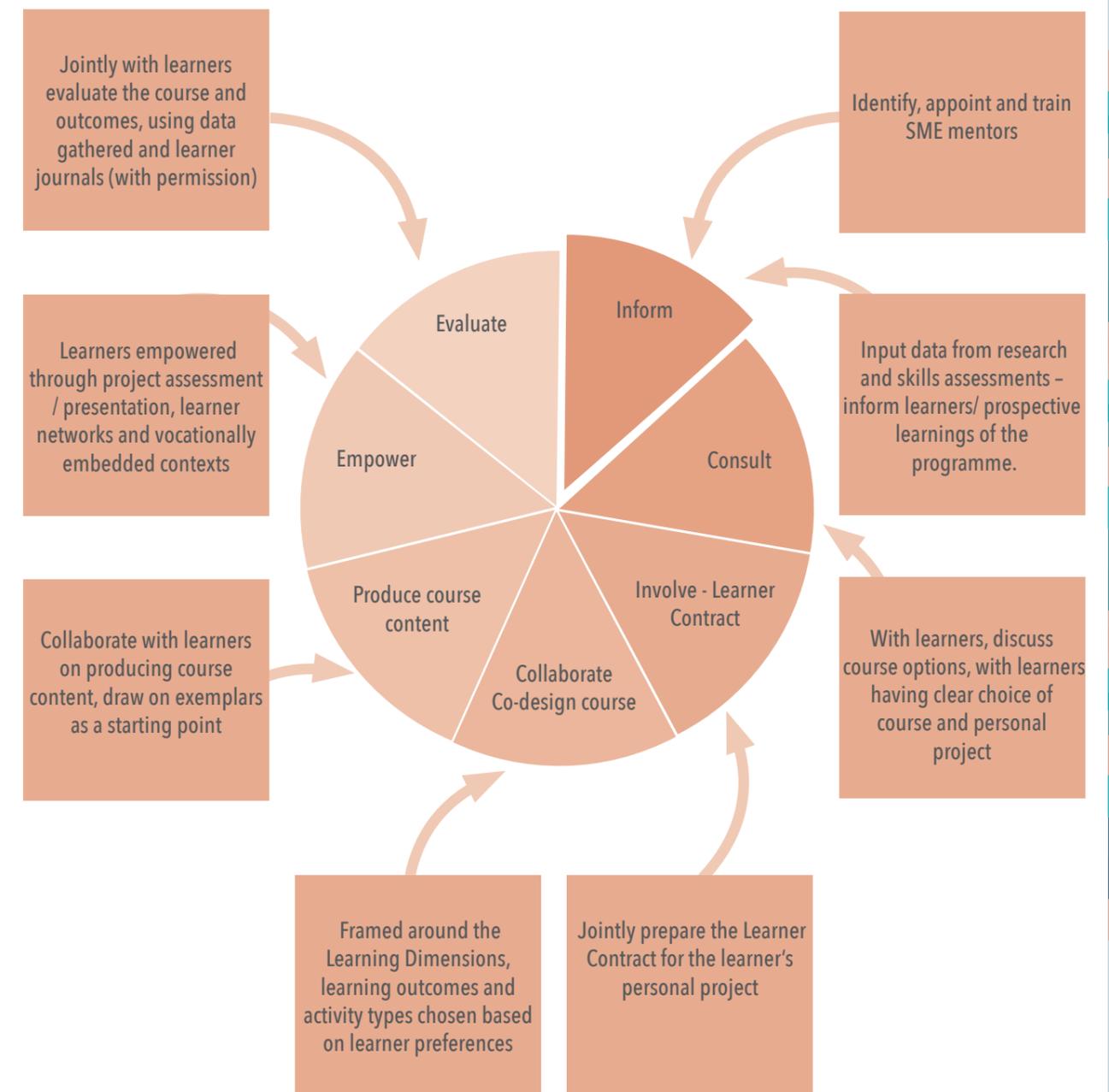
A rehabilitation culture is one where "...there is a sense of purpose in relation to rehabilitation, desistance and progression through a sentence which is shared and understood by all who work with offenders. All who work with offenders consistently demonstrate behaviours and attitudes that support rehabilitation and desistance." (Auty et al., 2016).

The Framework's 'engine' represents all of the concepts and attributes seen earlier in the 'Key Attributes of the Curriculum Framework Methodology', presented as a number of connecting self-explanatory iterative project actions. Precisely how each of these is designed and applied is for the educators to decide based on your understanding of your context and learners. In particular, we refer here to educators' understanding of learners' personal motivations, barriers and personal limitations, personal objectives for learning, and an understanding of how adults learn.

Project commentary:

"Good teamwork, good understanding of program content, high level of competition between teams."

NT: "What I liked most about the program was the Puzzle-Up exercise. All of my team members had to get involved and make a plan. We wanted to do better than the other team!"



The Skills Training Curriculum Framework methodological Engine

Project commentary:

From one of the pilot sites: "The programme was developed in close collaboration with the inmate participants, based on their professional ambitions and personal preferences. A test was initially used to identify gaps and strengths in individual basic competencies. This process involved joint sessions with all inmates, personal interviews to explore individuals' experiences and competency areas, and a written test along with practical tasks such as reading and basic mathematical tasks. It was jointly decided to design the learning programme as a new business start-up project: everyone involved was very enthusiastic about the idea, including three inmates who were found to have had previous experience in starting new businesses. Consequently, there were many opportunities for sharing knowledge and experience between the learning group participants

Through the project, inmates developed critical thinking, problem-solving, co-operation and communication skills, and creative skills.

The approach taken transformed the role of the educator into that of a moderator, mentor and coach, encouraging the participants in their learning.

During the course of the program:

- The participants took part in decision-making about the curriculum, teaching process and assessment;
- Participants' individual differences, interests, abilities and experiences were recognised and respected;
- Participants were treated as the co-creators of teaching and learning.

During the main parts of the programme, participants were able to:

- Explore the labour (jobs) market and opportunities;
- Learn the basics of entrepreneurship and financial management;
- Develop a business model;
- Identify and research potential customers / service users;
- Identify useful potential business partners and collaborators;
- Identify and manage any legal requirements (e.g., forms) for starting up a new business.

In the final part of the programme, participants were able to set up their own 'virtual company' and engage in virtual transactions such as contacting customers, arranging business meetings, negotiating contracts, establishing effective communications and design promotional campaigns.

The programme was considered by educators and learner participants to be a good success with all participants fully engaged and remaining enthusiastic and committed throughout. A significant achievement was the general acceptance by participants of their need to change - not just in terms of personal competency, but also in terms of behaviour and personality.

DIMENSIONS OF LEARNING

This table shows the 6 key dimensions of learning, with short descriptions and ideas for the types of activities they apply to. It is good practice to start any course design with a discussion of the types of learning dimensions that might be best suited to delivering each of its components.

DIMENSIONS OF LEARNING	DESCRIPTION	DESCRIPTION
Acquisition	Knowledge sharing / transfer from one actor to another actor or actors. Learners receive new learning which they internalise and adapt based on pre-existing knowledge and skills, so that the knowledge becomes unique to them. Educators may need to help adult learners to create meaning for new knowledge in the context of knowledge / skills the learner already possesses.	Lectures, educator instruction, peer to peer instruction, knowledge test / check, peer learning (learners as experts), Reading and Writing.
Collaboration	Actors work together in groups or teams to address a specific question, problem or task. Educators can take the role of supervisors and coaches, helping to direct groups' activities and objectives. Groups can select their own task, or be assigned a task by the educator, peers, mentors or relevant others.	Role play, project work, problem-solving, group discussion, gameplay, Code groups, brainstorming sessions, creative activities, presentations.
Discussion	Two or more actors (educators and learners, or learners) engage in equal discussion focusing on issues, problems, topics and themes with the intention of reaching consensus agreement. Can be structured, semi-structured or unstructured.	Group problem-solving, participatory learning, awareness raising / exploration of cultural, diversity and inclusivity issues. Critical debate. Peer learning (learners as experts), identifying coping strategies, project work, creative activities.
Investigation	Either individually or in groups, actors design and carry through their own investigations of specific questions, issues, themes or problems. Educators can act as guides and coaches, while mentors can also provide expert support and guidance.	Research learning, role play, project work, problem-solving, creative activities, gameplay, reading and writing.

DIMENSIONS OF LEARNING	DESCRIPTION	DESCRIPTION
Practice	Actors rehearse or practice newly learned skills in appropriate contexts, with space to practice skills in unfamiliar contexts, work-related (e.g., vocational workshops) and familiar contexts. Through practice, actors learn how to adapt new skills and apply in multiple different contexts.	Problem-solving, creative activities, Code Clubs, Puzzle cards, Phrase cards, Writing, Memory games, Word search.
Production	Either as individuals or in groups, actors engage in producing something tangible as part of a set task, to practice skills, or in response to an identified need, interest, or to solve a problem. Educators may act in the role of coaches and guides.	Creative activities, Writing, Producing presentations, Making things or experiences (such as dramatisations). Actors are able to try out, experiment with and practice new skills, and build on skills, increasing confidence and adaptability

In most if not all of these types of learning, the role of the educator / mentor is to inform, consult, involve, collaborate and empower.

LEARNING TO LEARN

Earlier, we saw how one of the key ideas about how adults learn as argued by Tusting et al. is that adults have the ability to learn about their own learning processes and can benefit from discussion and reflection on this. As educators, you will no doubt have come across numerous examples of adult learners telling you how they failed at school, or did not enjoy the school topics, dreading tests and exams. Yet, these same people, given the chance to learn voluntarily, at their own pace and in their own way, can often do well. People naturally have different learning styles and preferences (e.g., visual, auditory, kinaesthetic) – often unrecognised by themselves. Educators can work with learners to help them to discover how they learn best, what form of learning they find most enjoyable and rewarding, and then help learners to expand on their learning style repertoire.

