



# SkillHubs: Transnational prison up-skilling guidance and training model

RESEARCH REPORT WITH PROJECTED GUIDELINES

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<http://www.skillhubs.eu>

## The Skillhubs Project

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# Chapter 1: The Project

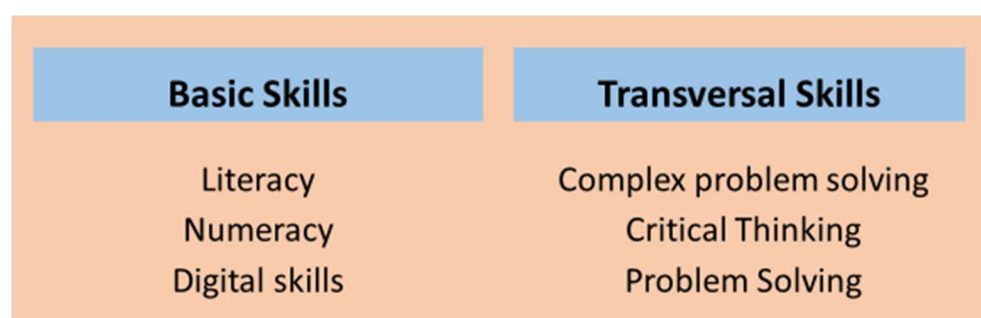
## Skillhubs

### Aims and objectives of the Project

**T**he SkillHubs project tackles a number of objectives, all meant to facilitate a smooth transition of ex-prison inmates from prison to society. Overall it confronts issues of inclusion and equity for a group of persons who have particular and special needs, at times resulting from lack of education and skills, including a lack of some or all of the eight key learning competencies, including the knowledge, skills, and attitudes necessary by all for personal fulfilment and development, employability, social inclusion and active citizenship as identified by the European Commission.<sup>1</sup> One other goal of the project is to emphasize the match of skills taught in prison with the skills actually needed in the services sector. The ultimate goal of the project is the up-skilling and, particularly for those who experienced longer sentences, the re-skilling of inmates' abilities. In order to accomplish this aim, the project develops innovative methodologies for skills assessment, their validation and recognition. It also develops a methodology for preparation of individualized documents of learning achievements, one that will include educational goals, learning content, record of achieved skills and mentor's views on one's progress. The 3 basic skills and 3 transversal skills the project focuses on are the following:

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<sup>1</sup> [https://ec.europa.eu/education/policy/school/competences\\_en](https://ec.europa.eu/education/policy/school/competences_en)



One particular innovation of this project is the way it connects the local/regional stakeholders, mainly the business sector, the school system and the public sector into this system of up-skilling and re-skilling prison inmates. The innovative factor of this approach is that education and training cease to be the sole domain of teachers and educators, and instead makes better use of the community. In this way it is the community that is being encouraged to prepare the inmate for re-entry into the very same community. This, it is hoped, will make the ultimate aim of the project that is reintegration, a success. The prison mentors will collaborate with these representatives of society to create an individualised programme of learning. This is the second innovative aspect of the project, for traditionally educators, particularly in formal education, cater for the whole class. The proposal here is that not only will the programme be designed *for* the individual, but it will also be designed *with* the individual. Hence the general community will have a direct role in the delivery of up-skilling and re-skilling programmes, and the inmate will have a direct role in its design, together with the prison mentor and representatives of the different sectors of the community.

## The Partnership

SkillHubs is coordinated by the Centre for Education and Culture Trebnje (CIK). The coordinator is responsible for the project management, coordination and monitoring. These are the normal duties of a project coordinator. The added value CIK brings to the project is the fact that they are one of the main prison education providers in Slovenia and have extensive experience in implementing prison-themed projects. The project is also supported by the Slovenian Institute for Adult Education (SIAE) which is Slovenia's main public body for research and development, quality and education, guidance and validation, and promotional and informative activities in the field of adult

education. The European Association for Education of Adults (EAEA), supports and disseminates to its member organisations, by means of its European platform, the outputs of this project. The International Corrections and Prisons Association (ICPA) has a similar role on a wider international level. The fifth partner of the project is the National Learning and Work Institute (L&W) of the United Kingdom. L&W is an independent policy and research organisation dedicated to lifelong learning, full employment and inclusion. They have worked with the National Offender Management Service, the Ministry of Justice, The National Careers Service in prisons and the Virtual Campus board for many years, supporting policy and practice in prison education to enable offenders to develop the skills they need to make a positive transition to life in the community. The University of Malta's *Prison Education and Re-Entry Programme* is responsible for the research and needs analysis of the project. The Baia Mare Prison has extensive experience in the provision of different types of training and other educational activities in their prison. For this reason their main role is to pilot implementation of the products. This composition of the partners assures a balance between research, policy development and implementation and guarantees a workable model for re-entry of prison inmates. Complementing the partners one finds three associate partners: The European Prison Education Association (EPEA), the Creative Corrections Europe, and the Department of Penitentiary Institutions of the Republic of Moldova, all of who offer practical support to the project's implementation and promote its outcomes.

## What is prison education for?

### A Theory of Change

Through the Prisoner's Education Trust's (PET) blueprint for prison education, *Smart Rehabilitation*, the fundamental question within the scope of prison education - 'What is prison education for?' – Fundamentally changed its modus operandi. A move from a 'tick box culture', a more 'outcome focused approach' was recommended. Zooming into the small print, the Prisoner Learning Alliance (PLA), wanted to ascertain exactly what these 'outcomes' are all about.

This gave rise to the Prisoner Learning Alliance (PLA)'s 2016 report '*What is prison education for? A theory of change exploring the value of learning in prison*', a document aimed at stimulating debate on purpose and value of prison education. This theory of change was formulated on four elements: (i) an approach called 'collage as enquiry', where ex-prisoners created a collage of images and words reflecting their former prison education experiences, and the benefits it provided. They were then interviewed about their art, (ii) consultation with prison teachers (iii) literature on prison education and (iv) desistance theory.

The theory is made up of five strands, a hypothesis of 'what works' in prison education, as illustrated below:



Figure 1 The five strands: <https://www.prisonerseducation.org.uk/theory-of-change->

Each theme provides engaging cases and studies on the effect of prison education on the learners.

Interestingly, yet not unexpectedly, it is the prison culture that binds all the themes together. Education in prison can be tough due to its confined, coercive and overcrowded nature. However, through education, prisoners said they felt they could see "ray of light" in the darkness. A positive effect of prison

education would provide prisoners with further hope for the future, a 'ripple effect of inspiring others' as one learner put it.

Theme two, wellbeing, focuses on moving the prison regime from a challenging and stressful environment, rife with risk, conflict and self-harm to a positive environment where more time is spent in activities and education. Both which provide psychological goal as well as a potential coping strategy. This would result in an overall improved wellbeing as well as better prison behaviour.

Education undoubtedly holds a paramount spot in human capital, theme three. Education equips the learner with motivation to change as well as the tools and resilience needed to move forward, to create new positive identities. Education provides a goal, a 'new beginning' which on the long term develops the holistic person. Through learning opportunities, and exposure to new ideas, the individual takes responsibility of the learning process. This in turn would provide the opportunity for self-expression. Education provides the 'tools' to maintain this positive change in the form of a change in attitudes and behaviour, despite any setbacks encountered.

Education also plays an active role in social capital, theme four. Split under two subheadings, belonging and community, and active engagement, education paves the way for a smoother ability to relate to others and to positively contribute to society.

Keeping in mind the NOMS Pathways, these themes, collectively, can potentially contribute to an inmate's desistance process. This reflects the idea of causality within the desistance process: it is not a single journey led by one factor. Rather, it is about providing momentum to an individual to provide the motivation to change life around, and these five themes each give a hook in their respective areas.

In line with Council of Europe's 1990 *Education in Prison* document, this Theory of Change asserts that prison education *does* have a lot to offer an inmate in terms of desistance and lower recidivism rates. Through the idea of 'second chance school', although not explicitly alluded to, it identifies the range of positive effects, mostly through a process of resocialisation and productive use of time.

SkillHubs, aimed at facilitating the transition from prison to society, hold similar ideologies to this theory. By fusing this theory to literature in the area of prison education, it gains a panoramic picture of the benefits of prison education, putting in a better position to offer provisions to inmates, especially in the area of the preparation of individualized documents of learning achievements.

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*Identity – prison reinforces the offender identity and that things need to be done to you to fix you up. Education gave me the options in my own mind, the chance to form a different identity: student, scholar, citizen, employee. Education reinforces that new identity. Identity is important because it influences behaviour and actions. **Stephen, former prison learner***

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## Chapter 2: Adult Education and Education in Prisons in Europe

### Education: A Right and a Need

**E**ducation is believed to be a valuable good (Council of Europe, 1990: 15), a worthwhile activity that involves the transmission of knowledge. This transmission can be described as a process, often referred to as teaching, while the content is what is being taught, the knowledge one is initiated in (Barrow and Woods, 2002). Education not only contributes to the development of the person (Mulcahy, 2008), but also leads to the creation of knowledge (Tan, So and Yeo, 2014). At an international level, education has been awarded the status of a human right by the United Nations. The Universal Declaration of Human Rights, specifically Article 26, states that everyone has the right to education and that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Article 27, found in the same chapter, states that everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits (UN General Assembly, 1948).

As is the case with all rights, the right to education implies an obligation on the part of a provider or guardian of that right. This is known as the 'correlativity thesis', which basically states that all rights have a correlative obligation (Baggett and Foreman, 2008). So, for example in the case of compulsory schooling, in most countries, it is the state that has the obligation to provide for the education of children of compulsory school age, normally up to the age of sixteen or eighteen. When it comes to adult education this is not always the case, and unfortunately this right to education for adults is not always protected by law. The failure of a state to provide adult education is not necessarily a violation of the law and is not considered as a human rights violation. Beiter (2006) argues that this should not be the case, that the term 'everyone' in Article 26(1) acknowledges not only children as the beneficiaries

of education but also adults. Beiter (2006) makes the important point that education is an interactive process that involves learning and thus he interprets the right to education as a right to be educated. In identifying the reasons for education as a human right, Beiter (2006) lists three reasons. The first is what he terms as 'the social utilitarian argument', mainly the importance of education for society in general, including, for example, the knowledge and ability to act as a responsible citizen in order to vote conscientiously. Dewey (1997) equates education with democracy itself, arguing that education is fundamentally the principal mode of transmission of values and norms, including democracy itself. Beiter's second rationale for considering education as a human right is the argument that 'education is a prerequisite for individual development'. Without education one fails to become a person, to realise one's abilities, one's potential. The third argument put forward by Beiter is the 'individual welfare argument' (Beiter, 2006: 27). He explains that education is a necessity that one cannot provide by him or herself and consequently, it is the community that has the responsibility to provide such a service. This is of course, even more the case in prison, where an adult is not free to seek education in the various provisions made by the state and other entities, or to use online courses as non-incarcerated adults do. The individual welfare argument obliges the prison to provide education in order to give everyone the chance to have a standard level of literacy and numeracy to function effectively in society. This acceptable level of functional literacy and numeracy is necessary for one to be able to engage in skilled or semi-skilled jobs (Gravells, 2010). Geisinger (2012) affirms that the right to education is directly linked to human dignity, for it is through education that one develops the capacity to moral autonomy and self-respect. Munoz (2009: 7) argues that 'human dignity, core to human rights, implies respect for the individual, in his actuality and also in his potential. As education is uniquely and pre-eminently concerned with learning, fulfilling potential and development, it should be a fundamental concern of education in detention, not simply a utilitarian add-on should resources allow it'. This link between the right to education and the obligations to provide for this right is also clearly stated in *Adult Education: The Hamburg Declaration* (UNESCO, 1997). The declaration states that 'the right to education throughout life should be accompanied by measures to

create the conditions required to exercise this right' (declaration no.9). For inmates, it is the prison authorities who have the obligation and responsibility to create the right conditions for education in prison.

Education is also regarded as a necessary means for employability. This is stressed by the Council of the European Union, as expressed particularly in the documents *Education 2020* and the *Lisbon Strategy*. In 2000 the EU published a plan for the development of the economy between 2000 and 2010, known as 'The Lisbon Strategy', the full title of which is *The Lisbon Special European Council (March 2000): Towards a Europe of Innovation and Knowledge (March 2000a)*. One of its aims was to half the number persons with a low level of education but who were not in some sort of training for employability. In promoting a knowledge economy, it was imperative that those accessing the labour market had the necessary level of education. The strategy believed that the lower the level of education, the higher the unemployment rate. This strategy defined 'the new basic skills' as being IT skills, foreign languages, skills dealing with technology, and understanding of culture, entrepreneurship and social skills. The document proposed the setting up of a European diploma for basic IT skills. In 2001, *Making the European Area of Lifelong Learning a Reality* was published (European Commission, 2001). The Lisbon strategy was revised in 2005, with a greater emphasis on the need for growth and jobs by improving education and skills, in a communication entitled *Working together for Growth and Jobs - A new start for the Lisbon Strategy* (European Commission, 2005). In 2010, two important documents were published: *Europe 2020* and *Education and Training 2020*. In *Education 2020* the link between education, employment and poverty is stressed: 'better educational levels help employability and progress in increasing the employment rate helps to reduce poverty'. *Education and Training 2020* promotes lifelong learning and a high quality education for those who are educationally disadvantaged. Of direct bearing on what should be the core of education in prison is the *Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning*. Key competencies are described as a combination of knowledge, skills and attitudes that 'shape knowledge, skills and attitudes appropriate to each

context that are fundamental for each individual in a knowledge-based society. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation' (European Commission, 2006: 1). These eight key competencies are communication in the mother tongue as well as communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, a sense of initiative and entrepreneurship, cultural awareness and expression. In being identified as fundamental for the development of each individual, these core subjects now form the curricula of all European schools. If one considers prison schools as second chance schools, then one expects that this core would make up the content of what is taught in prisons as well. SkillHubs focuses mostly on literacy, numeracy and digital skills, consider as the more basic elements of today's educational world. Having said this, it does not mean that the other mentioned areas are of any less importance, and it is being suggested, in Chapter 4, that the other identified core competencies are taught through these identified skills. The name 'SkillHubs' might also give the impression that the project focuses on skills in the traditional sense. This is not the case, for one is also including knowledge, and more importantly, particularly within a prison context, the development of attitudes that go along with the use of that skill. SkillHubs focuses on competences that are defined as a combination of knowledge, skills and attitudes,<sup>2</sup> where:

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<sup>2</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST\\_9009\\_2018\\_INIT&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN)

**Knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;

**Skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

**Attitudes** describe the disposition and mind-sets to act or react to ideas, persons or situations.

## Adult Education and Second Chance Schooling

In 2013 the OECD and the European Commission published the results of a survey, known as the Programme for the International Assessment of Adult Competencies (PIAAC)<sup>3</sup> that focuses on the identified SkillHubs areas, mainly literacy, numeracy and problem-solving and ICT skills of adults aged 16-65 17 EU Member States.

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<sup>3</sup> <http://www.oecd.org/skills/piaac/surveyofadultskills.htm>

## The Survey's key findings:

- 20% of the EU working age population has low literacy and numeracy skills: the figure is higher among the unemployed who are likely to be caught in a 'low-skills trap' because they do little or no adult learning;
- 25% of adults lack the digital skills needed to effectively use ICT (addressing this is one of the objectives of the Commission's new Opening up Education initiative);
- There are striking differences between countries in skills provided through formal education: recent school leavers with an upper secondary qualification in some Member States have similar or better skills than higher education graduates in others;
- Lifelong learning policies must aim at sustaining skills over time given the gaps between generations revealed by the survey and the significant economic and social benefits of higher skills.

As can be noted in Chapter 2, the situation in prisons is much more serious, with even lower levels of literacy and numeracy skills. The differences mentioned between the member states are also present in the prisons of the member states, and the project SkillHubs is sensitive to these differences. Resulting from the OECD and the European Commission study, the Education and Skills Online Assessment is now available online to the general public. The online version is an assessment tool designed to provide individual-level results that are linked to the OECD Survey of Adult Skills (PIAAC) measures of

literacy, numeracy and problem solving in technology-rich environments.<sup>4</sup> The assessment also contains non-cognitive measures of skill use, career interest, health and well-being, and will also include behavioral competencies in the future. This test is available only in computer-based format and can be taken on any computer. It can be used by Prison Learning Centres provided online computers are available for inmates to use.

Building on the renewed *European Agenda for Adult Learning (2011)*<sup>5</sup>, the Eurydice Report: *Adult Education and Training in Europe: Widening Access to Learning Opportunities* reflects the OECD conclusions. This document reports that around 25 % of adults in the EU have not completed any formal education beyond lower secondary education and 6.5 % of these have not progressed past primary education. It is also reported that for less well-educated and low-income citizens, education is a more difficult proposition. When asked about the obstacles to their participation in lifelong learning, nearly 40 % of these respondents stated that they did not need it for their job. This indicates that many do not believe they have the opportunity to develop in their career also shows that they attach little value to the idea of learning for learning's sake. Also, 22 % of the participants stated that they did not have time for education because of family responsibilities, while a further 13 % considered provision to be unaffordable.<sup>6</sup> Imprisonment may provide a hidden opportunity if the right services are provided by the respective states.

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<sup>4</sup> <http://www.oecd.org/skills/ESonline-assessment/>

<sup>5</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2011.372.01.0001.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2011.372.01.0001.01.ENG)

<sup>6</sup> <https://ec.europa.eu/epale/en/blog/focus-are-adults-interested-learning>

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The most recent publication by the Council of the European Union Council Recommendation on Key Competences for Lifelong Learning (23 May 2018)<sup>7</sup> lists these competencies as being:

### *Key Competences for Lifelong Learning*

1. Literacy competence;
2. Multilingual competence;
3. Mathematical competence and competence in science, technology and engineering;
4. Digital competence;
5. Personal, social and learning to learn competence;
6. Citizenship competence;
7. Entrepreneurship competence;
8. Cultural awareness and expression competence.

The three competencies the SkillHubs project is focusing on, mainly literacy, numeracy and digital competencies<sup>8</sup> are described as:

#### **Literacy competence**

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

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<sup>7</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST\\_9009\\_2018\\_INIT&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN)

<sup>8</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST\\_9009\\_2018\\_INIT&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN)



Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/ or the official language in a country or region.

*Essential knowledge, skills and attitudes related to this competence*

This competence involves the knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language.

Individuals should have the skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. It encompasses critical thinking and ability to assess and work with information.

A positive attitude towards literacy involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

### **Mathematical competence**

Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

*Essential knowledge, skills and attitudes related to this competence*

Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work (e.g. financial skills), and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids including statistical data and graphs and to understand the mathematical aspects of digitalisation.

A positive attitude in mathematics is based on the respect for truth and a willingness to look for reasons and to assess their validity.

### **Digital competence**

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

#### *Essential knowledge, skills and attitudes related to this competence*

Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals.

Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.

Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

These amplifications about the goals of developing literacy, numeracy and digital competencies clarify the ultimate goals of the project. The challenge is to how develop these three competencies within in a prison environment in an innovative way.

## Education in Prison

The Council of Europe Recommendation No. R (89)12 entitled *Education in Prison* (Council of Europe, 1990), is a key text that guides state authorities on education in prisons. The recommendations of this document are extensive, and although they were published in 1990, they are still valid today. The document makes a bold assertion that all prisoners should have access to education in prison and that such education should be as much as possible identical to education outside the prison walls, education that should have the same quality and value in terms of certification. The document lists several areas of education, including traditional and vocational education, as well as creativity, cultural activities, sports and library facilities. The document stresses that education in prison should not have a lesser status than work in prison, and that inmates ought not to lose financially when pursuing their studies. The same document makes a case for teaching styles that are adequate for adults, that prisoners with specific learning difficulties should be positively discriminated in favour of and that any vocational education courses should be relevant to the job market.

*Education in Prison* (Council of Europe, 1990) promotes an education that links as much as possible the inside of the prison with the outside, so that inmates are not isolated from the rest of society, but interact as much as possible with it. In fact, the document views education as a bridge between the inside and the outside of the prison. One way of doing this is by using teachers from outside the prison, rather than having teachers employed by the prison authorities, for in the latter case, there is a danger of the institutionalisation of the teachers as well. The document justifies education in prison as a tool for the promotion of normality in an abnormal institutionalised environment that ‘damages people’ (Council of Europe, 1990: 10). It also justifies education in prison as an act of justice: prisoners are described as people who, in their majority, have experienced limited and negative education in their childhood, and prison is a site where this injustice can be redressed. Although the term ‘second chance schooling’ is not used throughout the document, this is precisely what the document is aiming for. On a pragmatic level, the document points out that the cost of providing education in prison is substantially less than keeping someone incarcerated. The premise made by the document’s authors is that education in prison reduces recidivism. Through a process of resocialisation brought about by the process of education (Council of Europe, 1990: 13), the document states that education can ‘awaken positive potential in students in making them aware of new possibilities and, to that extent, can facilitate their choosing for themselves to turn away from crime’ (Council of Europe, 1990: 13). One other reason for the justification of education in prison in this document is that education contributes to the security of the prison, for the inmate is not idle, but active, engaged and more relaxed. The document stresses that the sole punishment through imprisonment is the deprivation of liberty. Any other deprivations, such as the deprivation of education, may be interpreted as an intensification of suffering, an additional punishment that is not justifiable. The document gives an idea of what counts as education, the curriculum that ought to be taught in prisons, and how this can be done. Education is argued for as a preparation for release, but also as a means of coping with life in prison.

The Council of Europe’s European Prison Rules Recommendation Rec (2006)<sup>2</sup> reinforce the Council of Europe’s recommendations on education in prison,

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mainly through Rule 28. In a nutshell this recommendation states that all prisoners should be provided with education according to their individual needs, that priority should be given to those with special needs and young offenders and that education should have the same status of work and be as much as possible integrated with education outside prison. It also stresses the need for library services in prisons, as well as the need for the involvement of external bodies to the prison which provide education in prison. The document makes specific reference to those within the compulsory school age bracket, and recommends that education for these children should be compulsory.

The following is a short synopsis of a literature reviews on education in prisons by theme. This research is meant to give a direction to the SkillHubs project.

### **The Prison Inmate**

There are conflicting views on how much a teacher or a volunteer should know about the personal life of an inmate and the reasons for incarceration. For example, Werner (1990) says that the teacher working in prison should not seek to know about the inmate more that he or she would seek to know about the private life of adults following a study course outside prison. His advice is to see students for what they are and not for what they have been, possibly years before one even meets them in class. The attitude of the teacher, he claims, should be a positive one, focusing on the student as a person with potential rather than an offender. On the other hand, Bayse (1995) argues that the function of those working with inmates is to equalise the negativity learned in prison. Bayse describes the prison as a learning environment where criminals learn from other criminals, taking on the attitudes, values and behaviour examples of the more hardened ones. For the author, those working with inmates sometimes create problems in prison because they do not know how the average inmate thinks: 'working inside a prison or jail without understanding the criminal personality invites disaster' (Bayse, 1995: 19). In this book, criminals are described as persons who are constantly wearing masks in order to deceive staff. It is claimed that they need to wear these masks to play the system. They need to show that they are responsible,

trustable and loyal to convince others, such as those serving on parole boards, after which they change to their old selves. Criminals are described as being narcissistic and self-centred, in need of power and control who tell the truth only till they gain one's trust, then in general they start lying. They manifest antisocial behaviour and lack responsibility, have a low frustration tolerance, have distorted ideas about love, are full of anger and violence, have a lack of remorse and guilt and in general lack empathy. The chapter ends with a short paragraph reminding the reader that labels are dangerous and all inmates are individuals. This vivid description of the inmate is found in a book that promotes team work in prisons published by the American Correctional Association. Thomas and Thomas (2007) identify eight important characters of inmate-students. The primary point the authors make is that all students are different and these differences impinge on the teacher's planning and delivery of lessons. One of these differences is the wide range of abilities students have in prison. In general, their education level is low (O'Brien, 2010), but this does not apply to all inmates. Unfortunately, ability seems to be measured according to the level of literacy and not to any other abilities an inmate might have in other areas. Garden's theory (2001) that we all have multiple intelligences explains that although one may be weak in one intelligence (e.g. literacy), one may be stronger in others, such as bodily-kinaesthetic or musical-rhythmical. Some inmates may have learning disabilities, of which neither the teacher nor the student are aware. These could include dyslexia, dyscalculia and attention deficit disorder. At times it can be a minor disability that can be acted upon easily, such as problems with eyesight or hearing. With the variation of age of inmates comes particular challenges, such as the capacity to learn and understand quickly, as well as memory issues. Gender, ethnicity and one's culture and length of sentence are factors that also have to be taken into consideration. Unfortunately, in some countries, education services are not offered to inmates on remand.

## The Learning Environment

The learning environment in prison is crucial in order to simulate different types of learning. Through their research, Diseth, Eikeland, Manger and Hetland (2008) found that environmental factors in prison increase the motivation and value inmates give to their work. These researchers claim that there is a direct relationship between the learning environment and the motivation of the inmates. They also found that the learning environment in prison influence learning strategies. By learning environment one is not only referring to the classrooms where lessons are conducted, but also the locations that inmates study in, including their cells and the library. Environments, particularly those that are designed for formal teaching and learning, should not, as much as possible, reflect the traditional classroom setting found in formal schooling. The learning centre in the prison of Malta is referred to as 'the school', one of the reasons being that the classrooms are arranged in a traditional teacher-centred mode. Learning environments in prison ought to be as much as possible student-centred learning environments (Jonassen and Land, 2000). The environment should be comfortable and inviting, ideally designed differently from the rest of the prison, in terms of colour schemes, furniture, equipment and security. The furniture layout should be as flexible as possible, in such a way that is conducive to working in an informal manner. In such an environment it is important that the inmate is made welcome and any anxieties and questions should always be dealt with promptly. The location should be sensitive to diversity in prison, taking into consideration gender (Pollock, 1998), age (Cree, 2010), physical access and cultural differences. To mention a few examples, a school that is in the male section of the prison automatically excludes the female population. Rooms may not be accessible for wheelchair bound inmates. A room that displays religious symbols on the walls may not be that welcoming for those of other faiths (Davidson, 1995). Wilson and Reuss (2000: 15) suggest that the learning area should be 'a haven from the reality of the rest of the prison'. Knowles (1980: 69) suggests an environment that is 'people centred, caring, warm, informal, intimate and trusting'. Duguid

(2000a) states that there is research that indicates that engagement with the social environment of the school is as important as the process of learning and of individual development that takes place within the same school. It is not only the physical environment that is conducive to learning, but also the individuals within the positive learning environment that influence students. Hence the need to carefully select teachers and prison officers who are supportive of education in prison. The social environment has as much of an effect on students as what is actually taught. This effect is referred to as the Bennington effect, following research conducted in the 1930s in Bennington College (Milem, 1998).

### **Motivation**

Clarke, Simmonds and Wydall (2004) conclude that motivation is the key factor in producing positive treatment outcomes. There are other factors besides the physical and social environment that motivate or hinder the inmate to learn. In some cases, inmates serving short sentences feel that it is pointless to start a course in prison, particularly if they cannot continue the study course upon release (Eikeland, Manger and Asbjornsen, 2009). Others feel that their education is sufficient and they simply do not need more. Other inmates may not be aware of the positive outcomes they may attain by following a course in prison; hence the need to reach out for inmates rather than solely expecting them to enrol for a course. At times it is best to start with non-formal education in order to entice inmates to the learning centre (Brandreth, 1972; Troustine, 2007). Other motivational factors for enrolling in learning programmes in prison include meeting with friends from different divisions or speaking to adults who are not inmates or prison officers (Manger, Eikeland and Asbjornsen, 2013). In fact one notices that inmates often try to spend time socialising with teachers, especially foreign inmates who have no visitors. For others, following a course in prison is simply something to do. Some inmates have a strong intrinsic motivation; trying to do something constructive during their time in prison and preparing for employability once release. Related to this is also the need for certification of achievement and status (Delaere, De Caluwe and Clarebout, 2013). Ideally such certification should be from an



award-giving body such as an examination centre or a school. One motivational factor for those with a low level of education is the perceived opportunity to catch up with what they missed at school, considering the prison school as a second chance school. Most speak of the need to learn literacy and numeracy to help their sons or daughters in their education once they leave prison. Demotivating factors include the need to work, particularly in situations where the inmate has to select between work and learning, as well as personal and medical problems. At times the self-perception of the inmate hinders him or her from continuing education (Manger, Eikeland and Asbjomsen, 2013).

### Teaching Adults

The way a teacher communicates his or her subject can also motivate inmates. Thomas and Thomas (2007) show how teachers' compliments, both oral or in writing, can motivate the inmate. This is one of the main goals of andragogy, which is defined as the 'art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children' (Knowles, 1980: 43). In order to achieve such goals, the teacher has to know how adults learn (Jarvis, 2004). It is from this understanding that teachers can provide good teaching. It is because of the nature of andragogy and the way that adults learn, which is different from the way children learn, that primary and secondary school teachers may not be the ideal teachers to work in prison. Such teachers need to be trained in the art of teaching adults (Jarvis, 2002), hence the need for specialised teachers in prison who have been trained both in andragogy and in teaching in a prison environment. Teachers should also be able to handle group teaching, particularly in prison (Tennant, 1997; Forsyth, 1998). They must be able to communicate well with adults in order to foster good relationships with the inmates, as well as ensure understanding. They need to know how best to assess that understanding in order to evaluate their teaching, as well as the level of comprehension of the inmate (Reece and Walker, 2005). Teachers are required to produce resources to teach with, develop lesson plans and in general, demonstrate a professional approach to teaching (Corder, 2004; Rogers, 2004). Unfortunately, teachers in most prisons, cannot

make use of the internet as a teaching tool in class. Neither can inmates. This limits both the motivational aspect that IT brings along and the kind and type of learning taking place in prison. Any self-directed learning or distance learning programmes that involve IT are impossible to follow.

## Chapter 3: The current situation in the partner countries

### Part A: The Focus Groups

The focus groups of the partner countries were composed as follows:

**Belgium:** Twelve participants, 6 of whom were teachers of language courses delivered within the prison (Dutch for foreigners, French and English), 2 delivered ICT courses and the other four delivered a variety of vocational courses including bakery and accounting. All participating teachers work in 2 or 3 prisons. They are not full-time teacher in prison and have duties in delivering the same courses outside the prison system in parallel with their prison teaching activities.

**Moldova:** A focus group made up of 5 participants.

**Malta:** A focus group of 4 persons including the prison's Assistant Director responsible for education in prison, a representative of the European Prison Education Association, and NGO that supports informal education in prison, the Chairperson of the Interministerial Committee for Education in Prison (Ministry of Education and Employment and Ministry for Home Affairs and National Security), one manager responsible from the well-being of prison inmates and one manager responsible for the juvenile prison.

**Romania:** The focus group was made up of 6 inside prison staff and 1 outside prison staff but offering services within the prison. The inside prison staff work at the prison of Baia Mare as education officer, a priest, a deputy officer for reintegration, a technical staff member, a prison guard and an officer. The other participant was from Gimnazial School Octavian Goga at Baia Mare.

**Slovenia:** A focus group of 6 participants made up of prison educators who teach them and at the same time motivate them and offer all sorts of support

**United Kingdom:** A focus group was held in HMP Bure near Norwich in the East of England. This consisted of 5 participants - prison staff with responsibility for

overseeing education in the prison and education staff from the region's contracted education provider "People Plus". Participants were: The prison's Education Manager, with responsibility for overseeing and reporting to the Governor on the prison's educational outcomes, the Head of Education from People Plus, who has responsibility for delivery of education provided by People Plus in 10 regional prisons in the East of England as one of the 4 OLASS contractors for England approved by HMPPS (Her Majesty's Prison and Probation Service) , the Curriculum Manager for Functional Skills with responsibility for coordination of basic skills education in HMP Bure, an I.T. tutor and an English tutor, both of which work full time in the prison and deliver English, Maths and I.T. courses only in HMP Bure.

Prior to the sessions, partner countries were encouraged to train or to select focus group facilitators with experience. It was recommended that two facilitators should be present for each session, one to moderate and one to note what was being discussed. A booklet with recommendations was produced to this end (see Appendix 1). It was also stressed that participant information sheets, consent forms and a recruitment letters were to be provided to the participants. Partner countries were free to create their own forms, but an example was provide as indicated in Appendix 1.

A list of guiding questions were given to the partners to follow in order to organise their workshops in a semi-structured manner. The goal was to have some uniformity among the partner countries. The 25 guiding questions used are the following, and a summary of the points noted during the focus groups are written underneath each question:

1. Can you please explain the strategy or policy you employ in your prison to teach basic literacy and numeracy, digital literacy, critical and creative thinking and problem solving?

In Romania and Slovenia the policy is set and approved at national level. Romanian prisons identify the needs and abilities of inmates at the entry level, as well as continuously throughout their incarceration period. The policy in Romania is to include all inmates, including those who have special needs for such lessons.

Moldova implements a literacy programme developed by the Ministry of Education specifically for the prisons. Only around 1% of the prison population participate in this programme per year. Digital literacy is available in youth prisons in Moldova, but as it is the case with most prisons, internet is heavily controlled and practically restricted.

The policy followed by partner countries seem to be striving towards programmes in formal education that are approved at national level, leading for formal certification. Abilities and needs are identified through a number of tests. In Malta the policy is to provide education according to the demand of inmates. Education in prison is voluntary, and available to all. If there is a group (at times as small as two or three inmates) the course is provided. In Malta, in the formal areas, education follows the national syllabi as set by the national authorities. With regards to the transversal skills, these are provided mainly in-house through NGOs and EU projects implemented inside the prison. Some inmates can also make use of outside prison facilities during the day, attending a college and returning to prison in the evening.

Belgium reported that courses that are being provided for the inmates are the same as those being provided by the CVOs (CVOs are public founded centres of adult education that provide courses in various subjects. CVOs are the main providers of prison education in Flanders and within the Dutch speaking community of Brussels) outside of prison and inmates are able to obtain recognized certificates at the end of each course. The classes follow a general framework but they can be adapted according to the inmates' topic of interests especially in the languages courses.

Moldova reported that they consider basic education as important in helping inmates participate in the nation's democracy. In 2009 the Minister of Education approved a literacy program for all prisons. Since Moldova considers literacy as being necessary for all people to survive with work and life. As to digital literacy, only youth inmates can study this, but no internet connection can be provided. Of 7,000 inmates in the prison system, 60 each year participate in the literacy program.

Slovenia reported that the strategy for the education of prisoners in their country is determined at the level of the general office of the penal enforcement administration - URSIKS, (Uprava Republike Slovenije za izvrševanje kazenskih sankcij) based on the identified needs and possibilities of financing. Education policy is then implemented in all prisons uniformly, in accordance with the generally accepted education plan.

In the UK, education strategy is overseen nationally by the Ministry of Justice and HMPPS (Her Majesty's Prison and Probation Service), with individual prisons developing a strategy for that prison which is the responsibility of the prison governor. In the focus group prison, prisoners' skills in Maths, English and I.T. are assessed on entry to the prison as part of the prison's 2-week induction process which then suggests suitable courses for individual prisoners based on the assessment outcomes. Each prison has its own individual strategy, which is approved by the prison governor. Education is not compulsory for inmates, but staff encourage prisoners to achieve at least a Level 2 in Maths and English. I.T. has not currently set goals or targets, but there is more uptake of IT than of English or Maths, especially among prisoners of retirement age.

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2. Is this policy/strategy written down and shared among the staff?

In some partner countries this is not specifically written down and shared, but it is the understood mode of operation of the prison. In Slovenia and Romania their policy is specifically written and shared. In the UK prisons, individual prison strategies are written down and shared with the staff.

### 3. How is this written/unwritten policy managed?

Partners reported that in their prisons there is always someone responsible for education provisions and education is managed by them. In the UK, that responsibility is shared between the Head of Learning and Skills and the Education Manager, although current reforms in UK prison education will increase the responsibility for individual governors to ensure the quality of education inside their prison.

Romania reported that the policy is written as a legal provision and forms part of the legal regulations. The law is managed through a process by means of which inmates' needs are identified in relation to their abilities and, as a consequence, personalised interventions are organised. Policies are applied by the setting of specific objectives that need to be met by teachers. The general objectives are part of the work objectives of the officers.

### 4. How successful do you feel that this policy is being implemented?

The partner countries reported a level of success, with highly motivated inmates managing to succeed in education in prison. Still most countries reported that participation is low. Romania participants felt that, in general, the policies are well implemented in their country. Moldova reported that all 60 inmates following the program do well. Most inmates not following the program know how to write and have basic literacy skills. In the UK, prisoners are strongly encouraged to

acquire basic maths, English and I.T. skills and if they do not volunteer for education, they must have a job inside the prison, and to keep a job, they must have or be working towards L2. The UK focus group judged this approach to be successful as their prison strategy has been adopted by many other prisons across England.

5. [How do you measure success in these areas?](#)

The partner countries mentioned anecdotal evidence as a measure of success. Malta uses the retention rate and attendance as a measure of success, particularly when it comes to non-formal education. Another measuring instrument is the rate of success in examinations inmates sit for.

Romania reports that success is measured by checking if the objectives of the courses are reached. If the goals are reached then the policy and the teaching is successful. Each domain and skill is evaluated at the end of the course.

Moldova reports that participant evaluations take place. In their system, one evaluation takes place at the beginning of the program for each participant and then another evaluation at end of program. Participants are evaluated by a psychologist and social workers and an evaluation team when inmates enter the prison for the first time. Those who need literacy training are given an opportunity to enter the program. Participation is voluntary. It appears that all inmates who want to participate are able to do so.

In the UK, success is measured through analysis of educational outcomes, checking whether targets have been achieved and



comparing results from compulsory and voluntary participation in education. Analysis is supported by an examination of prisoners' views e.g. through collation of feedback forms' and by success rates in national qualifications from Entry level 1 to Level 2. Learners' perception of the value and quality of the courses is generally positive and the prison achieves high success rates - approximately 90% for English courses and 84% for Maths. The prison also achieves good progression rates from compulsory to non - compulsory education. For I.T., most prisoners who participate in an education course achieve L1 and progression to L2.

6. What, in your opinion, motivates inmates to participate in courses offered by your prison in the above mentioned areas?

Participant countries reported that in most cases it is the highly motivated inmates who want to make good use of their time who participate most in such programmes. In other cases, the reasons are to have 'something to do' or an opportunity to change location and meet friends.

Malta reported that there are two kinds of inmates with different interests: the Maltese inmate and the non-Maltese inmate. Non-Maltese inmates are mostly interested in learning English since they perceive English as a gateway to the world, and so take the opportunity to try to improve their language skills. Few of these inmates are interested in learning the Maltese language. Non-Maltese inmates tend to take part in non-formal education, such as photography and drama. Maltese inmates are interested in up-skilling their knowledge. They tend to have a negative experience of formal education, but now view education in prison as a second opportunity, a sort of a second chance school. They are interested mainly in vocational education, and knowledge that leads to self-employment in the hospitality industry.

Belgium reported that when it comes to inmates, there is high motivation among them for participating in the offered courses.

Inmates attend the courses in order to improve themselves, get a degree, gain more skills or learn the local language. For the inmates, the courses and the teachers themselves act as a connection link with the outside world. Moreover, when attending a course, they feel that they spent their time in a constructive manner.

Romanian participants mentioned that the fact that inmates could obtain credits is in itself a motivating factor. Contact with the family is also a motivating factor, mainly through the writing of letters. In Romania, inmates may be rewarded days off their sentence if they do well in education in prison. Other motivational factors are learning new knowledge and the improvement of specific skills which help them to reintegrate back to society.

The Slovenians focus group feels that prisoners can be motivated more systematically, they should be acquainted with opportunities and benefits that they acquire through the development of basic literacy, new knowledge and, above all, higher education should be explained to them. They noted that a government approved certificate, which students receive after the completion of their education, is the greatest motivation for inmates.

In the UK, the main strategic driver for prison education is its link with reducing reoffending and the probability that education will increase prisoners' chances of employment on release. That national driver has been embedded in "Unlocking potential: a review of education in prison" and the responsibility for implementing the recommendations on prisoner education is now the responsibility of prison governors, supported by all staff working in prisons and not only education staff. For prisoners, the motivation is generally a mixture of compulsion, to gain a sense of

achievement and to alleviate boredom. In some cases, a strong motivation is to set an example and help their children progress in their education.

7. Can you give us a rough indication, maybe in percentage, of how many inmates lack literacy in basic reading and writing, mathematical and digital literacy?

All countries reported that in general inmates lack a level of education in the mentioned areas. The older generation of inmates tend to have less abilities in the digital literacy areas than the older ones.

Romania reported that around 60% of the inmates lack literacy in basic reading and writing, mathematical and digital literacy.

Slovenia reported that they do not have accurate data, but they estimate that it was included only up to 20% of those who clearly lack the basic skills in writing, reading, calculating, etc. The focus group estimated that prisoners who need additional education in basic literacy in the Slovenian language, in mathematics and digital literacy amount to more than 2/3 of all prisoners.

In the UK, there are prisoners studying at every level from basic primary education to advanced degrees. 47% of prisoners report having no qualifications prior to custody; 29% of offenders identified as having a learning difficulty or disability; 65% and 59% respectively of the 64,000 prisoners assessed upon reception to prison have maths or English abilities at or below the level of an 11 year-old but of the 95,000 learners in 15/16, only 36,000 studied maths and/or English. Approximately 50% of the general population have L1 or L2 skills in maths and English whereas 43% of prisoners are assessed at that level. This means that for maths,

approximately 57% of prisoners lack the ability to Count, read, write, order and compare numbers up to 1000, add and subtract sums of money using decimal notation or Extract numerical information from lists, tables, diagrams and simple charts.

8. How do you collect such information?

Education Units within the participant countries keep records of the success or otherwise of inmates. Romania reported that they collect such data from the database and those who participate in the programs. They also reach such a conclusion from initial educational assessments, from the PMSWEB application, from initial and periodic evaluations, and from directly from working with prisoners.

In the UK, prisoners' initial skills assessment includes assessment for maths, English and I.T. English assessment includes additional assessment for free writing.

9. From these how many do you think are/will be interested to follow courses in these areas?

Romania reported that most inmates would be interested in following such courses. This contrasts with Malta who reported that only around 20% of the inmates are interested in doing some form of formal education. Inmates are more interested in following vocational education, the kind that is hands-on education.

10. What, in your opinion, are the factor that hinder education in these areas in your prison?

In general, some inmates may simply be not interested. Others feel that it is a waste of time, and that with or without education it makes no difference for them. One inmate in Malta pointed out to a focus group participant that even if he had all the degrees in the world, he still won't be able to work because of his criminal record.

Romania reported that the factors that hinder education in their prisons are the lack of staff and quality requirements. It also seems that a number of inmates are involved in productive activities, and their daily programme obstructs them from following education in prison. At times inmates are transferred to other detention centres, where the same courses may not be available, and so the inmate has to stop studying, or does not start in the first place.

Slovenia pointed out that unfortunately, rather low number of individuals involved in education persist until the end of the course. More than half of them stop after the first meetings. Lack of motivation and the length of the educational programmes are important reasons for quitting. Inmates tend to successfully finish shorter programmes. Those who attend regular education programmes manage to complete their education. Performance in formal education is measured by examinations. Upon successful completion of the training, the participants receive a government approved certificate or certificate of successful completion of education with an indication of the acquired competences.

In the UK, a major factor which hinders education is how courses are perceived by prison staff (not education) who can express negative opinions to prisoners on the value of educational courses. Other factors include the time spent by prisoners in collecting medications, participating in treatment programmes and taking part in meetings. For IT, a major barrier is a lack of up to date software, including web design software and limited internet access. Currently this limits the ability of prisoners to gain IT qualifications and limits the resources available to support English and Maths. A significant proportion of retired prisoners do not see the point of taking part in education.

11. Can all inmates follow such courses? If not, who cannot follow these courses and why not?

Malta reported that those in high security areas tend to have more difficulty in following courses than in moderate security areas. This is because there is policy of not mixing inmates from various sections of the prison for security reasons. In the Female section and the Juvenile Section, Malta reported that all inmates can follow all available course.

Belgium reported that a questionnaire is given to the inmates to explore what courses they would like to have. Afterwards the answers are assessed and the prison checks if they have the resources to offer those particular courses.

Romania and Moldova reported that all inmates can follow education courses in their prison. In Moldova such participation is voluntary.

In the UK, all inmates can participate in education courses offered by the prison except those limited by specific medical conditions.

12. Who teaches the area of basic literacy, numeracy, digital literacy, critical and creative thinking?

In the case of Malta, teachers normally come from the Lifelong Learning Unit of the Ministry for Education and Employment, from JOBSPLUS, a national entity whose mission is to enhance accessibility to the labour market through modernised and targeted services, whilst facilitating labour mobility and promoting investment in human capital, and from the Malta College of Arts Science and Technology (MCAST). Teachers who are involved in

non-formal education, such as music, drama and art come from various NGOs that offer a service within the prison. It is worth noting that some correctional officers are employed at Malta's prison on the basis of their knowledge of a trade. One of their roles is to teach that trade to the inmates as well, in a 'learning by doing' approach. Such activities include the bakery, welding and aluminium work and woodwork. There are no full time teachers in Malta's prison.

In Romania one gets a mix of teachers, education officers, designated officers, education specialist and specialists in the reintegration sector.

In Slovenia, external providers of education, such as adult education organizations, societies and other non-governmental organizations, offer good quality education inside prison. Prison education in Slovenia is based on external education providers. These organizations are also responsible for the selection and further education of teachers. Prison teachers must be good experts in the field they cover, but they also need a lot of additional knowledge to work with prisoners. They need to know their typical psychosocial characteristics, their social status, the culture and the environment from which the inmates originate. The Slovenia focus group believes that each teacher should be further trained to work with this specific target group. In addition to their expertise, teachers need additional knowledge in the psychology of a person. When choosing teachers in prison, one also find it very important to have the personality structure and character of the teacher, since teaching and working with prisoners is certainly more stressful and requires additional efforts and more energy. The members of the focus group, teachers in prison, also found that they miss cooperation with other professionals in the prison, who work with participants in a particular course. Better knowledge and

more information about the participants would help teachers to plan their education, the choice of teaching methods and content, and the involvement of prisoners in the learning process.

In the UK, basic literacy, numeracy and digital literacy are generally delivered by tutors who are employed by one of the four education providers approved by HMPPS to deliver in prisons, although some voluntary organisations and charities also deliver education programmes, including specific programmes which the organisations have developed for English and Maths. Creative thinking is generally embedded in existing English Maths and IT courses, for example in functional skills courses which have a strong focus on application of knowledge as well as acquiring knowledge.

13. **How are these persons selected? Are they given particular training?**

In Malta all teachers and volunteers who teach formal and informal education in prison are given an induction course. They also need to sign a contract that regulates their behaviour in prison, particularly their relationship with the inmates.

In the case of Belgium, most of the teachers employed in prison work outside prison as well. This is regarded to be as a really positive element for the teachers because they feel that in this way they are able to bring the outside experience to the prison. Teachers who deliver courses in prison in Belgium are selected from the general schools as part-time teachers. Generally selected teachers are employed by the CVOs (public founded centres of adult education). The participants noted that to be a teacher in a prison is a challenging occupation and many tend to quit after two or three years of delivering courses in prison. This means that in practice there is a high turnover of teachers in prison.



In Romania educators working in prison are not in general given any specific training, although if there are particular needs, then training to cover those needs is provided.

In Slovenia, in individual prisons, a person is employed, from the pedagogic staff, to be in charge of organizing and carrying out educational activities. His or her task is to identify needs, motivate future participants, and find and select education providers among providers of education services in the country. Education providers are selected by prison administration based on a call for tender.