Project commentary:

“They all have made future plans regarding their life and work, and they are aware of the steps they have to take in order to achieve their goals.”

AK: “The initial evaluation was quite hard. I really had to think well so that I could solve it.”

There is no specific course that is recommended for this. It is suggested that educators explore the idea of learning styles with learners in group discussions, using word games and word cards, and perhaps including a short presentation on how the mind learns.

The following section focuses on the topics selected for the SkillHUBS model pilot, with references to exemplars of courses on which educators can draw and adapt for suitability to your own contexts.

4.3 How and when to use the Skills Training Curriculum Framework

“Life skills are a constituent part of capabilities for life and work in a particular social, cultural and environmental context. The types of skills emerge as a response to the needs of the individual in real life situations,” (Life Skills for Europe Summary of LSE Analysis, 2018).

This section presents a guide on how in general you can implement the Framework model, with respect to the themes of Family Learning, Arts, Personal Social Development, Employment Skills and Basic Skills, and how these relate to the skills topics and potential learning outcomes identified earlier. Exemplars are used to provide points of reference for relevant courses: these represent sources of ideas, content for adaptation or, in some cases, as complete off-the-shelf courses. It is assumed that:

1. Employers’ skills needs have been researched and a gap analysis completed which, along with the individual learners’ skills assessments, is a set of readily available data to inform programme development.
2. The theory of change methodology has been applied to the development of a change plan, and that the support of non-education prison staff and senior management has been secured.
3. Inmates with relevant subject matter expertise have been identified and are willing to be trained and act as mentors.
4. Learners signed up for the skills training course are willing to prepare their own Learner Contracts with your support and supervision, and with access to mentor support when needed.

And finally, to encourage regular and sustained learner reflection, and as an important part of the learner transformation journey, it is also assumed that:

5. Learners have access to their own personal learning journal and are committed to maintaining this throughout the course as a minimum. As these are personal documents, it is left to educators and learners to decide on their format.

THEMES AT A GLANCE

Our focus now turns to the application of the Framework model methodology as it could be applied to the themes selected for the SkillHUBS pilot project. The following thematic table presents each theme, referenced to skills topics (basic and transversal), alongside exemplars which can be drawn on, adapted and applied to the co-creative design and delivery of skills training courses. These, in turn, are mapped to intended primary outcomes (drawing on the Theory of Change themes).

Points to draw from this table:

- Themes and basic/transversal skills topics should be integrated (as they are in real life)
- The same basic/transversal skills can apply to multiple themes and countless everyday events, activities and problems.
- The most important recommendation is that educators integrate learning around and within everyday activities, familiar actions and processes, recognisable problems and then migrate learning to less familiar contexts and problems to enable skills transfer. The emphasis is on their application to short, informal courses, real-life problem-solving activities, and a whole-person approach as distinct from stand-alone topic focused (e.g., Numeracy, Literacy) courses.

THEME	SKILLS	EXEMPLARS	OUTCOMES
FAMILY LEARNING	Creativity, ICT/Digital Skills, Literacy, Numeracy	Family Learning in Prisons: a resource for Prisons and Learning Providers. ⁷ Family Learning in Prisons: An Evaluation Toolkit for Tutors. ⁸ Code Clubs in Prison Guide. ⁹ Citizens' Curriculum Guide to non-Directive Coaching ¹⁰	Well-being, Social Capital, Prison culture
ARTS	Creativity, Critical Thinking, ICT/Digital	<i>See resources in Family Learning.</i>	Well-being, Social Capital, Human Capital, Knowledge, Skills & Employability
PERSONAL SOCIAL DEVELOPMENT	Critical Thinking, Creativity, Complex Problem Solving, Literacy	The Impact of Personal Social Development Learning for Offenders. ¹¹ Personal Social Development Curriculum for Women in Prisons: an evaluation of Get Set for Success Pilots. ¹² Get Set for Success: delivering and evaluating the Get Set for Success curriculum ¹³ Get Set for Success curriculum (on application to the Learning and Work Institute). Citizens' Curriculum Guide to non-Directive Coaching ¹⁴	Knowledge, Skills & Employability, Human Capital
EMPLOYMENT SKILLS	Literacy, Numeracy, ICT/Digital Skills, Complex Problem Solving, Critical Thinking, Creativity	The Balance Careers – an online list of employment skills applicable to a range of different industries and job types. ¹⁵ Evaluation of the Enterprise Pilots in Prison. ¹⁶ See also the resources under Basic Skills.	Well-being, Social Capital, Human Capital, Prison culture

⁷ <https://www.learningandwork.org.uk/wp-content/uploads/2017/02/LW-Family-Learning-In-Prison-Report-V3.pdf>

⁸ <https://www.learningandwork.org.uk/resource/family-learning-in-prisons-an-evaluation-toolkit-for-tutors/>

⁹ https://docs.google.com/presentation/d/1OeMQiCsdC40osiXV9QLzvd1wy9YCSnTEZsz6LVNI8/edit#slide=id.g457acb2521_0_0.

¹⁰ <https://www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf>

¹¹ <https://www.learningandwork.org.uk/resource/the-impact-of-personal-social-development-learning-for-offenders/>

¹² http://www.learningandwork.org.uk.gridhosted.co.uk/wp-content/uploads/2017/02/PSD_Curriculum_Evaluation_Report_FINAL.pdf ¹³ <https://www.learningandwork.org.uk/wp-content/uploads/2018/08/Get-Set-for-Success-Phase-3.pdf>

¹⁴ <https://www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf>

THEME	SKILLS	EXEMPLARS	OUTCOMES
BASIC SKILLS	Literacy, Numeracy, ICT/ Digital, Complex Problem Solving, Critical Thinking,	Citizens' Curriculum. ¹⁷ Life Skills for Europe. ¹⁸ Learning Basic Skills While Serving Time. ¹⁹ Vocational Maths Mentors: a guide for instructional officers and Maths Mentors on embedding maths in vocational workshops. ²⁰ Maths4Prisons: Maths Mentor Handbook. ²¹ Improving Language, Improving Lives. ²² Citizens' Curriculum Guide to non-Directive Coaching ²³	Well-being, Social Capital, Knowledge, Skills & Employability, Human Capital

SkillHUBS Pilot project themes

¹⁵ <https://www.thebalancecareers.com/employment-skills-listed-by-job-2062389>.

¹⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/464712/BIS-15-535-evaluation-of-enterprise-pilots.pdf

¹⁷ <https://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/>

¹⁸ <https://eaea.org/project/life-skills-for-europe-lse/?pid=10731>

¹⁹ https://www.kompetansenorge.no/contentassets/f3a2be48fa144859bfa1d57bc76df8c7/learning_basic_skills_while_serving_time2.pdf

²⁰ <https://www.learningandwork.org.uk/wp-content/uploads/2018/10/Vocational-Maths-Mentors-Guide-FINAL.pdf>

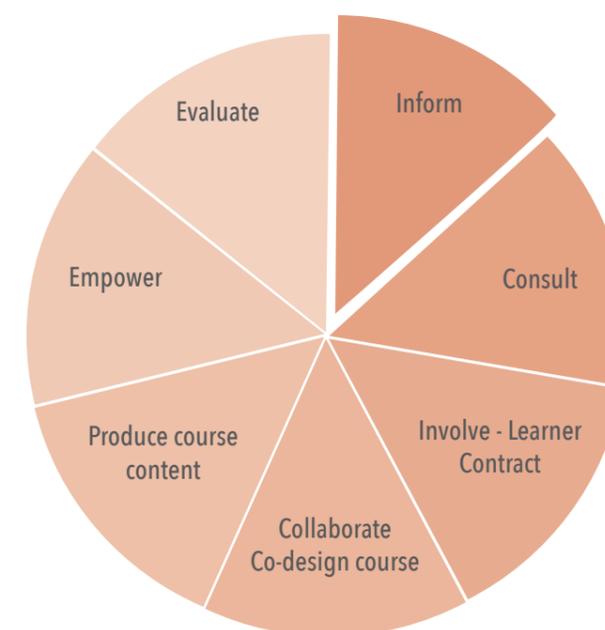
²¹ <https://www.learningandwork.org.uk/resource/math4prisons-maths-mentors-handbook/>

²² <http://www.bell-foundation.org.uk/research-report/esol-tutor-resource-pack>

²³ <https://www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf>

GENERAL GUIDE TO APPLYING THE FRAMEWORK MODEL

In general, the methodology is appropriate for learners who will benefit from short, informal and non- accredited courses, and who may hold ambivalent beliefs about education, perhaps based on previous poor experiences. Courses developed using this methodology are particularly intended to be built around real- life problem-solving activities. These courses are an ideal way to not only help inmate learners develop relevant skills for future employment, but also to help them develop as individuals (see earlier sections on, for instance, Challenges for Educators).



Recall the Framework Methodology engine model. This section considers each of these 7 facets in turn.

INFORM

STEP ONE: Inmates as Mentors

It is recommended that educators identify inmates who would be willing and able to act as subject mentors. There are many reasons for advocating this as a core part of the Framework model, not least of all the anecdotal evidence which suggests that 'prisoners listen to prisoners'. Mentoring as a support for adult learning in general is particularly effective in helping learners to address challenges, engage in meaningful reflection, apply and practice new skills, maintain motivation, and develop self-efficacy.

For many educators, the idea of having inmates as mentors may seem unorthodox, even problematic. There are various examples of training courses where inmates have been trained and work as mentors. Observations suggest that the presence of inmate mentors can improve learners' attitudes to their work, improve classroom behaviour, and benefit the mentors themselves in terms of building confidence, communications skills, and sense of self-worth. A particularly useful and detailed account of such a

programme, and which includes a mentor training programme, is available in the Vocational Maths Mentors guide and the Maths Mentor Handbook (2017) produced by the Learning and Work Institute (see thematic table for document sources). While the topic is Maths, the principles mostly apply to all topics. Educators will find details on how to structure and run a one-day training course, plus:

- Benefits of working with inmate mentors;
- Examples of resources / activities which can be adapted to suit most topics;
- A set of cards with suggestions for mentors' boundaries and responsibilities;
- Recommendations and practice tasks for mentors to develop their active listening skills;
- How to deal with various challenging situations, and much more.

You are recommended to use this handbook as a starting point and as a guide for developing your own mentor programmes and training. Less formal approaches can, of course, be adopted where educators can encourage course participants who demonstrate strong capabilities to work with and help others. For instance, Code Clubs run inside several UK prisons have recorded how some inmates naturally help others²⁴. A final point to consider is inviting learners who have successfully completed one or more skills training course to become mentors. Existing and experienced mentors could be tasked with training new mentors. In this way, a network of mentors starts to become established, giving inmates valuable experience, whilst at the same time growing the mentor community, and building a mentoring culture.

STEP TWO: Inform learners and prospective learners about your programme

- Use the data you have gathered from research with employers, and your gap analysis and learner skills assessments, to inform learners and prospective learners about the pilot skills programme, its relevance to future employability, opportunities for self-development, clearly stating the informal nature of the courses. In particular, illustrate how the learners themselves are able to select courses of interest, and work collaboratively to design the courses and their content – learning through design and action.
- Show examples of a Learner Contract and how this works as a statement of a project that each individual learner will choose and develop as their own project work.
- Clarify how the course will interact with everyday activities within the prison, such as vocational workshops, and other prison departments. If other departments are supporting you in your programme, state how.

²⁴ A guide for setting up and running Code Clubs can be found here: https://docs.google.com/presentation/d/1OeMQiCsd40osiXV9QLztd1wy9YCSnTEZsz6LVNI8/edit#slide=id.g457a_cb2521_0_0.

- Present and give inmates a printed list of course topics / themes to consider (in the case of the pilot, those are Family Learning, Arts, Employer Skills, PSD and Employer Skills). You will need to include 'sub-topics' to specify which Arts topics you are able to offer, for instance, along with a brief and simple description, remembering that some (prospective) learners may have difficulty with reading. Avoid making a printed list of topics – or any written materials - into a barrier at the very first point of contact.

Project commentary:

"All participants were involved in tasks solving, everyone could contribute."

IT: "We had to work as a team. The exercise in which we had to continue the story using the words given made us pay attention to our colleagues and try to keep the main idea. In the end it wasn't the most beautiful story, but we managed to do it and we laughed a lot."

STEP THREE: Inform learners about different learning methods

- Consider setting up some informal, short workshops themed on 'Learning to Learn'. For inmates to be able to consider what and how they would like to learn, they first need to learn about and experiment with the different ways that people learn. Include examples of different learning activities: use the Dimensions of Learning table as a discussion point. Workshops could be themed around everyday activities to maintain relevance for participants, with participants working in pairs, one as the learner, and the other the teacher to try out different methods.

CONSULT

STEP ONE: Capture learners' preferences and choices

- Use one-to-one sessions with (prospective) learners to consult over their preferences for skills topics and methods for learning. If you have appointed them, consider involving inmate Mentors as trusted friends. A starting question is: what do you want to learn, and why? Encourage thinking about future employment roles. In this way, the learner is encouraged to think in terms of personal learning outcomes – the 'what's in it for me' reward.
- Use contextually-relevant real-life problem scenario connected to job types/roles to illustrate types of project that learners might want to adopt as their personal project. Draw on your research with employers for work-based problem scenarios to use as starting points.

STEP TWO: Produce an outline course curriculum and timetable

- Once all learners' choices are recorded, create a flexible curriculum and draft timetable, along with a list of any resources that you see might be needed. Consider involving learners in producing this – this is a complex task involving skills in time and resource management, and prioritisation. If computers are available, consider having inmates use digital spreadsheet applications to produce this. See also “Learning Basic Skills While Serving Time” by VOX (see thematic table shown earlier), which includes an account of inmates producing personnel rosters and resource management plans as part of their basic skills courses.

INVOLVE - LEARNER CONTRACT

A Learner Contract is a living document jointly discussed and agreed between you as the educator and your learner or prospective learner (See the Appendix for further examples of Learner Contracts: see also Section 5.1). The underlying concept is to enable the learner to explicitly take control over their learning, its directions, style, contents and outcomes. Drawing on Ksenija Napan's (2009) work in co-creative learning, the Learner Contract is a statement of the learner's intentions to undertake a project which they have chosen, and which is consistent with the course of learning they have chosen to do (e.g., Digital Skills). The Contract is prepared with the guidance of the educator. Its main elements are:

Learning Outcomes	Based on the actual learning outcomes of the course which the learner will take (see Collaborate), the learner herself translates these into her own words as her personal statement of the outcomes she seeks to achieve for herself.
Project	A list of any peers who have agreed to collaborate in the project, their role and contribution, and how this will be monitored by the educator. This could include peers in the learning group who will be invited to peer-assess the completed project.
Performing the project	A list of all resources and strategies that the learner plans to use in delivering their project (e.g., books, articles, videos, people, activities).
Potential challenges	Consult with the learner to identify any particular challenges or barriers that they might encounter as they work on their project, and what they – and you as the educator – can do to manage them.

Reflective diary	Include a reference to a personal diary for reflection that the learner agrees to keep and contribute to on a regular basis. This should be private to the learner herself, but available to you as the educator to review from time to time. The diary can be written, which is the preferred method since reflecting and writing are key learning methods, or it can be in the format of pictograms, diagrams, drawings or, if it is possible, a recorded diary journal. By offering alternative methods for this task, the educator is able to accommodate for those learners who have low or limited reading and writing skills.
Evidence of accomplishment	A statement of what will be delivered by the learner's project in as much detail as is required. This is what will be assessed (informally), on completion, by the learner herself, by the educator, and potentially also by peers. This can also include a record of the final outcomes.
Timeline	Agree a timeline of events, milestones and deadlines with the learner and have them recorded in the Contract so that these may be reviewed from time to time, with completed parts signed off showing progress towards the end project goal.

These are suggestions for a Learner Contract. Educators can adapt and change its contents to suit learners and context. Whilst a Learner Contract is not a mandatory part of co-creative learning, it is a good starting point, actively involving the learner in their own learning, and in taking personal control and responsibility for it. An important distinction to make is that the Learner Contract refers to the learner choosing and engaging in their own project. The activities of performing the project are distinct from but have close symmetry with the topic or course which provides the project's context.

COLLABORATE - CO-DESIGN COURSES

STEP ONE: Starting with learning objectives

- Consider starting with a discussion of what learners hope to learn from their courses, and why. Educators can prompt discussion based around the Theory of Change outcomes but making sure that concrete examples – relevant to the course themes under discussion – are offered. The objective is to develop, through discussion and group brainstorming, a list of pragmatic learning objectives for each course, and which are fashioned by the learners themselves based on their interests and motivations, and which are clearly rooted in problem-solving activities.

- **IMPORTANT POINT:** Encouraging learners to engage in the co-design and production of courses transforms these transactions into part of the learning experience. Learners - as they collaborate with their educators, Mentors and peers - will in effect be learning through doing.

STEP TWO: Linking learning objectives to dimensions of learning as activity types

- Consider using the Dimensions of Learning table in course design discussions with learners and Mentors, building on the learning objectives already agreed. You will also find useful ideas for different activity types in the “Improving Language, Improving Lives” course (see thematic table).

Although this course is on Civic, Financial and Health skills (integrating these with Language, Literacy and Numeracy topics), the course itself contains lots of different examples of activity types (e.g., Phrase cards, Quizzes, Memory Games, Gameplay) with example templates and scripts to use. All of these can be easily adapted to suit any skills training theme or topic.

- Also refer to the thematic table shown earlier for references to other exemplars which can be used as sources of ideas and course elements. Note, as these exemplars are almost entirely available as online resources, you may have to access them from outside of the institution, and only use printed copies. Also, if computing/audio visual equipment in your institution is not available or has limited availability, you will need to consider alternatives to online / audio-visual resources where they are referenced in the exemplars.

Project commentary:

“Even if the program consisted of alternative approaches, oriented in games and adapted tasks, the participants were able to identify the skills and goals of each session and exercise. They managed to see the meaning behind each task.”

PC: “I liked the exercise when we had to use money. I needed help so that I could give the change to the client. I will be able to do it better in the future.”

STEP THREE: Creating a course design blueprint

- Collate together all of the ideas for course design and use these to produce a simple set of cards (or have the learners themselves do this) which we can refer to as the course design blueprint. Each card can represent a problem-solving scenario / learning outcome. If all of the activity cards in a theme (e.g., Arts) follow a natural progressive order, then this sets the sequence of learning activities. Otherwise, as these are intended to be short informal courses, each card will represent a complete module of learning, with no specific sequence.
- These card sets can then be used as the basis for course content development.

PRODUCE - COURSE CONTENT

By this stage, you and your learners are ready to start sourcing and producing content. Together with the design stage, in producing the course ‘content’ learners are, in effect, engaging in learning. To be clear, traditionally all of the content would be produced before a course begins, and then it is used as the subject of the learning course with learners as mostly passive recipients. In the SkillHUBS co-creative model approach, the development of the content is the course itself. One way of thinking about this is to see the group learning sessions as group projects, with educators and mentors aiding, supporting, challenging and motivating learners. Learners’ own projects are their personal projects which, for instance, they may be presented to peers at the end of the course.

Here we include brief summary descriptions of each of the exemplars included in the thematic table. These are chosen on the basis of their relevance (either in subject-matter, or method), quality, positive results from application, and suitability to the prison environment. See the thematic table for links to online sources.

Citizens’ Curriculum Guide to non-Directive Coaching

This guide to non-directive coaching, specific to the Learning and Work Institute’s Citizens’ Curriculum (Basic Skills) and ESOL learning, has relevance to all themes and topics for courses engaged through the co-creative method. Its contents include guidelines on how responsibility for learning can be shared, and how non-directive coaching works including process flow-charts with suggested scripts. It also includes a relevant and useful discussion on how non-directive coaching helps in changing mindsets.