14. [If yes, can you elaborate on this?](#)

In Malta the induction course covers a number of areas including security issues, maintaining boundaries, the prison inmate, reporting and record keeping, confidentiality, adult teaching and motivational aspects.

Belgium's focus group pointed out that from their experience inmates as students are usually more stressed than outside prison students, and as a consequence the teacher has to put more emphasis on their daily mood and the problems they are facing. It was pointed out that if the educator starts the lesson without making a special connection with the inmates, the outcome at the end of the day won't be as effective. This observation implies that teachers need to be prepared for these realities as well.

In Romania courses are provided in special needs, during training courses, in literacy programmes, through the participation in conventions and in courses for vocational sessions.

15. Do you use distance education to teach some of these areas?

In Malta, as a result of the FORINER project, Dutch speaking inmates can follow courses from the Netherlands in prison. Material is all paper based, and no distance education is followed using the internet.

In Romania no distance learning is used.

In the UK, most distance education for prisoners is offered through the Open University, although approval must be given by the governor.

16. When it comes to the curriculum, do you follow a national curriculum in these areas, or is it an ad hoc curriculum developed by the teachers?

Malta and Romania report that education programmes in prison always follow a national curriculum leading to national examinations. In Malta, ad hoc curricula are developed for non-formal education activities.

Slovenia reported that in their current training plan, programs for raising the level of education among prisoners (primary and secondary school level) and programs for acquiring national vocational qualifications prevail. Programs are verified and monitored at the national level. Upon successful completion of the program, participants receive a state approved certificate. Education for the above programs (except primary education for adults which is covered by Government) is co-financed by the European Social Fund (ESF).

In the UK, prisons offer non formal, informal and formal education programmes. The latter are nationally accredited programmes developed by awarding organisations and approved by Ofqual.

17. Is there a link between in-prison and out-of-prison education provision?

In the case of Malta, inmates follow the same courses that are provided outside prison, and at least in theory, they can continue studying the subject upon their release. In both Malta and Romania identical programmes of study are provided inside and outside prison.

In the UK, in theory prisoners can continue studying the same courses on release to the community. This is supported by “through the gate” login for the Virtual Campus which gives learners access to the achievements and qualifications they gained in prison when they are released.

18. Who pays for these services? Are the inmates following such courses rewarded/discriminated in any way?

In Malta education in prisons is provided free of charge. In some cases, the prison also pays for the examination fee for the inmate. Inmates following education are not paid for this, and one can argue that they may be discriminated when one compares them with inmates who work in prison. In practice this means that inmates who are not financially stable tend to choose work over education, even if they prefer to study than work. Inmates who follow an education course can show this in their interview for parole, and such activists are normally positively perceived by the Parole Board.

Romania reported that education in their prison is free of charge. They also reported that success in education leads to rewards in prison, such as a reduction in sentence term.

Moldova reported that the government provides the program free of charge to inmates from funds within the prison system. No certificates are provided for adults, but minors do get school certificates. The certificates do not indicate that they were awarded during incarceration.

In Slovenia primary education for adults is funded by the state. Other education programmes are financed through the ESF funds. Those that are not covered by the ESF are self-funded by the individual inmate.

In the UK, basic skills education for Maths and English is funded by the state. Higher level courses can be funded by the Prisoners Education Trust, however places are not guaranteed.

19. How are inmates selected for these courses?

In Malta inmates apply and then are selected according to their level of motivation and reason for applying. In Romania inmates are selected according to their needs. In the UK, prisoners are encouraged to enrol on courses as identified by their skills assessment. Higher level courses are through selection by the prison governor.

20. Do you feel you have enough resources to be able to educate in these areas? If yes which are they? If no, which resources do you feel you need?

Malta reports that resources are available in all sectors of the prison, although in some areas they tend to be better than others. For example, classrooms are equipped with a laptop and printer, and interactive display units, and with an adult education setup for classrooms with trapezoidal desks. A state of the art computer lab is being set up, and a similar one in the juvenile section is available

as well. The libraries of all sections of the prison are taken care of by the Library Department of the Ministry of Education and Employment. One also finds a 'teaching and learning' kitchen, an art studio, a music room and a multi-purpose room for non-formal education in the juvenile prison. Sports is a popular activity in prison and several gyms and open spaces are available in the prison ground.

Belgium reports that the available equipment in prisons is quite limited and outdated, though it was added that this is something that can vary from prison to prison. In most cases teachers do not have at their disposal much more than the very basics, such as a board and in some cases a cd player and/or a beamer. This lack of equipment burdens the teacher and the effective delivery of the courses becomes more difficult. Participants unanimously agreed that using more equipment helps the class to be more interesting and keeps the inmates more engaged.

Romania reported that in general they feel that they have enough resources. They feel that more equipment and internet access would improve the level of education in prison.

In the UK, English, Maths and IT learning resources are provided by the awarding bodies and are of good quality. The equipment in prisons varies between prisons. Some classrooms have a printer, and an interactive whiteboard, while some prisons have dedicated computer suites. However, the real gap is in reliable connectivity and in access to up to date software for I.T. courses.

21. Do you have/make use of internet and information technology (e.g. computers) in your prison? How?

Malta reports that computer labs are available in its prisons, but the use of internet is strictly controlled. As from this year there are plans to start using skype as a means of communication from these labs, particularly for inmates who have their families abroad. Internet is used by those who are following courses such as ECDL.

Belgium pointed out that apart from sporadic use of a cd-player, a TV or in some cases the teacher's personal computer, in most cases technology is absent from the settings where prison education is taking place. Arguably the more extensive use of technology (for example a PC, the possibility of exchange of e-mails between inmates and teachers) would be, according to participants, a valuable addition to their teaching practice but this is something which is up to the regulations of each prison and unfortunately it is not in the hands of the educators. The Belgian focus group particularly highlighted the fact that the provision for e-mail communication is highly desired as a means of communication for presently all communication is being directed through the prison manager without the possibility of any direct communication between the teacher and the student (inmate).

Romania reported that they do make use of computers but without the use of the internet.

In the UK, the Virtual Campus (VC) is the prison internet provision for prisoners which includes educational resources and materials to support formal and informal education courses. Although this is free to use in prisons, connectivity can be problematic for some prisons. Recently, some prisons have trialled the use of in cell TV for vocational education.

22. Do students receive recognition for achievements in these areas? Are certificates of attainment awarded to inmates? Are these certificates nationally recognized?

Malta reports that all inmates receive a certificate of attendance if they attend more than 80% of their lessons. Those who sit for external examinations are awarded national certificates of achievement.

Romania reported that inmates do receive certificates for their successes.

In the UK, nationally recognised certificates / qualifications are awarded for formal programmes while in house certificates are given for progress in informal courses, and generally added to learners' individual portfolios.

23. What in your opinion are the strengths of education in these areas in your prison?

Malta considers the fact that services come from outside the prison as highly motivating for the inmates.

Belgium reported that on the positive side the vast majority of the participants felt a special relation with their students (inmates) and the feeling that they can contribute to the self-development of inmates through their practice is being highly valued among teachers. This is what keeps teachers motivated to continue their work in prison regardless of the challenges they have to face. On the other hand, teachers highlighted the lack of available resources and material and the dysfunctional relations between them and the prison staff/authorities as the main negative aspects that affect

their job. The fact that teachers are too much dependent on the dispositions of the authorities (strikes of staff are a common phenomenon that leads to cancellation of many classes) along with the indifference of the prison staff, which sees teachers as outsiders to the prison creates a challenging environment for the delivery of the courses.

In the UK, strengths are seen as the relevance of the courses to future employment, while family based and art based approaches to learning provide a strong motivator for prisoners to engage in learning.

24. How in your opinion would you improve your present services? What else can be done?

Malta offers most the education programmes in a Learning Centre that may not be accessible to all. In other locations within the prison ground the kind of equipment available in The Learning Centre is not available. Also the prison needs more teachers from the outside, and the goal is to have lessons all day long with different small groups in all sections of the prison.

The Belgian participants mentioned that better communication, more appreciation, more efficiency resources as well as a better understanding between the teachers and the prison authorities/staff will improve education substantially.

The participants of Romania felt that there could be better protocols for collaboration with educational institutions in their geographic area. Some participants felt that assimilation with state education is desired.



Moldova suggests that education staff should be able to use computers for teaching since presently they use only paper, notebook and pencil. New innovation techniques and equipment such as a video player would be very helpful for teaching purposes.

The Slovenian group feels that lack of motivation is the biggest cause of low inclusion and the academic failure of individual participants. They see a greater interest in joining informal programs, for example, foreign language courses, which are payable to participants, and this constitutes a major obstacle for them. Because prisoners have the option of choosing between work in prison and education, most of them prefer to work as they get paid for their work. Among other important obstacles, we consider the evaluation of education among prisoners, poor physical well-being, as well as poor psychological mood, as prison and conditions in prison are difficult to tolerate.

The UK focus group felt that better understanding by prison staff and public recognition by prison governors of the value of external education staff would improve education. I.T. staff in particular believe that access to modern technology would greatly improve educational outcomes. The focus group also expressed the wish for more and bigger classroom space. The group also felt that more time and specific funding was needed to work with learners who are less able.

25. What advice would you give the SKILLSHUB partnership in order to be successful in their endeavour?

Romania feels that a result oriented programme could motivate inmates to follow Skillhubs initiatives. It is important, they argue, that inmates are aware of the available courses.

Slovenia feels the way teaching is organised should be informal, the number of participants in the group is small with not more than 10 inmates per group. The content must be necessarily related to life and based on the inmates' experiences. The knowledge and competencies must be useful and recognized as necessary in everyday life. Topics such as family, different cultures, interpersonal communication, work, earnings and money management should feature. From previous experiences, the Slovenian focus group could see that that well-accepted and effective learning methods include conversation, discussion, collaborative learning and research learning, project work, role plays, dramatization and problem solving. Gamification as a learning method for working with prisoners proved to be very useful and at the same time very successful. Books and selected professional articles are important resources for teaching and learning. Generally inmates like to read. A great source of knowledge is also represented by individual prisoners from long-standing cultures and countries or prisoners who have a wealth of knowledge and experience in a particular field from the period before they were convicted. In addition to the presence of teachers and mentors, it is desirable to occasionally accompany them with an outside guest who is willing to share their experiences with the participants. The Slovenian focus group also suggested that in addition to raising basic competences: linguistic, mathematical, digital literacy and the development of critical thinking and creativity, attention should be paid to raising tolerance, learning about intercultural differences and developing skills in non-communicative communication.

The UK focus group felt that the project should develop approaches and resources to develop learners' self-study skills, helping them to develop as independent learners.

## Part B: The Questionnaires

### Introduction

All partner countries were asked to collect data through a questionnaire from a prison of their country. This proved to be more difficult than envisaged, with most countries experiencing difficulties in accessing information directly from the inmates. In interpreting the following results, the reader has to keep the following in mind:

- a) The questionnaire was too long and possibly inmates were tired of the number of questions towards the end of the questionnaire. Having said this, the questionnaire was expected to be long for it was required, as per application, to explore all the six areas as identified in Chapter 1
- b) In some cases, the online version could not be used inside the prison, for no internet provisions were available for the inmates to use. In these cases, the facilitator (be it a teacher, research assistant or any other person who could help with the process inside the prison) had to note the answers by hand on a hard copy and then input the data back at home.
- c) In most cases it was not the inmate who inputted the data, but a facilitator.
- d) Sometimes this was done in the presence of an officer (guard, correctional officer etc.). This may have implications to the level of honesty the inmates answered the set questions.
- e) This is a self-reporting questionnaire and must be taken as such.
- f) The sample is very small, particularly when considered as a ratio of the inmates incarcerated in each country. For example, in the UK, the current total prison population is around 80,000. A questionnaire of 25 inmates is just an indication.
- g) In all cases the data collected is from male inmates. Female and juvenile inmates tend to be under-represented in this research.
- h) The results of this questionnaire can be taken as indicator, but one has to be cautious in taking generalised conclusions.

- i) It was not possible to pilot the questionnaire before its implementation. Some difficulties emerged during implementation phase. In some cases, the option 'don't know' was left out. In this case it seems that no answer was given to the set question. In other cases, the software was set to select only one option, when two or more answers could have been acceptable.
- j) The data as reported per country is included in the Appendix. The following is a comparative analysis of the countries involved – a sort of European perspective.
- k) Still one can note a number of similarities between the partner countries.

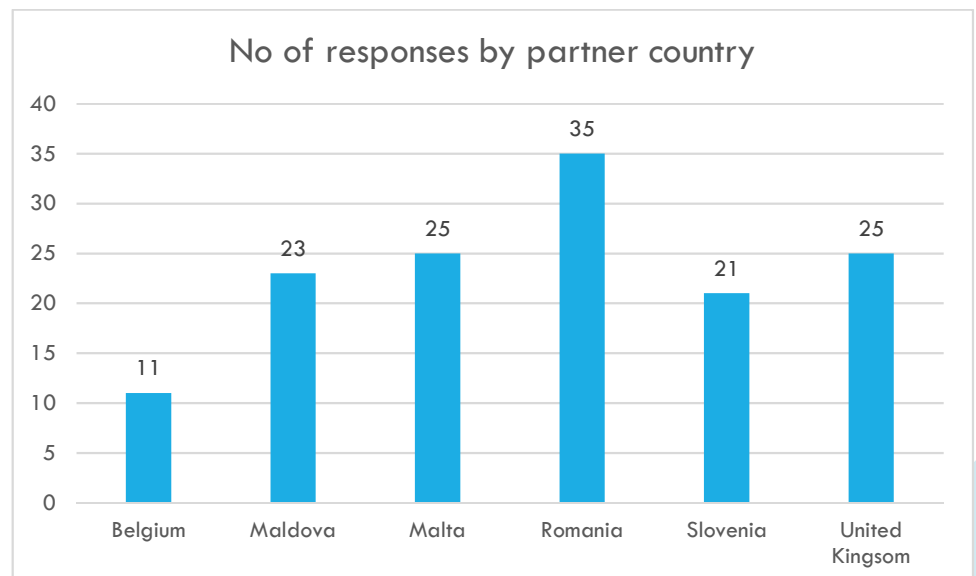
The following is the data with some comments and clarifications where necessary.

### The data:

#### 1. Country

*Mark only one oval.*

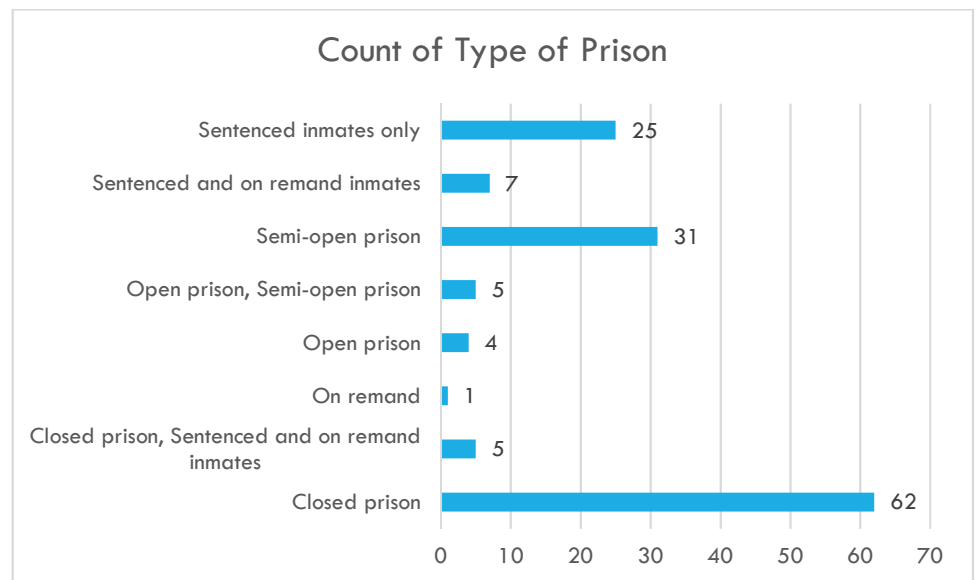
- ☐ Belgium
- ☐ Malta
- ☐ Romania
- ☐ Slovenia
- ☐ United Kingdom



## 2. Type of Prison

*Tick all that apply.*

- ☐ Closed prison
- ☐ Open prison
- ☐ Semi-open prison
- ☐ Sentenced inmates only
- ☐ On remand inmates only
- ☐ Sentenced and on remand inmates

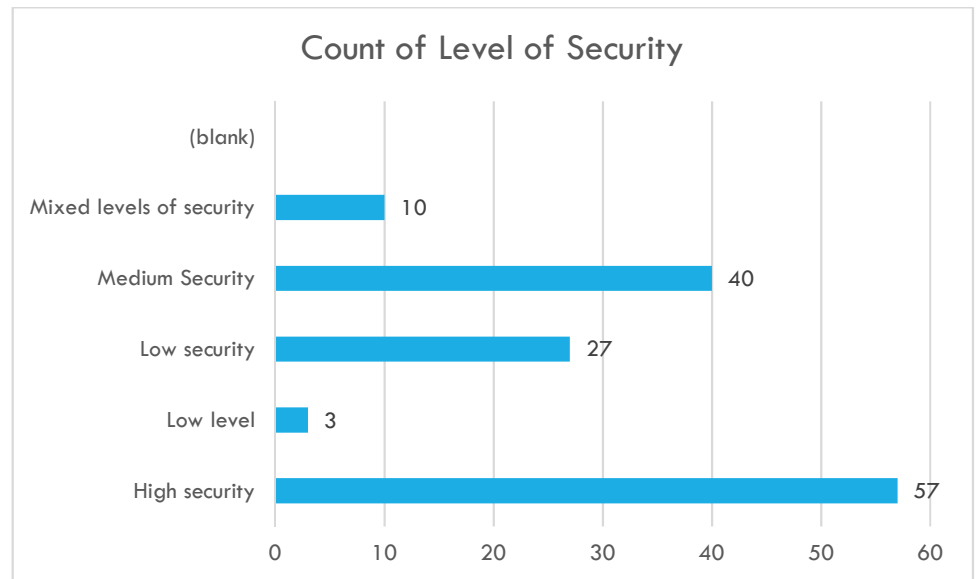


Note: Sentenced inmates only could also be housed in a closed prison.

## 3. Level of Security

*Mark only one oval.*

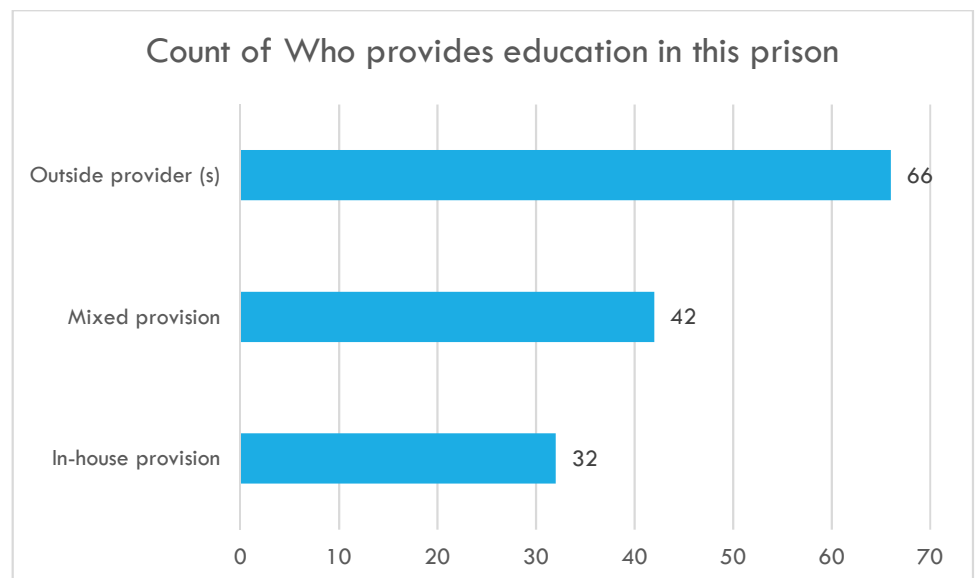
- ☐ High security
- ☐ Medium Security
- ☐ Low security
- ☐ Mixed levels of security



**4. Who provides education in this prison**

*Mark only one oval.*

- ☐ Outside provider (s)  
☐ In-house provision  
☐ Mixed provision  
☐ Other: \_\_\_\_\_



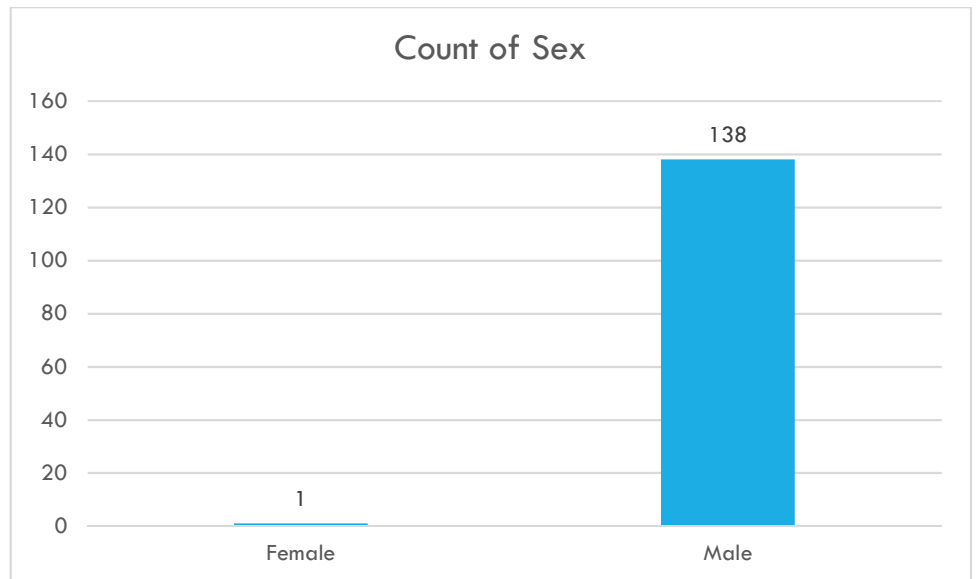
**Note:** It may be the case that inmates are not aware of who provides education in prison.

## Part 1: Inmate's background

### 5. Sex

Mark only one oval.

- ☐ Male  
☐ Female  
☐ Other



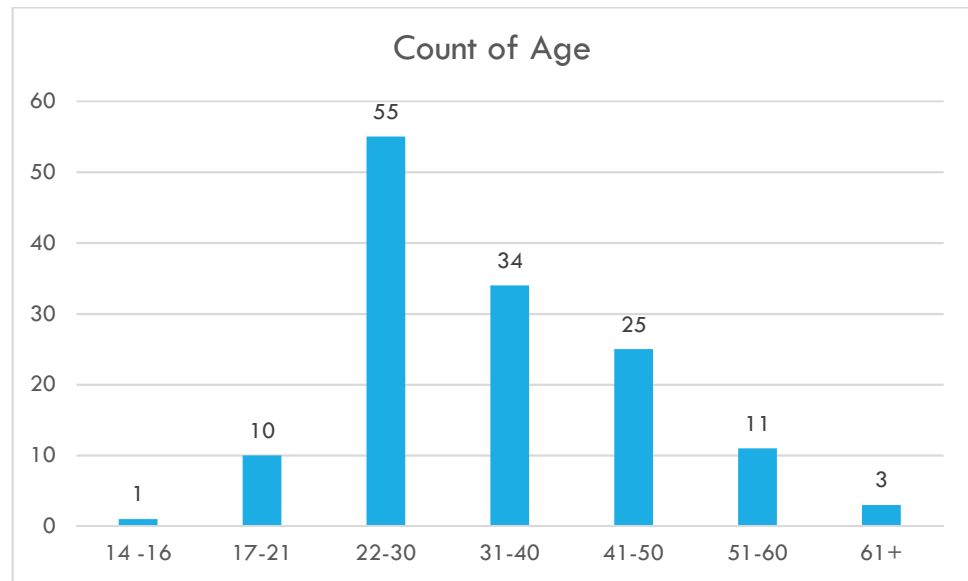
Note: This does not reflect the reality in prisons. Roughly the ratio is 30:70. In interpreting this data one has to keep in mind that we are speaking about the needs of identified of male inmates only.

### 6. Age

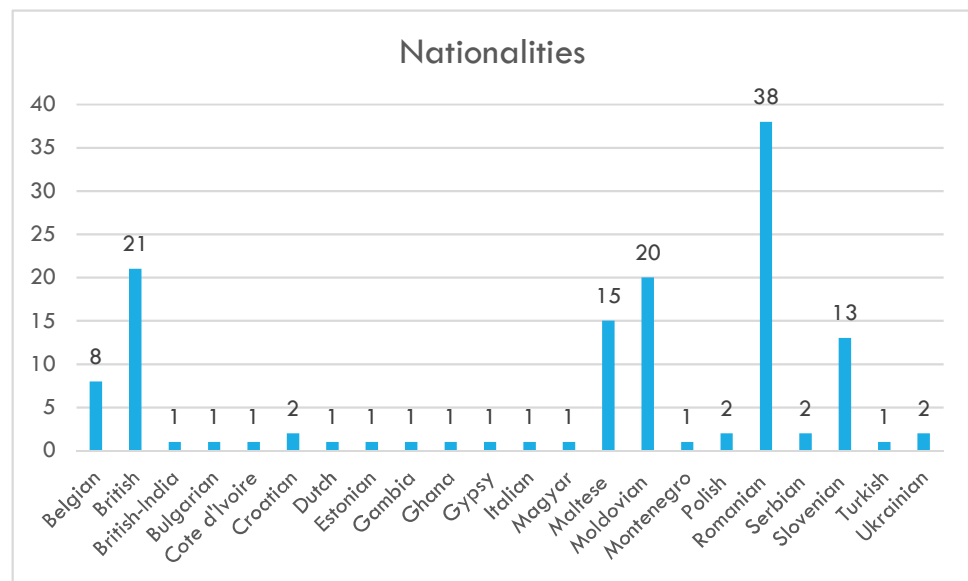
Mark only one oval.

- ☐ 14 -16  
☐ 17-21  
☐ 22-30  
☐ 31-40  
☐ 41-50  
☐ 51-60  
☐ 61+

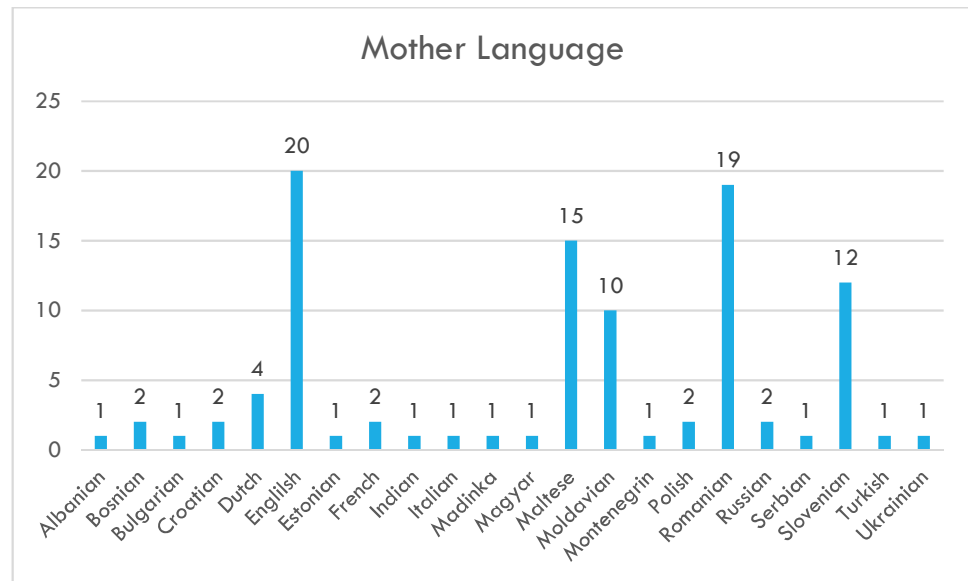




## 7: Nationality



## 8: Please indicate your mother language



There were 8 inmates who did not answer the question

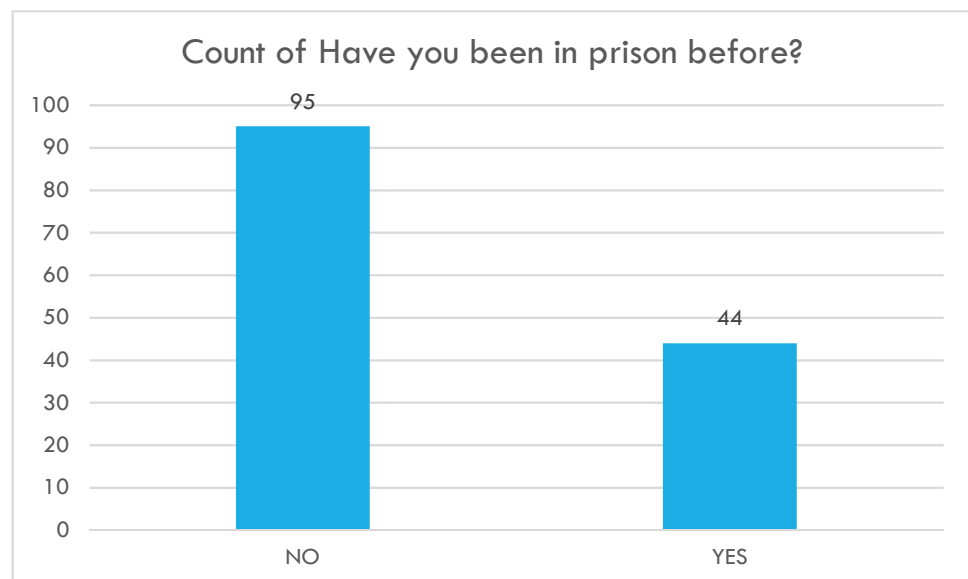
One inmate answered 'talking crap'

It is interesting to note the lessor spoken languages in some prisoners and whether such inmates can possibly follow courses if they do not speak the language of the country they are incarcerated in.

#### 9. Have you been in prison before?

Mark only one oval.

- ☐ YES
- ☐ NO

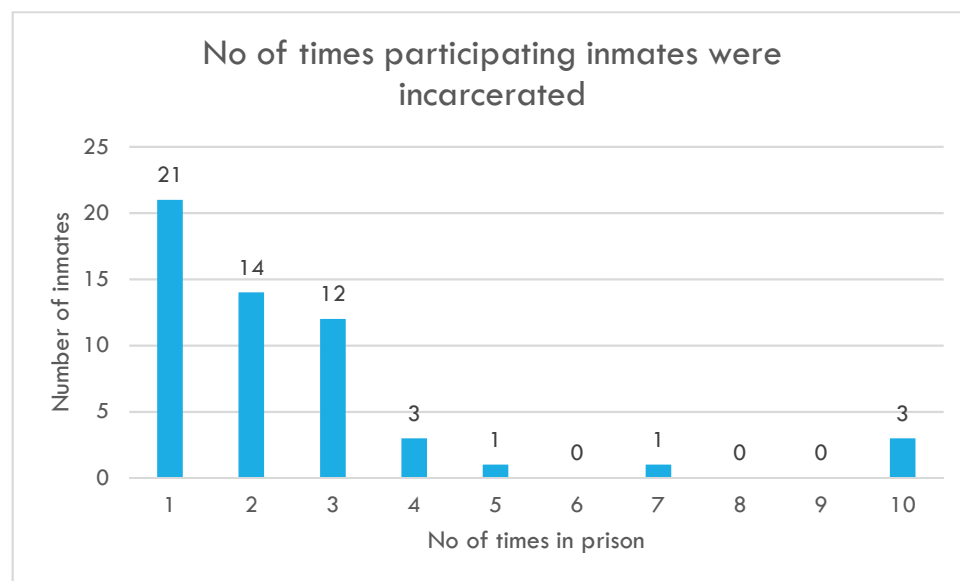


This indicates that overall the European rate of recidivism is around 32%

10. If YES, how many times?

Mark only one oval.

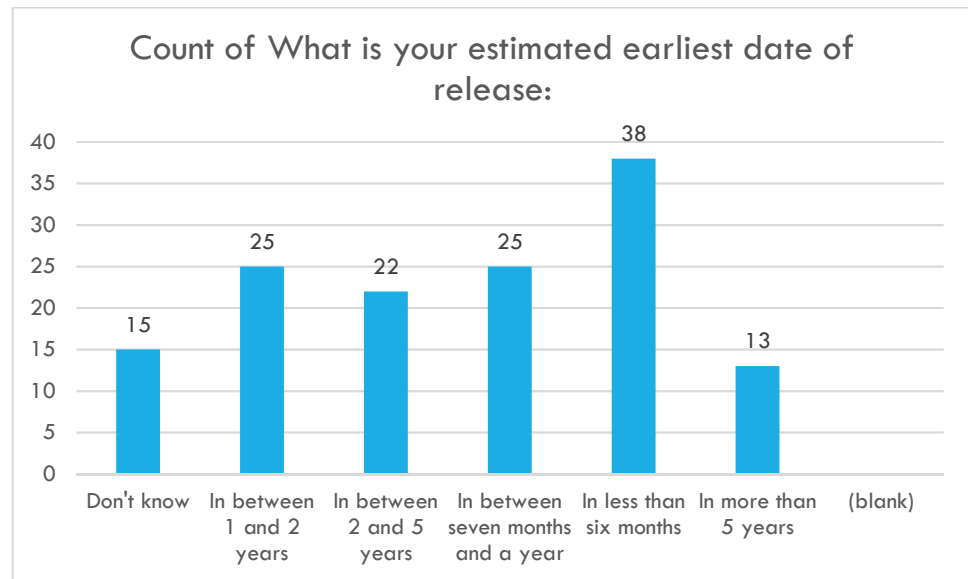
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



11. What is your estimated earliest date of release:

Mark only one oval.

- ☐ Don't know
- ☐ In less than six months
- ☐ In between seven months and a year
- ☐ In between 1 and 2 years
- ☐ In between 2 and 5 years
- ☐ In more than 5 years



The number of inmates incarcerated for less than one year is high. This has implication for education programmes that have to be designed as short term courses.

## Employment

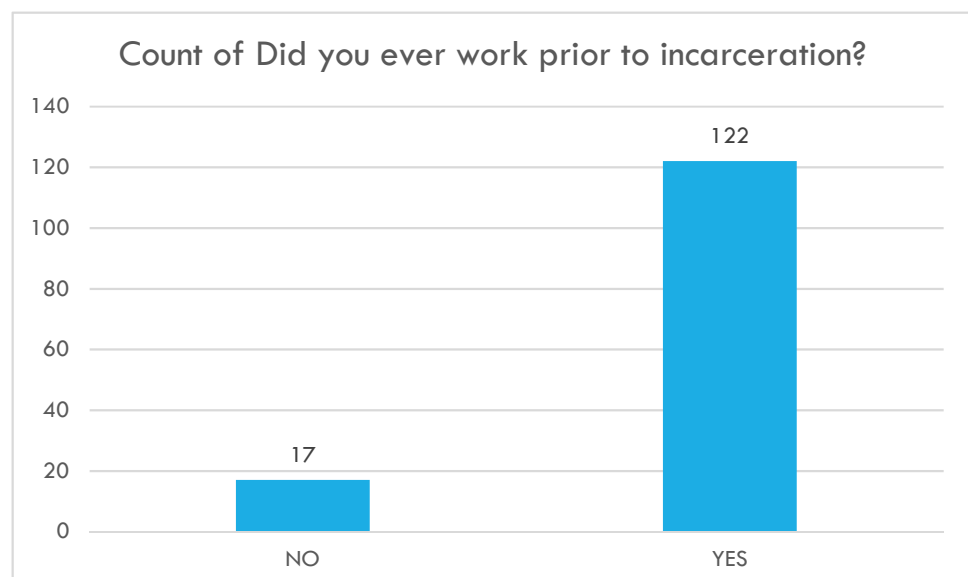
In this section we would like to know a bit about your employment history

### 12. Did you ever work prior to incarceration?

Mark only one oval.

☐ YES

☐ NO

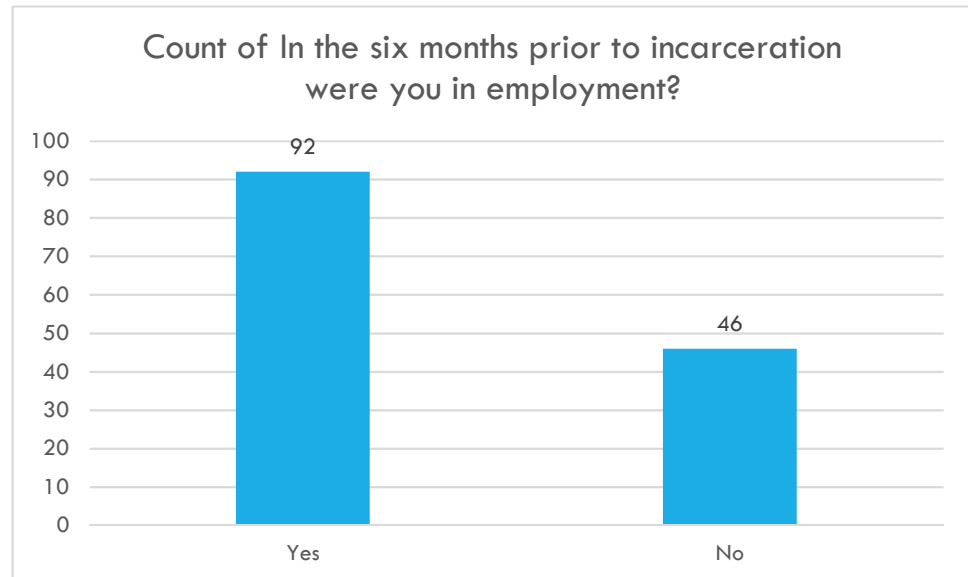


13. In the six months prior to incarceration were you in employment?

Mark only one oval.

☐ YES

☐ NO



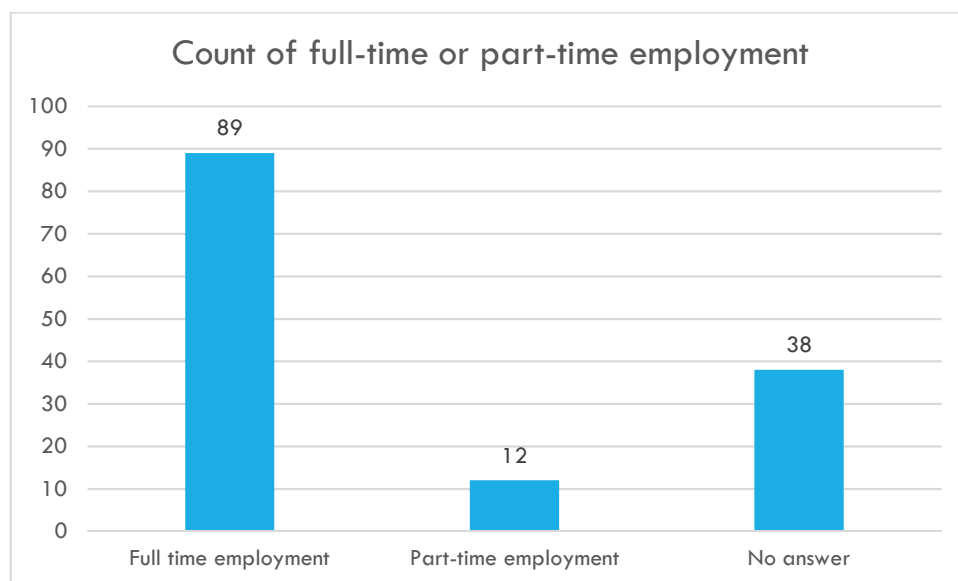
If one compares both charts above it is clear that 30 inmates (122-92) had lost their job prior to incarceration, the implication of which can be that they turned to crime in order to solve their financial crises brought about by unemployment.

14. If YES - were you in full -time employment or part-time employment?

Mark only one oval.

☐ Full time employment

☐ Part-time employment



15. If YES, please write your last job

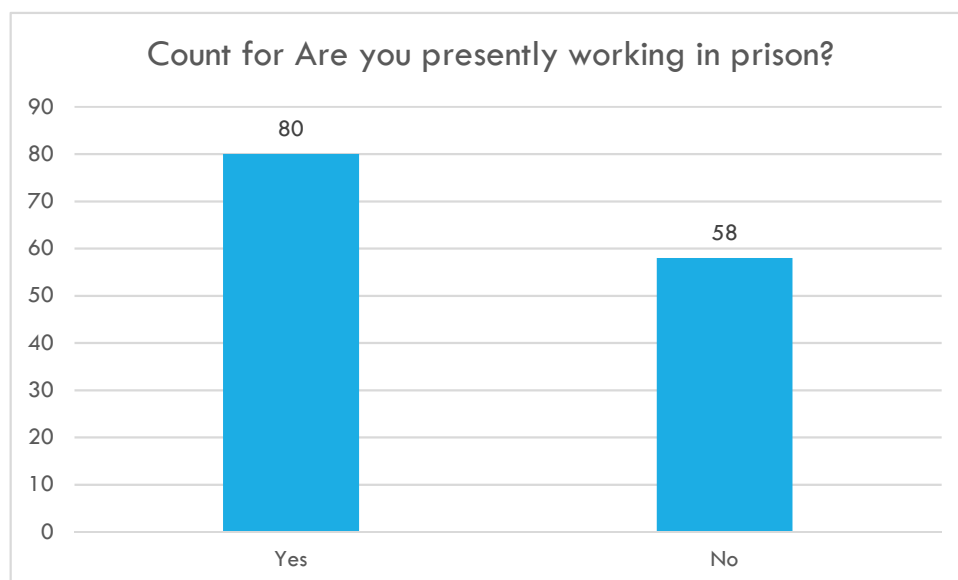
|  |   |
|--|---|
| Accountant                             | Independent renovation  |
| Administrator                          | Jeklotronik d.o.o.  |
| Agriculture                            | Klimo Elektro,  |
| Anything                               | Labourer  |
| Assistant barman                       | Landscaping (2 inmates)   |
| At a grocery store                     | Livar d.d.  |
| At a restaurant                        | Logistic - storehouse   |
| Auto mechanic                          | Manager with Royal Mail   |
| Automobile industry                    | Mason   |
| Bar supervisor                         | Mechanic  |
| Builder and security guard             | Mine  |
| Call Center                            | Murska Sobota Hospital-<br>anaesthesiologist; aesthetic surgery;<br>military medicine |
| CEO                                    | Operations Manager  |
| Chef                                   | Painter   |
| Commercial vehicle recovery controller | Pension (guest house) administrator   |
| Computer Engineer                      | Pizza delivery in UK  |
| Construction (12 inmates)              | Plumbing  |
| Cook                                   | Private   |
| Coordinator                            | Real Estate   |

|                          |                                |
|--------------------------|--------------------------------|
| Courier                  | Salesperson                    |
| Delivery man             | Salubritate company            |
| Demolition, construction | Self-employed gardening        |
| Dentist                  | Senior Design Engineer         |
| Dishwasher               | Service auto                   |
| Driver (5 inmates)       | Taxi driver                    |
| Electrician              | Taxi driver                    |
| Farm in Thailand         | Telemarketing                  |
| Garbage man              | Theatre                        |
| Gas service              | Truck driver                   |
| Gas station in Italy     | Truck driver                   |
| Graphics Technician      | Warehouse employee (3 inmates) |
| Guardsmen                | Wildlife photographer          |

16. Are you presently working in prison?

Mark only one oval.

- ☐ Yes
- ☐ No



The number of inmates who are not in employment in prison is high. The implication for this is that these inmates have time on their hands, time that can be made to good use following education and training courses in prison

17. If YES, please list the job you are currently employed in

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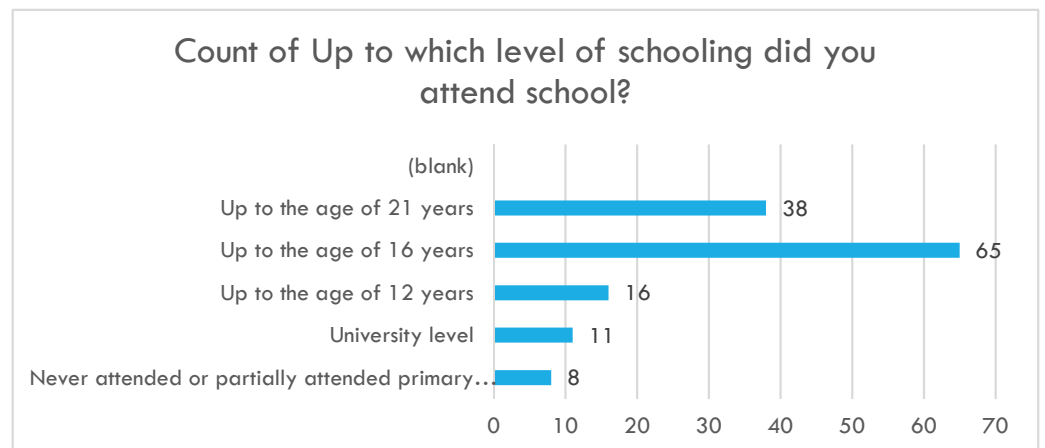
## Education History

In this section we would like to know a bit about your education background

18. Up to which level of schooling did you attend school?

*Mark only one oval.*

- ☐ Never attended or partially attended primary schooling
- ☐ Up to the age of 12 years
- ☐ Up to the age of 16 years
- ☐ Up to the age of 21 years
- ☐ University level



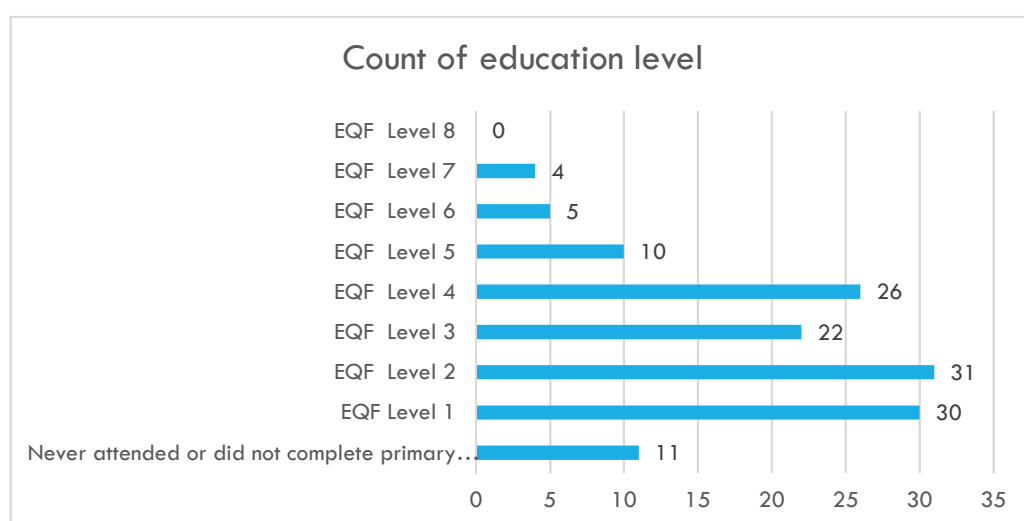
The graph indicates that most inmates have a basic educational level.