Family Learning in Prisons: a resource for Prisons and Learning Providers

Family learning emphasises “establishing positive and sustainable relationships between prisoners and their partners, children and parents.” The guide offers case studies on a range of different family learning programmes including Family Days, Activity-based visits, Family reading and storytelling, Homework clubs and more. It also offers a useful table and set of guidelines for evaluating and demonstrating the impact of learning interventions based on a ‘change’ approach.

Family Learning in Prisons: an evaluation toolkit for tutors

This guide contains detailed steps, with document templates, for evaluating learning interventions including data collection, using spreadsheets, applying data, identifying and measuring additional outcomes, as well as important recommendations for gaining participant consent, data protection and data sharing.

Code Clubs in Prison Guide

This is an 18-leaf slide deck explaining how to set up and run code clubs in prison environments as restricted, secure environments often without internet access. It is based on a number of successful code club activities run in UK prisons. It contains a great deal of practical information and suggestion, as well as links to useful online forums, a code club community, and contact details for further assistance. Code clubs have proven to be positive and beneficial for inmates and their families, particularly children. Once started, anecdotal evidence suggests that inmates practice their skills outside of family visits, and some voluntarily become mentors.

Get Set for Success

This is essentially a complete Personal Social Development course including tutor guidance notes. It contains four modules:

Developing Ourselves: motivation, labels, destructive / negative thoughts and feelings, achieving our aims, learning and work;

Dealing with Problems: how to deal with problems including problem-solving, action planning, stress and resilience;

Managing Social Relationships: behaviours to maintain positive interpersonal relations, listening skills, boundaries, group relationships, confidence;

Working Together: team working (e.g., avoiding and managing conflict), team values and goals, team planning, implementing plans.

It is a complete, ready-to-deliver course including scripts, activities, resources and template documents. Unfortunately, this is only available in hard copy. Applications for the Get Set for Success set should be made to the Learning and Work Institute²⁵. The pack includes a Learning Journal and an Assessment Tool.

Associated documents (which are available as online resources) include "Get Set for Success: delivering and evaluating the Get Set for Success curriculum", "Personal Social Development Curriculum for Women in Prisons" and "The Impact of Personal Social Development Learning for Offenders": these are detailed reports of evaluations of the Get Set for Success curriculum in prison settings. They contain valuable and important advice and guidance on how to derive most success with Personal Social Development Programmes. Educators wanting to offer these types of courses are strongly recommended to consult these reports.

²⁵ <https://www.learningandwork.org.uk>

The Balance Careers

This is a website listing employment skills required for a range of jobs and industries which is a useful reference for both educators and learners. Whilst online access is unlikely to be available in prison institutions, educators could print off various examples and use these in the context of discussing different types of employment, job, responsibilities and skills required.

Evaluation of the Enterprise Pilots in Prison

This is a report containing an evaluation of a series of pilot projects in prisons to provide enterprise and business skills training and mentoring for inmates wanting to set up their own businesses on release. It references some useful ideas and concepts that would be relevant to employment skills themed courses.

Citizens' Curriculum and Improving Language, Improving Lives

Citizens' Curriculum is a set of capability frameworks covering Literacy and Language, Numeracy, Civic Capability, Digital Capability, Health capability and Financial Capability. Each framework summarises the core aspects of the capability (e.g., specific skills, abilities, understanding), as well as a table of key capabilities across three different levels of ability. For instance, in Numeracy, these are themed on 'number', 'measure, shape and space' and 'handling data'.

'Improving Language, Improving Lives' is a complete course curriculum based on the Citizens' Curriculum (Civic, Financial and Health). The course includes tutor notes, ideas for learner involvement and a wide range of stimulus materials. This is a particularly rich source of readily available ideas and resources for adaptation to many different purposes.

Vocational Maths Mentors and Maths4Prisons

Vocational Maths Mentors is a comprehensive guide to embedding maths in vocational workshop contexts including a resource pack of activities. The approach is based on training inmates as mentors (the Maths Mentors Handbook contains a suggested one-day training course and guidance for mentors) and helping learners to learn maths for everyday tasks by embedding maths in vocational and industrial activities. For learners, the aim is to be able to demonstrate maths in real life contexts and to develop maths skills for future employment. The guidance includes a list of what an effective vocational maths mentors programme needs to consist of. An important foundation to this is the support and buy-in of senior prison management. The resource pack offers useful scenarios for contextualising maths learning to a number of different work place types including catering, gardening, sports, tailoring and waste management. In addition to these two resources, the Maths4Prisons series

includes 4 courses, with resources, activities and templates, covering:

- Whole Numbers
- Time and Distance
- Money
- Mathematic Magic

Learning Basic Skills While Serving Time

This is a report of a pilot project run in Norwegian prisons designed to introduce new and innovate approaches to teaching and learning in Reading and Writing, and Numeracy. The key features of the approach are that it is a co-operative method, with assignments located and contextualised to work places. The case study also emphasises the use of computers in these courses which, of course, may not be available to prisons in the SkillHUBS pilot project. The report is a relevant and useful account of some of the practices used, which will provide educators and mentors with a source of ideas to develop and test.

[Note: Life Skills for Europe is discussed elsewhere in this guide. While the Life Skills Europe project did identify nearly 20 case studies as examples of good practice in basic skills education, the majority of these are judged as unsuitable for the prison context].

EMPOWER

There are many ways in which educators and mentors can empower learners to change mind-sets in the directions of being sustainably self-motivated, autonomous, self-directed and confident learners. Three methods are briefly discussed here: learners' project assessments, learner networks / communities / groups and learning as embedded in vocational contexts.

During the period of the skills training course, learners will be working on their own projects, as described in their Learner Contract. At the point of completion, projects may be assessed in three ways: first, learners can self-assess their own projects (thus demonstrating critical thinking), making this a key entry into their learning journal. Secondly, educators assess projects, using a one-to-one session with the learner to discuss educators' feedback and reactions, ensuring that the learners fully understand the educator's perspectives. Thirdly, learners have the option to offer their projects for assessment by selected peers, and to present their projects to the learning group as a whole. Clearly, the latter form of assessment requires a significant and transparent level of trust between individual learners. The objective of these assessments is not to pass judgement or apply a score, but rather to celebrate achievement and learn lessons from the process which can be applied to subsequent project work.

Encouraging inmates to set up and manage their own networks of learners is a good way of helping learners to apply and practice their new skills and knowledge by sharing what they have learned with others. Code Clubs provide the role model for this type of sustained activity where inmates support each other as they collaboratively work, outside of any formal classroom hours, to produce things, and experiment with ideas. One way of starting this might be to invite inmates who are currently not engaging in any form of skills training to be given short presentations or a showcase of learners' projects, by learner themselves.

Critical to developing and sustaining new skills is having the opportunity to embed learning into vocational contexts, either physically in actual workshops for instance, or through discussion. In the case of the latter, list of job types with associated skills required by employers would be useful for starting discussions. Consider discussing real-life problem scenarios (sourced from employers) from the perspective of different skills required to solve them.

EVALUATE

Throughout the skills training intervention, educators are encouraged to collect data that will be useful in the evaluation of the activities. It is good practice, and often essential, to be able to provide clear evidence of the efficacy of a particular skills training intervention in, for instance, maintaining senior level support. With the permission of individuals, learners' journals may be a good source of examples of 'learner voice'. As part of the co-creative method, course and outcomes evaluation should be treated as a joint collaborative activity involving both educators and learners (through encouraging critical thinking and evaluation). With short, non-accredited courses such as these, where there is no formal assessment or qualification, the evidence in support of the programme's efficacy will be largely in the form of anecdotal qualitative data.

There are three points to draw here:

- o The joint evaluation of the programme is part of the learning action.
- o A main purpose of evaluation is to highlight course elements, activities and resources which worked well, those that did not, and understand why.
- o Evaluative data is not just useful for maintaining the support of non-prison staff and senior management, it is also useful in encouraging new prospective learners to consider joining a programme.
- o Identify those factors which will act as indicators for the longer-term sustainability of learning programme outcomes (e.g., well-being). Measuring these indicators will help to manage, sustain and ensure benefits for the longer term.

Project commentary:

One of the pilot sites found that when inmates were given 'homework' to do in their own time, none of them completed this, even though they had been actively involved in similar activities during the learning sessions themselves. Three lessons have been learned from this.

- **First, that educators should avoid referring to any work that inmates are asked to do in their own time as 'homework';**
- **Second, that any suggestion that activities such as filling in the inmates' Learning Diaries is some form of assessment, and;**
- **Third, it should not be assumed that all inmates had the required self-motivation, skills and competencies to be able to work independently in their own time (self-directed learning). Inmates will need to understand exactly what is required of them, and how to carry out these tasks without the aide or supervision of anyone else, and feel confident about doing this.**

5. Methodology 3: Individual Learner Record

5.1 Introduction

The Individual Learner Record methodology is the third part of the model of training developed within the SkillHUBS project. In this part, a rationale for the Individual Learner Record approach is explained as well as elements and steps that represents the core of the methodology. The SkillHUBS methodology is based on the participatory approach that involves learners in co-development of their individual learning programme, including their active involvement in planning their learning aims and objectives as well as monitoring their progress and achievements. Therefore, the Individual Learner Record is designed as an integral element in the support of this type of learning.

THE INDIVIDUAL LEARNER RECORD AND THE CURRICULUM FRAMEWORK

In the first part of this report, it was explained that within the Curriculum Framework, the idea of the learning programme is broadened into the concept of a 'Learner Contract' as a kind of commitment between actors who are responsible for the learning success. The central idea here is to use the Individual Learner Record methodology to produce personal records of achievement and attainment. An important intention is also that these should explicitly present – and demonstrate – achievements accomplished, so that prison learner can use this record when seeking employment on their release, namely their 'Individual Record of Learning Achievements'.

A POSITIVE MODEL

The Individual Learner Record takes into account the analysis of work-place competencies requirements from the point of view of the basic and transversal skills employees need to perform in those jobs. It assumes that inmates already have different skills and knowledge and supports learners in building their plan for new learning based on those strengths and existing skills, knowledge and experiences. This is contrary to the deficit model of adult learning which concentrates mainly on skills that adults lack. It stimulates evidencing and reflecting on the knowledge and skills that inmates develop through training in order to better match the labour market demands. This way it paves the way for learning that is meaningful for inmates as their knowledge and skills will be applicable in everyday life and work contexts. This approach is designed to lead to positive learning experiences during training and influence new learning needs and ambitions of inmates. The positive learning experiences and emergence of new learning needs are the prophets of the longer-term effects of the training that SkillHUBS

methodology endeavours to achieve.

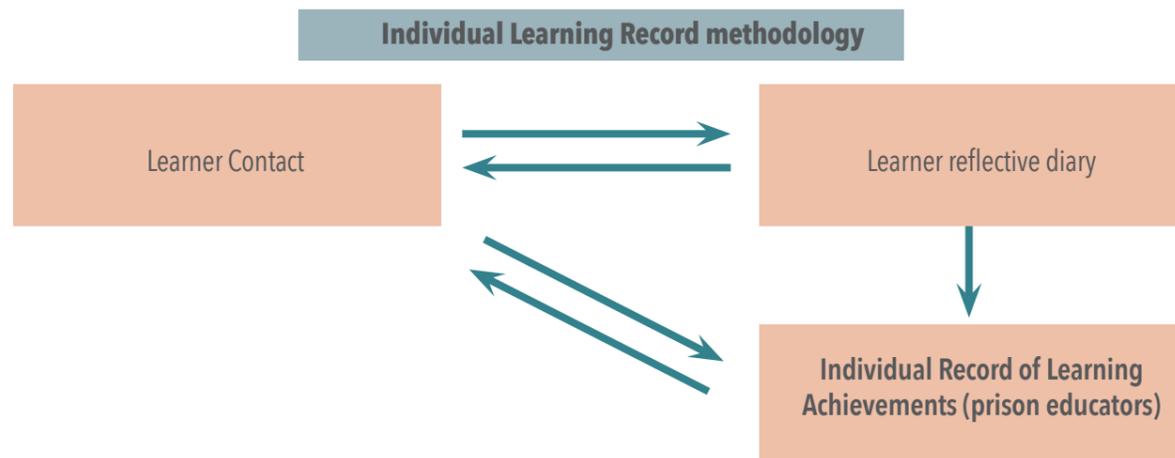
The Individual Learner Record methodology is, in essence, a systematic collection of documentation of personal impressions and insights as well as feedback from other actors such as mentors. All of this enables the assurance of the respective learning outcomes and the traceability of the learning progress towards a successful conclusion. It is also an interactive and co-operative approach that enables learners to create their own learning plan and monitor their own progress. It is meant to be used as an integral part of SKILLHUBS teaching and learning strategy and methodology in a flexible and adaptive way.

PRIMARY ELEMENTS

To clarify, the Individual Learner Record methodology is both an integral part and the output of the process of learning co-created with the prison learner. It systematically evidences the learner's objectives, progress and achievements. It consists of two main parts that are interlinked (see picture 1):

- First is the concept and guidelines of the Learner Contract (see Part Two: Curriculum Framework), which is a record in the learner's own words of their own objectives, own project topic and approach, and which is produced and actioned alongside the actual course that they engage in (see Appendix: The Learner Contract). Learners may choose to keep their Contract and the work it refers to as private to themselves.
- Second is the Individual Record of Learning Achievements (IRLA), which is the educator's record (agreed with the learner) applying for example the terminology that is relevant to the course aims and outcomes, employer skills' requirements, details of the course taken etc. This can be shared with future potential employers. The contents of the Contract are reflected in the Record of the Achievement (see Appendix: The Individual Record of Learning Achievements).

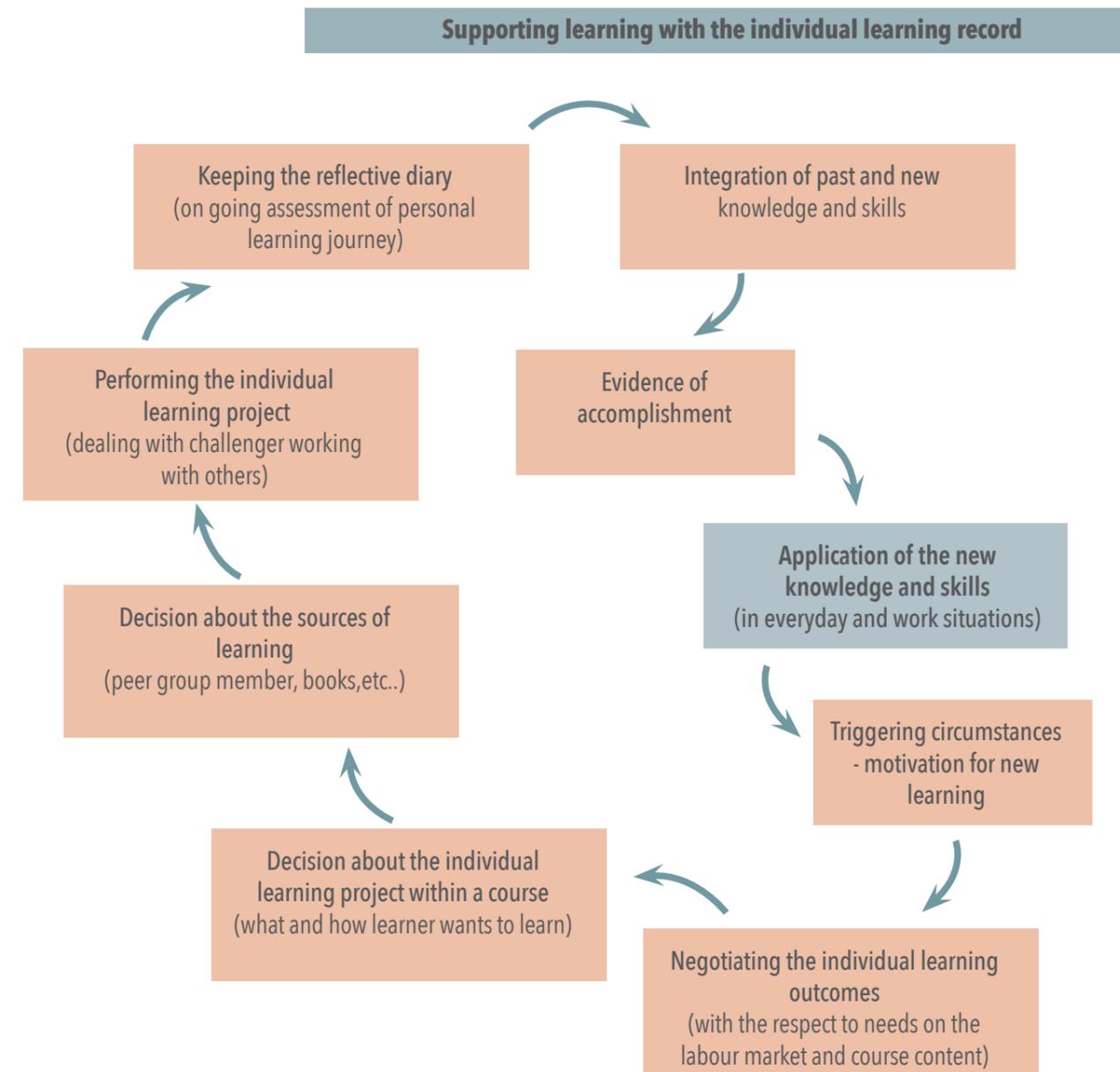
Picture 1: The elements of the Individual Learning Record methodology



The Individual Learning Record can be used as a single course methodology. It can also be used as a part of the career development plan of each individual inmate and can be designed as a learner portfolio of all achievements. In short, the Individual Learning Record is a personalised and individualised outcome record for each individual learner, documenting knowledge and skills developed for one or more completed courses.

The following picture illustrates the process of Individual Learner Record methodology in practice. It is an ambitious methodology because it supports an ambitious aim. The aim is not only to equip prison learners with basic and transversal skills but also to empower them to be able to use those skills and all their talents in order to attain more equal position on the labour market and strive for better in their everyday lives.

Picture 2: The illustration of the Individual Learning Record methodology as a process



As a process the Individual Learning Record methodology represents a cycle of learning, and the basic principles in adult learning with four phases: assessment of learning needs, planning, execution and validation of outcomes. These can be observed at a program level, or in the course of individual learning. The emphasis is here on learners and their active role. One of the important although implicit aims of this process is to support prison learners to become independent lifelong learners. To achieve that aim it is necessary that the learners explicitly take control over their learning, its directions, style, contents and outcomes. This is not always the case in adult education.

THE LEARNER CONTRACT

Within the SkillHUBS model, the Learner Contract provides a commitment between the actors who are responsible for the learning success: inmates, prison educators and inmate mentors (see also Section 4.3). It has many similarities with the individual learning plan: whilst learning plans can be prepared for individuals or groups of learners the Learner Contract is meant strictly for individual learners. In this sense, it stimulates the individual learner to take control and responsibility and to put effort into trying to achieve the agreed learning goals. The written or verbally agreed learning contract has no legal function. However, in the sense of a responsibility sharing agreement, it clarifies important conditions of learning, such as learning outcomes, content, directions, style, learning duration, and time.

The Contract is prepared with the guidance of the educator and has the following elements: setting the learning outcomes, planning the individual learning project, collaboration with peer group members, performing the project, dealing with challenges, keeping the reflective diary²⁶, evidence of accomplishment and timeline. They are recorded in the learner's own words where possible. It is the property of the learner before, during and after training.