19. Using the following table, which level of the European Qualification Framework (EQF) have you reached?

*Mark only one oval.*

- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)



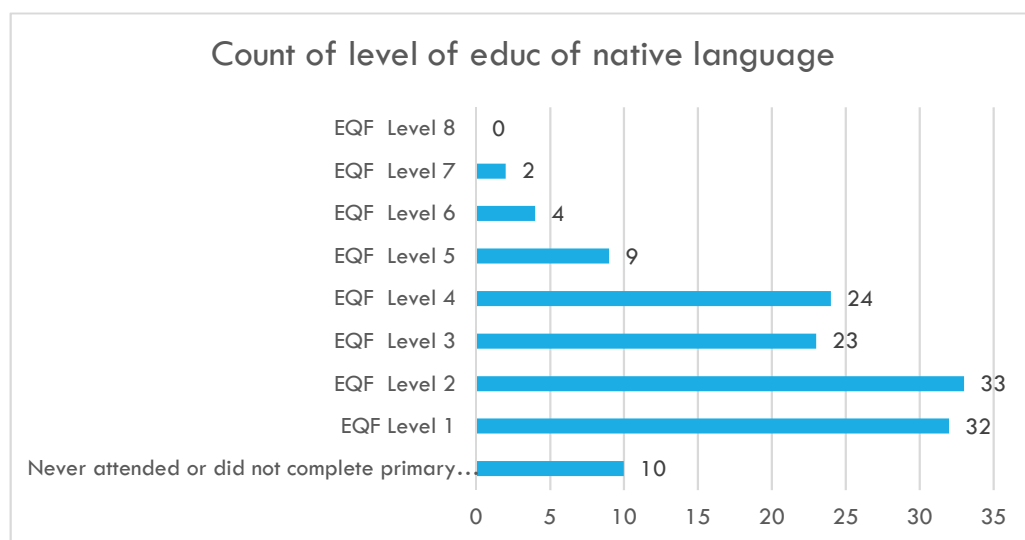
## PART B: Basic and general literacy

In this section we are mainly interested in the provision of the teaching of literacy in your prison. In this questionnaire, basic literacy is taken to mean the ability to read and write. We are still interested in your views even if you can read and write well.

20. Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.

*Mark only one oval.*

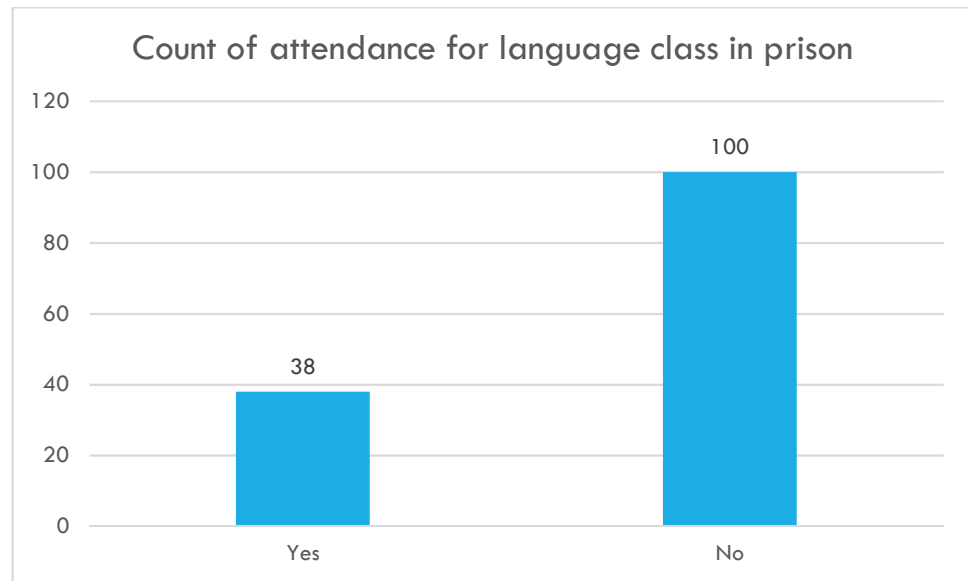
- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)



21. Do you attend language classes in prison?

*Mark only one oval.*

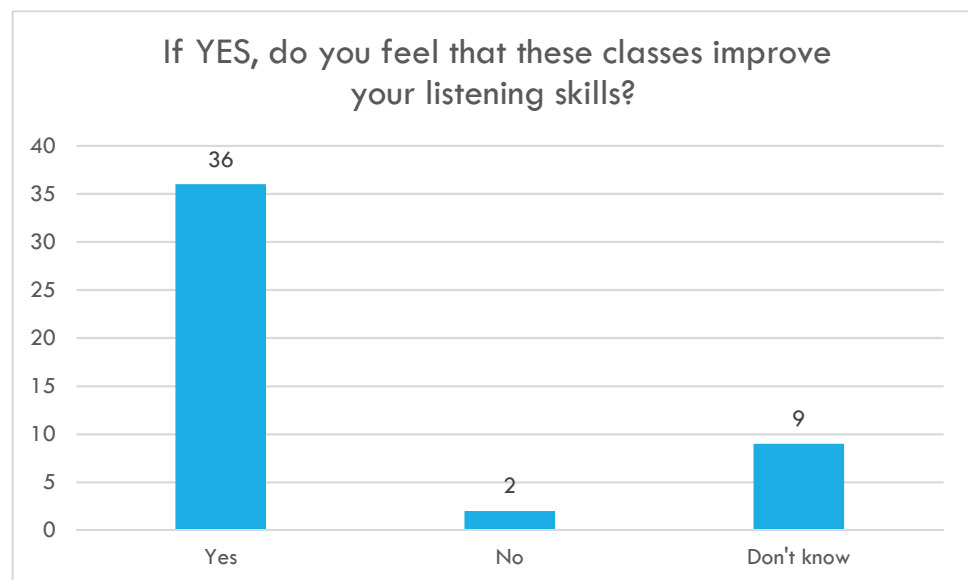
- ☐ Yes
- ☐ No

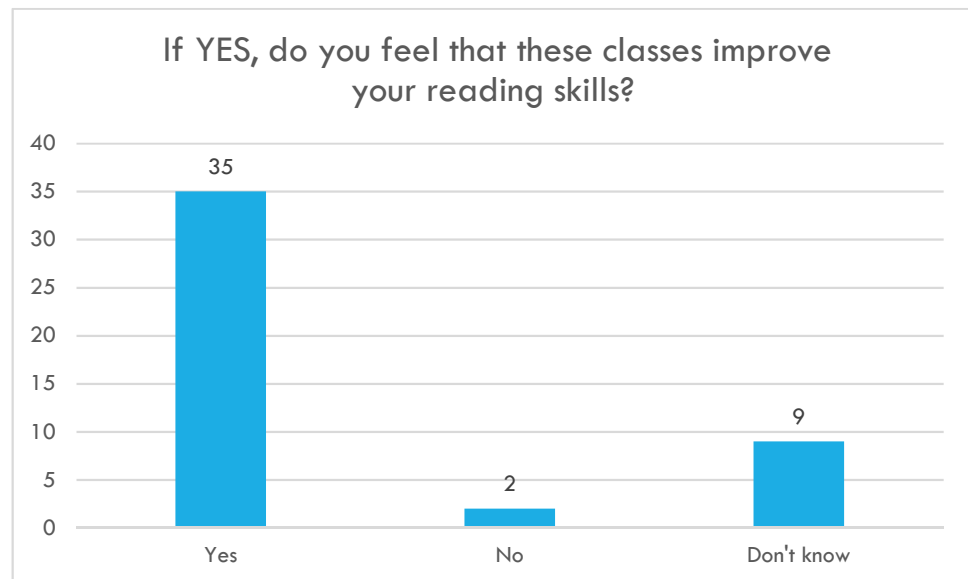
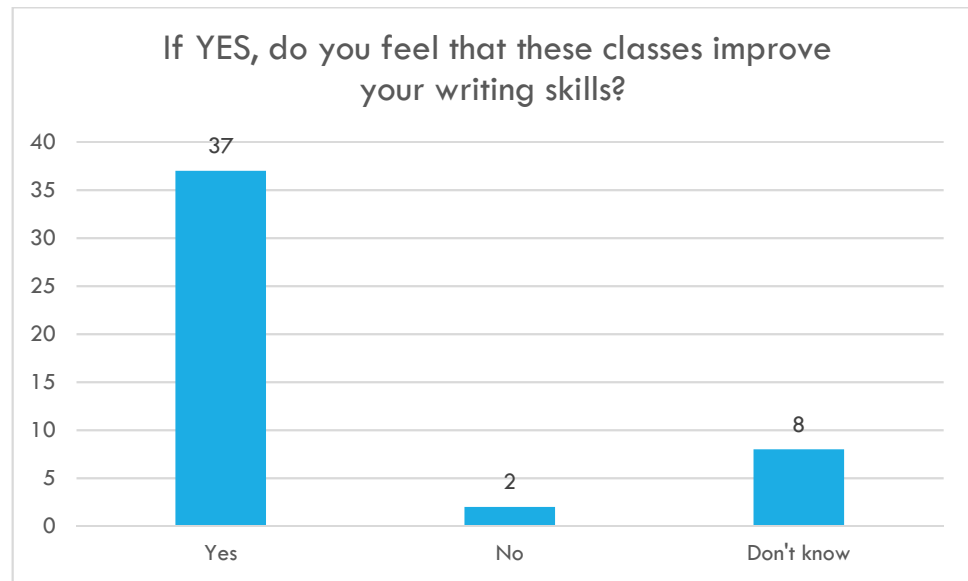


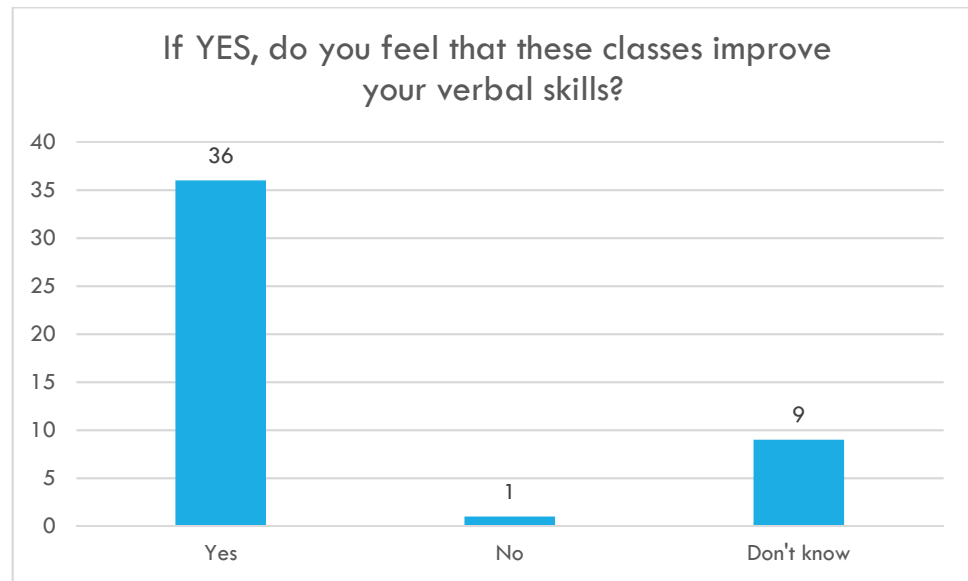
**22. If YES, do you feel that these classes (please tick)**

*Mark only one oval per row.*

|                                | Yes                   | No                    | Don't know            |
|--------------------------------|-----------------------|-----------------------|-----------------------|
| Improve your listening skills? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your writing skills?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your reading skills?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your verbal skills?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



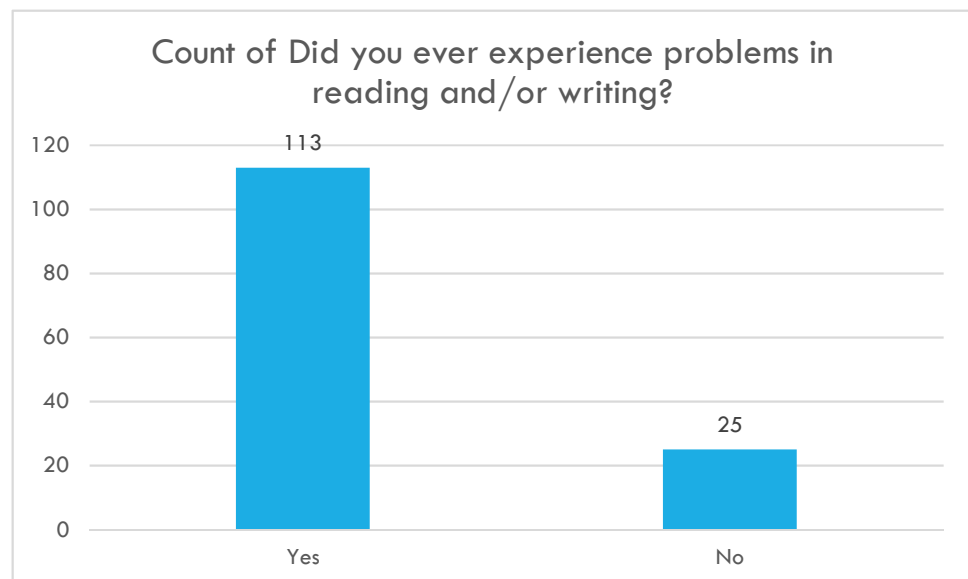




23. Did you ever experience problems in reading and/or writing?

Mark only one oval.

- ☐ YES  
☐ NO



24. If YES - can you please describe these problems?

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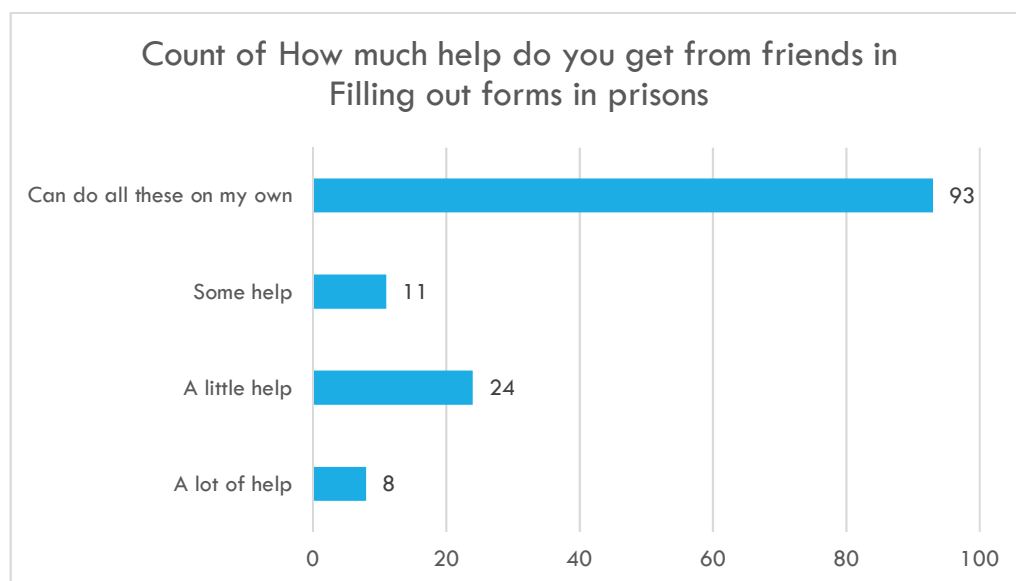
Dyslexia (3 inmates)  
I am half blind  
I can't do spelling.

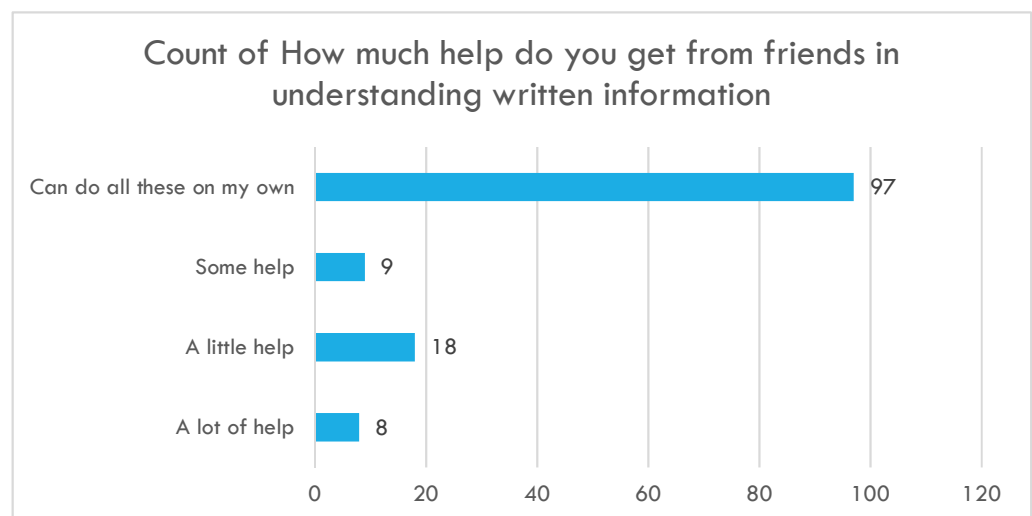
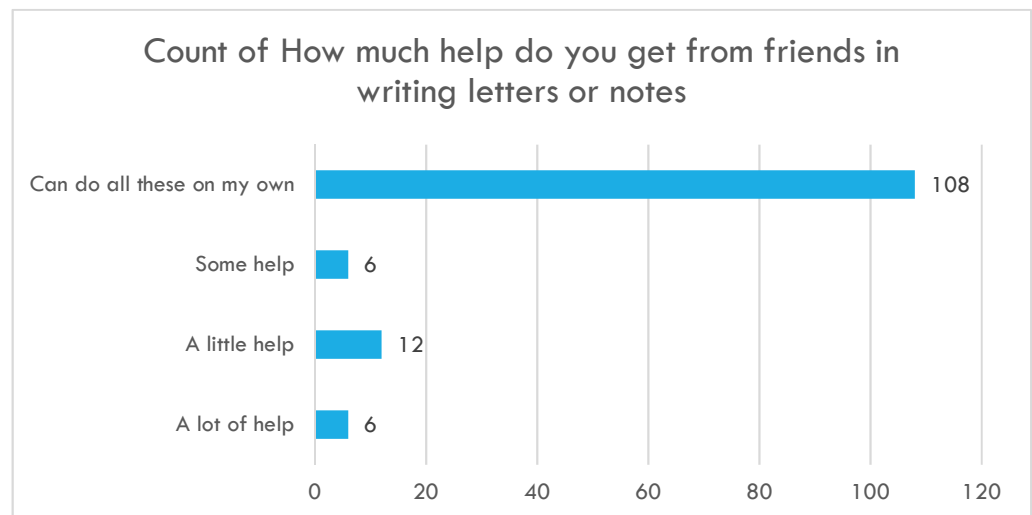
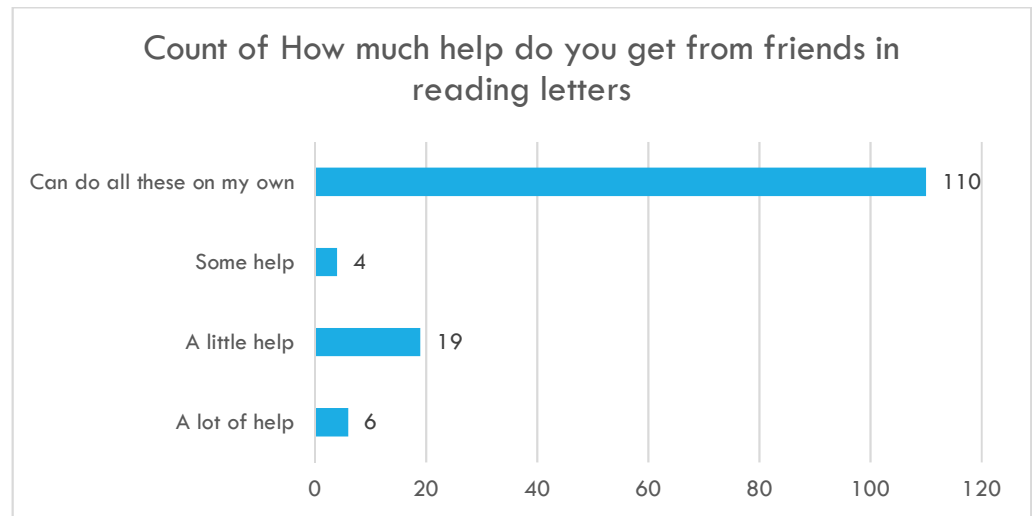
I don't understand Slovenian language well but I speak Slovenian fairly good  
 I read slow  
 Misread words and in head add words to make sense sometimes  
 My spelling and reading before prison was at entry level  
 Reading and a little bit in writing  
 Slow reader  
 Spelling  
 Spelling, language skills  
 Struggle to see without yellow  
 Writing  
 Writing difficulties  
 Wrote everything in capitals but not a problem now.

**25. How much help do you get from friends in**

*Mark only one oval per row.*

|                                   | A lot of help         | Some help             | A little help         | Can do all these on my own |
|-----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Filling out forms in prisons      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading letters                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Writing letters or notes          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Understanding written information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |





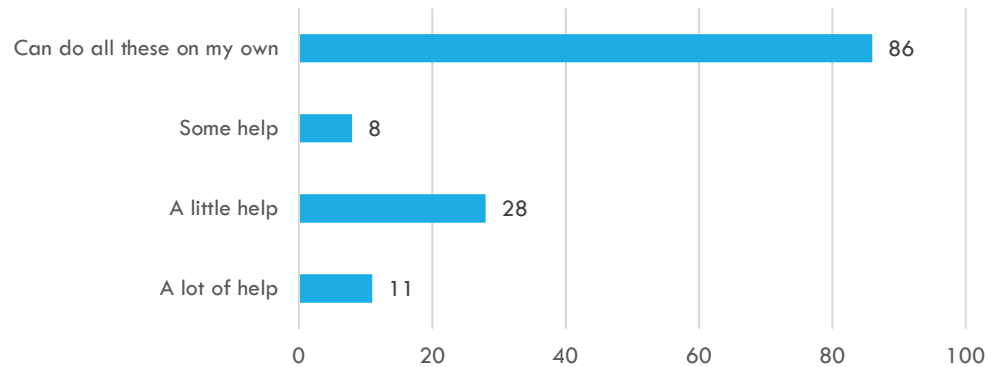
The involvement of friends in the identified skills is minimal

**26. How much help do you get from staff in**

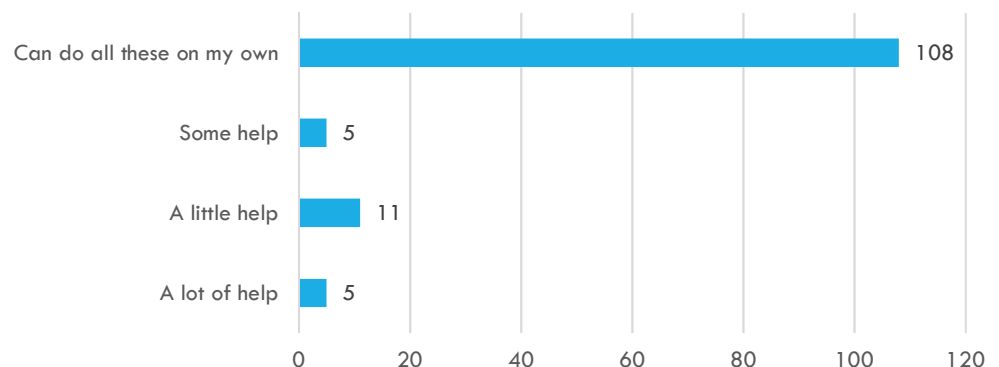
*Mark only one oval per row.*

|                                   | A lot of help         | Some help             | A little help         | Can do all these on my own |
|-----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Filling out forms in prisons      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading letters                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Writing letters or notes          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Understanding written information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

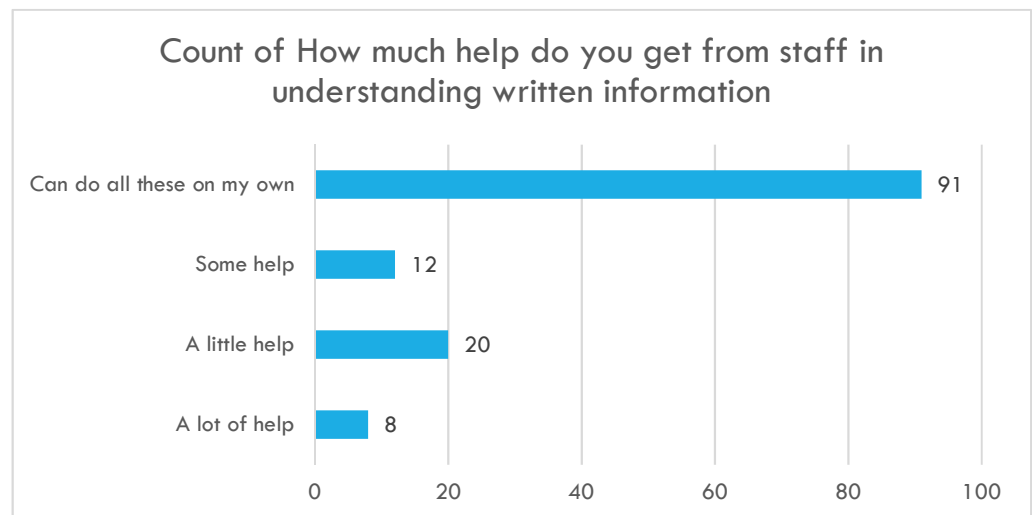
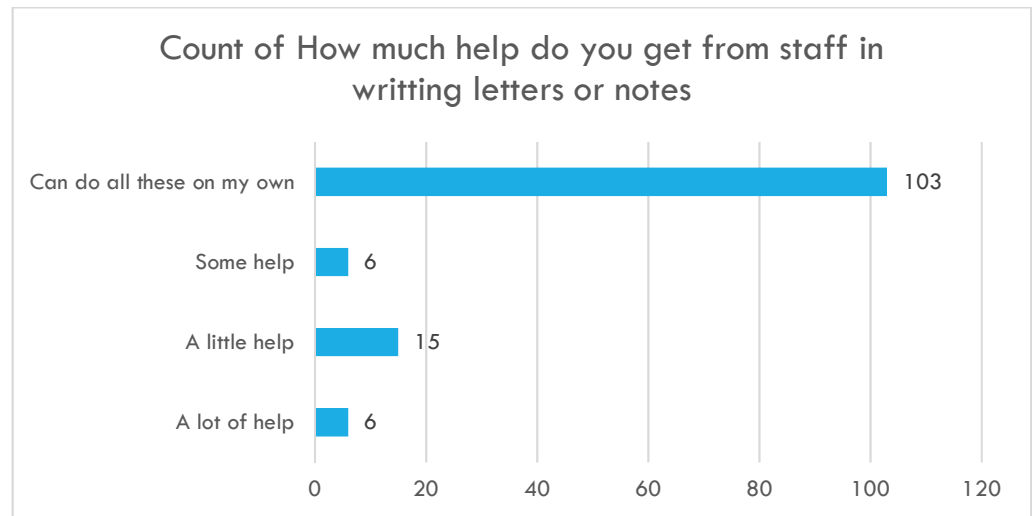
**Count of How much help do you get from staff in  
filling out forms in prison**



**Count of How much help do you get from staff in  
reading letters**







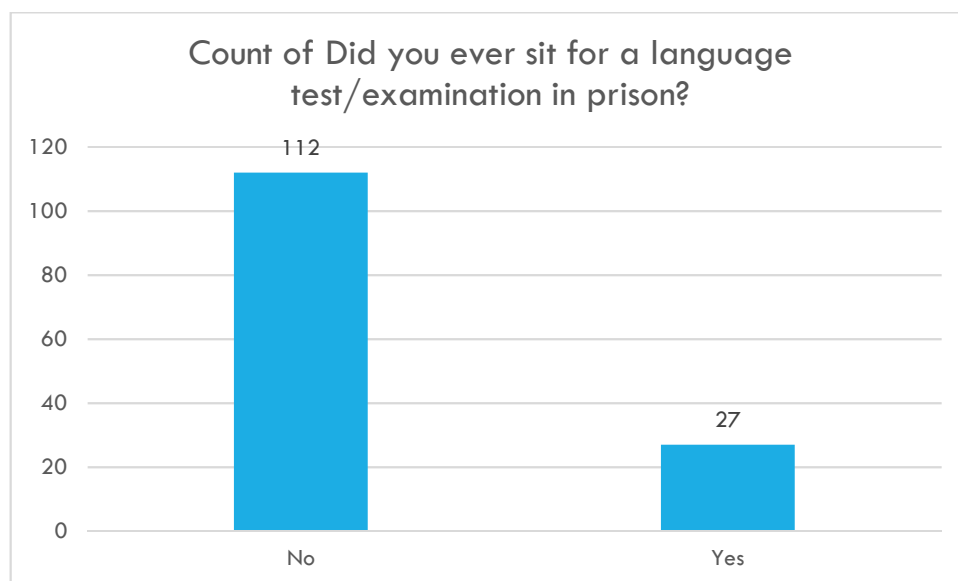
The involvement of staff in the identified skills is minimal.

27. Did you ever sit for a language test/examination in prison?

Mark only one oval.

☐ Yes

☐ No



28. If YES - which examination(s)?

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Basic English exam

BKSB Level 2

English

English

English

English L2

English level 1 and 2

English Level 1 and English 2

English O'Level

Exam in Slovenian language

French

Geography, history, Dutch, French

In middle school in prison - English and foreign language II. - Italian

Initial assessment

Italian

Italian

Literature

Management, excel, electricity, AutoCAD (drawing programme)

Maths L1

National vocational qualification

Russian O'Level, English

Semester exam

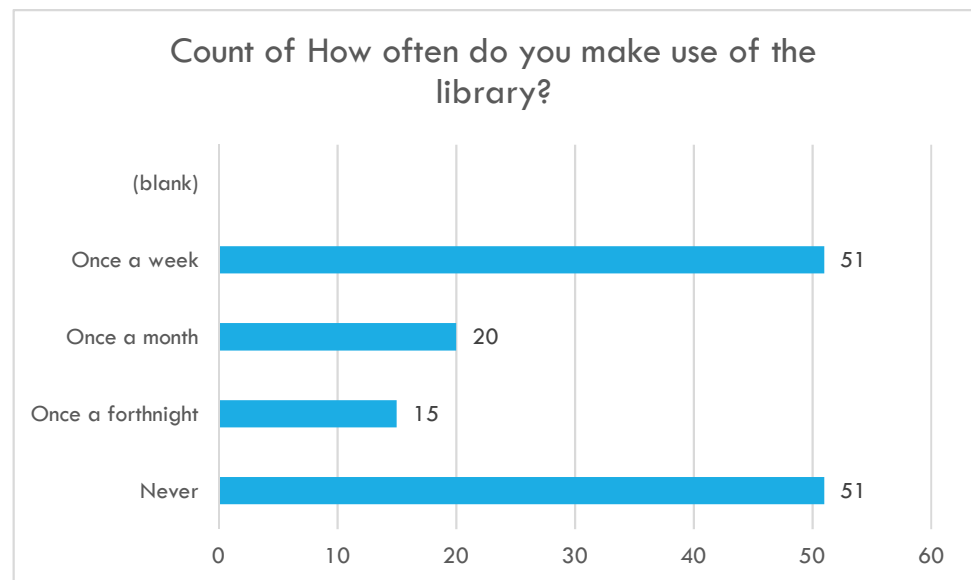
Semester exam

VCA 2, English, A.A.V1, A.A.V2, A.A.V3

**29. How often do you make use of the library?**

*Mark only one oval.*

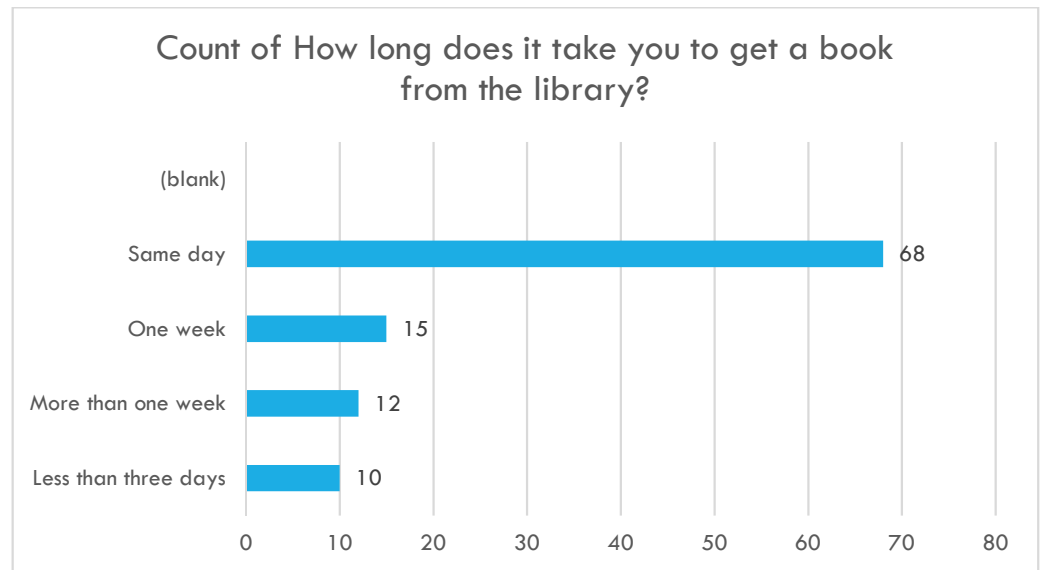
- ☐ Once a week
- ☐ Once a fortnight
- ☐ Once a month
- ☐ Never



**30. How long does it take you to get a book from the library?**

*Mark only one oval.*

- ☐ Same day
- ☐ Less than three days
- ☐ One week
- ☐ More than one week



31. Mention the title of a book you borrowed from the library in this last month

---

|   |                                 |
|---|---------------------------------|
| "Our memory"  | Mark Webber biography           |
| A book about dogs                                     | Mazilioc                        |
| A prison diary  | Meditation manual               |
| Bertrand Russell Biography                            | Mihai Eminescu poetry           |
| Books about wars and psychology                       | Motivation                      |
| Borrow dvds   | Natural medicine for everyone   |
| Borrowed form a colleague, the intelligence of matter | Nefertiti                       |
| Brilliant Excel 2007                                  | Nelson Mandera                  |
| Butterfly   | Never never                     |
| Can't remember  | New Confessions by William Boyd |
| Courtesans/Dora Levi Mossanen                         | Nick Vuječić                    |
| Daria Dontana Detective                               | NO ANGEL                        |
| Death Souls - Gogolj                                  | Odyssey                         |
| Delitti Maltin 1                                      | Otilia,,s enigma                |
| E. Muldasov   | Physics                         |
| English dictionary                                    | Plurel ta Trevor Zahra          |
| Frogs heart   | Poetry                          |
| Front comrades  | Robert Kiosake                  |
| Gazette   | Samorastniki                    |
| Gril ber-Survival; Reiki                              | Samorastniki - Prežihov Voranc  |
| Heartblood, Battle of Kings                           | Sciences the great exploration  |
| Hitler's Diaries                                      | Scrabble dictionary             |
| I read a fitness book                                 | Seneca                          |
| Idyllic figures from the Renaissance period           | Sfidi ta Trevor Zahra           |
| In Their Wisdom -CP Snow                              | Sia - 1000 forms of fear        |
| Intelligence of matter                                | Sleep!                          |
| Invisible - James Patterson                           | Spanish for self-study          |
| It-Tfajla tat-Tempju                                  | Stars in the sky                |
| James Paterson  | The art of War - Sen Tzu        |
| Lost Fleet = Dauntless                                | The Bible                       |
| Madonna and her life                                  | The blank space                 |
|   | The Book of Record              |
|   | The heart of the little frog    |

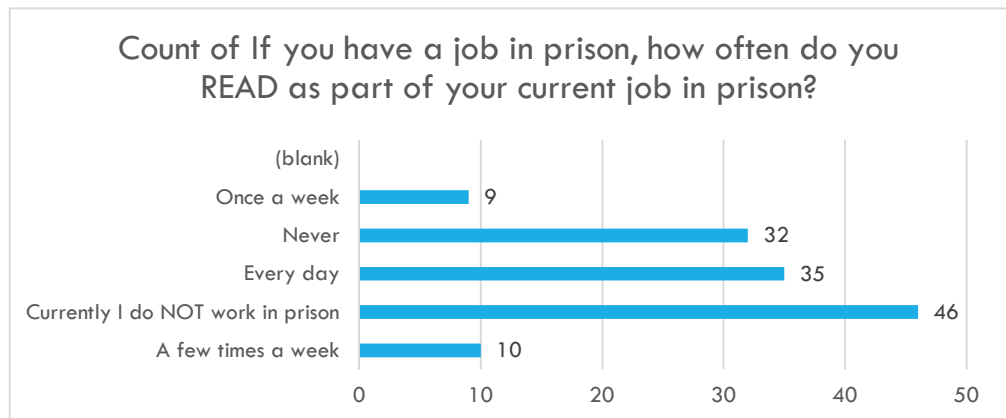
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|                                 |   |
|---------------------------------|---|
| The hero                        | White Fang                              |
| The History of Slovenian Nation | Why do Fonts matter? Sarah Hyndman      |
| The last mohican                | Wildlife year                           |
| The Math Book                   | You have to love someone - Ivan Minatti |
| War in Germany and Austria      |   |

**32. If you have a job in prison, how often do you READ as part of your current job in prison?**

*Mark only one oval.*

- ☐ Currently I do NOT work in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never



**33. If you have a job in prison, how often do you WRITE as part of your current job in prison?**

*Mark only one oval.*

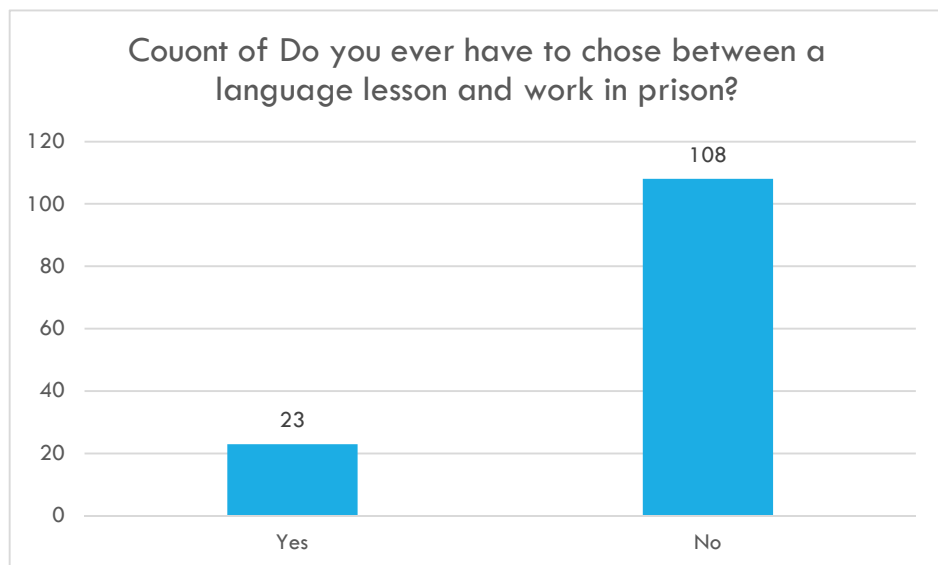
- ☐ Currently I do not work in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never



34. Do you ever have to chose between a language lesson and work in prison?

Mark only one oval.

- ☐ Yes
- ☐ No



35. Are you paid for attending lessons in prisons?

Mark only one oval.

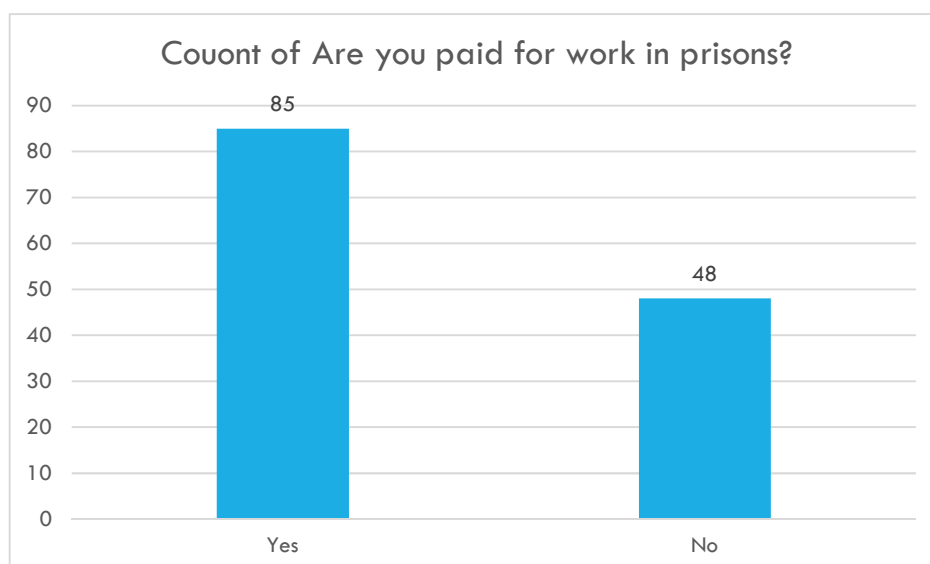
- ☐ Yes
- ☐ No



36. Are you paid for work in prison?

Mark only one oval.

- ☐ Yes
- ☐ No

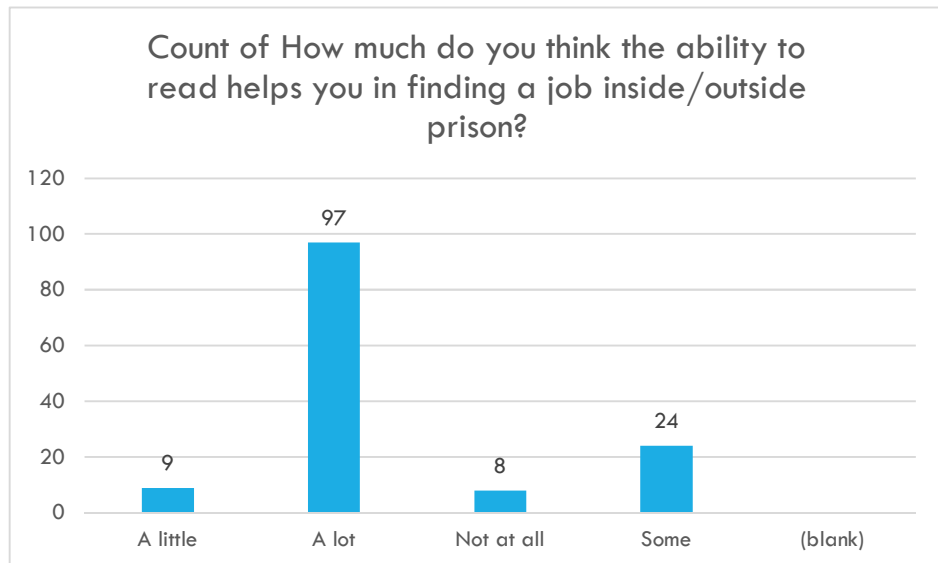




37. How much do you think the ability to read helps you in finding a job inside/outside prison?

Mark only one oval.

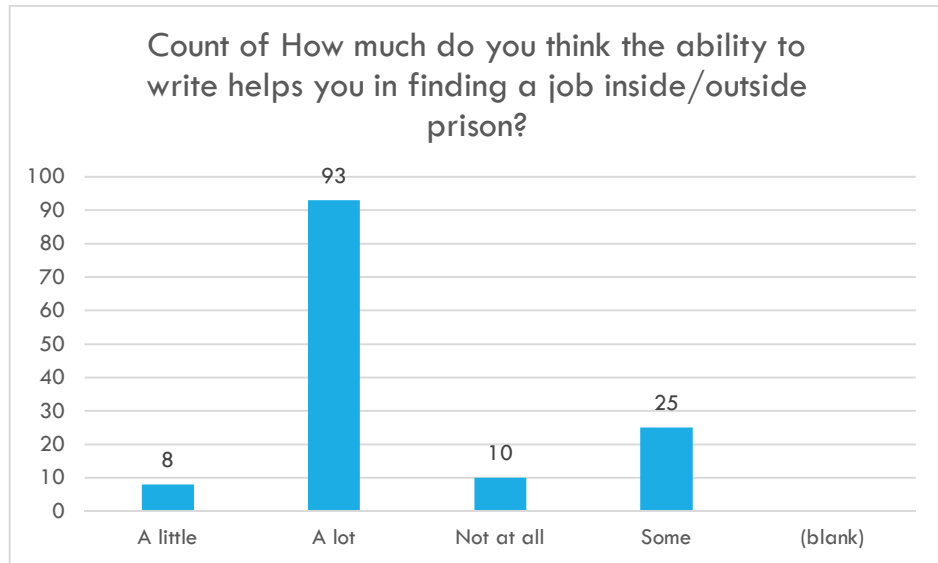
- ☐ A lot  
☐ Some  
☐ A little  
☐ Not at all



38. How much do you think the ability to write helps you in finding a job inside/outside prison?

Mark only one oval.

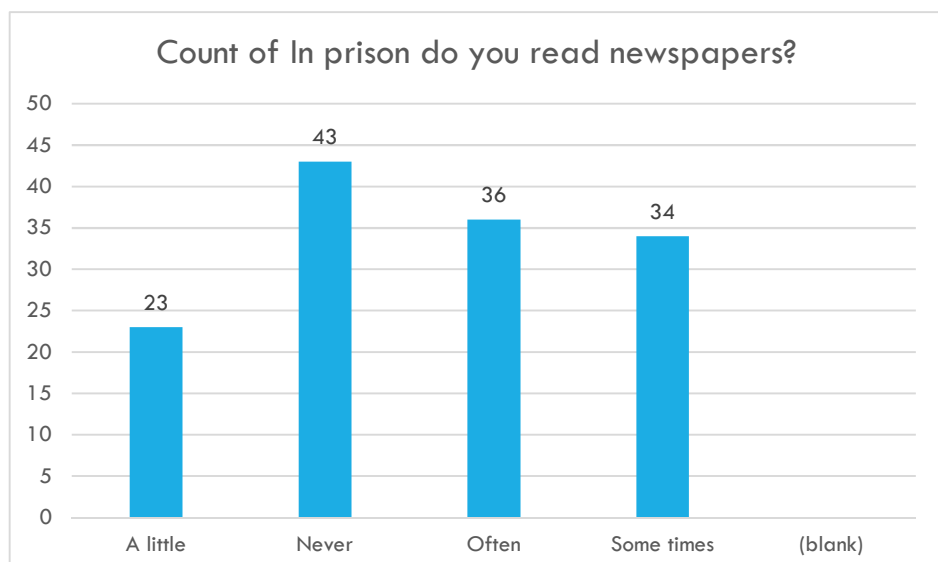
- ☐ A lot  
☐ Some  
☐ A little  
☐ Not at all

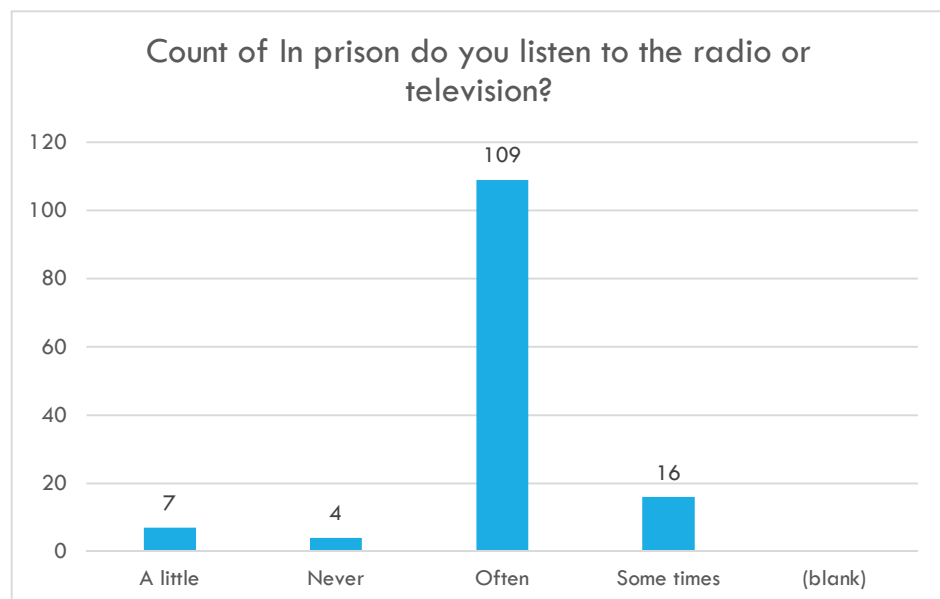
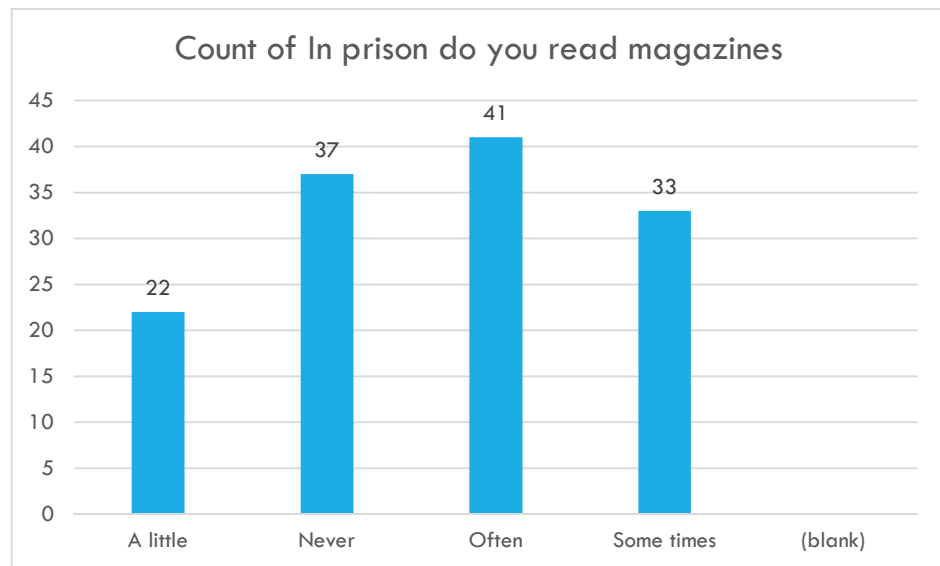


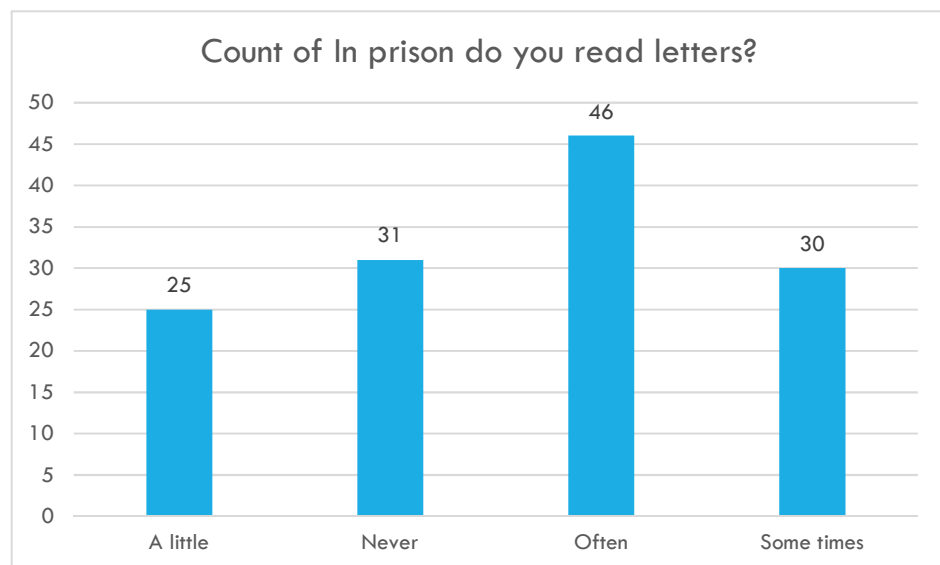
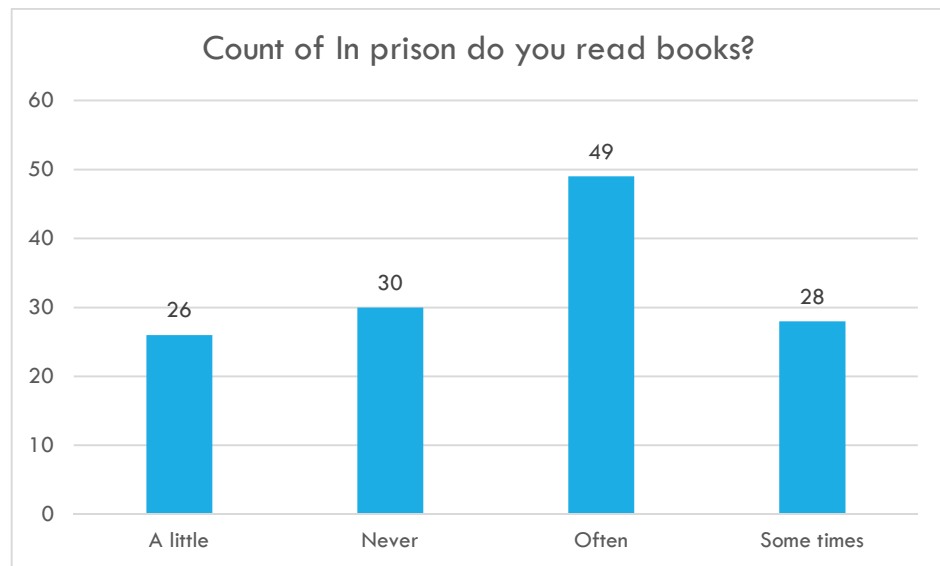
**39. In prison do you**

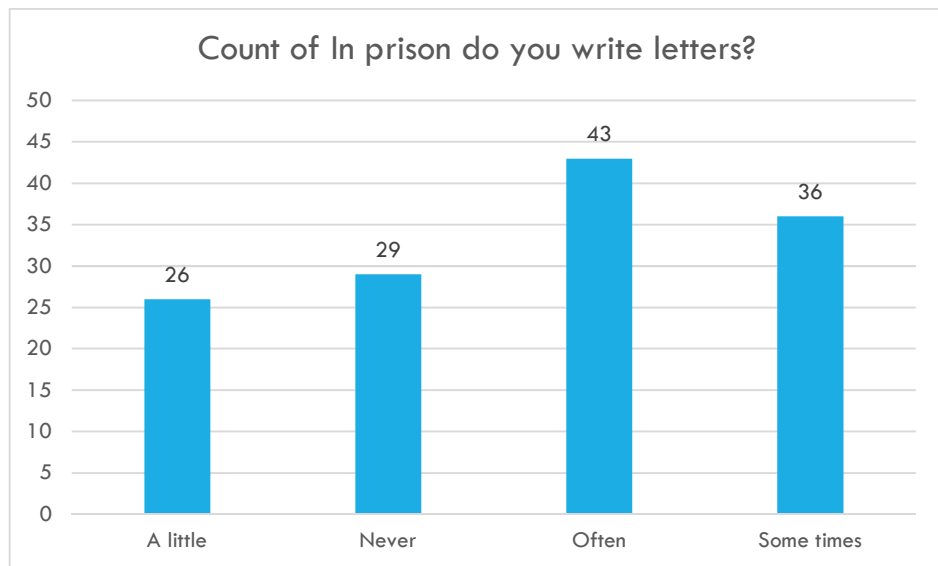
*Mark only one oval per row.*

|                                   | Often                 | Some times            | A little              | Never                 |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Read newspapers                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read magazines                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listen to the radio or television | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read books                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read letters                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write letters                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





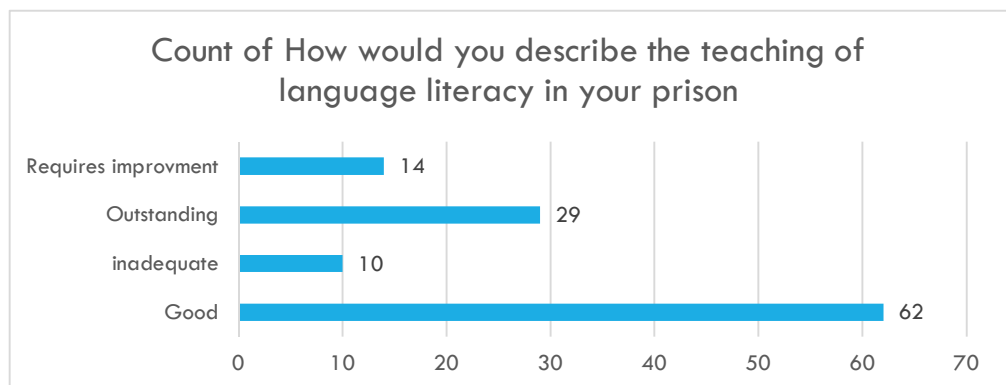




40. How would you describe the teaching of language literacy in your prison

Mark only one oval.

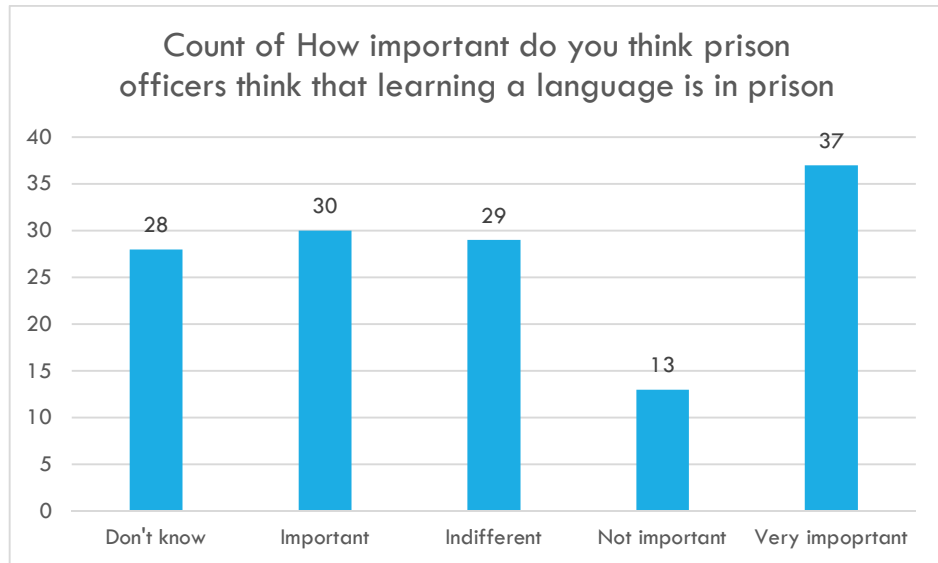
- ☐ Outstanding  
☐ Good  
☐ Requires improvment  
☐ inadequate



41. How important do you think prison officers think that learning a language is in prison

Mark only one oval.

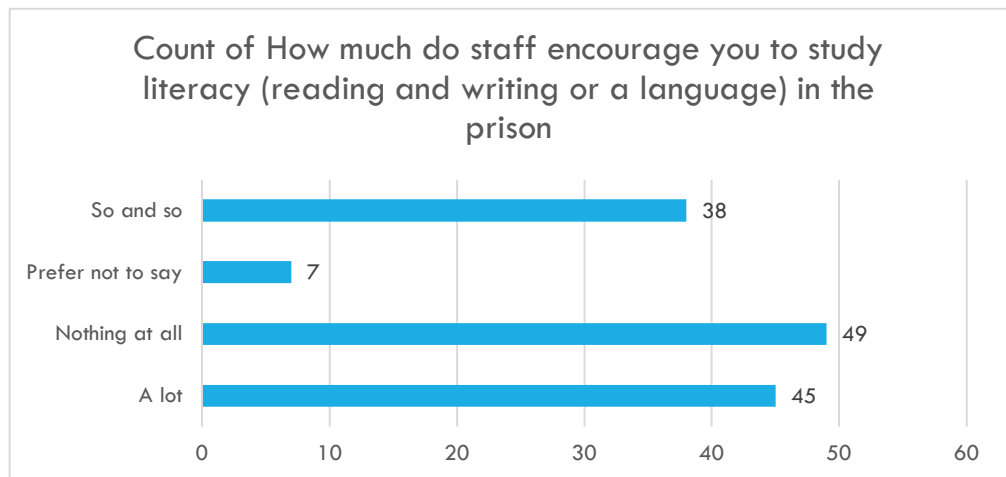
- ☐ Very impoprtant  
☐ Important  
☐ Indifferent  
☐ Not important  
☐ Don't know



**42. How much do staff encourage you to study literacy (reading and writing or a language) in the prison**

*Mark only one oval.*

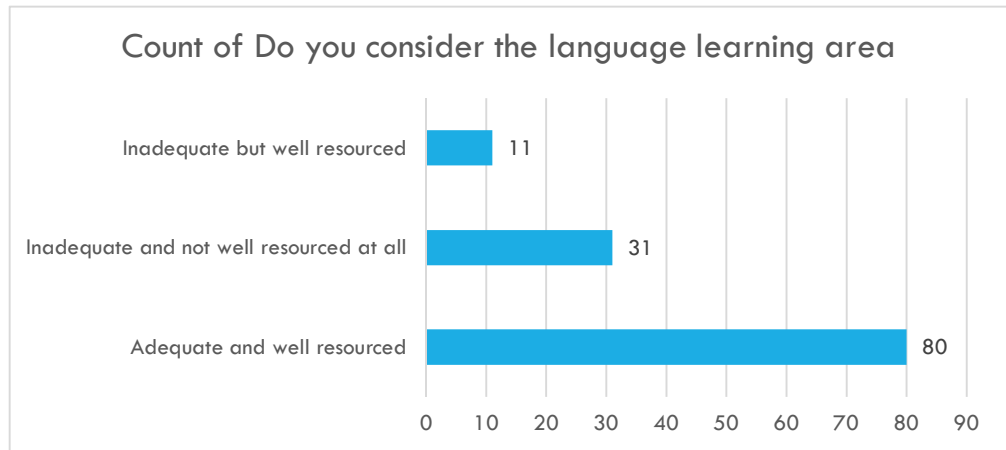
- ☐ A lot
- ☐ So and so
- ☐ Nothing at all
- ☐ Prefer not to say



**43. Do you consider the language learning area**

*Mark only one oval.*

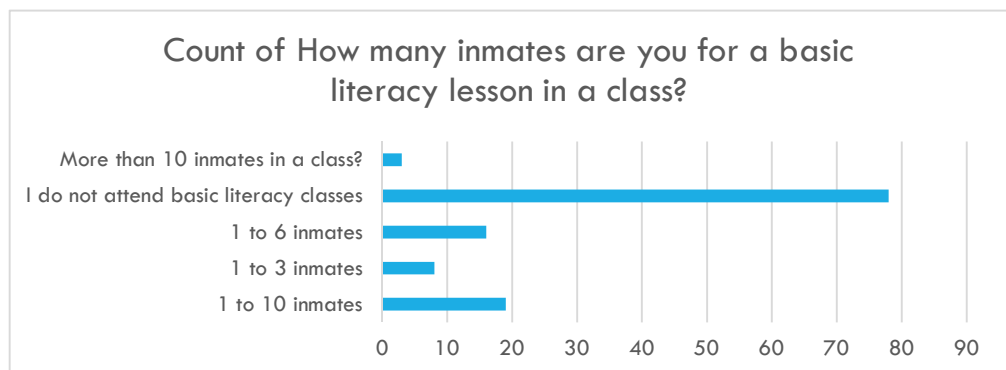
- ☐ Adequate and well resourced
- ☐ Inadequate but well resourced
- ☐ Inadequate and not well resourced at all



**44. How many inmates are you for a basic literacy lesson in a class?**

*Mark only one oval.*

- ☐ I do not attend basic literacy classes
- ☐ 1 to 3 inmates
- ☐ 1 to 6 inmates
- ☐ 1 to 10 inmates
- ☐ More than 10 inmates in a class?



**45. Mention one positive thing about the teaching of basic literacy or your language in your prison**

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A good communication between inmates helps to conflict prevention

Better communication in prison and later outside

Better confidence

|   |   |
|---|---|
| Choose essential parts of the language                            | It is a good thing that everybody learns  |
| Classes in school - adequately educated lecturers                 | It is out in simple terms   |
| Communication without misunderstanding                            | It is useful  |
| Conversations with Mrs....  | It is very open - you can express yourself  |
| Development of the abilities                                      | It's educational  |
| For ease of communication and getting information                 | Knowing new things  |
| French, Dutch   | Knowing to write and read   |
| Good exercise for writing and reading.                            | Learn, read - you will know more  |
| Good patient teacher  | Learning uneducated inmates to read and write   |
| Good question!  | Mandatory   |
| Good teacher  | More professionalism  |
| Good teacher  | No experience   |
| Good teachers   | One positive thing that I like is that there are people they sincerely want to help you to do something of our life. It is not like in America; they just let them go free. |
| Helps to get on in life without anyone's help                     | Participants will speak better  |
| I am gaining knowledge that I will be able to get a job easily    | Patient teacher who speaks Italian as well  |
| I do not attend basic literacy classes                            | Private   |
| I don't use my language in prison. I use it only on the phone.    | Progress in language knowledge and literacy   |
| I have learned punctuation  | Relations with the community  |
| I have not attended any basic literacy classes within this prison | The help given to those with additional learning needs  |
| Improving speech  | There are many illiterates so is good for them  |
| Increasing tuition level  | They are more well behave after participating.  |
| Is for the benefit of the participant                             | To be mandatory   |
| It betters you for your release from prison.                      | To understand each other  |
| It exists (presumably)  | Useful  |
| It helps you to reflect your mind and kill time                   |   |



Useful time consumption, integration  
will go smoother

Very good teachers

Well-used time for our personal  
growth

Working together

You can communicate

46. Mention one negative thing about the teaching of basic literacy or your language in your  
prison

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10 is too many for a class

Although passing exams at school,  
my age now is a lot older so did not  
know why I had to attend education  
classes.

Books are not interesting

Existence of different levels

Guards are dealing with us like we  
are animals and there are not  
enough legal ways for us.

I have no experience of basic  
literacy or language teaching

Insufficient

It's like a circle going around when  
new inmates join

Lack of educational materials and  
supplies

Lack of motivation of prisoners

No use of internet

Not being allowed to prayer on  
time

Not enough lectures for other  
inmates

Not enough teachers

Not enough time

Other people can be disruptive/  
distracting

Private

Room too warm in summer

The foreign language classes should  
be free

The staff shout at you if need be

The waiting list for all education  
classes is far too long

There is a lot of illiterate people.  
They don't get the opportunity to  
learn.

Some teachers are old

Warm classroom

Without school you cannot do  
anything

47. Give one suggestion to improve the teaching of basic literacy/language teaching in your prison

---



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|   |   |
|---|---|
| A better class  | Keep people of similar needs together   |
| A better class  | Lack of materials   |
| A creative and open attitude from the staff   | Less abuse  |
| Additional pc time  | Longer program/day  |
| Benefits related to school  | Management  |
| Better class  | More encouragement and motivation to get education.                               |
| Better classroom  | More frequent lessons   |
| Classes need to be bigger, enabling more inmates to be taught at the same time. Scheduling is very slow.                | More incentives ie money  |
| Continuity  | More inmates  |
| English language  | More interesting books  |
| Everybody should decide for himself, we are offered a variety of ways   | More lessons  |
| Follow psi rules  | More persons  |
| Free lessons of Slovenian language and writing  | More resources  |
| Good results are rewarded   | More teachers   |
| I noticed that a lot of Romani people does not pronounce Slovenian words correctly and that they cannot read or wright. | More teachers   |
| I think it is definitely good and useful  | More teaching hours   |
| Introduce internet at the school  | More time per day   |
| Involvement of specialists from educational system  | New books to the library  |
|   | No courses  |
|   | No swearing   |
|   | The modernization of literacy programs and the implementation of digital literacy |
|   | We need more lessons  |
|   | We need more teachers   |

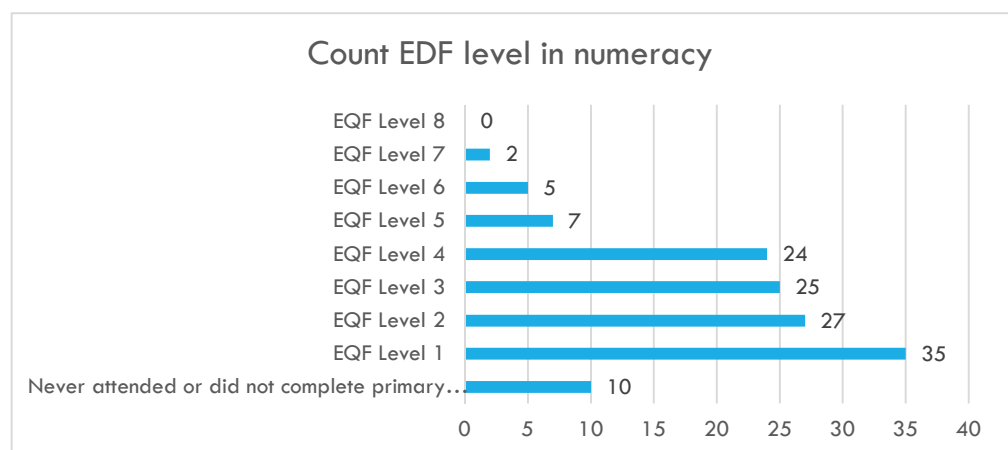
### Part C: Basic Numeracy

Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetic like addition, subtraction, multiplication, and division. Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. In the following section we would like some information about the teaching of basic numeracy and mathematics in your prison learning centre.

**48. Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?**

*Mark only one oval.*

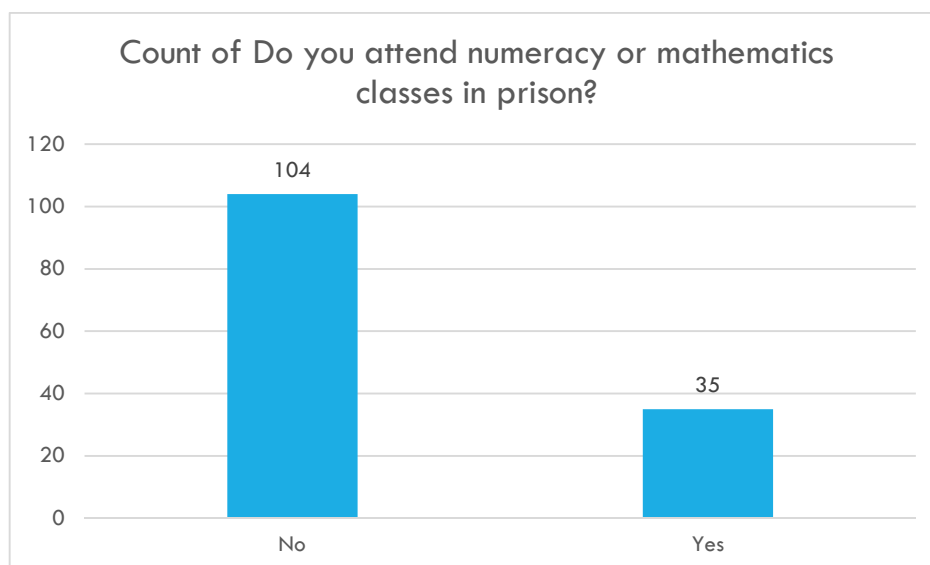
- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)



**49. Do you attend numeracy or mathematics classes in prison?**

*Mark only one oval.*

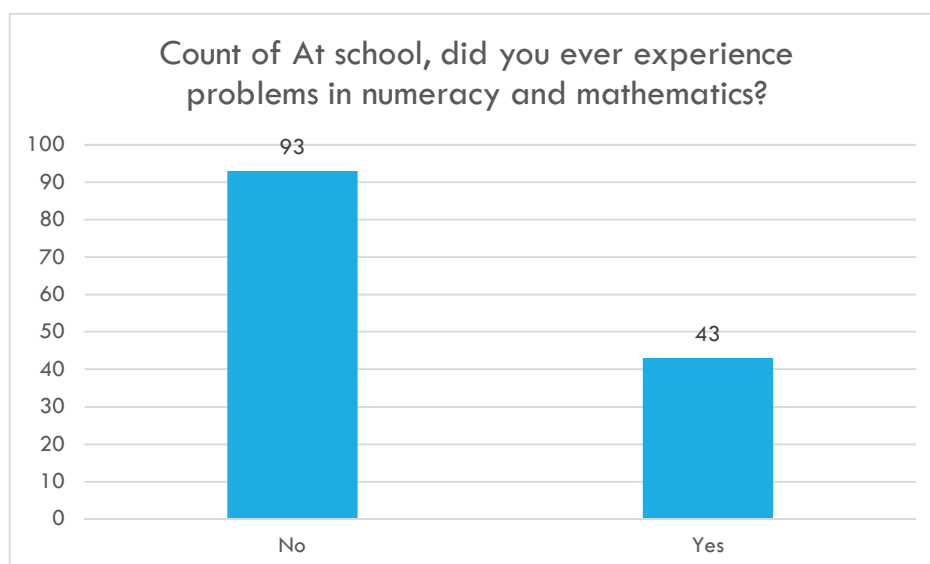
- ☐ Yes
- ☐ No



**50. At school, did you ever experience problems in numeracy and mathematics?**

*Mark only one oval.*

- ☐ Yes
- ☐ No



**51. If YES - can you please describe these problems?**

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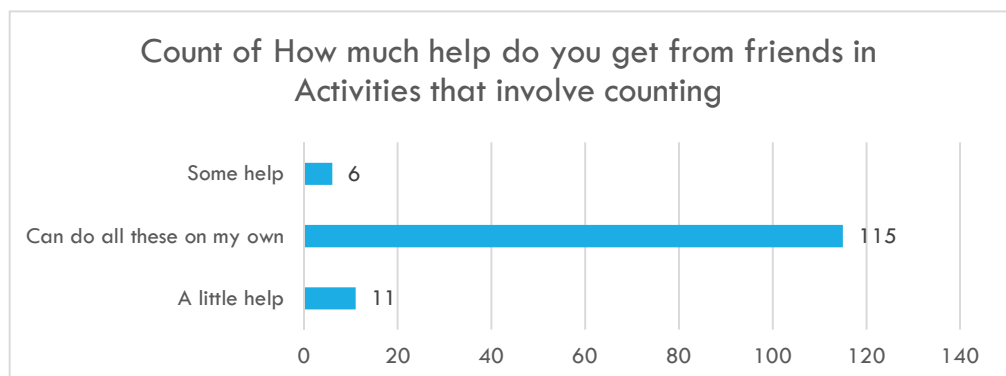
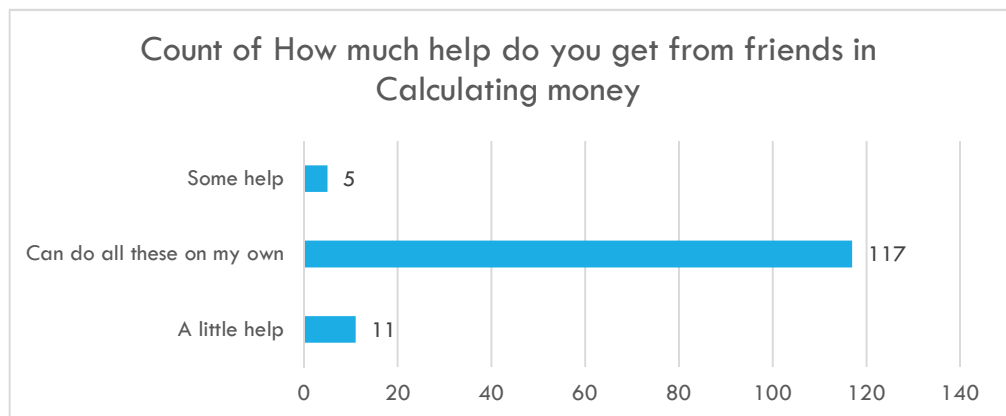
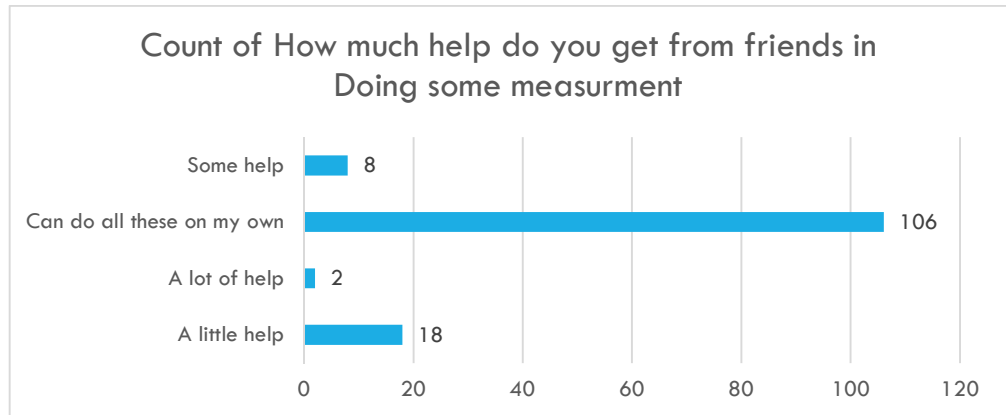
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|  |  |
|--|--|
| Because of the teacher   | Not enough math class in school                          |
| Concentration  | Not very good at maths due to learning disability.       |
| Did not remember mathematics formulas                                      | Nothing till now   |
| Did not understand long division, percentages and fractions. But I do now. | Numbers are for me like hieroglyphics                    |
| Division, multiply   | Primary school   |
| Fractions, radicals, geometry  | Problem solving and equations                            |
| General problems   | Radicals   |
| Geometry (3 inmates)   | Radicals, geometry                                       |
| I didn't understand the procedures   | Second class   |
| I was in a non-exam maths group  | Skipping school/courses                                  |
| In primary school  | Spelling   |
| Long division  | To calculate   |
| Mathematical functions, poor interpretation                                | Trying to use division and times tables                  |
| Mathematics I did not understand   | Undiagnosed dyscalculia. Problems with mental arithmetic |
| Multiplication table   |  |
| Multiply, fractions, geometry  |  |

**52. How much help do you get from friends in**

*Mark only one oval per row.*

|                                  | A lot of help         | Some help             | A little help         | Can do all these on my own |
|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Doing some measurement           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating money                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Activities that involve counting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |



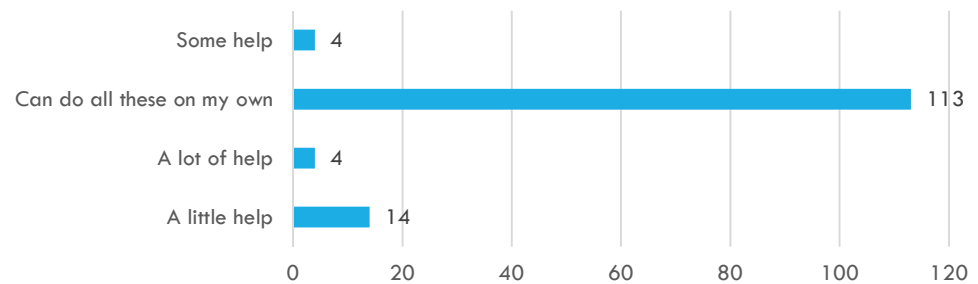
**SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING  
GUIDANCE AND TRAINING MODEL**

**53. How much help do you get from staff in**

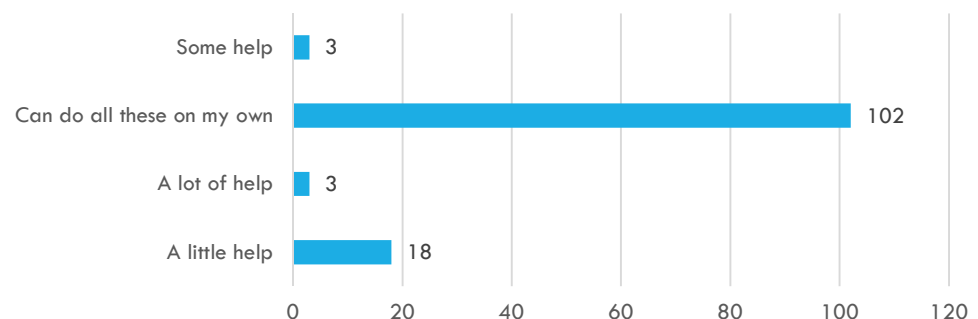
*Mark only one oval per row.*

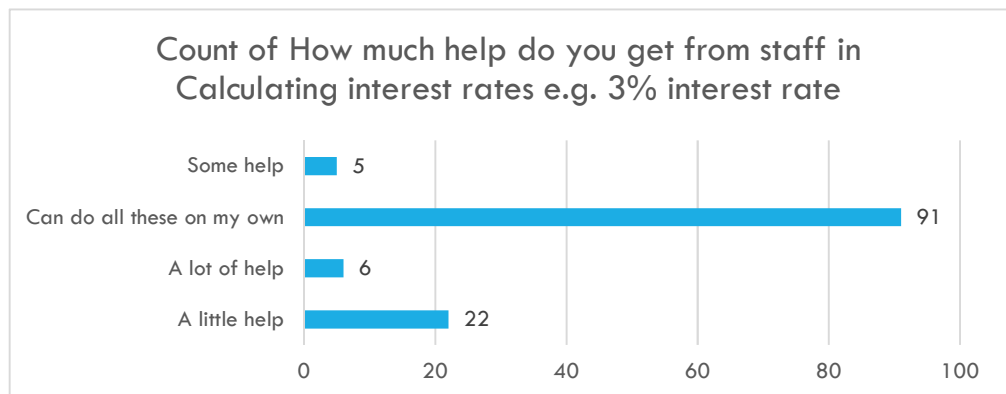
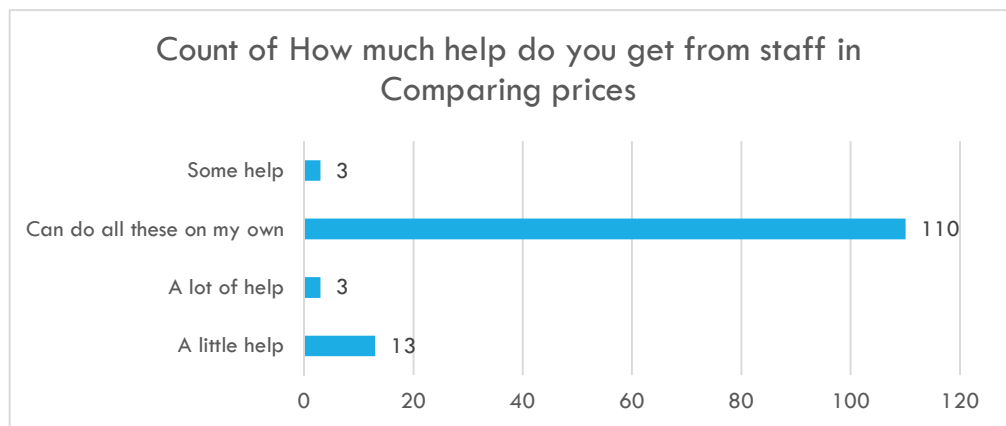
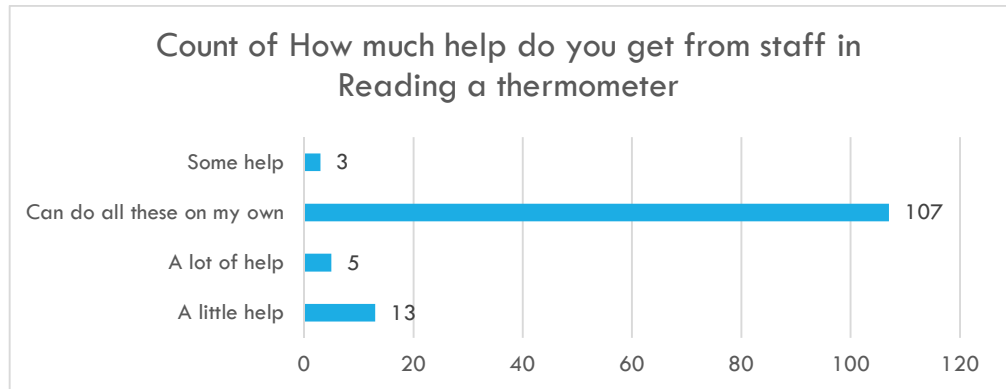
|  | A lot of help         | Some help             | A little help         | Can do all these on my own |
|--|-----------------------|-----------------------|-----------------------|----------------------------|
| Adding and subtracting whole numbers             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating money e.g. VAT                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading a thermometer                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Comparing prices                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating interest rates e.g. 3% interest rate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating area e.g. area of a room             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Working with proportions e.g. 1/3 cup butter     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading a bus timetable                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Interpreting a graph                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Prefer not to say                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

**Count of How much help do you get from staff in  
Adding and subtracting whole numbers**

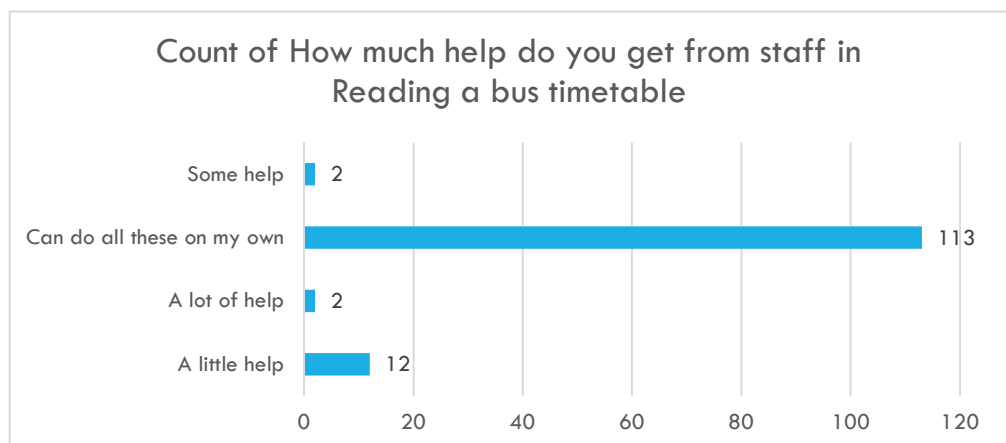
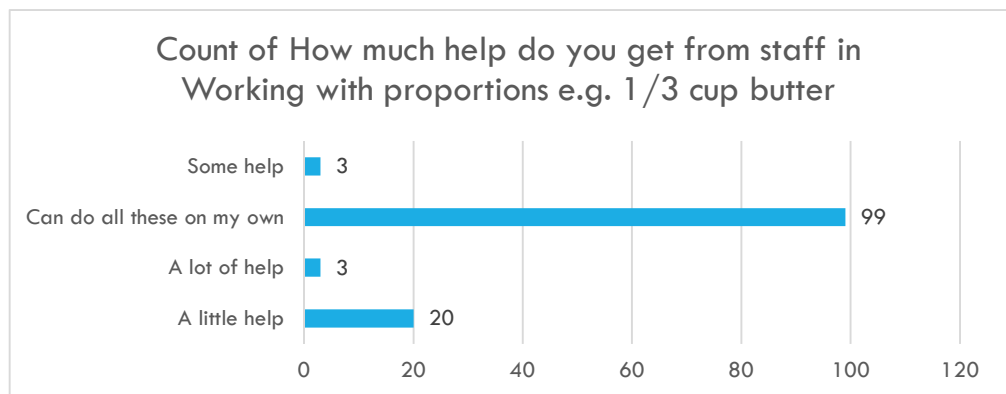
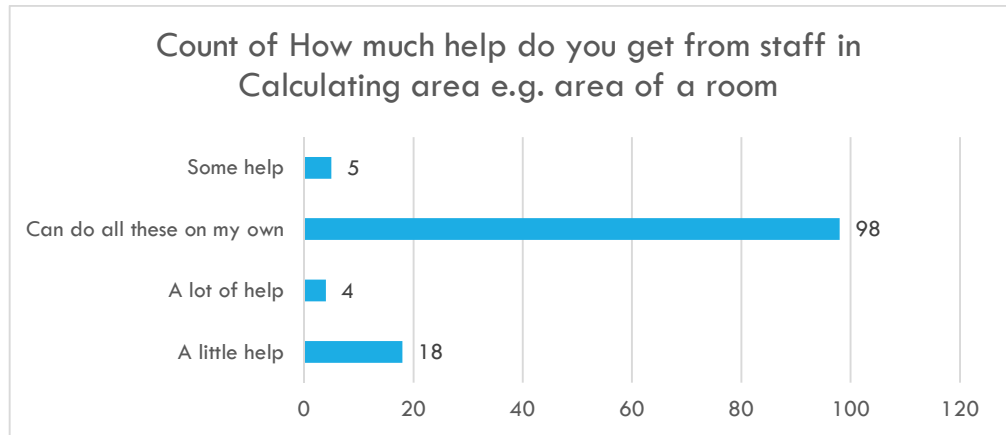


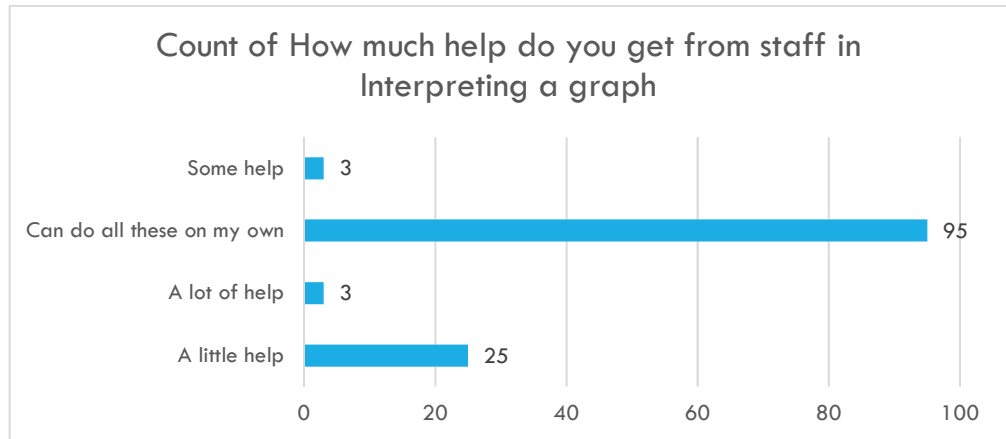
**Count of How much help do you get from staff in  
Calculating money e.g. VAT**







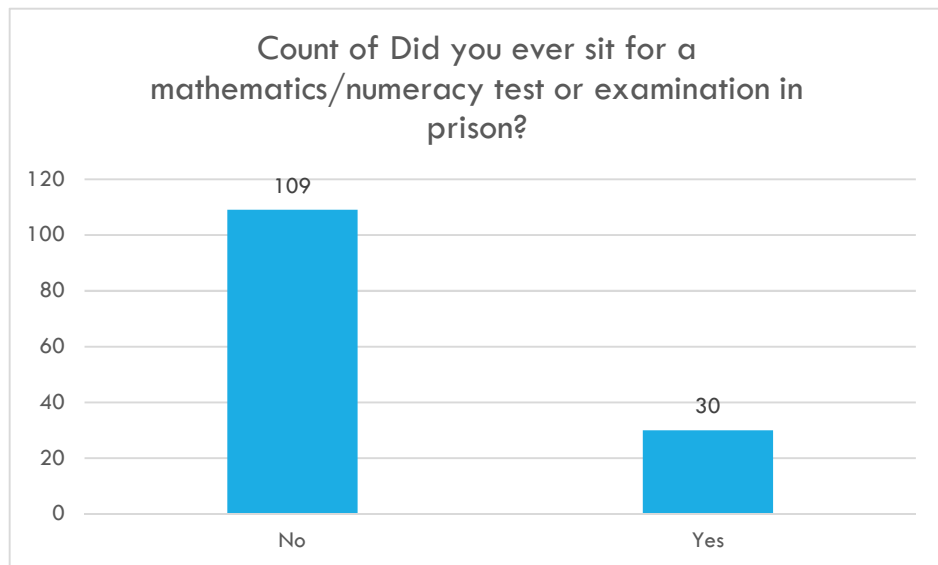




54. Did you ever sit for a mathematics/numeracy test or examination in prison?

Mark only one oval.

- ☐ Yes  
☐ No



55. If YES - can you please name the examination(s)?

\_\_\_\_\_

Annie (x2 inmates)  
BKSB

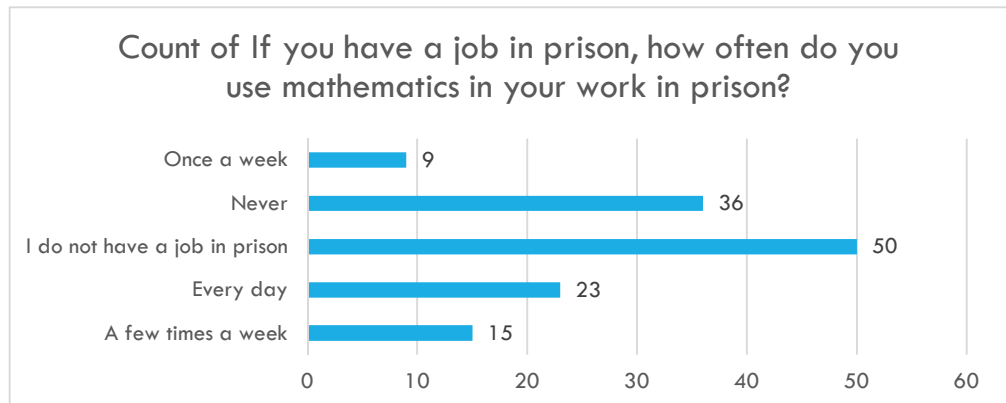
Can't remember  
Computing

|  |  |
|--|--|
| Functional Skills L2 Maths (City & Guilds) | Mathematical functions, percentages etc.         |
| Functional Skills level 1                  | Mathematics level 2 (OCR)                        |
| Geometry                                   | Maths (2 inmates)                                |
| High school exams                          | Maths level 2                                    |
| Initial assessment                         | Middle school (Math 1, 2, 3,... And + 2 program) |
| Level 1                                    | OCR level 1(2 inmates)                           |
| Level 1 - diagnostic, Level 2 - diagnostic | Passed, cannot remember name of certificate      |
| Math test                                  | Semester exam (2 inmates)                        |
| Mathematic for 3rd year of catering school |  |

**56. If you have a job in prison, how often do you use mathematics in your work in prison?**

*Mark only one oval.*

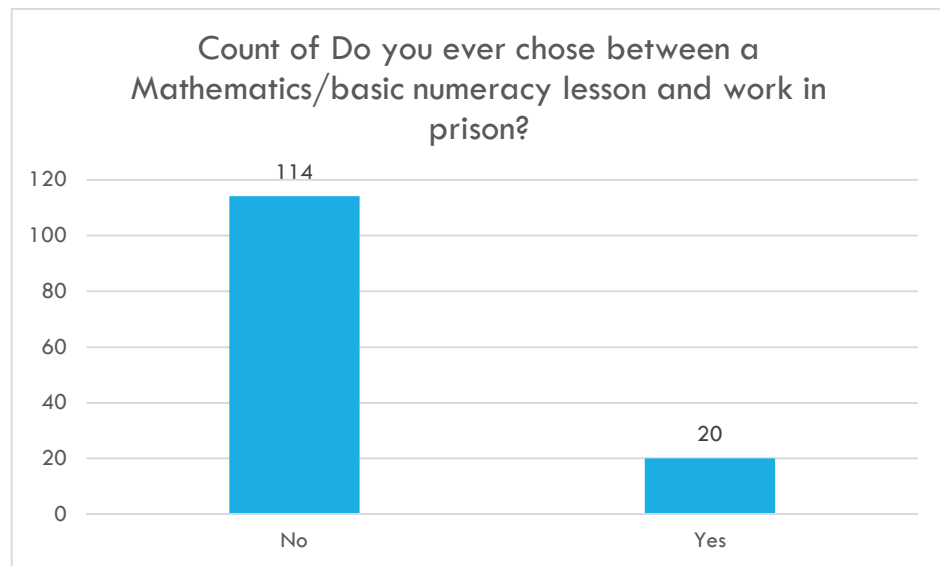
- ☐ I do not have a job in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never



**57. Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**

*Mark only one oval.*

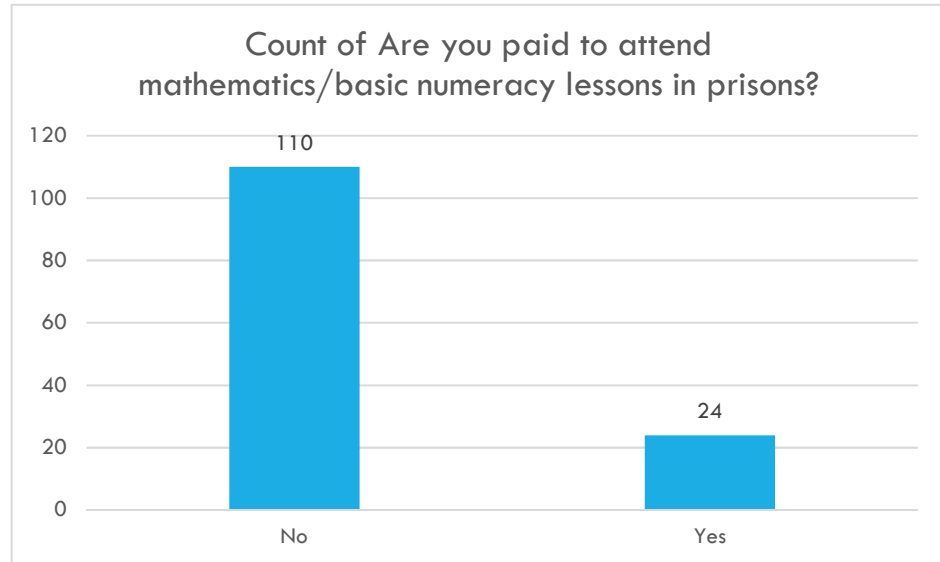
- ☐ Yes
- ☐ No



58. Are you paid to attend mathematics/basic numeracy lessons in prisons?

Mark only one oval.