5.2 Individual Learner Record methodology in action

LEARNING OUTCOMES AND INDIVIDUAL PROJECTS

The first step into learning for learners is setting the individual learning outcomes. It is essential that learning outcomes reflect the essential needs of prison learners (as assessed by prison educators). It is exactly those needs that drive the prison learner's motivation and readiness to engage in intensive learning and participate in the

²⁶ The diary can be written, which is the preferred method since reflecting and writing are key learning methods, or it can be in the format of pictograms, diagrams, drawings or, if it is possible, a recorded diary journal. By offering alternative methods for this task, the educator is able to accommodate for those learners who have low or limited reading and writing skills.

organised learning process. Although we often think of learning as something that happens in a group setting, learning is primarily "something that happens within the individual" (Illeris, 2003, p. 168). Because of that, learning outcomes can differ between different learners, even if they participate in a group learning context. The product of learning is individually structured (internalized) based on the context, and energy input (Illeris, 2003; 2009). However, prison educators need to take care that individual learning outcomes correspond to the needs analysis of the local labour market. General descriptions of goals and the contents of the courses need to be prepared in such a way that prison learners will be easily able to compare these to work competency requirements, and that they are able to recognise new learning situations at work or in daily life.

The individual learner's choice of projects allows the individualisation of learning, since the decision about the topic and theme of the project is down to the individual learner. For example, a prison learner might decide to pursue an interest in opening a shelter for abandoned animals after his or her release from prison. He or she may start to prepare a business plan based on market analysis and calculation of costs; or design the webpage and business card, etc., for the service. In doing that, the learner may need to develop skills and competences in different areas of basic and transversal skills that are essential in realising such a small business in practice.

THE IMPORTANCE OF GROUP DIALOGUE

Throughout this process, group dialogue is of great importance, so that everyone can actively participate and contribute to the development of the new practice. Group dialogue can also be beneficial for participants to establish new and deeper understanding of the situation they are dealing with and for their motivation (Serrano, Mirceva and Larena, 2010). Finally, when adults are given opportunities to embed their newly developed basic and transversal skills and competences in real life projects, they are effectively developing skills for life and work. As stated in the Life Skills project summary report (p. 1) 'the critical and ethical dimensions are integral parts of the development of (key) competences, which are very well represented by the term - capabilities.'²⁷

²⁷ As regards the definition of the term capability, the LSE project report stated (p. 5): 'Capabilities do not depend on the context. Regardless of specific circumstances, they allow functional responses and actions in a wide range of different activities based on critical judgement. They are transferable among various professions and, above all, they enable individual's development and active participation at work and society. In the LSE project the term CAPABILITIES is used with the purpose of upgrading the definition of (key) competences. In this respect, the LSE partnership emphasises that the critical and ethical dimensions are integral parts of the development of (key) competences, which are very well represented by the term capabilities.'

SOURCES OF LEARNING CONTENT

Identifying sources of (and for) learning content is an important step that might involve both prison inmates and mentors. If possible, prison inmates should have access to real life materials and sources of learning: for example, related to the requirements of local job placements, sourced in real workplaces (e.g., forms, instructions etc.). This could reinforce basic skills learning in all sorts of meaningful ways. As Appleby and Barton (2008) state (arguing for situated learning pedagogy), learning has three dimensions, all operating at the same time: (1) it is cognitive or mental process and involves thinking; (2) it is an emotional process and involves feeling; and (3) it is also a social process and involves doing. Learning encompasses these three dimensions as people live in social worlds, where they think, feel and respond as individuals and as a part of groups. Participative learning is encouraged through the use of real work-authentic materials, where learning takes place in safe and supported environments, and where learning can be expanded in other forms of meaning-making: oral, visual, individual and group ways of communicating (Appleby and Barton, 2008).

THE REFLECTIVE DIARY OR JOURNAL

Keeping the reflective diary²⁸ (see Annex Learner Contract) is consistent with a co-creative approach to teaching and learning. It is crucial that learners' personal impressions and insights, as well as feedback from other inmates or from the prison educators, are well documented during the learning program. This helps to deliver the expected learning achievements and makes learning meaningful for learners because it makes learning transfer explicit to their working contexts. It also encourages motivation for learning in the longer term since it fosters positive experiences with learning. However, effective planning alone does not alone guarantee a successful learning process and outcome; the learner must also take responsibility and put effort into trying to achieve the established learning goals. Maintaining a learning diary may help in pursuing this goal and mitigate against loss of motivation to learn. The learning diary aids sustainability and raises awareness among the inmates about the learning contents and learning process. With the help of the learning diary, it is easier for them to reflect on the training and to recognize the individual value and benefit.

²⁸ The diary can be written, which is the preferred method since reflecting and writing are key learning methods, or it can be in the format of pictograms, diagrams, drawings or, if it is possible, a recorded diary journal. By offering alternative methods for this task, the educator is able to accommodate for those learners who have low or limited reading and writing skills.

A LEARNER'S INDIVIDUAL KNOWLEDGE

The integration of past and new knowledge and skills and the consolidation of new knowledge enables adult learners to develop a holistic understanding of new learning, and to reflect on its possible benefits and applications. Applying the knowledge is the same as practicing, with practical skills rehearsal leading to longer term retention.

Testing the new knowledge in a real situation also provides the learner with feedback about the effectiveness of their application (e.g., the ability to analyse any differences between what was learned and what happens in practice). The internalisation of new knowledge and its application to different practical contexts is a fundamental part of the SkillsHUBS model, and one that recognises the need to build the course curriculum on the basis of employer's needs.

JOINT ASSESSMENT

In the Skill HUBS Individual Record methodology, evidence of accomplishment is a joint assessment of what has been achieved by learners at the conclusions of their courses. Prison learners can produce a review in their own words, with the option to invite peers and mentors to add their comments. A statement of what will be delivered by the learner's project in as much detail as is required. Educators will assess the progress and outcomes (informally) according to plan and complete the Individual Record of Achievement (see Appendix: Individual Record of Learning Achievements).

With the Individual Learner Record, it is important that educators use language that complies with future validation procedures and is appropriate for local employers and job centres. The Individual Record of Learning Achievements has to cover acquired skills, knowledge and attitudes in the various basic and transversal skills. Whenever possible the detailed description of skills, knowledge and attitudes shall be contextualised in and be consistent with the language and requirements of local job placements.

CERTIFICATE OF ACHIEVEMENT

The Individual Record of Learning Achievements is in most cases an informal document given to learners who have achieved all or most of the learning goals set by the training program. Many past practices show that when certificates of achievements include detailed and individualised lists of acquired skills and competences, learners are encouraged to use them for further learning at work and outside work. Measurable objectives set during the course, which are recorded and assessed, initially recorded in the Learner Contract, can easily be transferred to

the certificate of achievement. It is preferable and recommended that those skills and knowledge achievements are written in such a way as to be easily validated by validating bodies.

SUSTAINABILITY

Collectively, prison learners and educators should give thought to future plans concerning individual development: What are the options? What is realistic? What is the prison learner especially interested in? What is the prison learner good at? This can lead to further training, certificates, lifelong learning or professional goals connected to some prospective employer.

In order to validate this reflection and planning process and the commitment of the prison learner, the results should be recorded by the educators and shared with both the learner and relevant prison staff in order to ensure transparency and to provide evidence for the sustainability and impact of the course.

5.3 The benefits and traits of the Individual Learner Record methodology

The Individual Learner Record methodology is based on the co-creative learning approach, which stimulates learners to take an active part in planning and reflecting their own learning. It also takes into account the theory of change, and to a social practice approach, which recognises how people learn and use what they learn in their lives and social groups or communities (Appleby and Barton, 2008). In this way, we are addressing one of the central challenges of prison education: whole person education and raising basic and transversal skills levels of inmates to give them better prospects post-release.

Benefits of the Individual Learner Record:

- It is supportive and helps inmates develop their learning skills: setting learning objectives, planning their learning, doing their own learning projects, using different resources, reflecting and assessing their learning outcomes.
- Positive learning experience that individuals obtain during learning stimulates engagement. This in turn is long-term benefit, expressed in higher autonomy, engagement and understanding of challenges, and finally in new educational needs of individual (Javrh, 2011).
- Individual Learner Record helps to enhance learner's motivation and readiness to engage in learning with the key attraction in the doing and learning of things that the prison learner likes, is interested in and perceives as useful and reasonable.

- Research show that prison inmates find it hard to learn basic skills, such as reading, writing and math (Manger & al., 2018). Innovative methodologies such as SkillHUBS co-creative approach, together with the individual record methodologies, could help considerably to overcome dispositional barrier to learning for prison inmates.
- Stimulates dialogical learning, since it involves co-operation in the whole process of learning. It redistributes the power relation among those who have knowledge to those who have not. It gives learners equal right to co-create learning contents and stimulates their own understanding of the world, not the one that authorities impose it.
- Enables empowerment, because it is raising the inmate's awareness of their potentials and resources and how they can consciously use and develop them.
- High practical orientation to work situations and the assessed needs and job placement requirements. The methodology enables inmates to learn and assess what was learned in the context of work situations.
- Enables the learner to have the control of learning outcomes.
- Finally, the Skill HUBS methodology, with its whole person approach to learning for prison inmates, pursues critical and ethical dimensions that are according to Life Skills Project, integral parts of the development of (key) competences. In this way, it helps prison learners to become capable for work and life outside prison.

The Learner Contract is not a mandatory part of co-creative learning; it is a good starting point, actively involving the learners in their own learning, and in taking personal control and responsibility for it.

Examples of Learner Contracts can be found in the Appendix.

Project commentary:

The individual learning record can be very useful for both the teacher and the learner and a longer programme can definitely give better results. On the other hand, a longer programme in prison can bring with it various difficulties. Thus, the Individual Learning Record needs to be clear and valid for specific tasks/skills acquired during a short programme and not a general one.