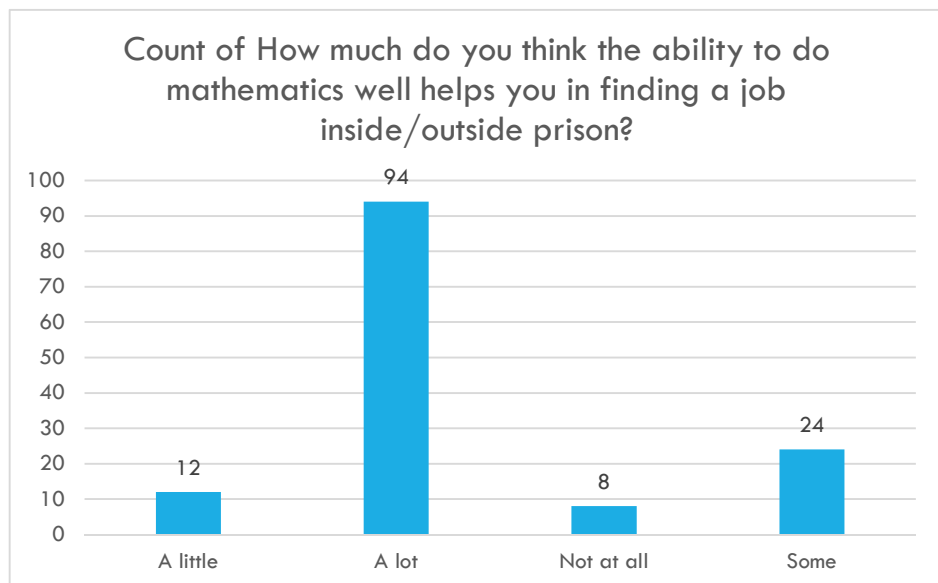
- ☐ Yes
- ☐ No



59. How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?

Mark only one oval.

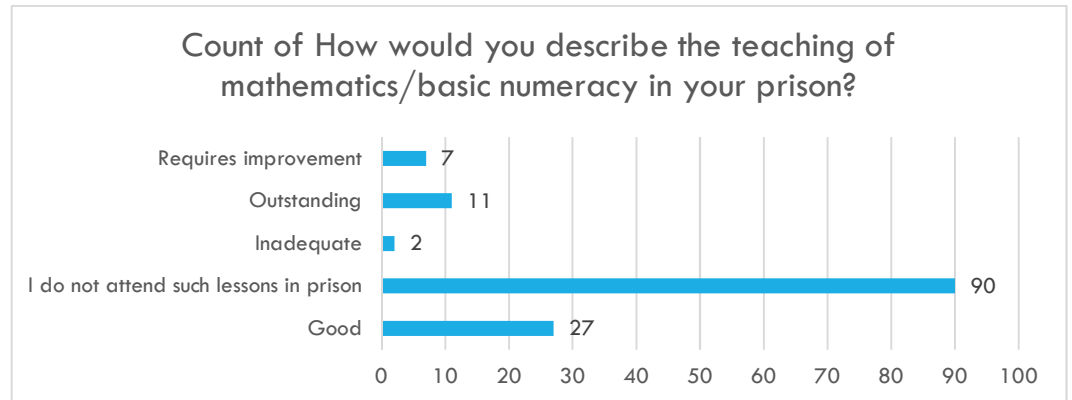
- ☐ A lot  
☐ Some  
☐ A little  
☐ Not at all



60. How would you describe the teaching of mathematics/basic numeracy in your prison?

Mark only one oval.

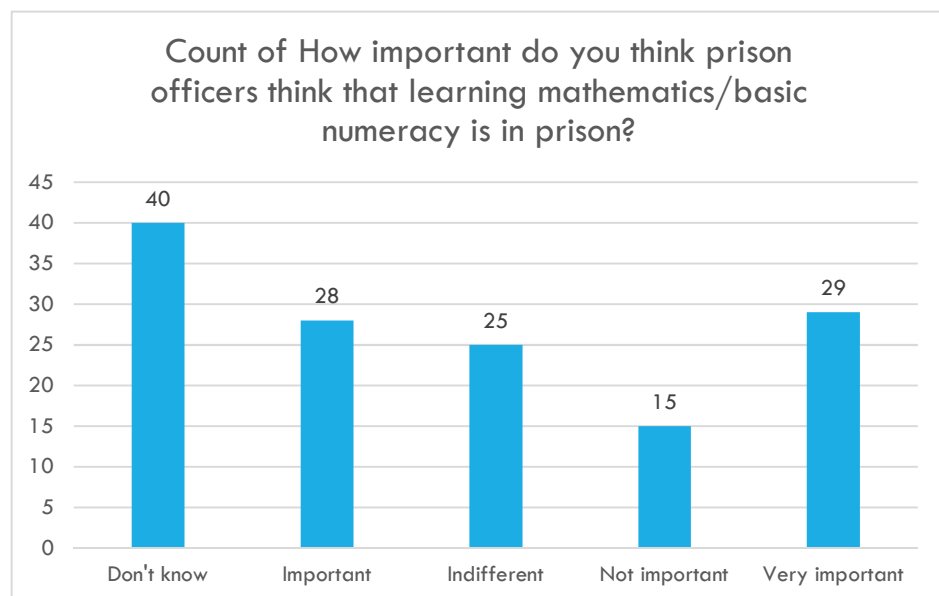
- ☐ I do not attend such lessons in prison  
☐ Outstanding  
☐ Good  
☐ Requires improvement  
☐ Inadequate



**61. How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**

*Mark only one oval.*

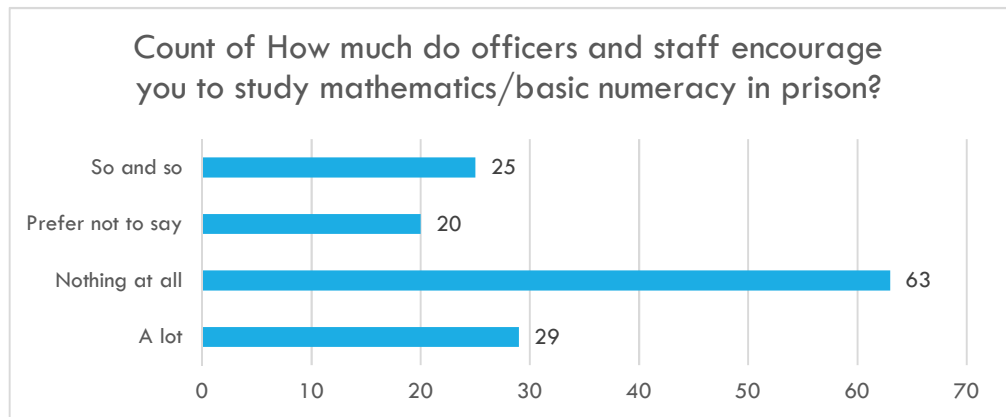
- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important
- ☐ Don't know



62. How much do officers and staff encourage you to study mathematics/basic numeracy in prison?

Mark only one oval.

- ☐ A lot  
☐ So and so  
☐ Nothing at all  
☐ Prefer not to say



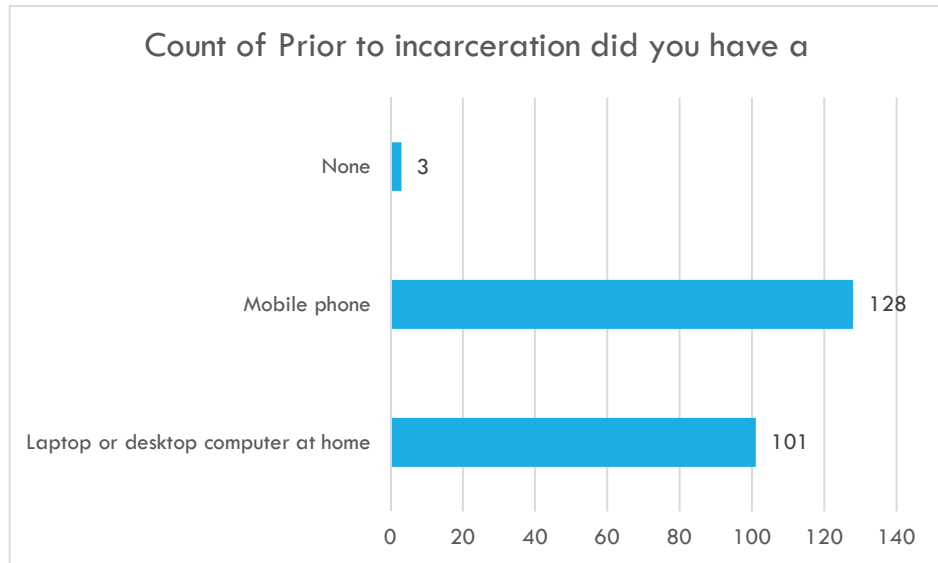
## Part D: Digital Literacy

Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Digital literacy is an individual's ability to access both information and methods of communication through a technological tools including, but not limited to, smartphones, tablets, laptops, and traditional desktop personal computers. A digitally literate person should also be able to successfully analyze, search for, and critically evaluate information presented on the web.

63. Prior to incarceration did you have a

Tick all that apply.

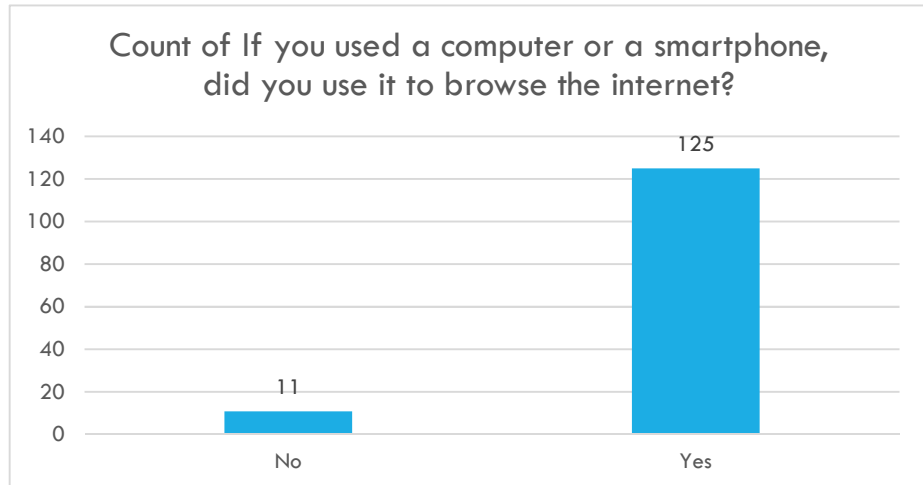
- ☐ Laptop or desktop computer at home  
☐ Mobile phone  
☐ Other: \_\_\_\_\_



64. If you used a computer or a smartphone, did you use it to browse the internet?

Mark only one oval.

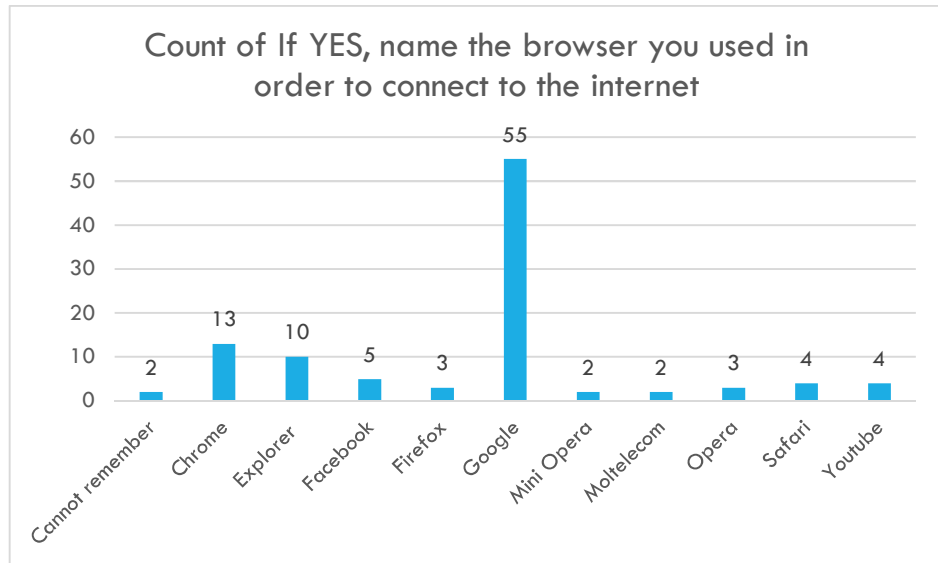
- ☐ Yes
- ☐ No



65. If YES, name the browser you used in order to connect to the internet

\_\_\_\_\_

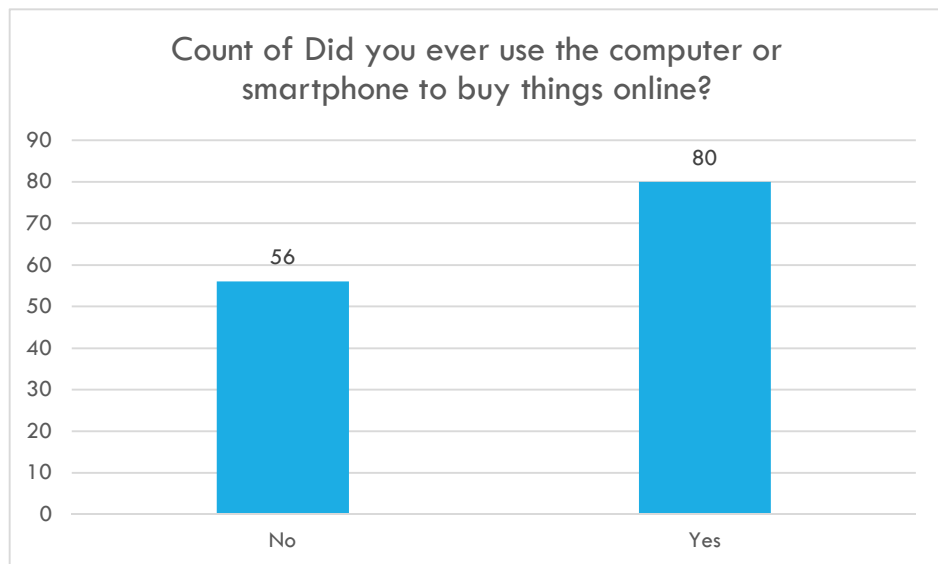




**66. Did you ever use the computer or smartphone to buy things online?**

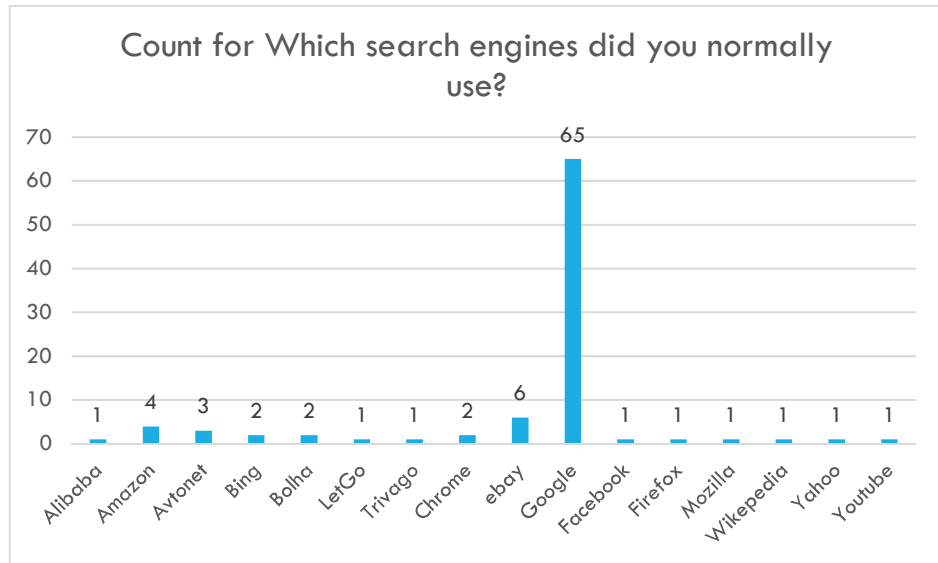
*Mark only one oval.*

- ☐ Yes
- ☐ No



**67. Which search engines did you normally use?**

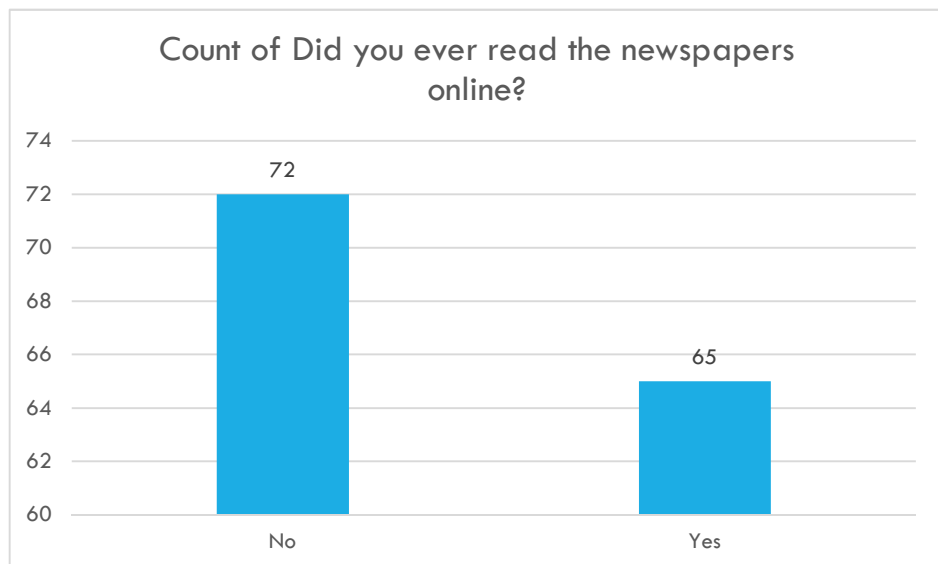
\_\_\_\_\_



**68. Did you ever read the newspapers online?**

*Mark only one oval.*

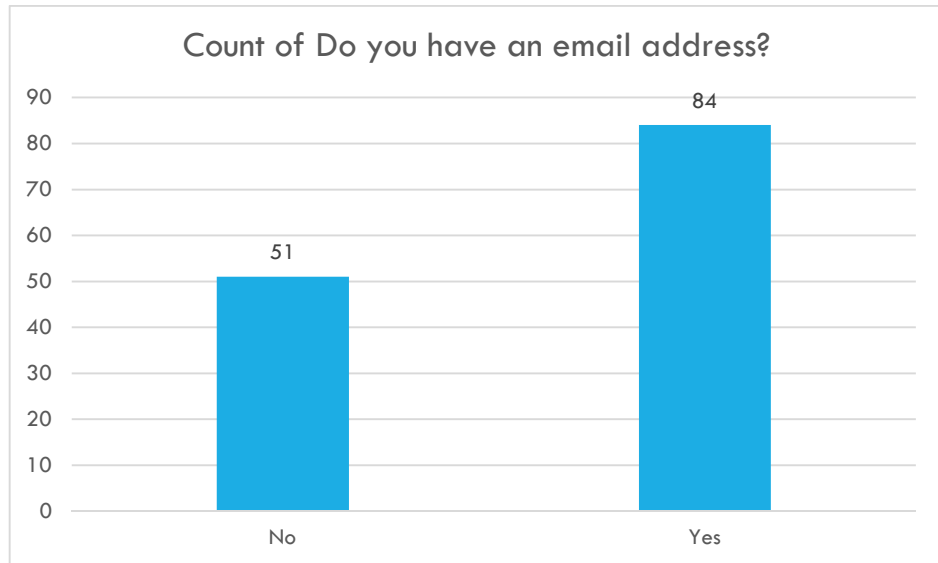
- ☐ Yes
- ☐ No



**69. Do you have an email address?**

*Mark only one oval.*

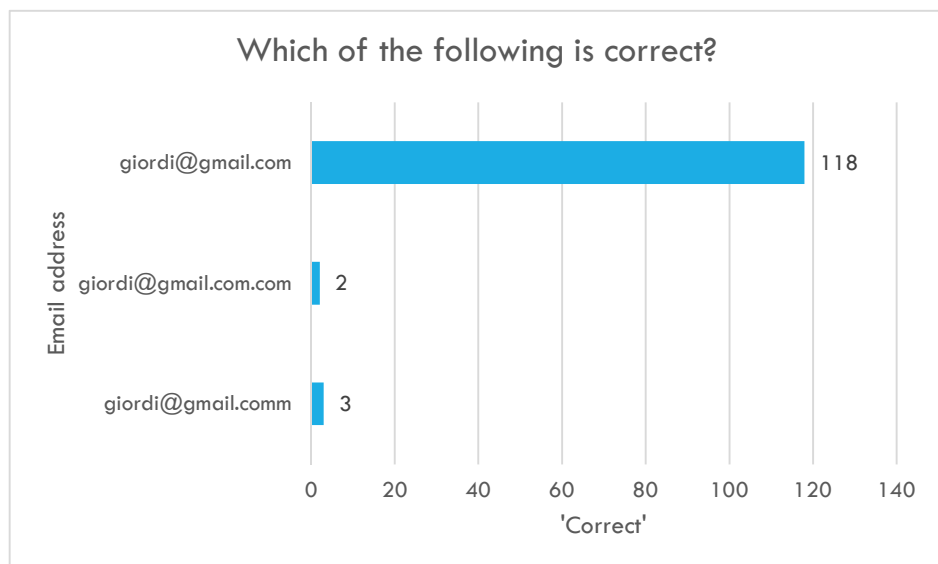
- ☐ Yes
- ☐ No



70. Which of the following is correct?

Mark only one oval per row.

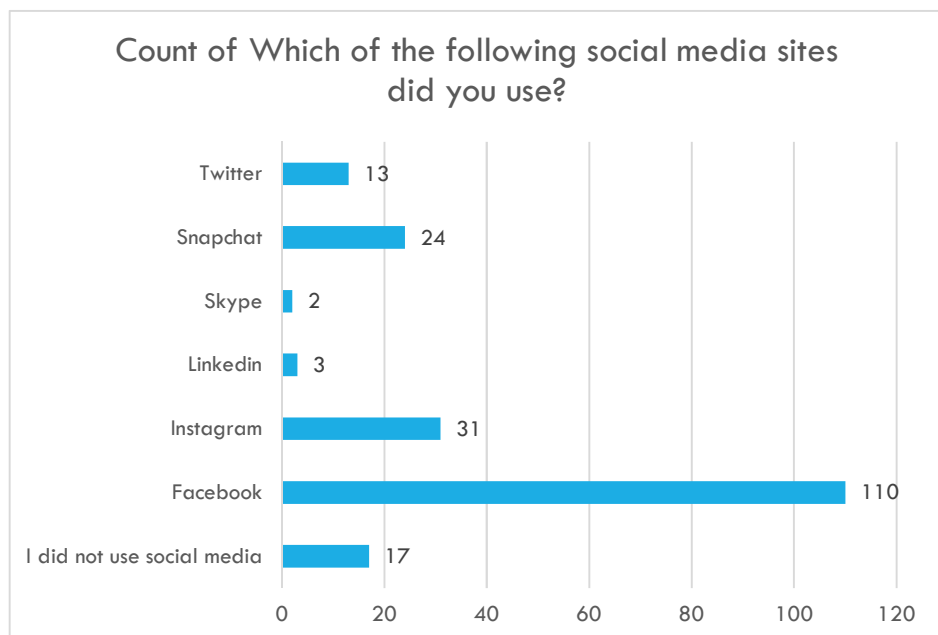
|                      | Correct address       |
|----------------------|-----------------------|
| giordi@gmail.comm    | <input type="radio"/> |
| giordi@gmail.com.com | <input type="radio"/> |
| giordi@gmail.com     | <input type="radio"/> |



**71. Which of the following social media sites did you use?**

*Tick all that apply.*

- ☐ I did not use social media
- ☐ Facebook
- ☐ Instagram
- ☐ Snapchat
- ☐ Linkedin
- ☐ Twitter
- ☐ Other: \_\_\_\_\_



**Other mentioned media sites:**

HAI5-MESINGER

Omegle

Badoo

ICQ

Hi5

Youtube

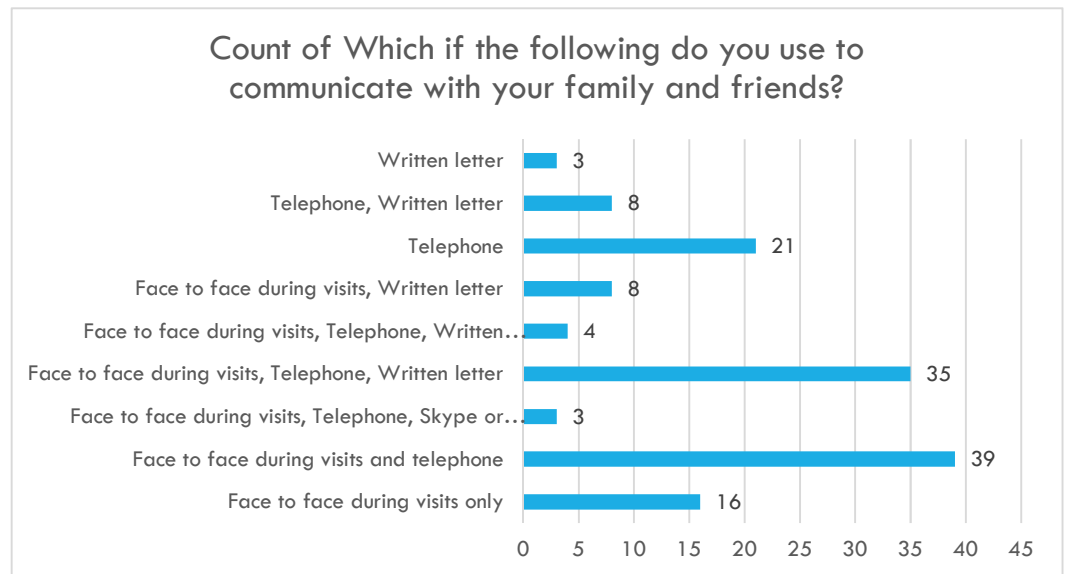
Yahoo

Flickr

**72. Which of the following do you use in order to communicate with your family or friends?  
You may tick more than one option**

*Tick all that apply.*

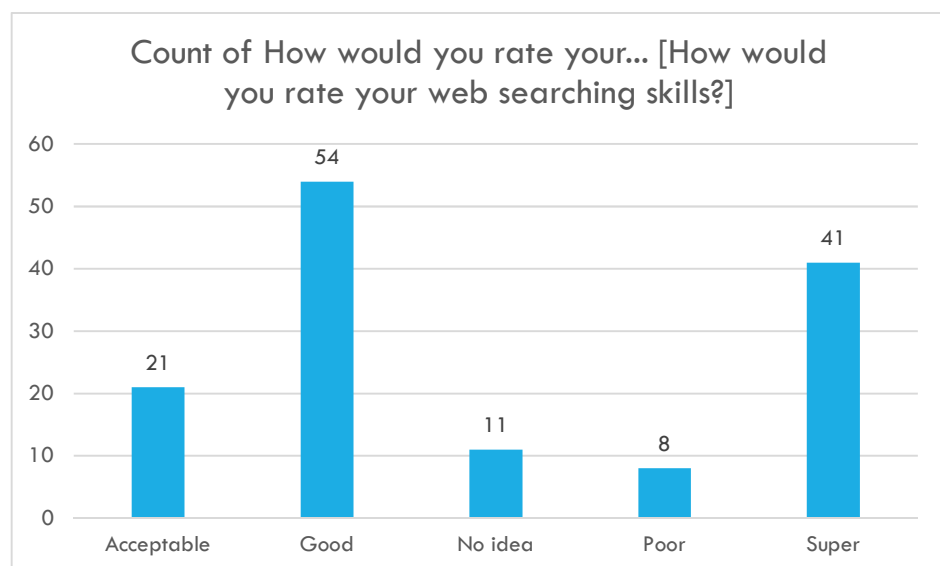
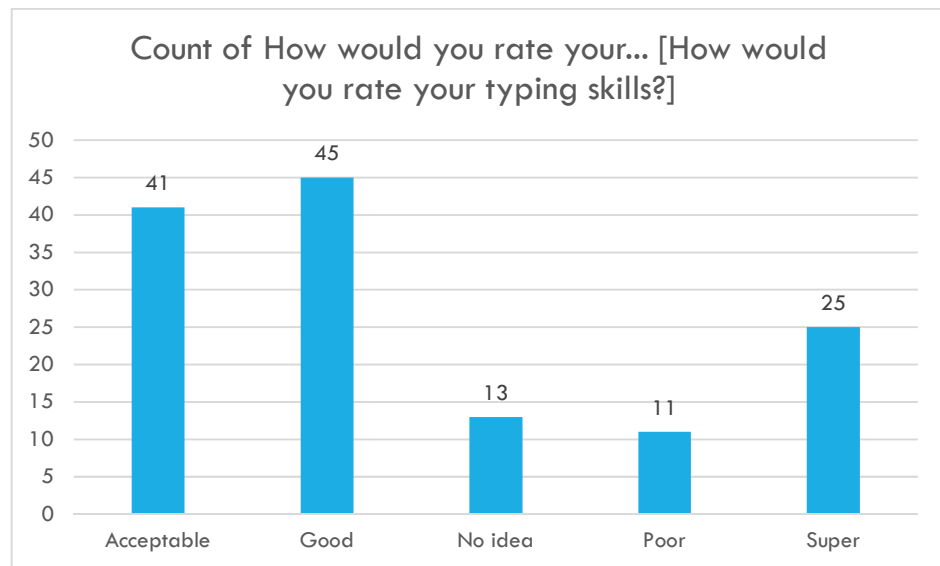
- ☐ Face to face during visits
- ☐ Telephone
- ☐ Written letter
- ☐ Skype or similar software

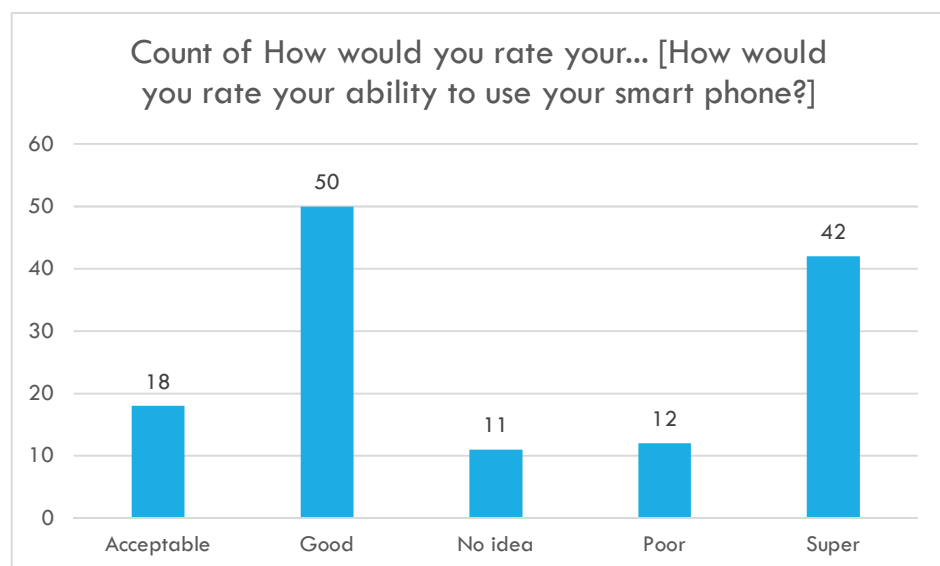
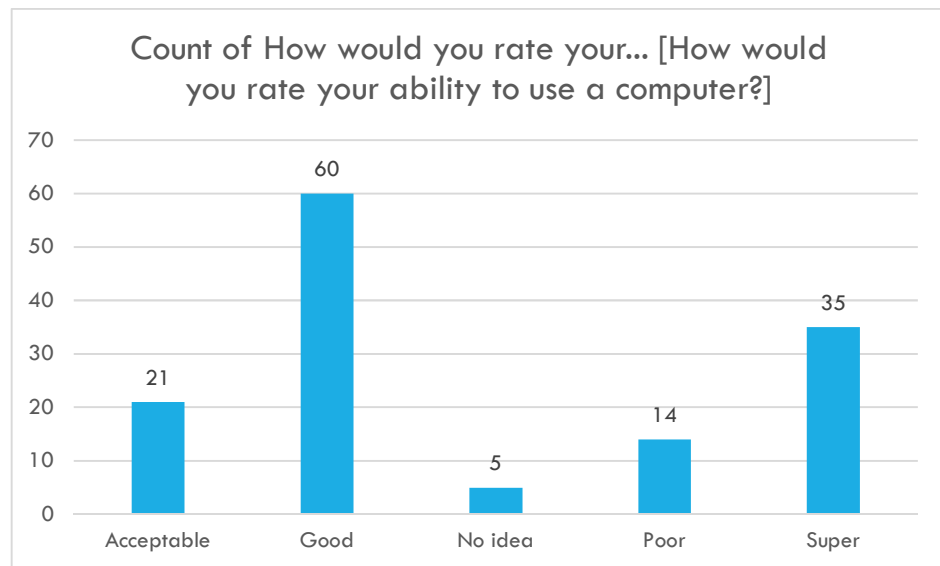


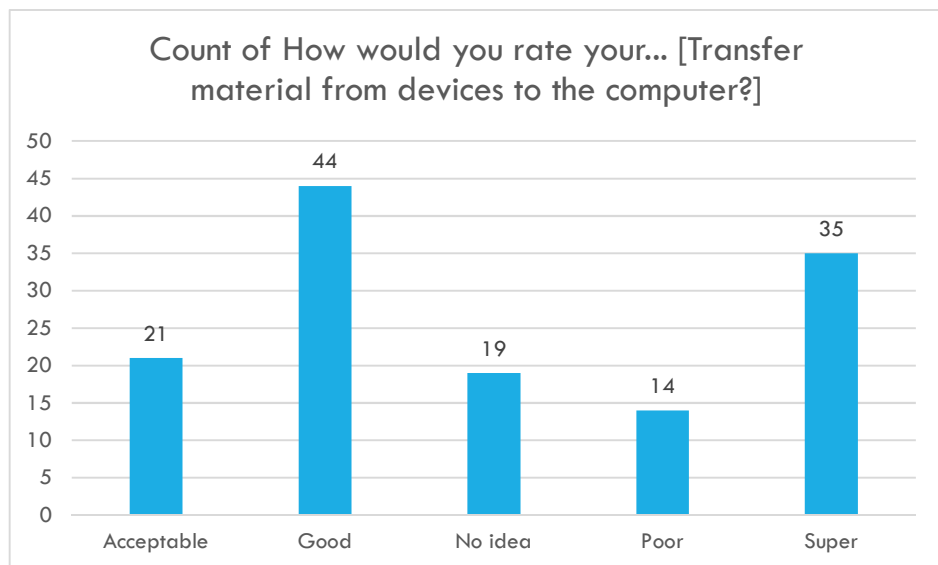
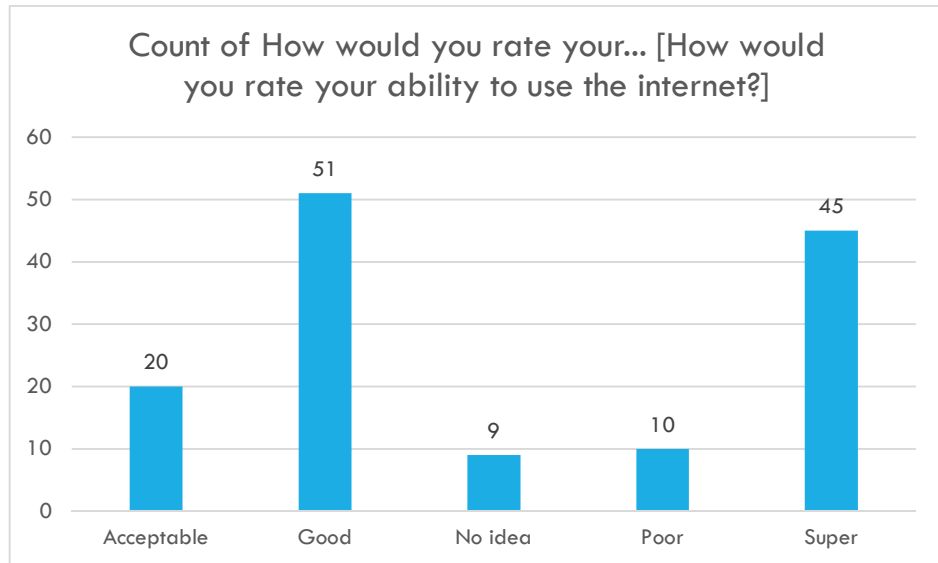
**73. How would you rate your...**

*Mark only one oval per row.*

|  | No idea               | Poor                  | Acceptable            | Good                  | Super                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How would you rate your typing skills?                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your web searching skills?            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use a computer?       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use your smart phone? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use the internet?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transfer material from devices to the computer?          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





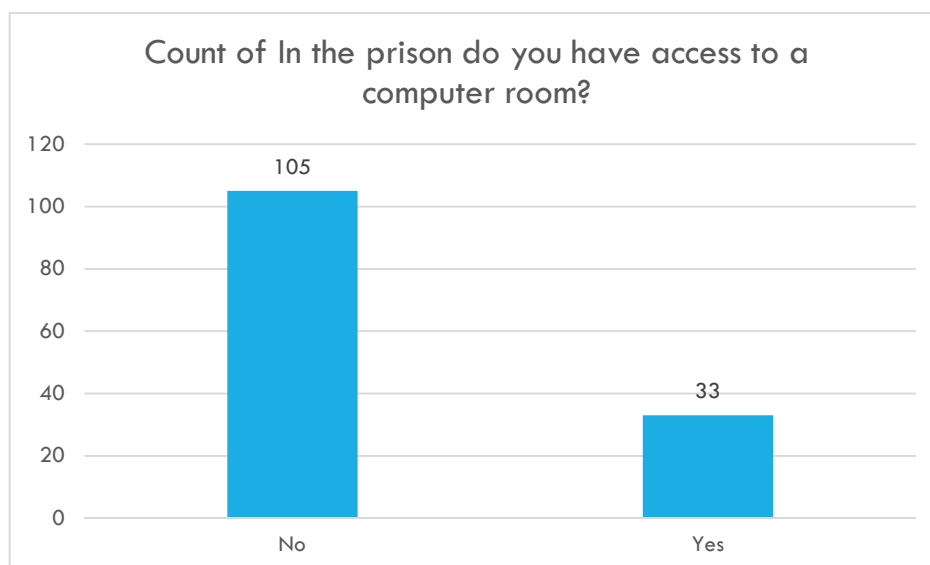


74. In the prison do you have access to a computer room?

Mark only one oval.

- ☐ Yes
- ☐ No

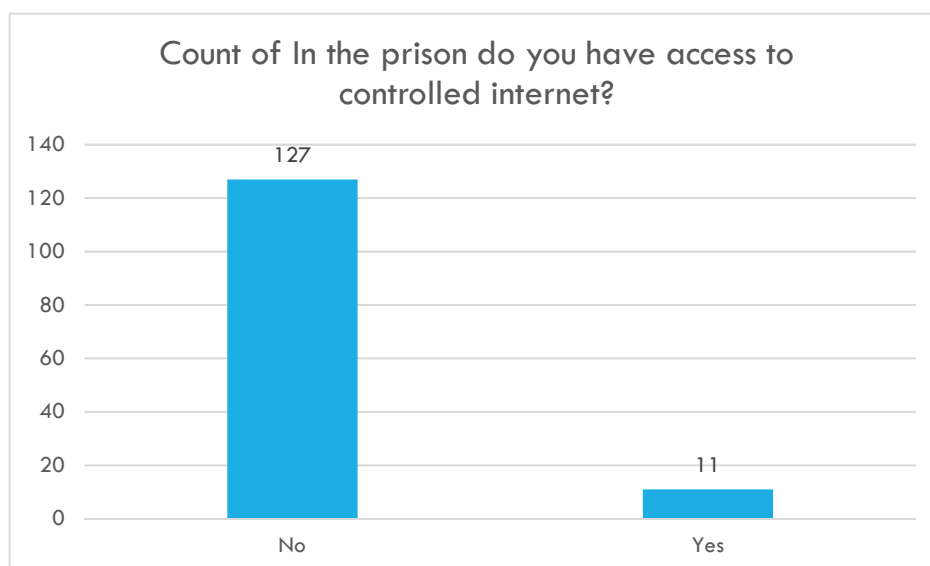




75. In the prison do you have access to controlled internet?

*Mark only one oval.*

- ☐ Yes
- ☐ No

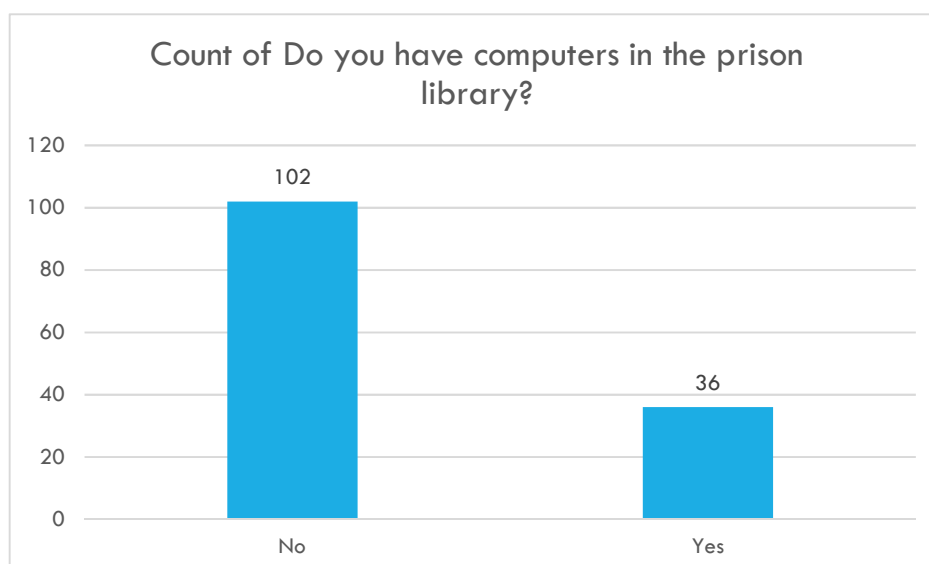


76. Do you have computers in the prison library?

Mark only one oval.

☐ Yes

☐ No

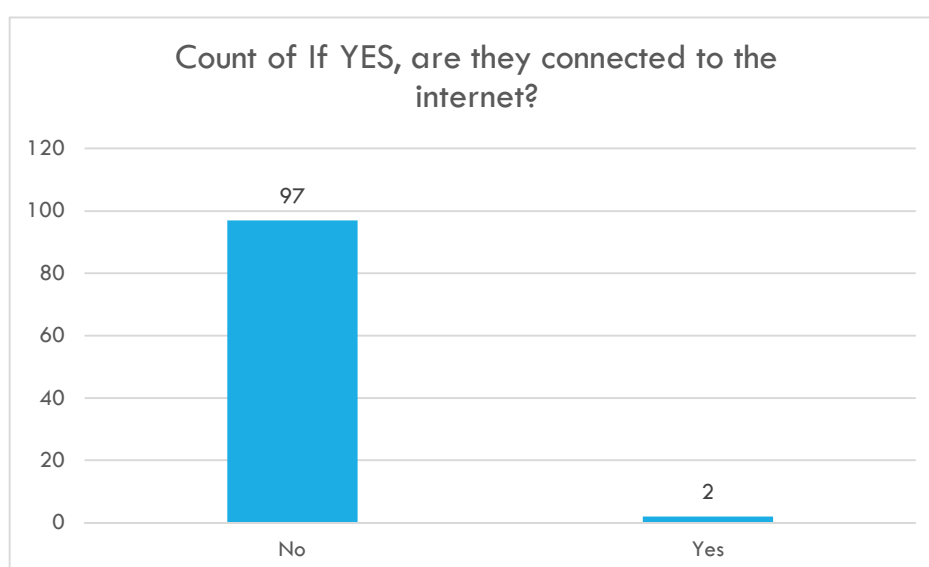


77. If YES, are they connected to the internet?

Mark only one oval.

☐ Yes

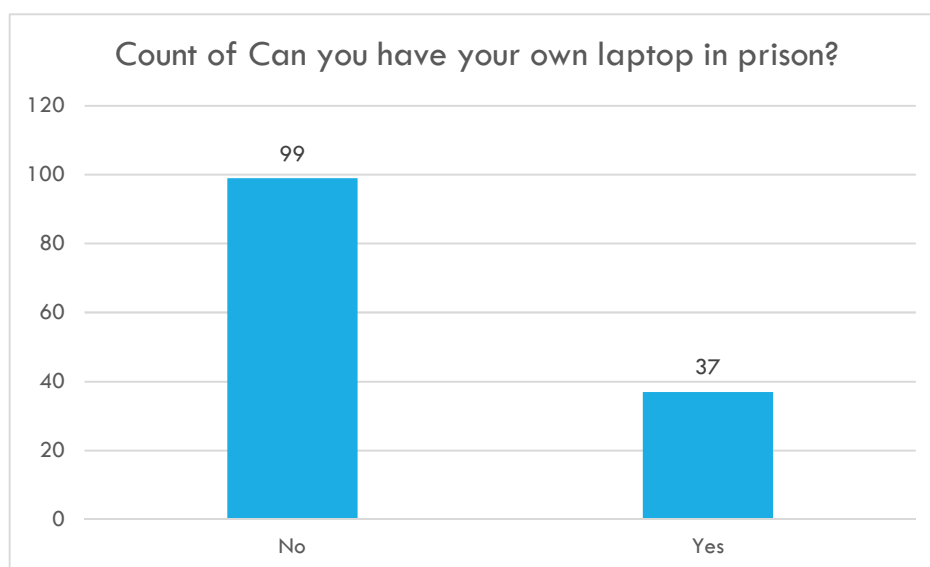
☐ No



78. Can you have your own laptop in prison?

Mark only one oval.

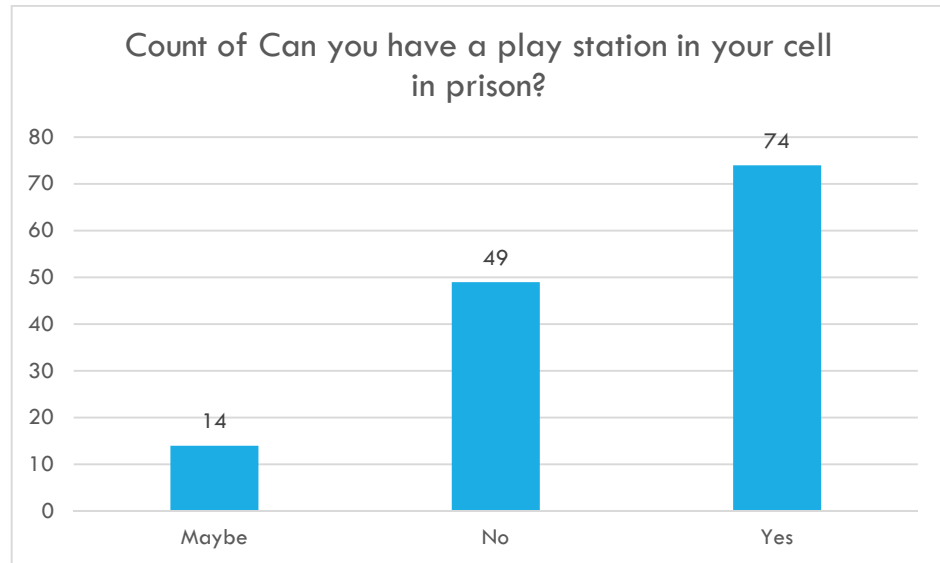
- ☐ Yes  
☐ No



79. Can you have a play station in your cell in prison?

Mark only one oval.

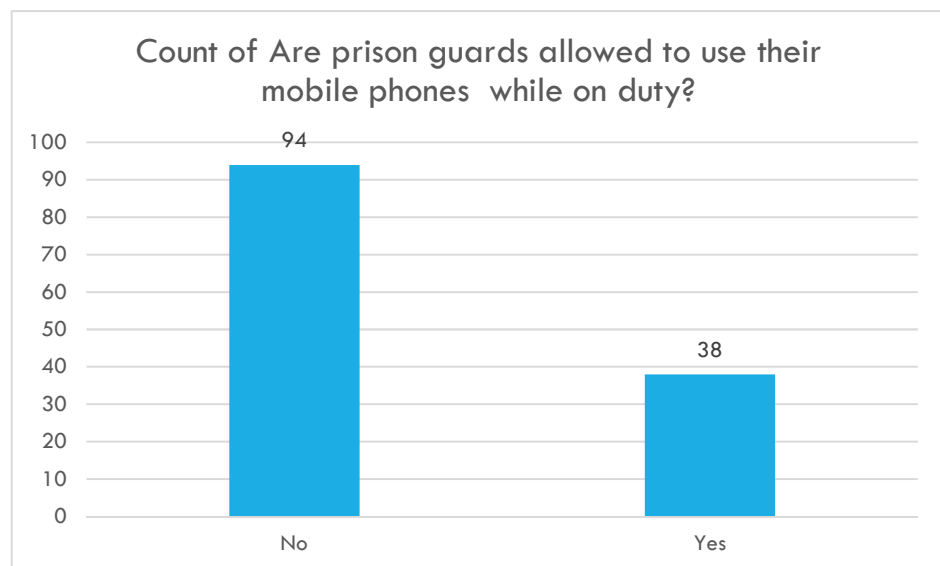
- ☐ Yes  
☐ No  
☐ Maybe



80. Are prison guards allowed to use their mobile phones while on duty?

*Mark only one oval.*

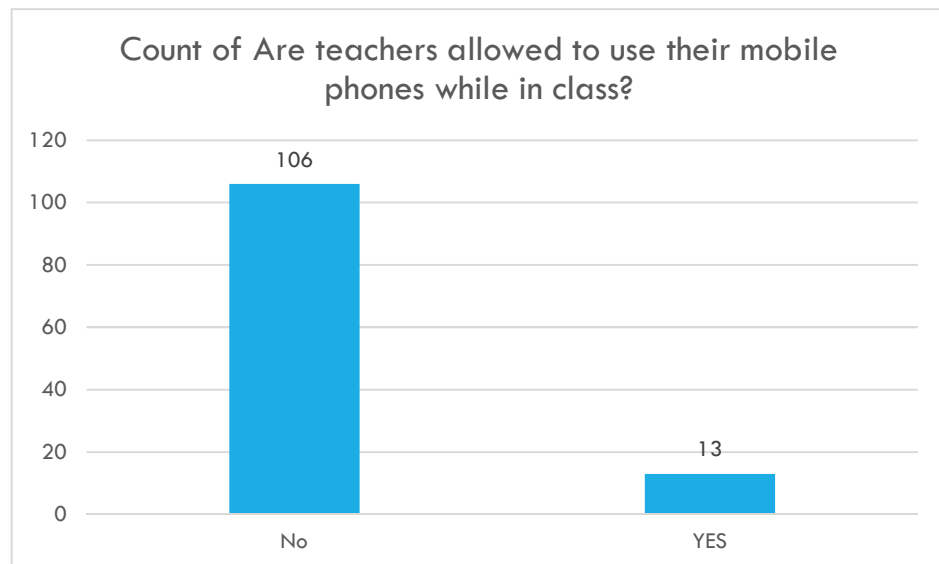
- ☐ Yes  
☐ No



81. Are teachers allowed to use their mobile phones while in class?

Mark only one oval.

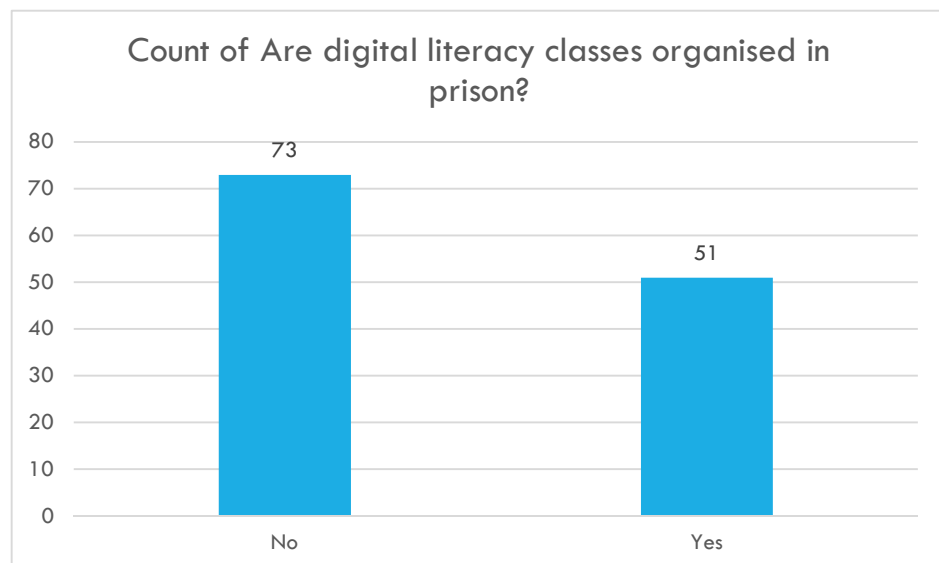
- ☐ yes  
☐ No



82. Are digital literacy classes organised in prison?

Mark only one oval.

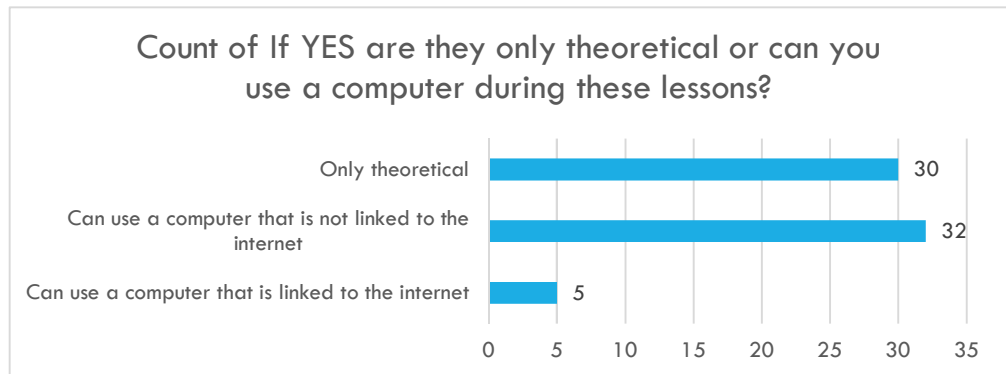
- ☐ Yes  
☐ No



**83. If YES are they only theoretical or can you use a computer during these lessons?**

*Mark only one oval.*

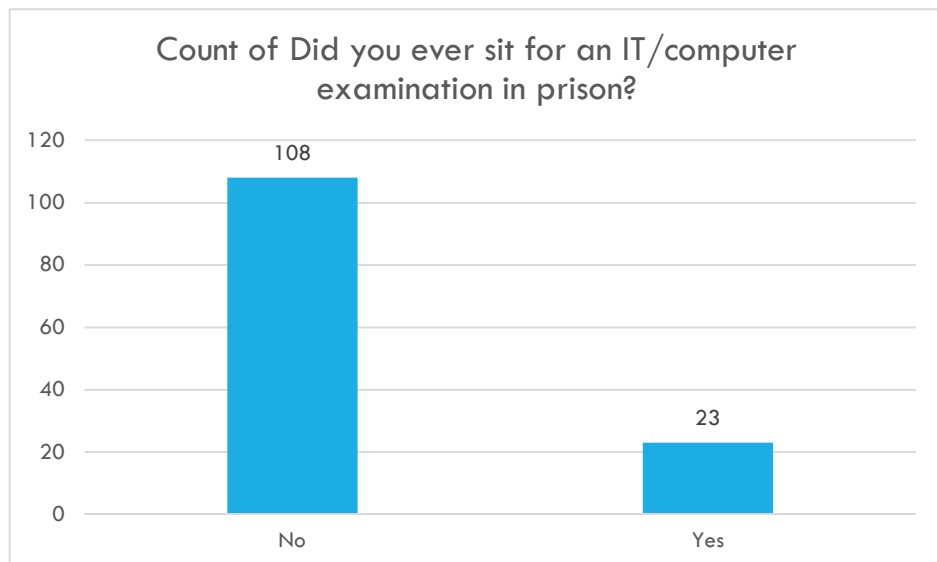
- ☐ Only theoretical
- ☐ Can use a computer that is not linked to the internet
- ☐ Can use a computer that is linked to the internet



**84. Did you ever sit for an IT/computer examination in prison?**

*Mark only one oval.*

- ☐ Yes
- ☐ No



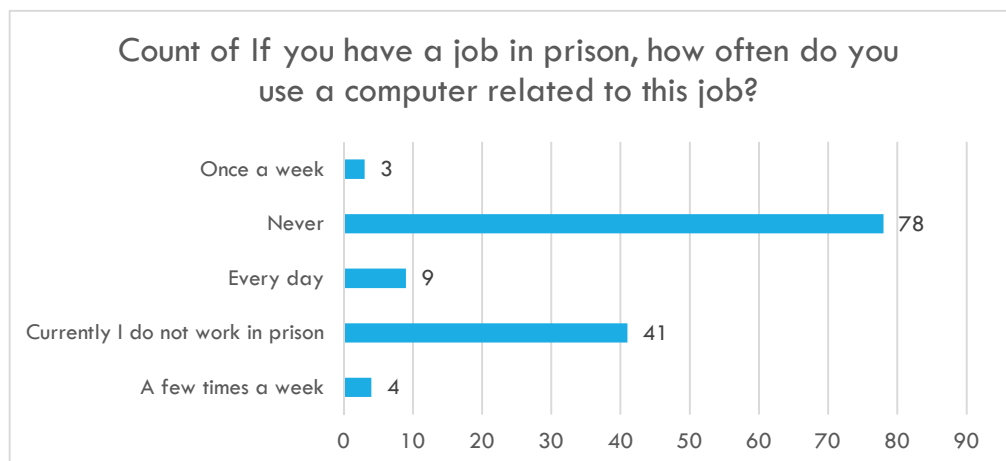
85. If YES, which examination(s)?

|                                       |                         |
|---------------------------------------|-------------------------|
| Applied for ECDL but was never called | I.T.                    |
| Autocad                               | Initial assessment      |
| Clait / pitman word processing        | IT test (3 inmates)     |
| Computer literacy course              | ITQ Level 2             |
| English and maths                     | ITQ User Skills L1 & L2 |
| English Level 2                       | ITQ User Skills Level 1 |
| Excel                                 | OCR L2                  |
| For writing, PDF creating             | TIC (2 inmates)         |
|                                       | Word                    |

86. If you have a job in prison, how often do you use a computer related to this job?

*Mark only one oval.*

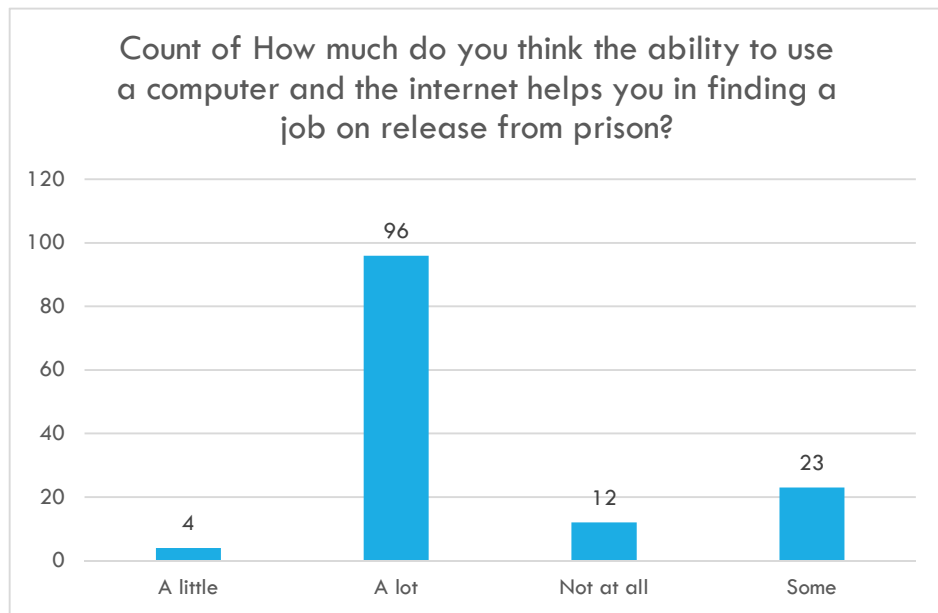
- ☐ Currently I do not work in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never



87. How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?

*Tick all that apply.*

- ☐ A lot
- ☐ Some
- ☐ A little
- ☐ Not at all

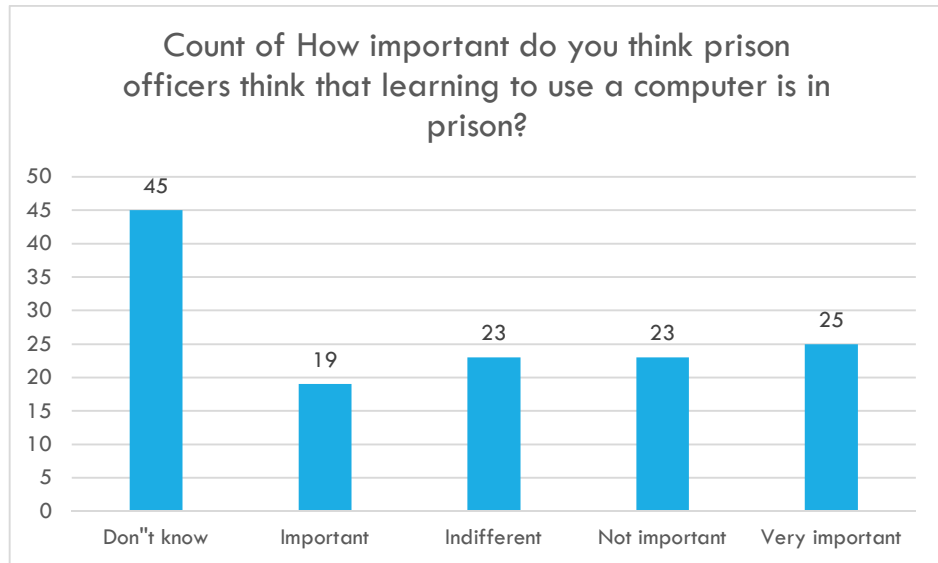


88. How important do you think prison officers think that learning to use a computer is in prison?

*Mark only one oval.*

- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important
- ☐ Don't know

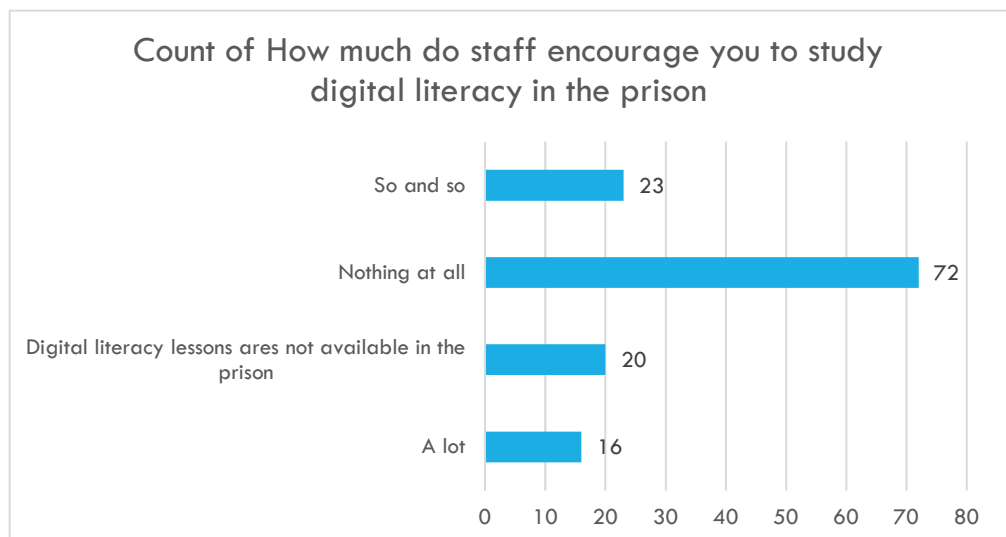




**89. How much do staff encourage you to study digital literacy in the prison**

*Mark only one oval.*

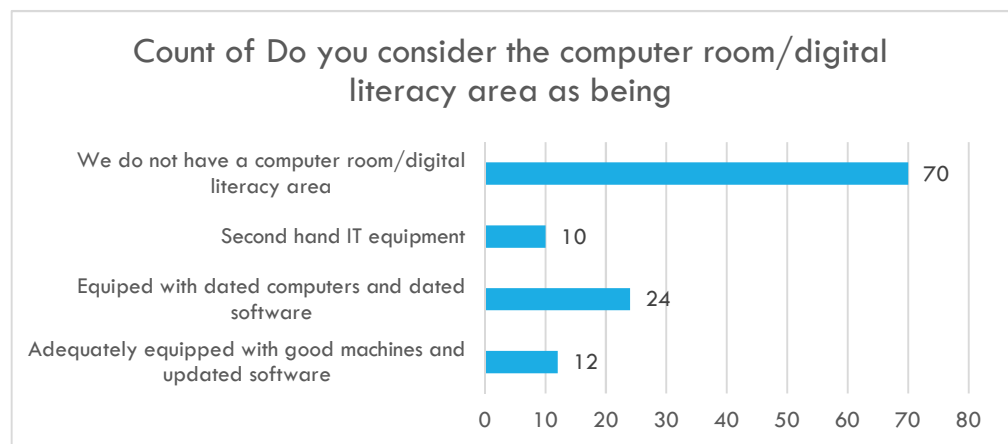
- ☐ Digital literacy lessons are not available in the prison
- ☐ A lot
- ☐ So and so
- ☐ Nothing at all



90. Do you consider the computer room/digital literacy area as being

*Mark only one oval.*

- ☐ Adequately equipped with good machines and updated software
- ☐ Equiped with dated computers and dated software
- ☐ Second hand IT equipment
- ☐ We do not have a computer room/digital literacy area



91. Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.

---



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Access to the internet

Activity development

Allow access to Sky Sports News as waiting for Sports day on the BBC news channel is a killer!

Allowed more time on computer

Allowing us to use computers and internet under supervision

Allowing us to use internet

Basic computer-use classes, internet room

Because we don't have any income I think that in the year 2018 and in the heart of Europe we should have access to internet to maintain relations with our families (because the phone is to expensive)

Better classrooms and computers

Better computers with updated software

Computer equipment

Computer room

Computer room or similar place to call your family, for students to search learning material, for organized program of computer literacy because we are in the 21th century and we need every day

Computer skills class

Computer skills courses

Computers, internet

Controlled internet

Controlled room for learning with connected internet

Creating a space in this direction would greatly help educate some inmates

If digital literacy can take place, then inmates on the course should be able to access computer equipment.

If we can have it here it would help a lot

Internet connection

Internet connection needed

Internet in section with high level of security

It will be very good for us if authorities will give us the chance to spent some time at the computer and online (to communicate), under their supervision. It would be great

Keep software up-to-date. Offer more digital based courses such as Graphic Design.

Limited internet usage which is mandatory in 21st century

More TIC trainings

More time in these activities

Needed this type of activities

New PC and internet connection

Organizing and encouraging that these are useful and mandatory for some jobs. Increase in employment possibilities.

Restrictions are too tight and not realistic

Tablets

Teachers should be found

These courses would be beneficial

This program should be introduced

To create classes for beginners

To have access to computers

To have computers

To introduce a digital literacy program

To learn about computers

To organize a computer room in prison.

To start urgently such activity, it is useful to everyone

To work with us more, not the make it all as they job and annoying so they never care

Up to date information and better/more images for coursework.

Use of intranet

Very effective

We could have special, controlled room for digital literacy. We would use it only for learning. It would be good to have access to the internet at least twice a week and we could use skype to talk with our families

We need a trainer

We need teachers

When there are exams, call me up.

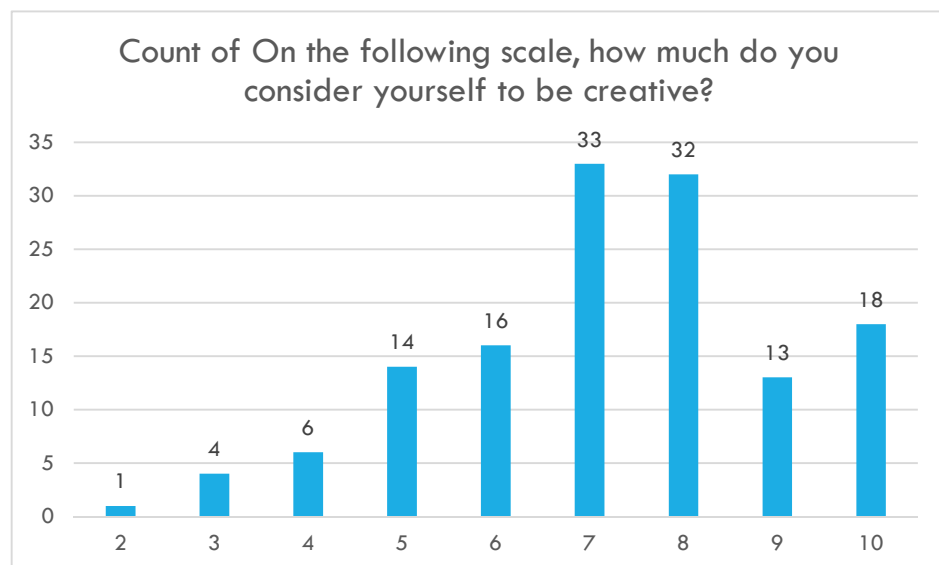
## Part E: Critical and Creative thinking and Problem Solving skills

Critical thinking is the objective analysis of facts to form a judgment. Creativity is when something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a literary work, or a painting). Problem solving consists of using generic methods, in an orderly manner, for finding solutions to problems. In this section we will focus on the opportunities one has in prison to experience critical and creative thinking.

92. On the following scale, how much do you consider yourself to be creative?

*Mark only one oval.*

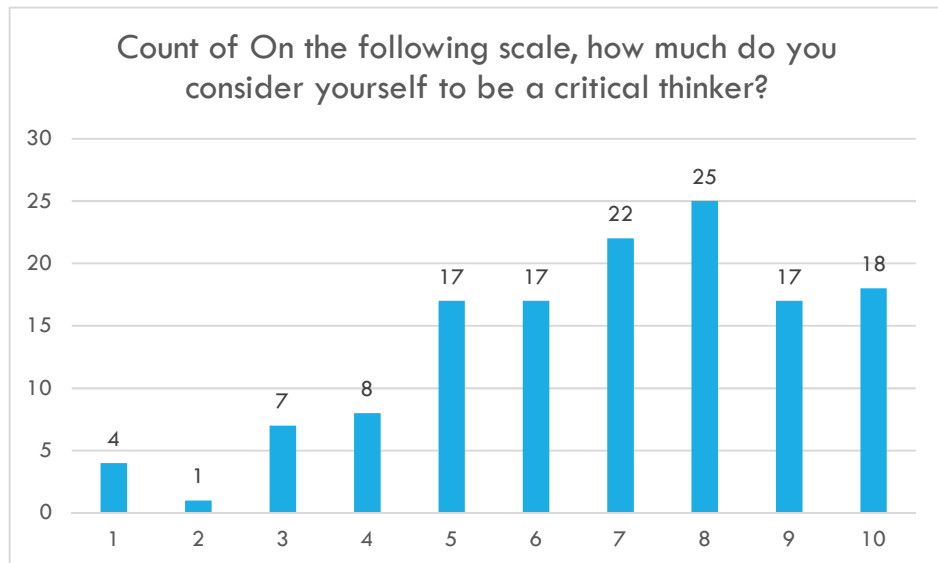
|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |



93. On the following scale, how much do you consider yourself to be a critical thinker?

*Mark only one oval.*

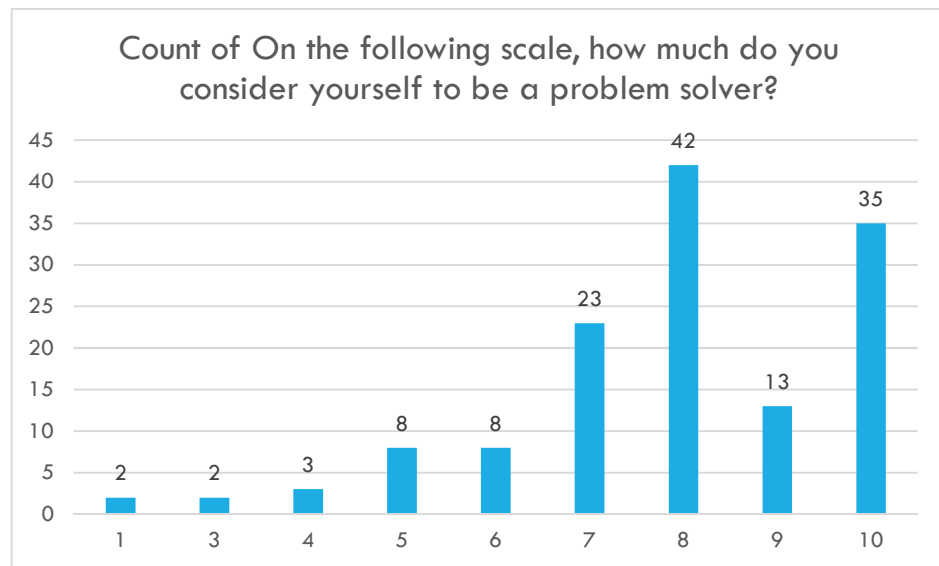
|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |



94. On the following scale, how much do you consider yourself to be a problem solver?

*Mark only one oval.*

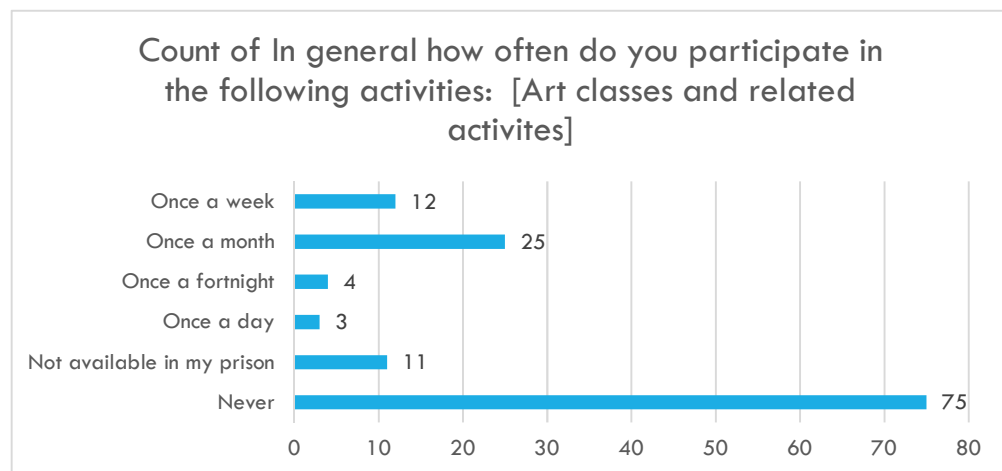
|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |



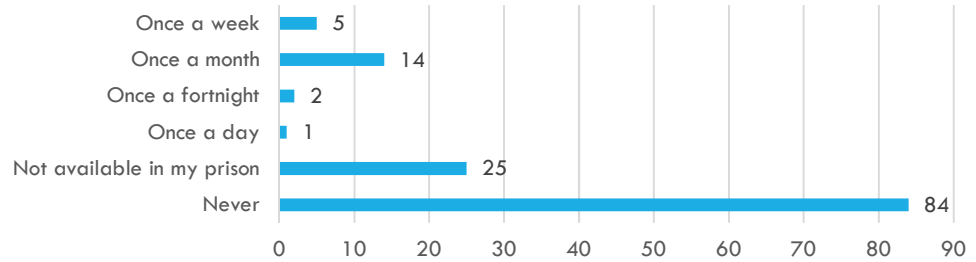
95. In general how often do you participate in the following activities:

Mark only one oval per row.

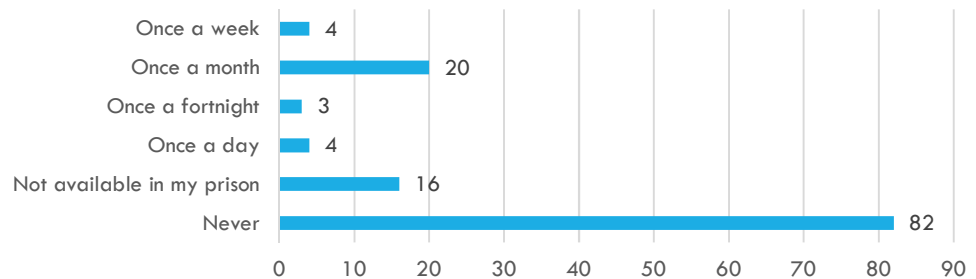
|                                      | Not available in my prison | Once a day            | Once a week           | Once a fortnight      | Once a month          | Never                 |
|--------------------------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Art classes and related activities   | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drama classes and related activities | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Music classes and related activities | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Craft classes and related activities | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sport classes and related activities | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

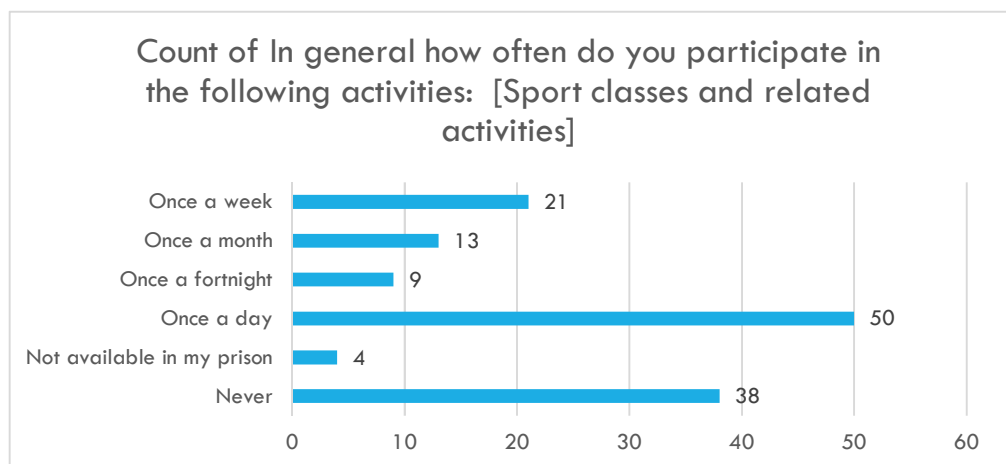
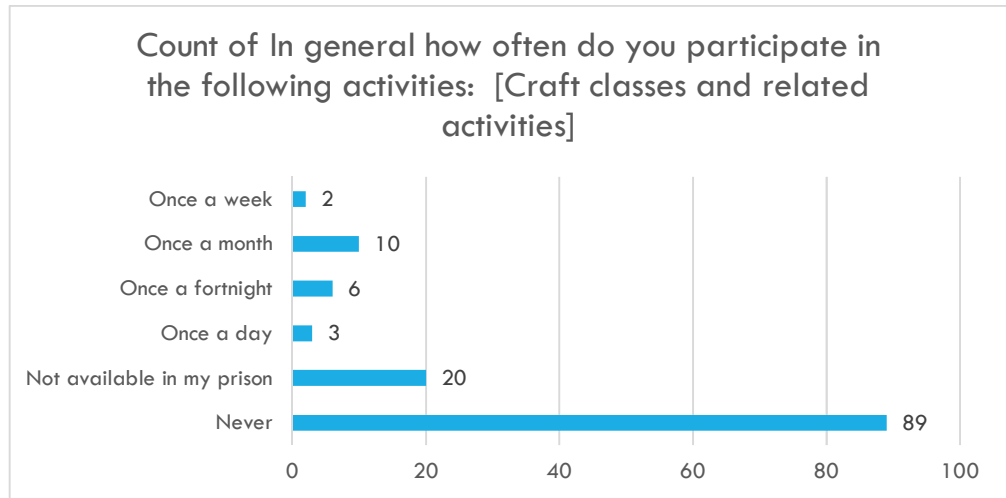


Count of In general how often do you participate in  
the following activities: [Drama classes and related  
activities]



Count of In general how often do you participate in  
the following activities: [Music classes and related  
activities]



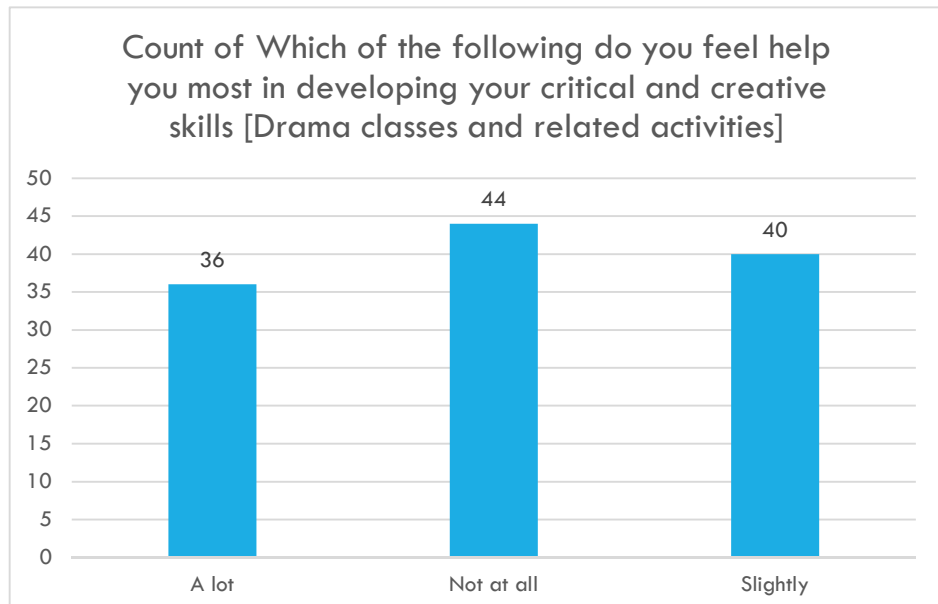
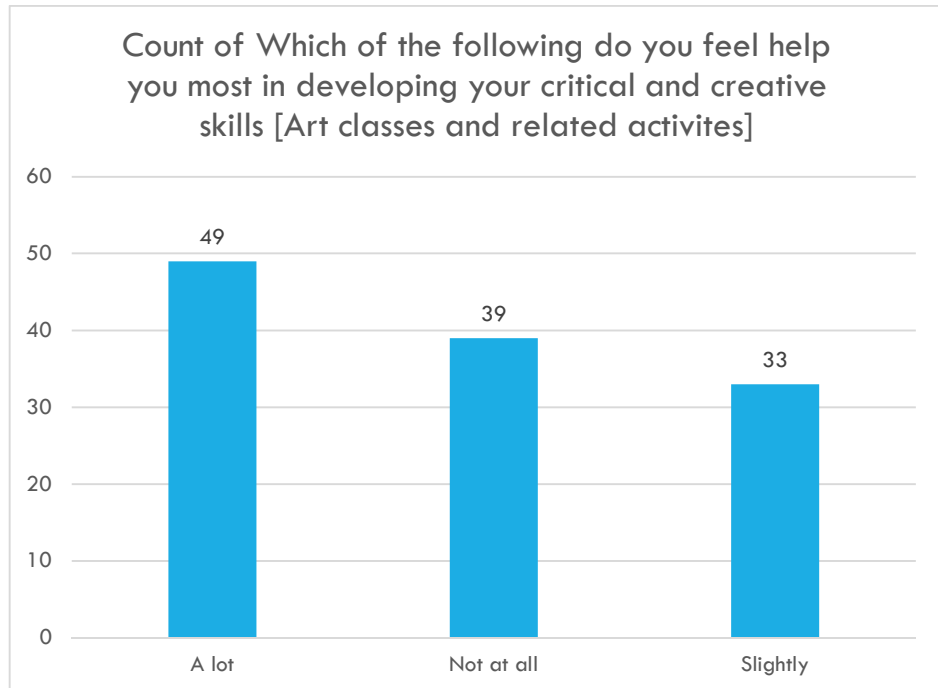


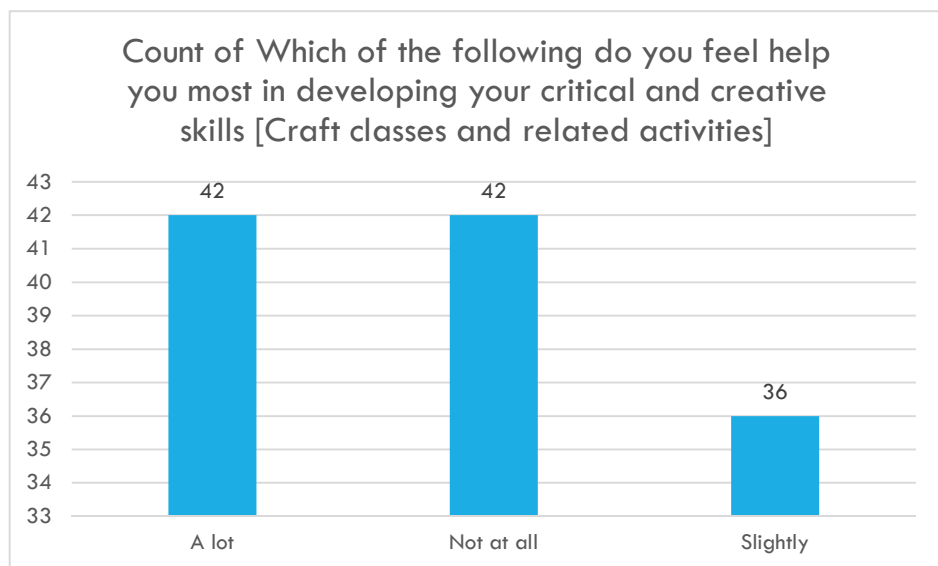
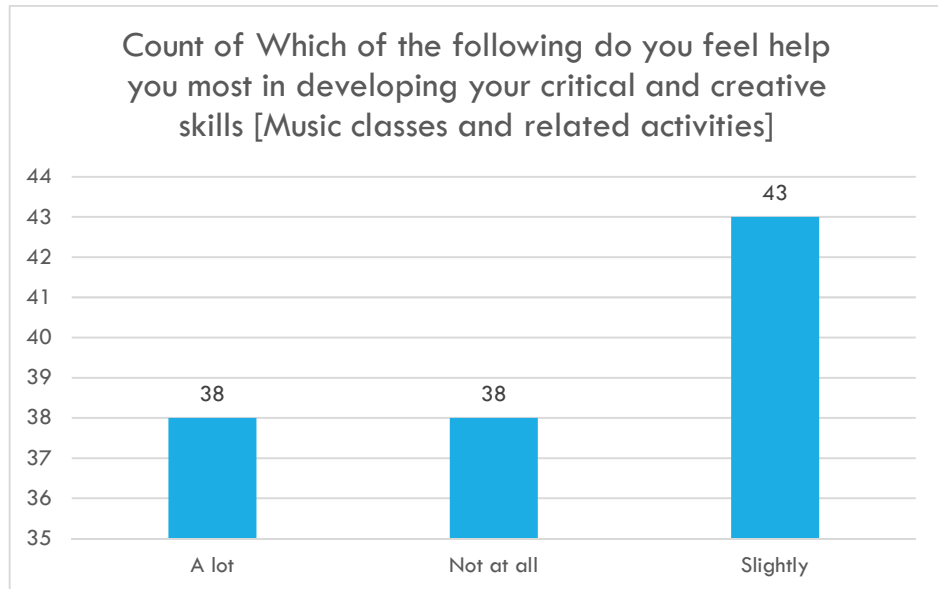
**96. Which of the following do you feel help you most in developing your critical and creative skills**

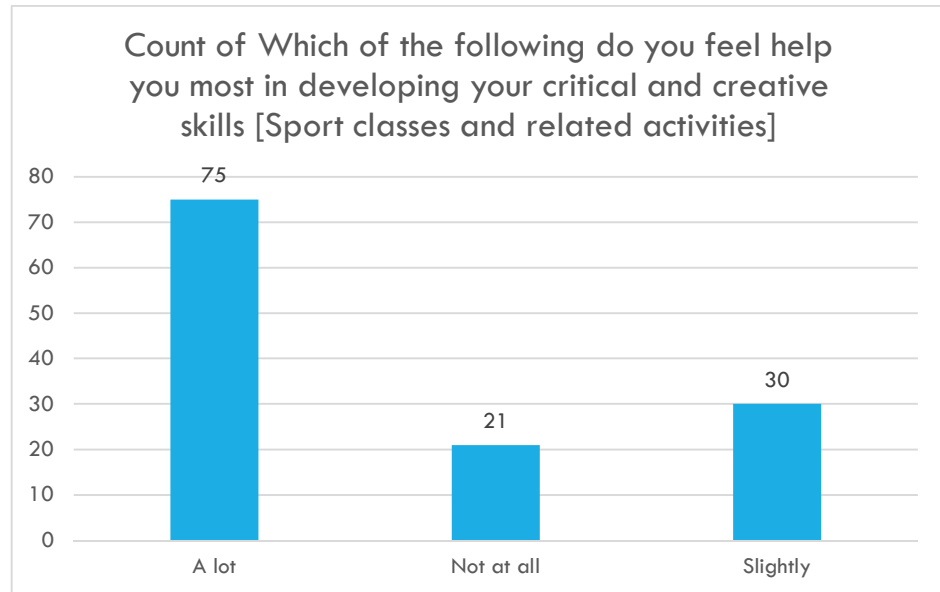
*Mark only one oval per row.*

|                                      | Not at all            | Slightly              | A lot                 |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| Art classes and related activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drama classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Music classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Craft classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sport classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