APPENDIX

EXAMPLES OF RESEARCH QUESTIONNAIRES

A questionnaire for employers about the needs of employee competencies

The aim of the SkillHUBS project is to develop a counselling and training model and, on that basis, prepare programmes and guidelines with which we wish to guide and facilitate inmates' education and training for the development of key competences. Using innovative methodologies and approaches, we wish to improve inmates' participation in quality education and thus enhance their employability and facilitate their entry into the labour market.

To this end, we will employ an education needs analysis to identify the knowledge and skills (basic and transversal) that the employers expect from their employees. We will also establish what skills the inmates need to acquire to be able to compete effectively as job seekers on the labour market. Within the framework provided by the SkillHUBS project, tailor-made programmes will be developed, enabling better matching between inmates' knowledge and skill levels and actual job requirements. The long-term goal of the project is sustainable change in the inmates' attitude towards education and training, which we aim to achieve with the help of innovative educational approaches and counselling. A more permanent change will be evident in their motivation and readiness to take advantage of educational opportunities in the local community after release and acquire competences for the 21st century.

For this purpose, we have developed a questionnaire, with which we wish to identify the knowledge, skills and attitudes (or competences) relevant to your employees need and the areas where there is a need for additional skills and knowledge.

For the creation of an analysis and the preparation of appropriate education programmes for employees and jobseekers, companies' participation is key. Your opinions and experiences matter, so please fill in the questionnaire.

Thank you for your cooperation and for taking the time to complete this questionnaire.

I. GENERAL INFORMATION ABOUT THE COMPANY / INDEPENDENT BUSINESS

In this section, we ask you to provide some general information about your company / independent business.

The name of the company / sole proprietor:	
Place of business:	
Position (circle as appropriate):	DIRECTOR
	SOLE PROPRIETOR
	HEAD OF HUMAN RESOURCES
	OTHER (please specify):
Telephone number of the contact person:	
E-mail address of the contact person:	
Web address of the company:	

Main activity of the company / organisation / independent business according to the Standard Classification of Activities (circle as appropriate):

A	Agriculture, hunting, forestry and fishing
B	Mining
C	Manufacturing
D	Electricity, gas and steam supply
E	Water supply, sewerage, waste management and remediation activities
F	Construction
G	Trade, maintenance and repair of motor vehicles
H	Transportation and storage
I	Accommodation and food service activities
J	Information and communication
K	Financial and insurance activities
L	Real estate activities
M	Professional, scientific and technical activities
N	Other business activities
O	Public administration and defence; compulsory social security
P	Education
Q	Health and social work activities
R	Arts, entertainment and recreation
S	Other services activities
T	Activities of households as employers of domestic personnel; producing activities for own use
U	Activities of extraterritorial organisations and bodies

The total number of employees in the company/organisation: _____

ESTABLISHING THE REQUIRED EMPLOYEE COMPETENCES

In this section, we are interested in your assessment of the competences the employees should possess to perform work tasks effectively and efficiently.

1. Please rate the importance you place on each of the following competences when evaluating job candidates. On a scale of 1 to 10, 1 is "not important" and 5 is "very important".

	Knowledge and competences	Rating			
		1	2	3	4
1.	Adaptability	1	2	3	4
2.	Communication skills	1	2	3	4
3.	Customer service skills	1	2	3	4
4.	Mathematical competence	1	2	3	4
5.	Literacy and appropriate use of language	1	2	3	4
6.	Generic vocational competences	1	2	3	4
7.	Job-specific competences	1	2	3	4
8.	Responsibility	1	2	3	4
9.	Critical thinking	1	2	3	4
10.	Information and communication	1	2	3	4
11.	Problem-solving skills	1	2	3	4
12.	Foreign languages	1	2	3	4
13.	Creativity	1	2	3	4
14.	Teamwork competence	1	2	3	4
15.	Organisational skills	1	2	3	4
16.	Digital competences/knowledge (the use of ICT)	1	2	3	4
17.	Other (please specify):	1	2	3	4

Next, we ask you to mark the knowledge and skills listed below your employees apply in the work place with lower or intermediate level of education.

2. In the tables below, please select the components of individual competences that your employees need for working both effectively and efficiently. (Mark the selected competence with an x)

NUMERACY	Mark with an x
Understands the value of numbers.	
Knows basic arithmetic operations and can use them to solve real-life problems.	
Can perform arithmetic operations using devices, such as a mobile phone, a calculator and a computer.	
Can calculate percentages.	
Knows simple questionnaires for collecting statistical data.	
Can read tables.	
Can edit the obtained data and display it in a chart.	
Can read histograms and pie charts.	
Can create a histogram and a pie chart using data from a table.	
Can calculate the arithmetic mean.	
Understands the meaning of pictograms he/she encounters in his/her work.	
Can divide quantities and mix them in a given ratio.	
Knows the difference between a relation where both variables increase or decrease in the same ratio (direct proportion) and a relation where one variable increases if the other variable decreases (inverse proportion).	
Knows how to convert currencies.	
Knows how to use map scales.	
Can calculate the area and the circumference of a rectangle and a square and knows how to use units of length and area correctly.	
Knows how to use a set square and measure an angle.	
Can recognise and describe solid geometric shapes: rectangular prism, cube, cylinder, pyramid, cone, and sphere. Knows the difference between them.	
Understands the mathematical concept of surface area – using a net.	
Can use surface area and volume formulas when solving mathematical problems. Can check solutions in a different way.	

NUMERACY
Other (please specify):

LITERACY COMPETENCE	Mark with an x
Is able to read different types of simple, short texts.	
Is able to understand what he/she has read.	
Is able to summarise what he/she has read.	
Is able to read fluently aloud.	
Can find relevant information by reading texts in different types of media (information boards, printed media).	
Can read and understand formal and informal, public and private texts.	
Can read and understand pictograms.	
Knows how to fill in forms.	
Can write simple texts correctly.	
Collects, compiles and records information.	
Is able to write from dictation.	
Describes objects, people and places in written form.	
Knows how to write electronic messages.	
Knows how to write a letter.	
Can communicate thoughts, aspirations, needs, and advice in an appropriate way across contexts.	
Other (please specify):	

DIGITAL/ICT LITERACY	Mark with an x
Possesses basic information knowledge.	
Can choose programmes or applications.	
Knows different information systems.	
Can combine various technologies and devices.	
Can use e-services.	
Can use cloud services.	
Can install, update and uninstall applications.	
Knows how to solve problems.	
Can look for information online using different devices.	
Can assess the reliability of information.	
Knows how to communicate using digital devices.	
Uses e-mail.	
Is aware of and uses internet etiquette.	
Can create texts.	
Can create tables.	
Can create presentations.	
Can create multimedia content.	
Can take steps to protect the devices.	
Knows and follows online safety guidelines.	
Can create safety copies.	
Is aware of the importance of environmental protection.	
Other (please specify):	

CRITICAL THINKING AND PROBLEM SOLVING	Mark with an x
Asks thoughtful questions (questioning).	
Analyses and appraises arguments, defines the criteria for assessment, assesses the relevance of the criteria.	
Can separate facts from opinions.	
Analyses assumptions and attitudes in individual conclusions.	
Is capable of understanding the importance and the advantage of individual measures.	
Approaches a plan in a systematic way and thinks rationally.	
Avoids emotional reasoning.	
Assesses the relevance and justification of the arguments and conclusions and avoids simplification and confusion.	
Can define concepts and problems with respect to theoretical and practical starting points.	
Checks the data when encountering ambiguities and inconsistencies.	
Finds and evaluates different sources.	
Is capable of solving problems and making decisions.	
Uses different strategies and techniques to solve open-ended problems.	
Makes decisions and reviews the consequences.	
Uses various decision-making techniques.	
Is capable of setting goals and planning the ways to achieve them.	
Maintains an open mind to alternative interpretations of events.	
Other (please specify):	

CREATIVITY	Mark with an x
Knows the strengths and weaknesses of his/her skills and knowledge.	
Is able to set realistic goals.	
Is able to plan the steps needed to achieve the set goal.	
Overcomes obstacles with persistence and strong will. Sees obstacles as new opportunities.	
Can improve a specific problematic situation in the work environment.	
Can recognise risks and assess the degree of risks.	
Can take a realistic look at advantages and disadvantages of his/her idea and can recognise opportunities and obstacles.	
Knows how to present his/her idea or business plan to others.	
Is aware of the gradual nature of realising ideas.	
Actively follows developments in his/her professional field and updates his/her knowledge and skills.	
Can actualise his ideas.	
Is open to new ideas that will lead to the improvement of the economic situation.	
Has a clear and positive outlook on the future of business.	
Wants to improve the work process or the product.	
Defines who he/she would ask for help in order to accomplish his/her goal.	
If he/she does not have sufficient knowledge and/or other resources to realise a task, he/she connects with others.	
Can respond to opinions and suggestions of others with reason.	
Can make compromises when realising an idea.	
Shares his/her knowledge with others to achieve the set goal together.	
Can delegate tasks needed to achieve a common objective.	
Is in control of his/her emotions and treats colleagues with dignity and respect.	
Other (please specify):	

LEARNING TO LEARN	Mark with an x
Is aware of the importance and the benefits of lifelong learning for professional and personal development.	
Knows about different types of learning (individual, pair and group), their advantages and disadvantages.	
Becomes acquainted with and tests different memorisation techniques.	
Uses literature as a source of learning.	
Can assess his/her level of knowledge in a certain field.	
Knows and uses various learning techniques (speed reading, mind mapping, writing down key terms, etc.).	
Can use the acquired knowledge in everyday contexts.	
Can use various sources (maps, dictionaries, books, etc.) for various purposes or learning goals.	
Persists in learning despite unpopular content, for he/she understands this knowledge will be useful.	
Knows how to eliminate distractions.	
Can assess what information he/she has or has not retained after the end of the learning process.	
Can detect obstacles to learning and thinks about how to overcome them (breaks, additional materials, additional explanations, surrounding noises, etc.).	
Keeps certificates of learning and education.	
Other (please specify):	

3. In the table below, please describe some examples of work tasks in typical workplaces in your company that require specific competences or skills from the employee.