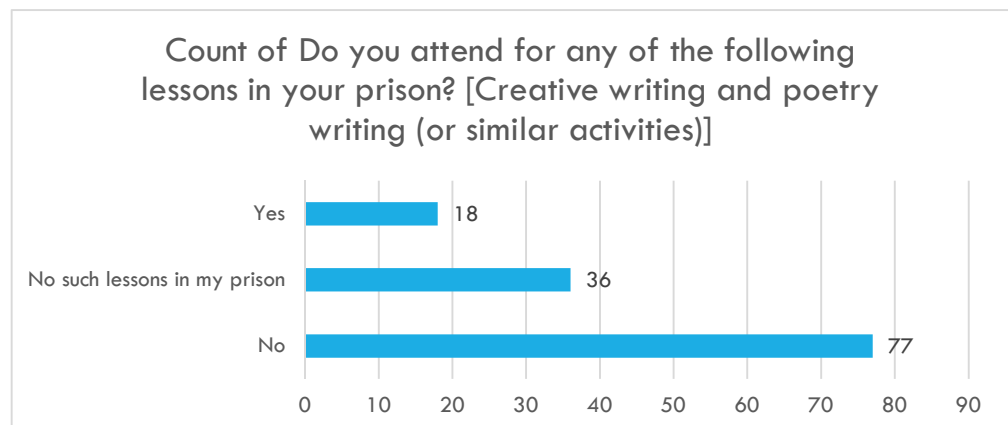


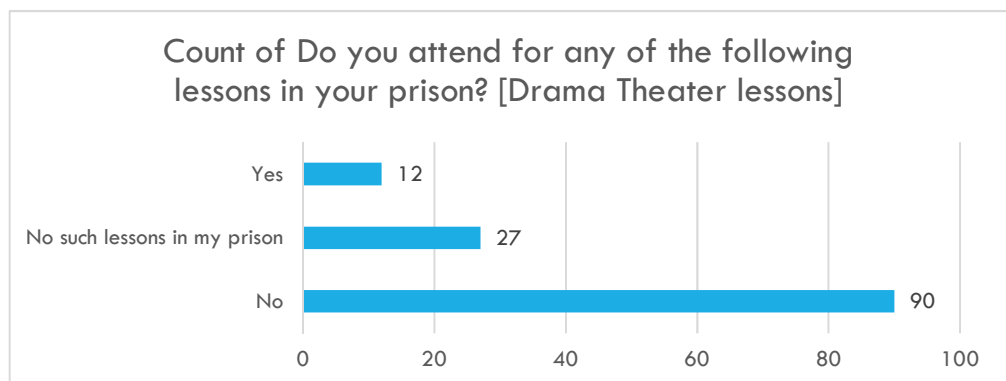
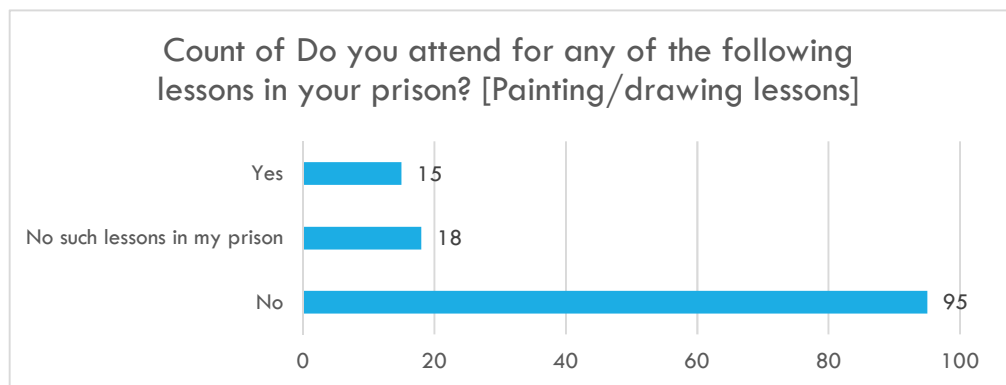
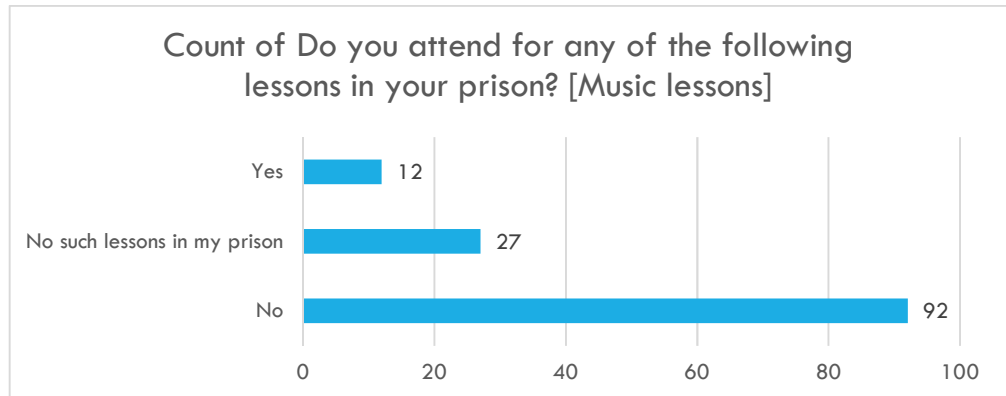


**97. Do you attend for any of the following lessons in your prison?**

*Mark only one oval per row.*

|   | No such lessons in my prison | Yes                   | No                    |
|---|------------------------------|-----------------------|-----------------------|
| Creative writing and poetry writing (or similar activities) | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Music lessons   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Painting/drawing lessons                                    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Drama Theater lessons                                       | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Sports activities   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |



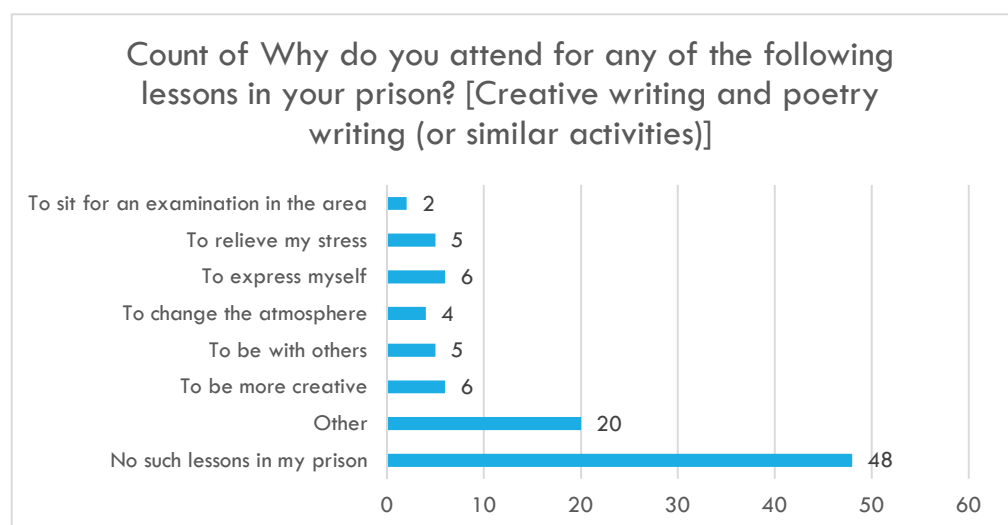


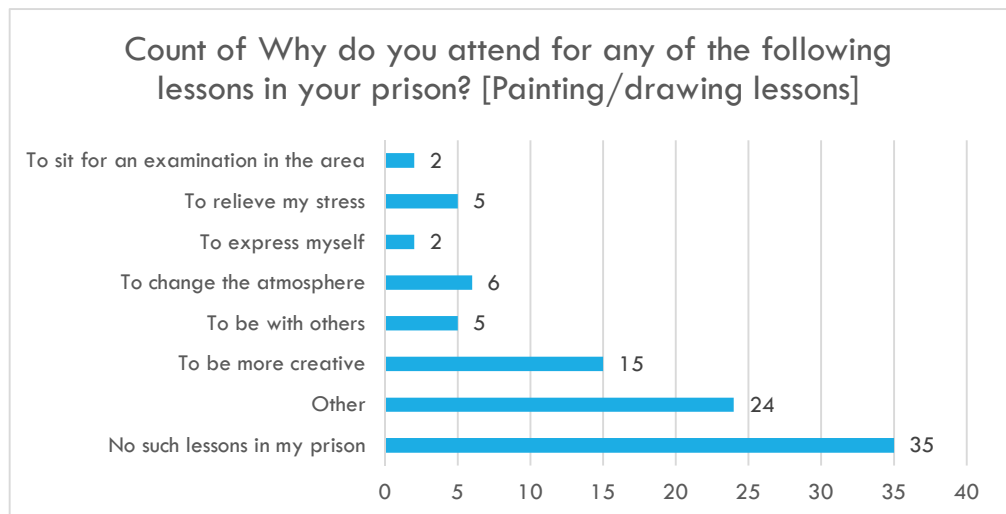
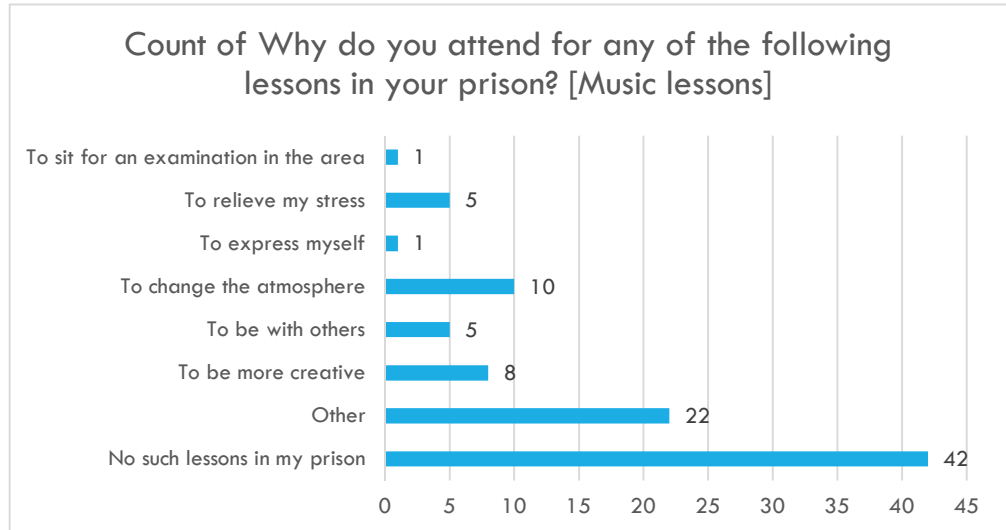


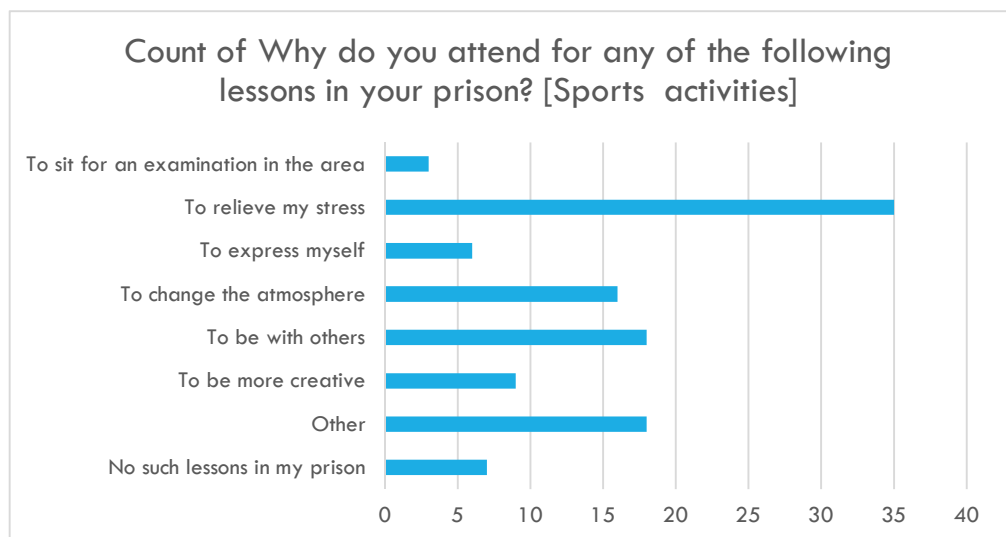
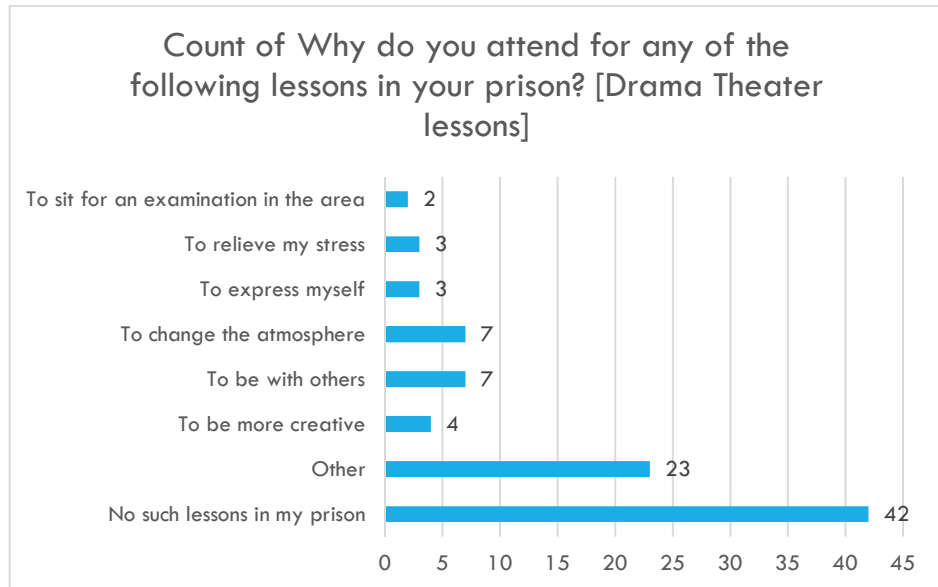
98. Why do you attend for any of the following lessons in your prison?

Mark only one oval per row.

|   | No such lessons in my prison | To express myself     | To relieve my stress  | To be more creative   | To change the atmosphere | To be with others     | To sit for an examination in the area | Other                 |
|---|------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------|---------------------------------------|-----------------------|
| Creative writing and poetry writing (or similar activities) | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Music lessons   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Painting/drawing lessons                                    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Drama Theater lessons                                       | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Sports activities   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |





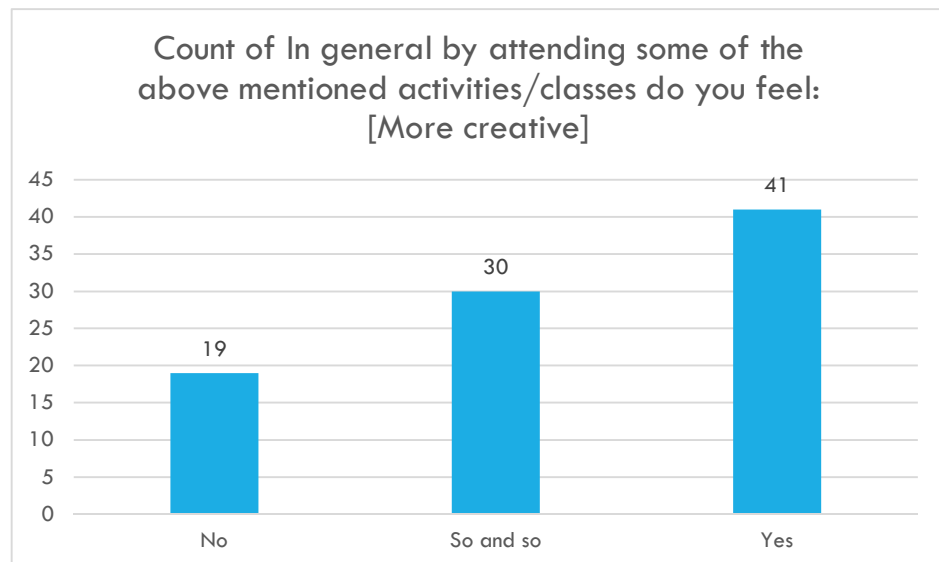


**SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING  
GUIDANCE AND TRAINING MODEL**

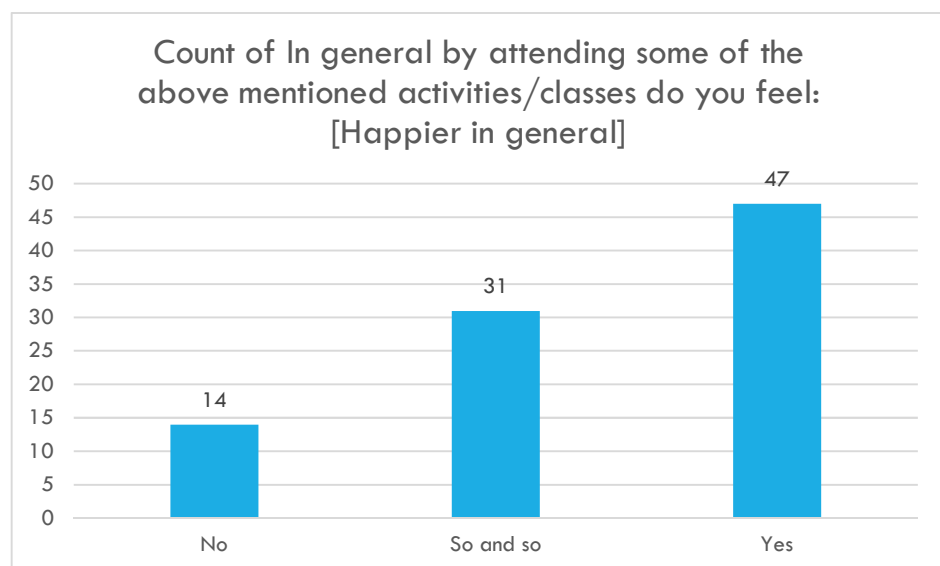
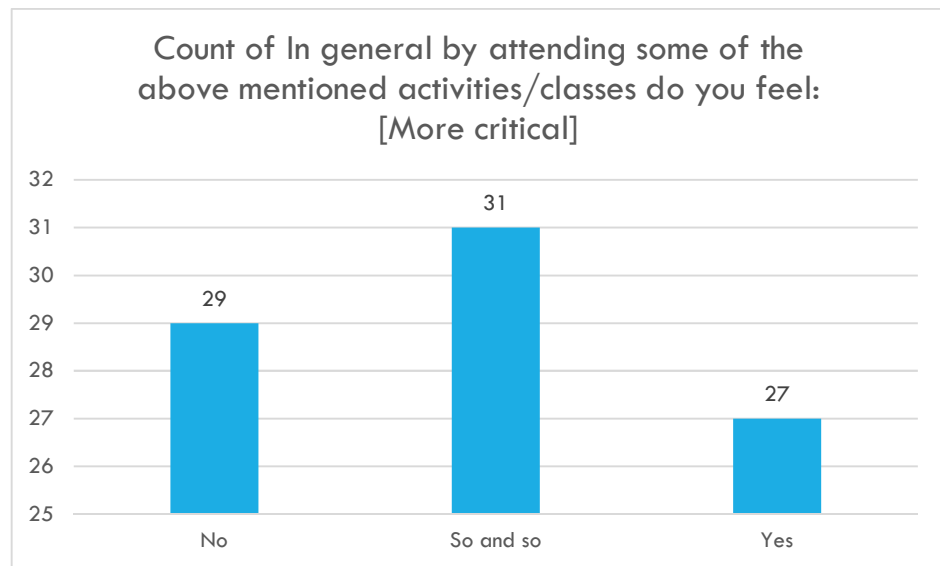
**99. In general by attending some of the above mentioned activities/classes do you feel:**

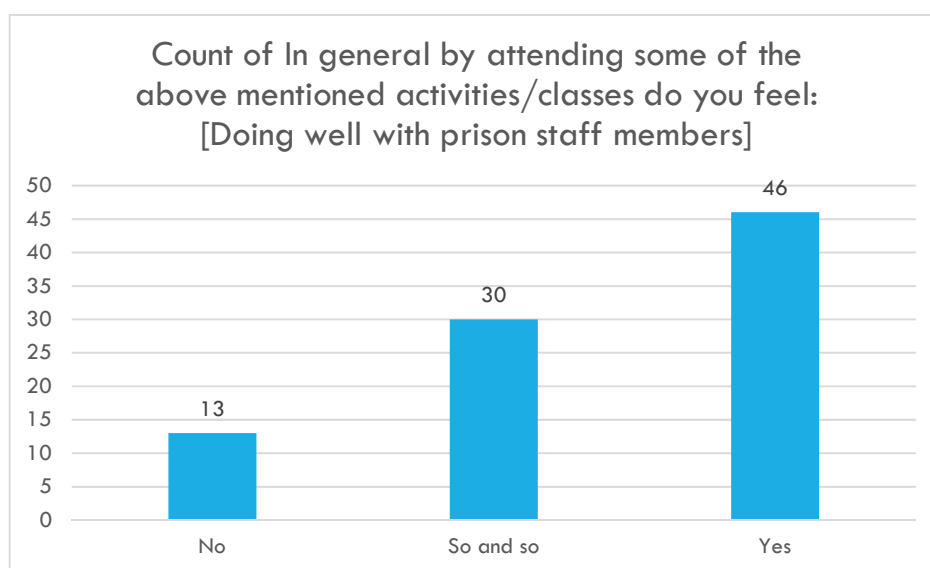
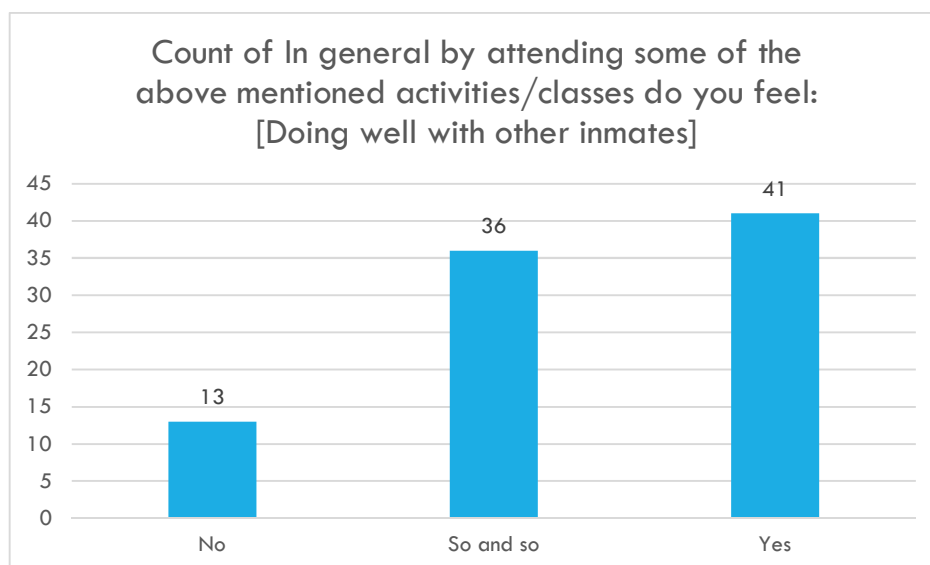
*Mark only one oval per row.*

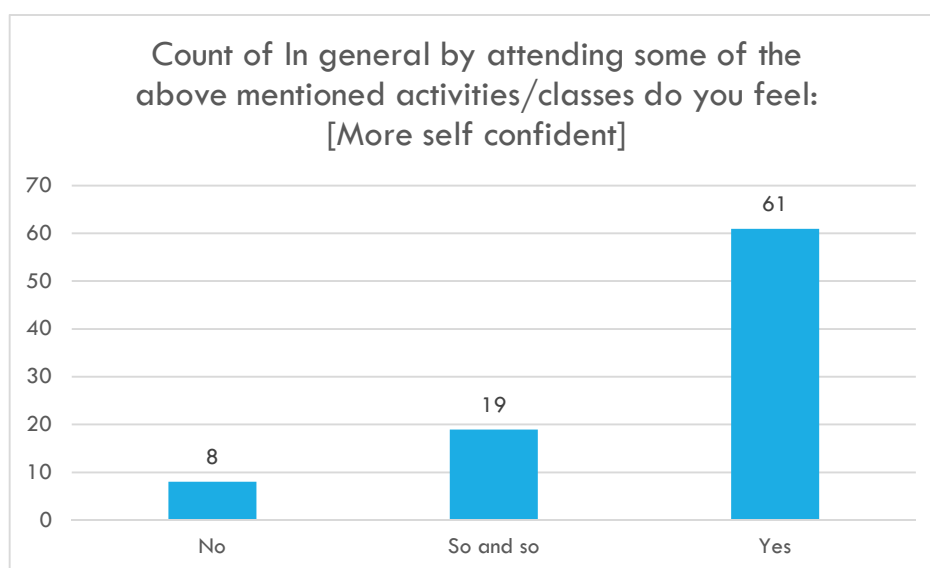
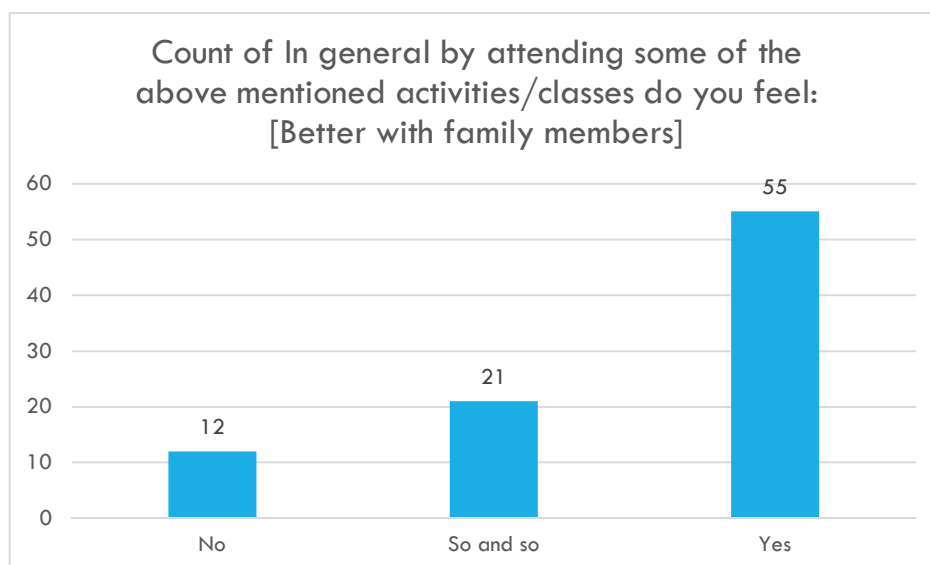
|   | No                    | So and so             | Yes                   |
|---|-----------------------|-----------------------|-----------------------|
| I do not attend any classes in these area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More creative                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More critical                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Happier in general                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doing well with other inmates             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doing well with prison staff members      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better with family members                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More self confident                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making more friends                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Highly motivated                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not wasting my time                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

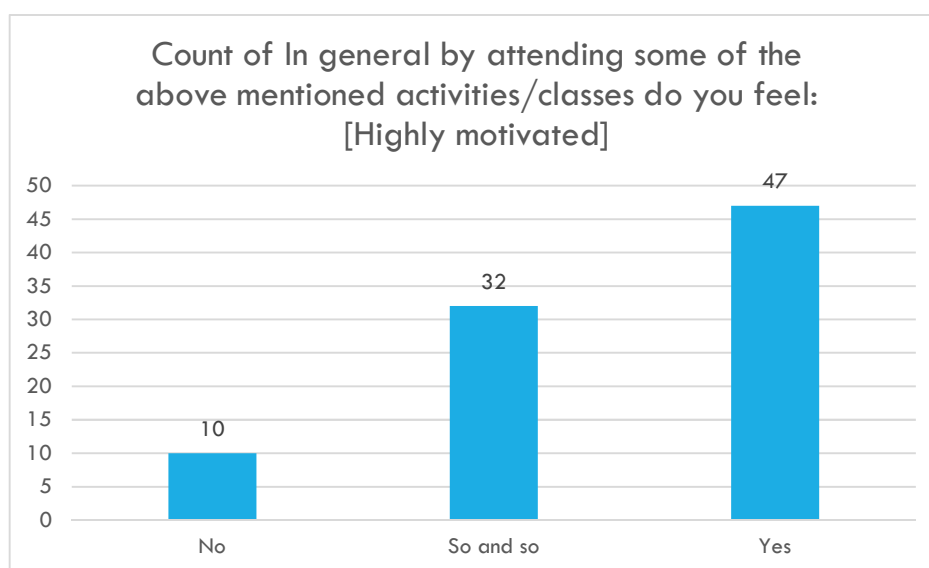
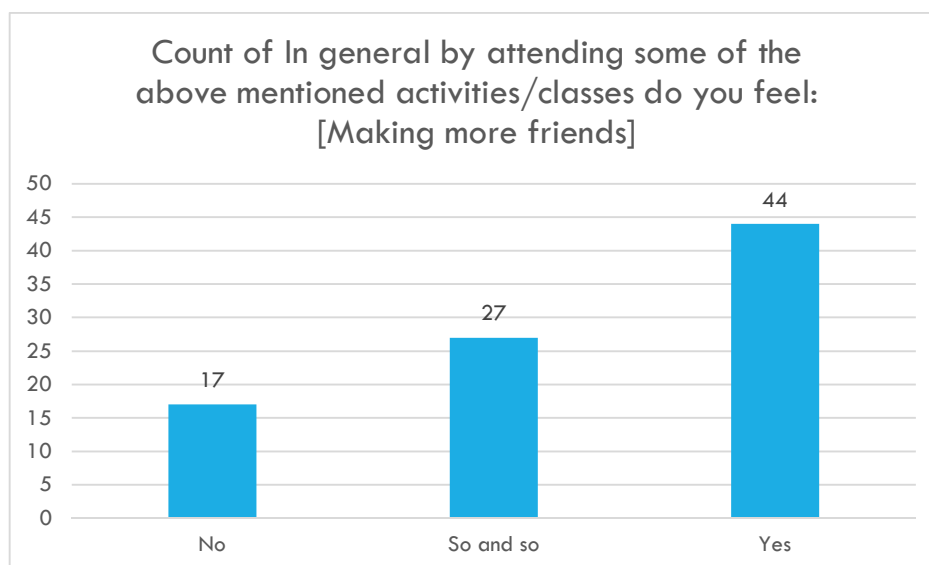


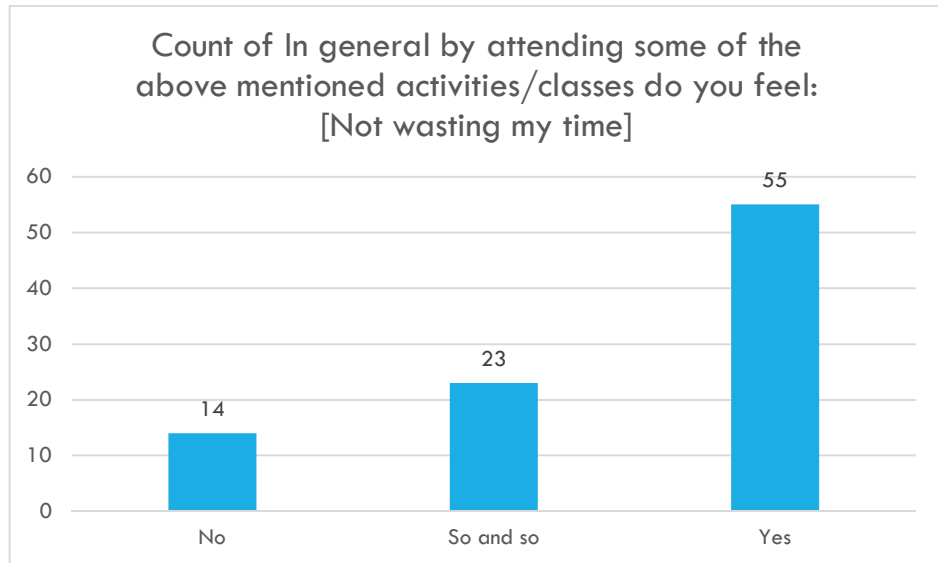








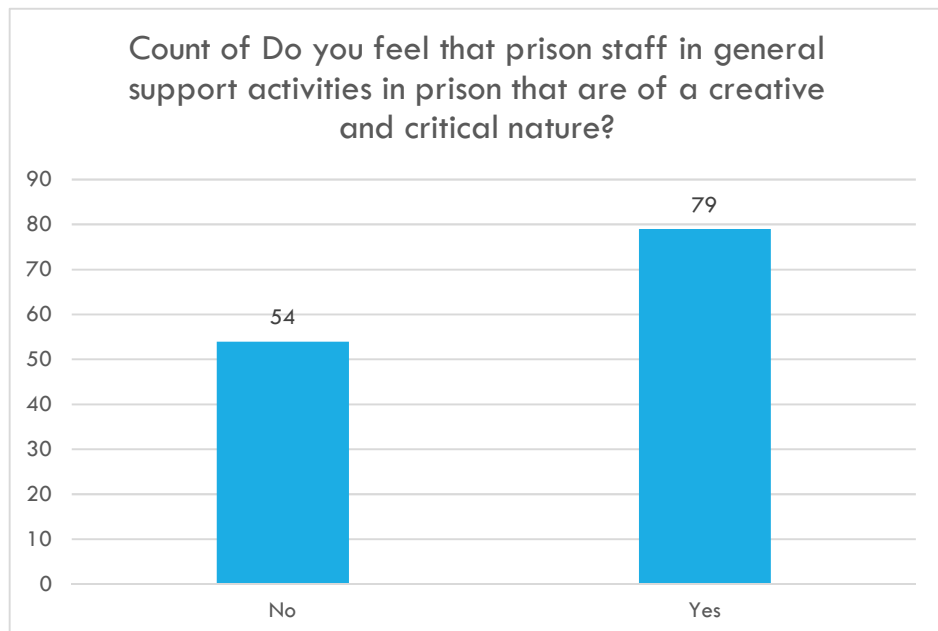




100. Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?

Mark only one oval.

- ☐ Yes  
☐ No



101. Please explain your answer

\_\_\_\_\_

\_\_\_\_\_

A football competition is organized several times in the prison and is attended by many prisoners. Now we will also have a ping pong competition.

Because activities are regularly organized to develop these abilities

Because organize creative activities.

Because they don't ever encourage us to do the courses and when we apply they won't add us or take too long to sort out

Before there was a lot but they cut them all out, it's a burden for them, extra stress, extra paper work

Can't do that

Changing something bad in something good

Different activities that improve my skills and abilities

Don't want to help in any way

Flexibility by the use of teaching aids, they do not prohibit -

Gives me something to do. Done art, now doing IT.

Homework, discussions, socializing, different exercises

I believe they see sport as important for health and wellbeing

I don't know they stick to some kind of plan

I don't think staff care if you attend any education at all.

I feel the education staff are motivated and very supportive but the officers in general do not care but some officer do

I think that they are indifferent

It would be irrational not to appreciate their work and patience with the inmates

Lack of encouragement, not enough talking, immediate sanctions without the possibility to talk about the problem

Motivation, ambition, sobriety

My opinion is that they are indifferent. It is not their priority to make people better and more educated. Punishment is more important.

Nothing is being organised or encouraged. There is not enough staff for activities.

Personal officer can be supportive

Prison staff are talking with inmates and encourages them to participate in various activities

Prison staff in general only want an easy shift, they do not want confrontation or controversy. There for all you generally get is yes and no answers or told to put in an application that they can then ignore

Prison staff is more respectful to prisoners with critical thinking

School, karaoke, dance

Some of them encourage you in whatever you are doing

Staff in general do not encourage any activities Only staff for specific activities encourage you (your tutor)

Supporting activities in prison means more work and obligations for prison staff and they are not ready - financial and personnel.

The prison personal invite all the prisoners to participate, but the decision is from us.

The prison staff helps prisoners to facilitate the execution of the sentence

The prison staff is indifferent

There is a lack of evidence to suggest they do

There is no interest

There is not enough encouragement

They are not that much active in our lives to help us pass sentence

They are well prepared and benevolent

They couldn't care less about us or our development whilst in prison. They come here to collect a wage and then go home at the end of the day.

They don't care

They encourage me to go to school.

They help us resolve our problems in an easy way

They support sport by sometimes organising football games

We should have more time for sports and new devices

Whenever we had lessons they were very interesting

102. Give one suggestion on how best to promote critical and creative thinking in prison

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More lessons – here we are simply wasting time

Art classes finish once you have passed a test. Would like to have continued.

Better communication

By getting inmates on to the courses they actually want to do rather than the only one that there is space on.

By promoting self-examination

By providing more activities that nurture creativity and critical thinking such as a debating group or Photoshop lessons

Courses, discipline and respect

Creative: as many activities as possible because everyone wants to be as much outside as possible.

Diversifying and increasing the number of educational activities, arranging spaces, equipping with equipment

Encourage anything that boosts self-awareness / respect / value

Games

Group sessions

I think that the prison management should be replaced in terms of generation, cause it takes years (employees worked in Yugoslavia under different regime. When this will end it will be much better). My opinion also applies to prisoners.

Including more prisoners at activities and by doing more different courses

Invest in more lectures and tutors

Involving qualified employees.

Less stress for inmates and guards. Relaxation creates a peaceful environment.

Let inmates have certain items to help with their critical and creative thinking in prison.

We need basic psychology – courses on how to relax and de-stress.

More activities

More activities and more specialists working with us.

More activities, also considering what prisoners want and need

More education and work opportunities

More encouragement, less restrictions

More gym sessions, better TV. Better workshops such as motor mechanics, less morons.

More interaction between teaching staff, officers and offenders would be a possible start

More interactive courses

More lessons / sessions

More options for higher school and university



More work in activities, conversations, getting to know the convicts and taking into account wishes and abilities.

More workshops which would encourage critical and creative thinking by the inmates. More individual work with the individuals, who wanna create.

None supplied

Organizing more informative cultural activities

Organizing training courses, more credited activities, offering credits to multiple participants

People who care

Rewarding or granting out-of-prison benefits

Teachers!

The staff should be more supportive and should motivated prisoners about work, learning, sport, etc.

They should ask inmates for their interests, they don't ask they just bring a teacher here, no one goes, then we cut it.

To get the residents on the courses they want to do quicker and not just fill spaces with people who don't want to work or learn.

With different activities, sports events, etc.

With performance

Workshops, classes

Nothing – here it is very difficult to get something done

## Chapter 4: Recommendations

### Introduction

The Council of the European Union, in May 2018, published a document entitled: *Council Recommendation on Key Competences for Lifelong Learning*.<sup>9</sup> Towards the end of the document the Council identifies three challenges to the facilitating of competence-based education, training and learning in the lifelong learning context. These are

1. The use of a variety of learning approaches and contexts
2. Support for teachers and other educational staff
3. The assessment and validation of competence development.

It is worth reproducing here the suggestions of the Commission in full:

#### 1. A variety of learning approaches and environments

- a) Cross-discipline learning, partnerships between different education levels, training and learning actors, including from the labour market, as well as concepts such as whole school approaches with its emphasis on collaborative teaching and learning and active participation and decision-making of learners can enrich learning. Cross-discipline learning also allows for strengthening the connectivity between the different subjects in the curriculum, as well as establishing a firm link between what is being taught and societal change and relevance. Cross-sectoral cooperation between education and training institutions and external actors from business, arts, sport and youth community, higher education or research institutions, can be key to effective competence development.

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<sup>9</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST\\_9009\\_2018\\_INIT&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN)

- b) Acquisition of basic skills as well as broader competence development can be fostered by systematically complementing academic learning with social and emotional learning, arts, health-enhancing physical activities supporting health conscious, future-oriented and physically active life styles. Strengthening personal, social and learning competences from early age can provide a foundation for development of basic skills.
- c) Learning methodologies such as inquiry-based, project-based, blended, arts- and games based learning can increase learning motivation and engagement. Equally, experimental learning, work-based learning and scientific methods in science, technology, engineering and mathematics (STEM) can foster development of a range of competences.
- d) Learners, educational staff and learning providers could be encouraged to use digital technologies to improve learning and to support the development of digital competences. For example, by participating in Union initiatives such as "The EU Code Week". The use of self-assessment tools, such as the SELFIE tool, could improve the digital capacity of education, training and learning providers.
- e) Specific opportunities for entrepreneurial experiences, traineeships in companies or entrepreneurs visiting education and training institutions including practical entrepreneurial experiences, such as creativity challenges, start-ups, student-led community initiatives, business simulations or entrepreneurial project-based learning, could be particularly beneficial for young people, but also for adults and for teachers. Young people could be given the opportunity to have at least one entrepreneurial experience during their school education. School, community and business partnerships and platforms at local level, notably in rural areas, can be key players in spreading entrepreneurial education. Appropriate training and support for teachers and principals could be crucial to create sustained progress and leadership.
- f) Multilingual competence can be developed by close cooperation with education, training and learning settings abroad, the mobility of

educational staff and learners and the use of eTwinning, EPALE and or similar on-line portals.

- g) All learners, including those facing disadvantages, or having special needs, could be given adequate support in inclusive settings to fulfil their educational potential. Such support could consist of language, academic or socio-emotional support, peer coaching, extra-curricular activity, career guidance or material support.
- h) The collaboration between education, training and learning settings at all levels can be key to improve the continuity of learner competence development throughout life and for developing innovative learning approaches.
- i) Cooperation between education and training and non-educational partners in local communities and employers in combination with formal, non-formal and informal learning can support competence development and ease the transition from education to work as well as from work to education.

## **2. Support for educational staff**

- a) Embedding competence-oriented approaches to education, training and learning in initial education and continuing professional development can help educational staff in changing teaching and learning in their settings and to be competent in implementing the approach.
- b) Educational staff could be supported in developing competence-oriented approaches in their specific contexts by staff exchanges and peer learning, and peer counselling allowing for flexibility and autonomy in organising learning, through networks, collaboration and communities of practice.
- c) Educational staff could be provided assistance in creating innovative practices, taking part in research and making appropriate use of new technologies, including digital technologies, for competence-oriented approaches in teaching and learning.

- d) Guidance could be provided for educational staff, access to centres of expertise, appropriate tools and materials can enhance the quality of teaching and learning methods and practice.

### **3. Assessment and validation of competence development**

- a) Key competence descriptions could translate into frameworks of learning outcomes that could be complemented with suitable tools for diagnostic, formative and summative assessment and validation at appropriate levels.
- b) Digital technologies, in particular, could contribute to capturing the multiple dimensions of learner progression, including entrepreneurial learning.
- c) Different approaches to assessment of key competences in non-formal and informal learning settings could be developed, including related activities of employers, guidance practitioners and social partners. These should be available to everyone, and especially to low skilled individuals to support their progression to further learning.
- d) Validation of learning outcomes acquired through non-formal and informal learning could expand and become more robust, in line with the Council Recommendation on the Validation of prior non-formal and informal learning, including different validation processes. Also the use of tools such as Europass and Youthpass, which serve as tools for documentation and self-assessment, may support the validation process.

## **In Prison Teaching: Some recommendations emerging directly from the gathered data.**

### **Gender Gap**

Of all the respondents, only one juvenile female was represented in the sample coming from a youth prison in Malta. There clearly is a need to look more into gender specific education, as well as education reflecting the age and length of sentence of the inmate. Females are, in general, under-represented in

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programmes in prison (often because of cost effectiveness, particularly in small prisons), and specific gender upskilling programmes may need to be designed in this project. In designing any outputs based on this research one has to keep in mind that the answers of the questionnaire reflect a male perspective on the five identified areas.

### **Open/Semi-Open/Closed Prisons/High security prisons**

The majority of respondents came from a closed prison. One has to consider the 'security' features in designing an upskilling programme for inmates in such a prison – in most instances one is limited in the kind of equipment one may use, such as internet, laptops etc. This limitation has to feature in any planning. It also means that teachers will have to work in an environment that is strictly controlled, and need to know how to operate in such an environment.

### **Provision of education from 'outsiders'**

In the majority, education in prison is provided by teachers who come from outside prison. This means that such persons are not familiar with the realities of prison, and may not even have been trained to work in a prison environment. Any course programme should first and foremost include a training programme for teachers to teach in a prison environment.

### **Age and nationality of inmates**

The majority of inmates are male aged 22 to 30. In designing a programme one has to consider the motivational aspect of the material, one that has to focus on the needs of these inmates. What interests a 22-30-year-old male may be very different from what interests a 51-60-year-old male. This has to be taken into consideration.

### **Nationality**

In the data gathered from 6 countries, one could identify at least 22 mother languages, making this a challenge for both the student and the service provider.

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The range of nationalities in prisons is wide. There is always the challenge of language and communication in devising any programme in prison. The more visual the instruction material is, the better. One should also assess achievement, as much as possible, verbally and not necessarily in pen and paper mode. The basic question one has to ask, is which basic literacy is one to teach in prison; on whether it is for example English, considering it as an international language, and may appeal to a wider audience, or the mother language of the inmate.

### **Recidivism and continuity of education provision**

Recidivism as reported in this research is high (40%). A significant number of inmates reported that they were on their second or third 'visit' to a prison. This means that practically half the inmates are already familiar with the prison education system. It is important that prisoners' records are kept beyond one's period of incarceration. With a 30% chance of the individual coming back, it could be worth continuing the education programme where one left. Records should always be designed in a way that they move with the inmate whenever one changes prison for whatever reason.

### **The Challenge of short sentences**

Nearly half of the inmates have a sentence of less than one-year imprisonment. The implication of this data is that a) courses have to be designed as short modular courses and b) there should be a link between inside and outside prison educational provisions so that, should the inmate desire, he or she can continue one's study programme following release.

### **Employment and motivation**

It is interesting to note that most inmates report that they were in employment prior to their incarceration, although the number decreases in the last 6 months prior to incarceration. One interpretation of this could be that some inmates turned to crime because of financial difficulties brought about by unemployment. The range of employment inmates engaged in prior to incarceration is vast, from highly unskilled labour to relatively specialised work. It is difficult to take into

consideration all this range in designing programmes, but what is clear is that some inmates have an advanced level of education, and programmes should be designed so that they cater for such levels as well.

### **Work in prison**

More than half of the inmates work in prison. The most striking fact from the data collected is the mismatch between the employment inmates had prior to incarceration, with the type of job opportunities inside the prison. One hopes that the same mismatch will not happen with the provision of education opportunities in prison, that is between the level of education outside prison and that provided inside prison.

### **General Education Level**

The general education level is low. Few inmates attended school beyond the age of 16. But even among this age bracket (5yrs to 16 yrs.) there are wide differences, from those who never even attended school to those who were there but did not get much out of the institution. Education as 'second chance schooling' should be looked into.

### **Literacy in prison**

The level of literacy in prison varies considerably. As stated before the challenge of education in prison is to pitch to the inmates' abilities. It is difficult for a teacher in prison to teach of class with inmates whose abilities range from EQF level 1 to EQF level 4.

In designing the SkillHubs material, one has to declare beforehand for which level it is intended.

### **Attendance for Literacy Classes**

Attendance for literacy classes is low. Most inmates who did attend feel that they have gained from such classes. It is interesting to note that a substantial number of inmates experienced problems in reading and writing prior to incarceration. One has to tackle these problems first, trying to identify issues that may go

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beyond the teaching and learning process. Some inmates self-reported diagnosed challenges they have. These have to be tackled or taken into consideration in any teaching programme. Unfortunately, the teacher is not always aware of such difficulties.

### **A question of pride and trust**

Although most inmates reported difficulties and a low level of education, they also reported that they can handle most activities dealing with reading and writing on their own. Clearly few involve their friends in supporting them to read and write, and even less the prison officers.

### **In Prison Examinations**

There does not seem to be a culture of accreditation in prison. Few reported sitting for an examination in prison. Certificates are a currency that inmates seem not to value enough.

### **The Prison Library**

More than half the inmates make good use of the prison library. This is encouraging, and any programme that is implemented in prison should link with the library in order to promote better the use of the facilities available.

### **Embedded learning**

One can also make use of the language encountered in inmates' prison work. There should be more thinking on teaching and learning that is embedded in the world of work of the inmate. Luckily it seems that few inmates have to choose between work and education. One suggests that the SkillHubs programmes bring these two worlds closer to one another.

### **Education and Payment**

Inmates are paid for work in prison but are not paid for attending classes. This is a highly controversial issue, but clearly for the average inmate whose income is

limited, paid work is preferred over education. Effort has to be made so that the inmates can do both activities during their time.

### **The Value of Education**

Most inmates' perspective of education is that it is a valuable activity worth investing in.

### **Activities related to communication**

Most inmates are clearly visual learners – preferring radio and television to reading newspapers or books. This too has to be taken into consideration in the design of upskilling programmes, that is, how to use the visual, such as video, to teach better the identified skills.

### **Motivation**

There are various studies that discuss inmates' motivation for education in prisons. One of the strong motivational factors is probably communication with the family. Most inmates still write and read letters (35%), even in an environment where it may be easier to just call one's family. Working around what is of prime interest to the inmate should make a programme more successful with adults.

### **Quality of Teaching in Prison**

Clearly most inmates who attend language classes in prison find them interesting, defining the teaching process between outstanding and good. There are also positive comments about the teaching facilities in the prison. Most inmates praised the teachers for their work and dedication. They are not so happy with the number of inmates per class, in some cases as many as ten inmates. Inmates also seem to wish for more lessons, and for more and better use of internet facilities.

### **Officers and Language teaching**

The views about what officers think about the learning of a language in prison are mixed. It seems that few officers motivate inmates to study a language in prison. The implication is this is that there is still a gap between the rehabilitative

and traditional functions of the prison and in general, officers are much more concerned with issues of security than rehabilitation. The more the officers are on board and, at least, informed about the role and outcomes of an education programme in prison are, the higher the chances of success of SkillHubs programmes.