COMPETENCE - KNOWLEDGE, SKILLS	EXAMPLES - description of actual tasks, work, results
<p>NUMERACY</p> <p>Numeracy competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. It involves the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs and charts).</p>	
<p>LITERACY COMPETENCE</p> <p>Communication in the mother tongue is the ability to express and understand concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts such as in education and training, work, home and leisure.</p>	
<p>DIGITAL/ICT COMPETENCE</p> <p>Digital competence refers to basic abilities required to function in the digital world. A digitally literate individual is aware of and uses digital devices and applications, understands the laws of the digital social environment and knows how to operate within it.</p>	
<p>CRITICAL THINKING AND PROBLEM SOLVING</p> <p>A critical thinker is a person that skilfully uses a series of demanding mental processes and skills (posing questions, identifying and defining problems, comparing, sorting, deductive and inductive reasoning, argumentation, setting hypotheses, etc.). Such a person is characterised by a variety of emotional and motivational attitudes, e.g. intellectual openness, avoiding premature judgement, systematic thinking, etc.</p> <p>In order to solve problems successfully, people need the ability to apply logical, structured, rational and analytical thinking as well as intuition and self-trust.</p>	

COMPETENCE - KNOWLEDGE, SKILLS	EXAMPLES - description of actual tasks, work, results
<p>CREATIVITY</p> <p>This competence represents the realisation of an individual's idea that encompasses creativity, innovativeness, risk-taking and the ability to plan and manage projects in order to achieve a concrete goal. This competence supports individuals in the workplace in being aware of the context of their work and being able to seize opportunities. It also serves them well in their everyday lives at home and in society in general.</p>	
<p>LEARNING TO LEARN</p> <p>Learning to learn is the ability to pursue and persist in learning as well as to organise one's own learning, including through effective time and information management, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills.</p>	

I. GENERAL INFORMATION ABOUT YOUR PRISON:

In this section, we ask for some general information about your prison.

Prison:	
Address:	
Type of prison:	
Male/female/juvenile	
Contact person's function:	
Contact person's telephone number:	
Contact person's e-mail address:	

2. EDUCATION PROGRAMMES FOR INMATES

In this section, please state which programmes have been implemented in the previous year and to what extent.

Please enter the competences that the participants developed in the programme into column six. Choose the competences from the table on the next page. Enter only the corresponding number of a given competence. If the programme developed multiple competences simultaneously, list them in the appropriate order. (The competence listed first is the most developed and the competence listed last is the least developed.)

	Education programme or the type of education/training	Type of education F: formal N: non-formal	Service provider (name the organisation providing the education or state if it is a case of internal training)	Number of participants	Competences acquired through the programme
	Examples:				
	Computer course		CIK Trebnje	7	3
1.					
2.					
3.					
4.					
5.					
6.					

List of competences:

1.	Numeracy
2.	Literacy
3.	Digital / ICT competences
4.	Critical thinking
5.	Problem -solving skills
6.	Creativity
7.	Learning to learn

3. We would also like to know about organised extracurricular activities in the form of groups taking place in your prison.

	Extracurricular activity	Competences that are being developed and enhanced	Number of participants	Frequency of activities
	Examples:			
	Reading group	2	3	once a week
	Self-help group	5,6	5	twice a week
1.				
2.				
3.				
4.				
5.				
6.				

4. In the table below, please mark the areas in which, in your opinion, imprisoned persons need to upskill most. Consider only non-formal education and training, such as courses, seminars, workshops, etc. Circle the number in front of the selected area. You may choose several areas.

	Numeracy
	Literacy
	ICT - the use of basic and specific computer programmes
	Ecology
	Understanding of and respect for health and safety at work and the protection of the environment
	Social responsibility
	Healthy lifestyle (health at work, healthy diet, exercise, addictions, stress, ...)
	Creativity
	Cultural awareness and expression
	Citizenship competences
	Critical thinking and problem solving
	Other (please specify):

Would you like to add anything regarding the education needs and the upskilling of inmates?

Thank you for your cooperation.

EXAMPLES OF LEARNER CONTRACTS

Learner Contract

Mr / Ms

Course title: Period:

Educator / teacher

This form is for you to make a record of what you are aiming for in this course. We will ask you to look at this again at the end of the course to see if the course has worked for you.

1.) What are you hoping for to gain from doing this course?

(learning objectives, what learner wants to learn)

2.) What (knowledge, skills) would you like to improve on this course?

We suggest to write²⁹ them down as I would like to ... statements (learning objectives, related to the course contents and skills gap analysis, as well as to individual needs analysis)

Literacy / communication

- I would like to become better in reading bed time stories to my kid

- ...

Numeracy

ICT and digital skills

Complex problem solving

Creativity

Critical thinking

Other, please list the area and acquired skills and competences

3.) Why would you want to learn that? (learner's contexts and motivation)

4.) How will you do this? (how learner wants to learn)

Describe shortly your personal learning project, such as starting a small business, improve working with clients in service company, renting a flat or room after release from prison, reading bed time stories to my child (?)

List learning resources (people, books, examples of form and instructions from work)

...

Describe any obstacles you foresee in your learning and how are you going to overcome them

²⁹ This can be written, which is the preferred method since reflecting and writing are key learning methods, or it can be in the format of pictograms, diagrams, drawings. By offering alternative methods for this task, the educator can accommodate for those learners who have low or limited reading and writing skills.

5.) How will you know that you have learned what you have committed to learn?
(learning diary, peer learning, joint review)

Signed by participant: _____ Date: _____

Signed by educator / teacher: _____ Date: _____

A learning diary³⁰

Date: _____

What did I learn today?	
Which content can I apply in my (daily) life and work?	
That was easy:	
That was difficult:	
What do I still have to improve?	

³⁰ The diary can be written, which is the preferred method since reflecting and writing are key learning methods, or it can be in the format of pictograms, diagrams, drawings or, if it is possible, a recorded diary journal. By offering alternative methods for this task, the educator is able to accommodate for those learners who have low or limited reading and writing skills.

I am satisfied with myself, because...	
Notes:	

Joint review of the learning commitment

1.) What have gained from doing that course so far? (learner's goals)
 The list of questions that can assist learner to reflect on his learning journey may also include the following: What I have tried from what has been learned?

2.) What knowledge and skills did you want to improve on this course?
 (assessment in relation to goals)

3.) Have they improved? What have you tried from what has been learned?
 What did you do well, when / where / how? Give some details in relation to your original plan:

Literacy / communication

Numeracy

ICT and digital skills

Complex problem solving

Creativity

Critical thinking

Other, please list the area and acquired skills and competences

4.) What difference will this make to you now? How satisfied you are with yourself?
 Did it cost you much courage? Who noticed that you acted differently?
 How did the others - colleague's inmates, prison educators - react?
 (learning transfer to everyday and work related situations).

5.) What difference will this make to you in next couple of months?
 Where do you want to become even safer / better? (future planning)

Signed by participant: _____ Date: _____

Signed by educator / teacher: _____ Date: _____

Individual Record of Learning Achievements

for

Mr / Ms NN

Date and place of birth

Mr / Ms NN completed a total of ... (number) ... hours of training between ... (period of attendance) The course(s) was (were) designed and carried out on the basis of skills needs analysis among different employers conducted by (institution or person) in the period ... (month, year). The courses were individualized to the individual learners needs. The course(s) took place in ... (location)

Mr. NN has attended the following courses: developed his work based basic competences in the following areas:

- 1.) Course title _____, led by (name of prison educators, title of the external training company and names of teachers).
- 2.) Course title _____, led by (name of prison educators, title of the external training company and names of teachers).
- 3.)List learning resources (people, books, examples of form and instructions from work) ...

Place / Date

NN / Prison educator / Teacher

Place / Date

NN / Manager/Education Provider

Annex to the Individual Learner Record of Learning Achievements List of skills and competences acquired during the training

We hereby certify that Mr / Ms NN (name and surname) has acquired skills and competences in the following areas:

- 1.) Literacy / communication
- 2.) Numeracy
- 3.) ICT and digital skills
- 4.) Complex problem solving
- 5.) Creativity
- 6.) Critical thinking
- 7.) Other, please list the area and acquired skills and competences

Place / Date

NN / Prison educator / Teacher

Place / Date

NN / Manager/Education Provider

Examples how to state knowledge, skills and attitudes

When declaring learning outcomes for individual learner, the outcomes should be stating what learner is able to do, to know, and feel. They should consist of an opening statement 'the learner is (cap) able to / the learner ... an action verb (see also Caffarella, 2013).

To describe knowledge learner acquired, the following verbs may be used, for example: identify, list, define, describe, understand, state, categorise, chart, rank, distinguish, explain, know, inform, specify, tell, etc.)

The learner:

- Knows the difference between free and payable online applications, cultural and natural heritage, recycling the organic and other waste, ...
- Understands the principles of operation of different systems for mobile applications such as Android, iOS, Windows mobile...
- Explain the advantages of data in the cloud.

To describe skills that learner has, there may be the following verbs: demonstrate, produce, assemble, adjust, carry out, read, write, calculate, draw, conduct, etc.

The learner is able to:

- Carry out the payment using different ways of online applications (PayPal, etc...),
- Write job application,
- Calculate the family budget.

Attitudes or changes in attitudes are usually procedural learning objectives and are not easy to define and observe. The verbs of use might be: challenge, defend, judge, adopt, advocate, cooperate, justify, persuade, select, dispute, feel, care, express, reflect, etc.

The learner is able to:

- Express directedness in everyday communication,
- Justify critical control and care in handling working materials,
- Endorse feedback,
- Reflect on his own work performance.

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Note

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