### **Part C: Basic Numeracy**

The comments on basic numeracy are very similar to those on literacy. In general, the academic level in numeracy is even lower to that of literacy. Most do not attend numeracy classes in prison. Inmates report that they can do on their own most identified tasks related to numeracy. Few sat for numeracy examinations in prison. Very few perceive the link between numeracy and work in prison, although they do see the link between numeracy and the possibility of getting a job once they complete their sentence. Only around 30% reported that officers encourage inmates to follow classes in numeracy.

### **Part D: Digital Literacy**

The majority of inmates had a mobile phone and a computer/laptop prior to incarceration. The majority used these tools for browsing and some for shopping. Few know the difference between a browser and a search engine. Reading online is not that popular with inmates. Most inmates have an email address, and this is confirmed by their ability to identify the correct email address from the three provided as a 'test'. Facebook is most popular with inmates, while Skype seems to have drastically lost its popularity. Most inmates rate their IT skills as good. Very few have access to use these skills, and it is a challenge for the SkillHubs teacher to make use of such skills in the delivery of the programmes. Teachers are not even in a position to use controlled/selected internet sites. Inmates also reported that there are in general no computers in the library, and where there are, these are not connected to the internet. These results point to the gap between education provisions in prison and education provisions in the outside world. This is a huge challenge for the teachers who constantly use modern technology in their teaching.

### **Computers in Prison**

One basic tool that all adults and children have in following any education programme outside prison is a laptop/tablet. In prison this tool is missing. Teaching without the motivational aspect of such technology is a challenge. On the other hand, it seems that most inmates can have a PlayStation in their cell. This seems to reflect a misunderstanding from the prison authorities of what laptops should be there for, and it is strange that digital toys are allowed with educational tools are not.

### **Digital literacy classes**

Most inmates report that there aren't many digital classes organised in prison. Where there are, these tend to be mainly theoretical in nature, or at best, on computers that are not linked to the internet. Very few inmates sat for an examination related to digital literacy in prison. No one is allowed to use a computer related to work in prison. It is encouraging to note that most inmates value the use of IT, and its knowledge in relation to employability. Officers do not encourage inmates to follow courses in digital literacy, possibly because they know of the limitations in such provisions. Worth reading is the list inmates suggest in relation to the improvement of Digital Literacy lessons in prison (question 91).

## **Part E: Critical and Creative thinking and Problem Solving skills**

### **Inmates' Creativity and Problem solving skills**

Most inmates feel that they are creative and very good problem solvers. One interpretation of this can be that the prison environment itself pushes one to be highly creative and a problem solver. Inmates also consider themselves as good critical thinkers.

### **Participation in Creative/Critical/Problem Solving activities**

Few inmates participate in art, drama, music and crafts lessons, mostly because these are not available, or limited in their availability. On the other hand, most inmates reported that they are active in sports activities. They all feel that all

these activities (except music) would help them develop the identified skills. Those who attend sports do so in order to relieve their stress, to change the atmosphere and to be with others. Very few do this in order to be more creative. Contrary to literacy, numeracy and digital literacy, it seems that officers do encourage inmates to participate in activities that are of a creative and critical nature.

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## Appendix 1: The Focus Groups

### Research report with projected guidelines

#### Introduction: WP2 Transnational prison up-skilling guidance and training model needs assessment

The activities of WP2 include the following:

1. Identification and comparison of EU existing good practices in the field of skills assessment, skill gaps, and mismatches and related policies (A literature review of good practices spanning the last ten years)
2. Identification and benchmarking of existing practices of up-skilling of inmates in 5 EU countries prison system
3. Preparation of methods and steps for implementation of survey and in-depth interviews with inmates and mentors
4. Implementation of survey to identify common inmates' needs in the field of selected basic and transversal skills and mentors' needs in skills assessment and up-skilling methods of inmates
5. Identification of procedures for adaptation of selected existing skills assessment tools and up-skilling methods to prison population
6. Preparation of guidelines and framework for development of "skillHUBS" model

Data collection for this project involves three activities

- a) An analysis of the literature on the subject
- b) The Questionnaire – data to be collected directly from inmates from the partner countries
- c) The Focus groups – data to be collected from the administrators for the partner countries

## The Focus Groups

### Aim:

The focus groups are meant to complement the data collected from the questionnaires. The aim of the data from the questionnaires is twofold: a needs analysis from the point of view of the inmate as well as comparative tool between the participating partners. The aim of the focus groups is to clarify any issues that may come up from the focus groups. The questions of the focus group are particular to the partner country, and you are encouraged to come up with your focus group questions as resulting from the questionnaire.

A number of questions are included at the end of this document. These are meant only as guidelines; you are encouraged to change or add to these according to your particular needs. The following points will help you organize better your focus groups.

### Task:

You are to organize one focus group. The minimum number of participants in the focus group is three. The ideal group size for this task is 5 members. These can be administrators of education in prison, teachers, educators, professionals working with inmates, particularly in the area of education, psychologist or social workers. Following the focus group, you do not need to transcribe the session, but to summarise the main points in the form of a report. This task should be completed by the end of June.

## Participants, Environment and moderator

In selecting your participants you have to be careful whom to invite. Make sure that you invite the persons who really count, that is the persons who in all

probability have the information that you need. This means that you have to do some homework before. This includes getting to know the people who work with inmates, know their positions and the kind of decisions they take on a daily basis. Do make sure that the persons you select for your focus groups are people who are in contact with the system and with inmates. Do not have more than 8 persons per focus group. Try not to have less than four, otherwise the exercise will be more of an interview. You need a discussion that is balanced and that results in more information about the situation than you already have.

The interview is to take place in a comfortable environment. By this one understands a boardroom that is in a quiet place, away from the everyday interruptions one encounters in a busy administrative block. Do make sure that mobile phones are switched off, and any office telephone is also put off the hook. Place a 'do not disturb' sign on the door. Have water, coffee and biscuits available. You need to make sure that your group is relaxed and comfortable.

If the focus groups are taking place in prisons there is always the issue of tape recording. In most prisons one cannot take in a tape recorder. One way to go about this is to have two moderators for the session. One moderator is to conduct the session. The role of this moderator is to skillfully manage the conversation. The other moderator sits for the sessions, does not verbally take part, but notes what is being said. Ideally this person should be at the back so that he or she does not disturb the flow of the process.

## The Moderator

It is important that the moderator is a person who can control the group. The moderator needs to have knowledge about the subject in order to ask the right questions, and to be able to scaffold the conversation. By this one understands the ability to take the conversation forward, using phrases such as: can you please explain further? Gave you give me an example? Can you further elaborate on

this? I am not clear about what you mean, can you give me an example? The moderator and the assistant need to prepare well for the session. They need to be familiar with the setting, know how to use any recording material, be focused on the task and have a list of guiding questions. The moderator needs to be a good listener, a warm and friendly person who can welcome the participants and make them feel at ease. The moderator needs to give his full attention to the participants, be a good listener and use verbal and non-verbal cues such as nodding, questioning eye contact, facial expressions and using short verbal terms such as 'good', 'that's good', 'that's clearer now', 'excellent'.

## The Session

In the initial phase of the meeting it is important for the moderator to welcome everyone. The starting point is a self-introduction and an introduction of the assistant. This is followed by an introduction of the participants. At this point it is important for the assistant to the moderator to take note of the participant present for the session, their names, a code to identify this (e.g. JG for Joe Giordmaina), and their seating position. This helps when it comes to taking notes or transcribing. It is helpful if the moderator always addresses the participant with their name, so that the author of the statement is easily identifiable later on.

It is at this stage that the moderator gives the participants the information sheet and the consent form. A sample of these is included in this document. It is at this point that ethical issues are explained and that participants are informed that they can stop their participation any time they wish. Issues of identification are also explained. For example if there is only one prison in the country, and, in reporting, one would state: the director of the prison stated that....., this means that the person is easily identifiable, even if the prison is not mentioned by name. Participants have a right to know this and to see the final report before being published. Make sure that you include your information in the forms, as well as the

relevant logos and disclaimer (as indicated on the front page of this document). You are also to include your logo.

## Guidelines

It may be useful to give some guidelines. These include not speaking at the same time because of recording issues, giving time to participants to speak clearly, addressing one another respectfully, switching off mobile phones if possible, taking emergency calls only if necessary, without disturbing the rest of the group etc. Always start with an introduction to the scope of the project. For example:

*Good morning and welcome to this session. My name is Joseph and I will be moderating this session. This is my friend Mark, and he is here to help in taking down some notes since we cannot record the session. As you have already been informed this role of this focus group is to look into the provisions of skills education inside your prison. The ideas generated in this group will be useful for the participants of the EU project: SKILLHUBs. (Here you proceed in giving an outline of the aims and objects of the SKILLHUBs project). But before we begin I like to give you some administrative information. (Here you explain the consent form, the information sheet, the process of recording and the process of reporting: what will happen with the data). As you can see we placed name cards in front of you so that we can remember each other's names. Let's start by you telling us a bit about yourselves, what you do, particularly related to the topic in discussion.*

## Questioning

Use open-ended questions particularly towards the start of the session: What skills programmes do you offer in your prison? Do inmates participate in such programmes? What kind of equipment do you have to offer skills education in prison? These are kinds of questions that set the general tone of the discussion and give the moderator an idea of the prison environment one is speaking about. Eventually one start moving away from information questions to question of



opinion and value such as: But in your opinion do you think it's worth investing in so much material to teach skills based programmes? What return are you getting for such an investment? Do skills based/vocational programmes work? Why? Are they simply a means of keeping inmates occupied? Make an effort to avoid close ended questions, that is those that one can answer by a simple 'yes' or 'no'. The trick here is to move from the general to the specific. Use different kinds of questions starting with Who, What, Why, When, and Where? Ask for examples, use experiences and ask for reflections.

By the first fifteen minutes of the session try as moderator to identify who in your group are the experts in the field, the dominant talkers (who may need controlling), the shy participants (who may need probing) and the ramblers who may need to be stopped.

## Closing the session

The ideal way to close the session is to ask the participants to reflect on the entire discussion and to offer some advice/position. For example: suppose you had to give us one advice about the teaching of skills in prison: what would this advice be?

## List of Questions that you may wish to explore:

The following are some guiding questions. They are of a general nature. You are expected to add questions that are more particular to your country/local situation.

1. Can you please explain the strategy or policy you employ in your prison to teach basic literacy and numeracy, digital literacy, critical and creative thinking and problem solving?
2. Is this policy/strategy written down and shared among the staff?
3. How is this written/unwritten policy managed?
4. How successful do you feel that this policy is being implemented?

5. How do you measure success in these areas?
6. What, in your opinion, motivates inmates to participate in courses offered by your prison the above mentioned areas?
7. Can you give us a rough indication, maybe in percentage, of how many inmates lack literacy in basic reading and writing, mathematical and digital literacy?
8. How do you collect such information?
9. From these how many do you think are/will be interested to follow courses in these areas?
10. What, in your opinion, are the factor that hinder education in these areas in your prison?
11. Can all inmates follow such courses? If not, who cannot follow these courses and why not?
12. Who teaches the area of basic literacy, numeracy, digital literacy, critical and creative thinking?
13. How are these persons selected? Are they given particular training?
14. If yes, can you elaborate on this?
15. Do you use distance education to teach some of these areas?
16. When it comes to the curriculum, do you follow a national curriculum in these areas, or is it an ad hoc curriculum developed by the teachers?
17. Is there a link between in-prison and out-of-prison education provision?
18. Who pays for these services? Are the inmates following such courses rewarded/discriminated in any way?
19. How are inmates selected for these courses?
20. Do you feel you have enough resources to be able to educate in these areas? If yes which are they? If no, which resources do you feel you need?
21. Do you have/make use of internet and information technology (e.g. computers) in your prison? How?
22. Do students receive recognition for achievements in these areas? Are certificates of attainment awarded to inmates? Are these certificates nationally recognized?
23. What in your opinion are the strengths of education in these areas in your prison?
24. How in your opinion would you improve your present services? What else can be done?
25. What advice would you give the SKILLSHUB partnership in order to be successful in their endeavor?

## Informed Consent Form

Project title: SkillHUBS: Transnational prison up-skilling guidance and training model  
Study title: The provision of skills based education in prison.  
Researchers:  
Contact Number  
Email address

By signing the Informed Consent Form you are agreeing to participate in the above mentioned study.

**Please tick to indicate you consent to the following:**

|  |     |                          |    |                          |
|--|-----|--------------------------|----|--------------------------|
| I have read, or have had read to me in my first language, and I understand the Participant Information Sheet.                          | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I have been given sufficient time to consider whether or not to participate in this study.   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I agree to take part in the study.   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet.    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I understand that taking part in this study is voluntary and that I may withdraw from the study at any time without giving any reason. | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I agree that the information given and the transcripts will be kept in a safe place and used for this project only.                    | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I understand that my participation in this study is confidential. There will be no material which could identify me personally.        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I understand my responsibilities as a participant.   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| I know who to contact if I have further questions about the study.   | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

**DECLARATION BY PARTICIPANT:** I hereby consent to participate in the study.

|                                    |   |                      |
|------------------------------------|---|----------------------|
| _____<br><b>Participant's name</b> | _____<br><b>Participant's signature</b> | _____<br><b>Date</b> |
| _____<br><b>Researcher's name</b>  | _____<br><b>Researcher's signature</b>  | _____<br><b>Date</b> |

## Participant Information Sheet

Project title: SkillHUBS: Transnational prison up-skilling guidance and training model

Study title: The provision of skills based education in prison.

Researchers:

Contact Number

Email address

### Introduction:

You are being invited to take part in a study because of your experiences as a prison employee responsible for the education and general well-being of inmates, particularly with areas related to formal and non-formal education. The topic for this focus group is education that is being provided or can potentially be provided, to inmates in the following areas: basic literacy, basic numeracy, digital literacy and critical and creative thinking. Whether or not you take part is your choice. If you do not wish to take part, you do not have to give a reason. If you decide to take part now, but change your mind later, you can opt out of the study any time.

This Participant Information Sheet will help you decide whether to take part or not in this research. It explains why we are doing this study, what your participation involves, what the benefits/risks to you might be and what will happen after the study ends. We will go through this information together at the start of the focus group session and I will answer any questions you may have. Before you decide you may wish to talk about the study with other persons such as colleagues, your superiors or other members of staff. If you agree to take part in this study, you will be asked to sign the Consent Form. You will be given a copy of both the Participant Information Sheet and the Consent Form for you to keep.

**What are the aims of the study?**

This focus group is about your experiences and suggestions, as a professional, with regards to education in prison in five particular skills: basic literacy, basic numeracy, digital literacy and critical and creative thinking. We would like to hear your opinions even if your prison does not provide teaching activities in any of these areas.

**What I would be asked to do if I took part?**

You will be asked to participate in a focus group. This will be carried out in one session of approximately 60 minutes. Data collected will only be used for analysis in connection with this project and no other use will be made of it without your written permission.

**What happens if I do not want to take part/change my mind?**

It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time without explanation and without detriment to yourself.

**Will I be paid for participating in the research?**

Your participation in this study is voluntary.

**Participant's rights**

You have the right to:

- ☐ Change your mind and withdraw from the study at any time.
- ☐ Ask that any data you have supplied to that point be withdrawn/destroyed.
- ☐ Leave out and refuse to answer to any question that is asked of you without explanation
- ☐ Ask for a summary of the findings from the study, when this is concluded.

**BENEFITS / RISKS**

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Whilst there may be no particular personal benefits to your participation in this study, the information you provide may contribute to improved services with regards the provision of skills based education in prison. All information provided by you will be kept strictly confidential and you will not be identified in any way. Data collected about you will be anonymous. It will not contain any personal information. Data collection and processing will comply with the principles of the Data Protection Act. You must however be informed that if you disclose information that may result in you or anyone else being put at risk of harm, I have to inform the appropriate authorities.

**For further information**

If you have any questions as a result of reading this information sheet you may ask the researcher at any time on the above contacts or the prison authorities.

Thank you.

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**Researcher's name**

---

**Researcher's signature**

---

**Date**

## **Recruitment letter**

Date: June 2018

EU Project: SkillHUBS: Transnational prison up-skilling guidance and training model

Study: The provision of skills based education in prison.

Dear Sir/Madam,

The [redacted] is currently participating in an EU project supported by E+ KA3 Forward Looking Cooperation Projects entitle: SkillHUBS: Transnational prison up-skilling guidance and training model. The project focuses on inmates with the purpose to equip them with basic and transversal skills that will enable them more equal position in labour market and everyday life both during imprisonment and after their release. This project will provide innovative methods, tools and methodologies for identification, assessment, recognition and development of selected basic and transversal skills with prison population. The skills being focus on are basic literacy, basic numeracy, digital literacy and critical and creative thinking.

We are writing to invite you to participate in this research study. You are being asked to participate in this study because, as an experienced professional in education and general well-being of prison inmates, your opinions and suggestions are valid and useful for the purpose of this study.

If you decide to participate in this study, you will be asked to participate in a focus group. . This will take around 60 minutes. Questions asked are not of a personal nature but focus on your opinions about this area of research. Participation in this study is on voluntary basis and no compensation will be offered. Any information gathered will be

anonymous and confidential. Data collected will only be used in relation to this research and no other use will be made of it without your written permission. You can opt out of this study at any moment without having to give any explanation. A more detailed description of the study is to be found in the information sheet.

If you would like to participate or have any questions about the study, do get in touch with us using the contact details given below or with the prison authorities.

Thank you.

The Lead Researcher



## Appendix 2: The Questionnaire

## THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

Transnational Prison Up-skilling Guidance and Training Model: skillHUBS  
Project no: 590140-EPP-1-2017-1-SI-EPPKA3-PI-FORWARD  
Agreement no: 2017-2974/001-001



### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

Thank you for being willing to fill out this questionnaire.

All answers are anonymous. Your information will be strictly confidential.

It will take you around 30 minutes to complete the questionnaire.

Your participation in this data gathering exercise is voluntary. You can refuse to answer ALL or PART of this questionnaire.

The goal of this exercise is to gather information on the following themes:

- a) General information about yourself
- b) Data related to your past and present employment skills
- d) Data related to your education background
- e) Data related to provision in prison with regards to:
  - (i) Basic Literacy
  - (ii) Basic Numeracy
  - (iii) Basic Digital Literacy
  - (iv) Critical Thinking
  - (v) Creative Thinking

Thank you  
The skillsHubs EU project research team

**NOTE TO THE ADMINISTRATOR OF THE QUESTIONNAIRE**

This questionnaire is meant to be filled in using GOOGLE FORMS

It can also be filled in manually - and then the data inserted in the FORMS following the collection of data manually.

Although this is a self administered questionnaire, it may be that the administrator has to read the question to the inmate, take note of the answers and then input the results later in FORMS

It is advisable that such a reading is clear, with an explanation if necessary.

It is important that you focus on the questionnaire, and do not engage in discussions about these questions.

It is important to explain to the inmate that

a) he or she can refuse to answer a question

b) he or she can stop answering the questionnaire anytime they chose

c) this is a voluntary exercise

d) the answers cannot be traced to the individual

e) the answers will help the prison authorities to improve their services to the inmate.

f) that by answering this questionnaire the inmate is consenting for the use of the data provided by him or herself

**PART A: General Information**

Some general information about the partner and location the questionnaire is being administered:

**1. Country**

*Mark only one oval.*

- ☐ Belgium
- ☐ Malta
- ☐ Romania
- ☐ Slovenia
- ☐ United Kingdom

**2. Type of Prison**

*Tick all that apply.*

- ☐ Closed prison
- ☐ Open prison
- ☐ Semi-open prison
- ☐ Sentenced inmates only
- ☐ On remand inmates only
- ☐ Sentenced and on remand inmates

**3. Level of Security**

*Mark only one oval.*

- ☐ High security
- ☐ Medium Security
- ☐ Low security
- ☐ Mixed levels of security

**4. Who provides education in this prison**

*Mark only one oval.*

- ☐ Outside provider (s)
- ☐ In-house provision
- ☐ Mixed provision
- ☐ Other: \_\_\_\_\_

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**Part 1: Inmate's background**

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In this part we are interested to know about your background as an inmate in order to be able to design a programme according to your specific needs. If you feel that you cannot administer the questionnaire yourself, please ask someone from the Learning Centre Unit to help you complete its various sections.

**5. Sex**

*Mark only one oval.*

- ☐ Male
- ☐ Female
- ☐ Other

**6. Age**

*Mark only one oval.*

- ☐ 14 -16
- ☐ 17-21
- ☐ 22-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61+

**7. Nationality**

\_\_\_\_\_

**8. Please write your mother tongue**

\_\_\_\_\_

**9. Have you been in prison before?**

*Mark only one oval.*

- ☐ YES
- ☐ NO

10. If YES, how many times?

Mark only one oval.

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. What is your estimated earliest date of release:

Mark only one oval.

- ☐ Don't know
- ☐ In less than six months
- ☐ In between seven months and a year
- ☐ In between 1 and 2 years
- ☐ In between 2 and 5 years
- ☐ In more than 5 years

## Employment

In this section we would like to know a bit about your employment history

12. Did you ever work prior to incarceration?

Mark only one oval.

- ☐ YES
- ☐ NO

13. In the six months prior to incarceration were you in employment?

Mark only one oval.

- ☐ YES
- ☐ NO

14. If YES - were you in full -time employment or part-time employment?

Mark only one oval.

- ☐ Full time employment
- ☐ Part-time employment

15. If YES, please write your last job

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16. Are you presently working in prison?

Mark only one oval.

- ☐ Yes
- ☐ No

17. If YES, please list the job you are currently employed in

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## Education History

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

In this section we would like to know a bit about about your education backgrouon

**18. Up to which level of schooling did you attend school?**

*Mark only one oval.*

- ☐ Never attended or partially attended primary schooling
- ☐ Up to the age of 12 years
- ☐ Up to the age of 16 years
- ☐ Up to the age of 21 years
- ☐ University level

**19. Using the following table, which level of the European Qualification Framework (EQF) have you reached?**

*Mark only one oval.*

- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)

### European Qualifications Framework

|             |                            |  |   |
|-------------|----------------------------|--|---|
| EQF LEVEL 8 | ACADEMIC LEVEL             | DOCTORATE  | MAINTENANCE MANAGERS AND SUPERVISORS, VOCATIONAL TEACHERS |
| EQF LEVEL 7 |                            | MASTER   |   |
| EQF LEVEL 6 |                            | BACHELOR   |   |
| EQF LEVEL 5 | POST UPPER SECONDARY LEVEL | HIGHER NATIONAL DIPLOMA                              | MAINTENANCE TECHNICIANS                                   |
| EQF LEVEL 4 | UPPER SECONDARY LEVEL      | HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA | MAINTENANCE MECHANICS                                     |
| EQF LEVEL 3 | SECONDARY LEVEL            | SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA              |   |
| EQF LEVEL 2 | PRIMARY LEVEL              | SECONDARY SCHOOL WITH NO DIPLOMA                     |   |
| EQF LEVEL 1 |                            | PRIMARY SCHOOL                                       |   |

### PART B: Basic and general literacy

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

In this section we are mainly interested in the provision of the teaching of literacy in your prison. In this questionnaire, basic literacy is taken to mean the ability to read and write. We are still interested in your views even if you can read and write well.

20. Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.

Mark only one oval.

- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)

### European Education Framework

|             |                            |  |   |
|-------------|----------------------------|--|---|
| EQF LEVEL 8 | ACADEMIC LEVEL             | DOCTORATE  | MAINTENANCE MANAGERS AND SUPERVISORS, VOCATIONAL TEACHERS |
| EQF LEVEL 7 |                            | MASTER   |   |
| EQF LEVEL 6 |                            | BACHELOR   |   |
| EQF LEVEL 5 | POST UPPER SECONDARY LEVEL | HIGHER NATIONAL DIPLOMA                              | MAINTENANCE TECHNICIANS                                   |
| EQF LEVEL 4 | UPPER SECONDARY LEVEL      | HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA | MAINTENANCE MECHANICS                                     |
| EQF LEVEL 3 | SECONDARY LEVEL            | SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA              |   |
| EQF LEVEL 2 | PRIMARY LEVEL              | SECONDARY SCHOOL WITH NO DIPLOMA                     |   |
| EQF LEVEL 1 |                            | PRIMARY SCHOOL                                       |   |

21. Do you attend language classes in prison?

Mark only one oval.

- ☐ Yes
- ☐ No

**SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING  
GUIDANCE AND TRAINING MODEL**

**22. If YES, do you feel that these classes (please tick)**

*Mark only one oval per row.*

|                                | Yes                   | No                    | Don't know            |
|--------------------------------|-----------------------|-----------------------|-----------------------|
| Improve your listening skills? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your writing skills?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your reading skills?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improve your verbal skills?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**23. Did you ever experience problems in reading and/or writing?**

*Mark only one oval.*

- ☐ YES
- ☐ NO

**24. If YES - can you please describe these problems?**

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**25. How much help do you get from friends in**

*Mark only one oval per row.*

|                                   | A lot of help         | Some help             | A little help         | Can do all these on my own |
|-----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Filling out forms in prisons      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading letters                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Writing letters or notes          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Understanding written information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

**26. How much help do you get from staff in**

*Mark only one oval per row.*

|                                   | A lot of help         | Some help             | A little help         | Can do all these on my own |
|-----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Filling out forms in prisons      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading letters                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Writing letters or notes          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Understanding written information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

**27. Did you ever sit for a language test/examination in prison?**

*Mark only one oval.*

- ☐ Yes
- ☐ No



28. If YES - which examination(s)?

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29. How often do you make use of the library?

*Mark only one oval.*

- ☐ Once a week
- ☐ Once a fortnight
- ☐ Once a month
- ☐ Never

30. How long does it take you to get a book from the library?

*Mark only one oval.*

- ☐ Same day
- ☐ Less than three days
- ☐ One week
- ☐ More than one week

31. Mention the title of a book you borrowed  
from the library in this last month

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32. If you have a job in prison, how often do you READ as part of your current job in prison?

*Mark only one oval.*

- ☐ Currently I do NOT work in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never

33. If you have a job in prison, how often do you WRITE as part of your current job in prison?

*Mark only one oval.*

- ☐ Currently I do not work in prison
- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Never

**34. Do you ever have to chose between a language lesson and work in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**35. Are you paid for attending lessons in prisons?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**36. Are you paid for work in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**37. How much do you think the ability to read helps you in finding a job inside/outside prison?**

*Mark only one oval.*

- ☐ A lot  
☐ Some  
☐ A little  
☐ Not at all

**38. How much do you think the ability to write helps you in finding a job inside/outside prison?**

*Mark only one oval.*

- ☐ A lot  
☐ Some  
☐ A little  
☐ Not at all

**39. In prison do you**

*Mark only one oval per row.*

|                                   | Often                 | Some times            | A little              | Never                 |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Read newspapers                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read magazines                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listen to the radio or television | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read books                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read letters                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write letters                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**40. How would you describe the teaching of language literacy in your prison**

*Mark only one oval.*

- ☐ Outstanding  
☐ Good  
☐ Requires improvement  
☐ inadequate

**41. How important do you think prison officers think that learning a language is in prison**

*Mark only one oval.*

- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important
- ☐ Don't know

**42. How much do staff encourage you to study literacy (reading and writing or a language) in the prison**

*Mark only one oval.*

- ☐ A lot
- ☐ So and so
- ☐ Nothing at all
- ☐ Prefer not to say

**43. Do you consider the language learning area**

*Mark only one oval.*

- ☐ Adequate and well resourced
- ☐ Inadequate but well resourced
- ☐ Inadequate and not well resourced at all

**44. How many inmates are you for a basic literacy lesson in a class?**

*Mark only one oval.*

- ☐ I do not attend basic literacy classes
- ☐ 1 to 3 inmates
- ☐ 1 to 6 inmates
- ☐ 1 to 10 inmates
- ☐ More than 10 inmates in a class?

**45. Mention one positive thing about the teaching of basic literacy or your language in your prison**

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46. Mention one negative thing about the teaching of basic literacy or your language in your prison

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47. Give one suggestion to improve the teaching of basic literacy/language teaching in your prison

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### Part C: Basic Numeracy

Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetics like addition, subtraction, multiplication, and division. Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. In the following section we would like some information about the teaching of basic numeracy and mathematics in your prison learning centre.

48. Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?

*Mark only one oval.*

- ☐ Never attended or did not complete primary schooling
- ☐ EQF Level 1 (Primary education)
- ☐ EQF Level 2 (Basic Secondary Education)
- ☐ EQF Level 3 (Secondary education with a school leaving certificate)
- ☐ EQF Level 4 (Upper Secondary level)
- ☐ EQF Level 5 (Post Secondary level)
- ☐ EQF Level 6 (First Degree level e.g. B.A. English)
- ☐ EQF Level 7 (Masters Degree Level (e.g. MA English)
- ☐ EQF Level 8 (PhD Level)

### European Qualifications Framework

**SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING  
GUIDANCE AND TRAINING MODEL**

|             |                            |  |   |
|-------------|----------------------------|--|---|
| EQF LEVEL 8 | ACADEMIC LEVEL             | DOCTORATE  | MAINTENANCE MANAGERS AND SUPERVISORS, VOCATIONAL TEACHERS |
| EQF LEVEL 7 |                            | MASTER   |   |
| EQF LEVEL 6 |                            | BACHELOR   |   |
| EQF LEVEL 5 | POST UPPER SECONDARY LEVEL | HIGHER NATIONAL DIPLOMA                              | MAINTENANCE TECHNICIANS                                   |
| EQF LEVEL 4 | UPPER SECONDARY LEVEL      | HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA | MAINTENANCE MECHANICS                                     |
| EQF LEVEL 3 | SECONDARY LEVEL            | SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA              |   |
| EQF LEVEL 2 | PRIMARY LEVEL              | SECONDARY SCHOOL WITH NO DIPLOMA                     |   |
| EQF LEVEL 1 |                            | PRIMARY SCHOOL                                       |   |

49. Do you attend numeracy or mathematics classes in prison?

Mark only one oval.

- ☐ Yes  
☐ No

50. At school, did you ever experience problems in numeracy and mathematics?

Mark only one oval.

- ☐ Yes  
☐ No

51. If YES - can you please describe these problems?

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52. How much help do you get from friends in

Mark only one oval per row.

|                                  | A lot of help         | Some help             | A little help         | Can do all these on my own |
|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Doing some measurement           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating money                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Activities that involve counting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

**53. How much help do you get from staff in**

*Mark only one oval per row.*

|  | A lot of help         | Some help             | A little help         | Can do all these on my own |
|--|-----------------------|-----------------------|-----------------------|----------------------------|
| Adding and subtracting whole numbers             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating money e.g. VAT                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading a thermometer                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Comparing prices                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating interest rates e.g. 3% interest rate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Calculating area e.g. area of a room             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Working with proportions e.g. 1/3 cup butter     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Reading a bus timetable                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Interpreting a graph                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |
| Prefer not to say                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      |

**54. Did you ever sit for a mathematics/numeracy test or examination in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**55. If YES - can you please name the examination(s)?**

\_\_\_\_\_

**56. If you have a job in prison, how often do you use mathematics in your work in prison?**

*Mark only one oval.*

- ☐ I do not have a job in prison  
☐ Every day  
☐ A few times a week  
☐ Once a week  
☐ Never

**57. Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**58. Are you paid to attend mathematics/basic numeracy lessons in prisons?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**59. How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?**

*Mark only one oval.*

- ☐ A lot
- ☐ Some
- ☐ A little
- ☐ Not at all

**60. How would you describe the teaching of mathematics/basic numeracy in your prison?**

*Mark only one oval.*

- ☐ I do not attend such lessons in prison
- ☐ Outstanding
- ☐ Good
- ☐ Requires improvement
- ☐ Inadequate

**61. How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**

*Mark only one oval.*

- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important
- ☐ Don't know

**62. How much do officers and staff encourage you to study mathematics/basic numeracy in prison?**

*Mark only one oval.*

- ☐ A lot
- ☐ So and so
- ☐ Nothing at all
- ☐ Prefer not to say

## **Part D: Digital Literacy**

Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Digital literacy is an individual's ability to access both information and methods of communication through a technological tools including, but not limited to, smartphones, tablets, laptops, and traditional desktop personal computers. A digitally literate person should also be able to successfully analyze, search for, and critically evaluate information presented on the web.

**63. Prior to incarceration did you have a**

*Tick all that apply.*

- ☐ Laptop or desktop computer at home
- ☐ Mobile phone
- ☐ Other: \_\_\_\_\_

**64. If you used a computer or a smartphone, did you use it to browse the internet?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**65. If YES, name the browser you used in order to connect to the internet**

\_\_\_\_\_

**66. Did you ever use the computer or smartphone to buy things online?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**67. Which search engines did you normally use?**

\_\_\_\_\_

**68. Did you ever read the newspapers online?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**69. Do you have an email address?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**70. Which of the following is correct?**

*Mark only one oval per row.*

| Correct address  |                       |
|--|-----------------------|
| giordi@gmail.comm  | <input type="radio"/> |
| <a href="mailto:giordi@gmail.com.com">giordi@gmail.com.com</a> | <input type="radio"/> |
| <a href="mailto:giordi@gmail.com">giordi@gmail.com</a>         | <input type="radio"/> |

**71. Which of the following social media sites did you use?**

*Tick all that apply.*

- ☐ I did not use social media  
☐ Facebook  
☐ Instagram  
☐ Snapchat  
☐ Linkedin  
☐ Twitter  
☐ Other: \_\_\_\_\_



**72. Which of the following do you use in order to communicate with your family or friends?**  
**You may tick more than one option**

*Tick all that apply.*

- ☐ Face to face during visits
- ☐ Telephone
- ☐ Written letter
- ☐ Skype or similar software

**73. How would you rate your...**

*Mark only one oval per row.*

|  | No idea               | Poor                  | Acceptable            | Good                  | Super                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How would you rate your typing skills?                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your web searching skills?            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use a computer?       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use your smart phone? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How would you rate your ability to use the internet?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transfer material from devices to the computer?          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**74. In the prison do you have access to a computer room?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**75. In the prison do you have access to controlled internet?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**76. Do you have computers in the prison library?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**77. If YES, are they connected to the internet?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**78. Can you have your own laptop in prison?**

*Mark only one oval.*

- ☐ Yes
- ☐ No

**79. Can you have a play station in your cell in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No  
☐ Maybe

**80. Are prison guards allowed to use their mobile phones while on duty?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**81. Are teachers allowed to use their mobile phones while in class?**

*Mark only one oval.*

- ☐ YES  
☐ No

**82. Are digital literacy classes organised in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**83. If YES are they only theoretical or can you use a computer during these lessons?**

*Mark only one oval.*

- ☐ Only theoretical  
☐ Can use a computer that is not linked to the internet  
☐ Can use a computer that is linked to the internet

**84. Did you ever sit for an IT/computer examination in prison?**

*Mark only one oval.*

- ☐ Yes  
☐ No

**85. If YES, which examination(s)?**

\_\_\_\_\_

**86. If you have a job in prison, how often do you use a computer related to this job?**

*Mark only one oval.*

- ☐ Currently I do not work in prison  
☐ Every day  
☐ A few times a week  
☐ Once a week  
☐ Never

**87. How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**

*Tick all that apply.*

- ☐ A lot
- ☐ Some
- ☐ A little
- ☐ Not at all

**88. How important do you think prison officers think that learning to use a computer is in prison?**

*Mark only one oval.*

- ☐ Very important
- ☐ Important
- ☐ Indifferent
- ☐ Not important
- ☐ Don't know

**89. How much do staff encourage you to study digital literacy in the prison**

*Mark only one oval.*

- ☐ Digital literacy lessons are not available in the prison
- ☐ A lot
- ☐ So and so
- ☐ Nothing at all

**90. Do you consider the computer room/digital literacy area as being**

*Mark only one oval.*

- ☐ Adequately equipped with good machines and updated software
- ☐ Equipped with dated computers and dated software
- ☐ Second hand IT equipment
- ☐ We do not have a computer room/digital literacy area

**91. Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

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## **Part E: Critical and Creative thinking and Problem Solving skills**

Critical thinking is the objective analysis of facts to form a judgment. Creativity is when something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a literary work, or a painting). Problem solving consists of using generic methods, in an orderly manner, for finding solutions to problems. In this section we will focus on the opportunities one has in prison to experience critical and creative thinking.

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**92. On the following scale, how much do you consider yourself to be creative?**

*Mark only one oval.*

|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |

**93. On the following scale, how much do you consider yourself to be a critical thinker?**

*Mark only one oval.*

|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |

**94. On the following scale, how much do you consider yourself to be a problem solver?**

*Mark only one oval.*

|       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |         |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------|
|       | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |         |
| Least | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Maximum |

**95. In general how often do you participate in the following activities:**

*Mark only one oval per row.*

|                                      | Not available in<br>my prison | Once<br>a day         | Once a<br>week        | Once a<br>fortnight   | Once a<br>month       | Never                 |
|--------------------------------------|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Art classes and related activities   | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drama classes and related activities | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Music classes and related activities | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Craft classes and related activities | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sport classes and related activities | <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**96. Which of the following do you feel help you most in developing your critical and creative skills**

*Mark only one oval per row.*

|                                      | Not at all            | Slightly              | A lot                 |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| Art classes and related activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drama classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Music classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Craft classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sport classes and related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**97. Do you attend for any of the following lessons in your prison?**

*Mark only one oval per row.*

|   | No such lessons in my prison | Yes                   | No                    |
|---|------------------------------|-----------------------|-----------------------|
| Creative writing and poetry writing (or similar activities) | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Music lessons   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Painting/drawing lessons                                    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Drama Theater lessons                                       | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Sports activities   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |

**98. Why do you attend for any of the following lessons in your prison?**

*Mark only one oval per row.*

|   | No such lessons in my prison | To express myself     | To relieve my stress  | To be more creative   | To change the atmosphere | To be with others     | To sit for an examination in the area | Other                 |
|---|------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------|---------------------------------------|-----------------------|
| Creative writing and poetry writing (or similar activities) | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Music lessons   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Painting/drawing lessons                                    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Drama Theater lessons                                       | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |
| Sports activities   | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/> |

**99. In general by attending some of the above mentioned activities/classes do you feel:**

*Mark only one oval per row.*

|   | No                    | So and so             | Yes                   |
|---|-----------------------|-----------------------|-----------------------|
| I do not attend any classes in these area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More creative                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More critical                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Happier in general                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doing well with other inmates             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doing well with prison staff members      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better with family members                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More self confident                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making more friends                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Highly motivated                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not wasting my time                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**100. Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**

*Mark only one oval.*

☐ Yes

☐ No

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GUIDANCE AND TRAINING MODEL**

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101. Please explain your answer

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102. Give one suggestion on how best to promote critical and creative thinking in prison

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103. Code (for CoRRS only)

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**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

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## Appendix 3: Results by Country

## Belgium

9/9/2018

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joseph.giordmaina@um.edu.mt

[Edit this form](#)

# 10 responses

[View all responses](#) [Publish analytics](#)

### Summary

[Image]

### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

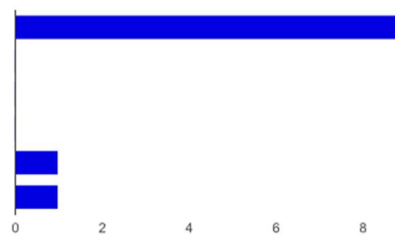
#### PART A: General Information

##### Country



|                |    |      |
|----------------|----|------|
| Belgium        | 10 | 100% |
| Malta          | 0  | 0%   |
| Romania        | 0  | 0%   |
| Slovenia       | 0  | 0%   |
| United Kingdom | 0  | 0%   |

##### Type of Prison



|               |   |     |
|---------------|---|-----|
| Closed prison | 9 | 90% |
| Open prison   | 1 | 10% |

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1/50



## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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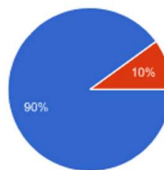
|                                 |   |     |
|---------------------------------|---|-----|
| Semi-open prison                | 0 | 0%  |
| Sentenced inmates only          | 0 | 0%  |
| On remand inmates only          | 1 | 10% |
| Sentenced and on remand inmates | 1 | 10% |

### Level of Security



|                          |   |      |
|--------------------------|---|------|
| High security            | 9 | 100% |
| Medium Security          | 0 | 0%   |
| Low security             | 0 | 0%   |
| Mixed levels of security | 0 | 0%   |

### Who provides education in this prison



|                      |   |     |
|----------------------|---|-----|
| Outside provider (s) | 9 | 90% |
| In-house provision   | 1 | 10% |
| Mixed provision      | 0 | 0%  |
| Other                | 0 | 0%  |

### Part 1: Inmate's background

#### Sex



|        |    |      |
|--------|----|------|
| Male   | 10 | 100% |
| Female | 0  | 0%   |
| Other  | 0  | 0%   |

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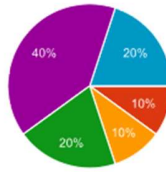
2/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Age



|        |   |     |
|--------|---|-----|
| 14 -16 | 0 | 0%  |
| 17-21  | 1 | 10% |
| 22-30  | 1 | 10% |
| 31-40  | 2 | 20% |
| 41-50  | 4 | 40% |
| 51-60  | 2 | 20% |
| 61+    | 0 | 0%  |

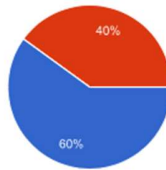
### Nationality

Belgian  
Dutch  
Turkish

### Please write your mother tongue

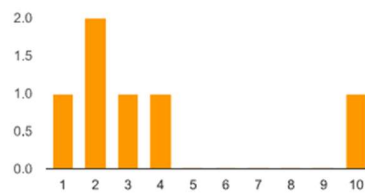
Dutch  
Turkish  
French  
Albanian

### Have you been in prison before?



|     |   |     |
|-----|---|-----|
| YES | 6 | 60% |
| NO  | 4 | 40% |

### If YES, how many times?



|    |   |       |
|----|---|-------|
| 1  | 1 | 16.7% |
| 2  | 2 | 33.3% |
| 3  | 1 | 16.7% |
| 4  | 1 | 16.7% |
| 5  | 0 | 0%    |
| 6  | 0 | 0%    |
| 7  | 0 | 0%    |
| 8  | 0 | 0%    |
| 9  | 0 | 0%    |
| 10 | 1 | 16.7% |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

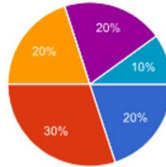
3/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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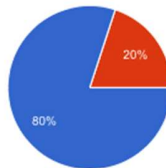
What is your estimated earliest date of release:



|                                    |   |     |
|------------------------------------|---|-----|
| Don't know                         | 2 | 20% |
| In less than six months            | 3 | 30% |
| In between seven months and a year | 2 | 20% |
| In between 1 and 2 years           | 0 | 0%  |
| In between 2 and 5 years           | 2 | 20% |
| In more than 5 years               | 1 | 10% |

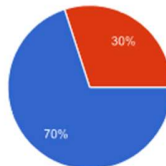
### Employment

Did you ever work prior to incarceration?



|     |   |     |
|-----|---|-----|
| YES | 8 | 80% |
| NO  | 2 | 20% |

In the six months prior to incarceration were you in employment?



|     |   |     |
|-----|---|-----|
| YES | 7 | 70% |
| NO  | 3 | 30% |

If YES - were you in full -time employment or part-time employment?

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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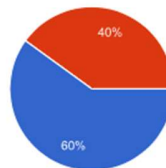


Full time employment 7 100%  
Part-time employment 0 0%

**If YES, please write your last job**

Call Center  
Leathcoordinator  
Garbageman  
Demolition, construction  
independent renovation  
telemarketing

**Are you presently working in prison?**



Yes 6 60%  
No 4 40%

**If YES, please list the job you are currently employed in**

blue collar, belt work & packaging  
repairer, handy man  
packaging  
serving food section  
technical designer

### Education History

**Up to which level of schooling did you attend school?**

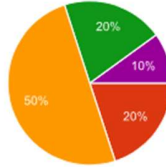
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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|  |   |     |
|--|---|-----|
| Never attended or partially attended primary schooling | 0 | 0%  |
| Up to the age of 12 years                              | 2 | 20% |
| Up to the age of 16 years                              | 5 | 50% |
| Up to the age of 21 years                              | 2 | 20% |
| University level                                       | 1 | 10% |

Using the following table, which level of the European Qualification Framework (EQF) have you reached?



|   |   |     |
|---|---|-----|
| Never attended or did not complete primary schooling                | 0 | 0%  |
| EQF Level 1 (Primary education)                                     | 2 | 20% |
| EQF Level 2 (Basic Secondary Education)                             | 3 | 30% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 2 | 20% |
| EQF Level 4 (Upper Secondary level)                                 | 1 | 10% |
| EQF Level 5 (Post Secondary level)                                  | 1 | 10% |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0 | 0%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 1 | 10% |
| EQF Level 8 (PhD Level)   | 0 | 0%  |

### European Qualifications Framework

#### PART B: Basic and general literacy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.

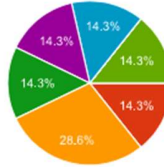
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6/50

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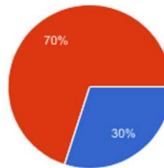
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|   |   |       |
|---|---|-------|
| Never attended or did not complete primary schooling                | 0 | 0%    |
| EQF Level 1 (Primary education)                                     | 1 | 14.3% |
| EQF Level 2 (Basic Secondary Education)                             | 2 | 28.6% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 1 | 14.3% |
| EQF Level 4 (Upper Secondary level)                                 | 1 | 14.3% |
| EQF Level 5 (Post Secondary level)                                  | 1 | 14.3% |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0 | 0%    |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 1 | 14.3% |
| EQF Level 8 (PhD Level)   | 0 | 0%    |

### European Education Framework

Do you attend language classes in prison?



|     |   |     |
|-----|---|-----|
| Yes | 3 | 30% |
| No  | 7 | 70% |

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



|            |   |      |
|------------|---|------|
| Yes        | 3 | 100% |
| No         | 0 | 0%   |
| Don't know | 0 | 0%   |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Improve your writing skills? [If YES, do you feel that these classes (please tick)]**



|            |   |      |
|------------|---|------|
| Yes        | 3 | 100% |
| No         | 0 | 0%   |
| Don't know | 0 | 0%   |

**Improve your reading skills? [If YES, do you feel that these classes (please tick)]**



|            |   |      |
|------------|---|------|
| Yes        | 3 | 100% |
| No         | 0 | 0%   |
| Don't know | 0 | 0%   |

**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



|            |   |      |
|------------|---|------|
| Yes        | 3 | 100% |
| No         | 0 | 0%   |
| Don't know | 0 | 0%   |

**Did you ever experience problems in reading and/or writing?**

|     |   |     |
|-----|---|-----|
| YES | 3 | 30% |
| NO  | 7 | 70% |

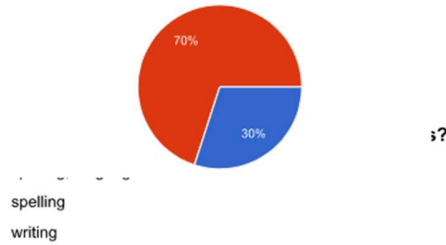
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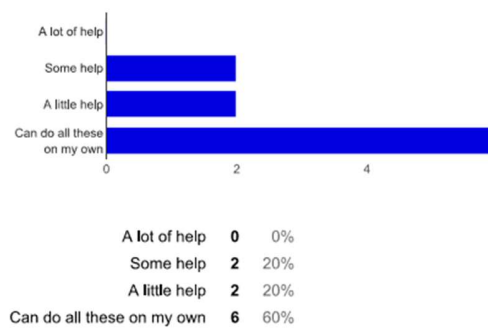
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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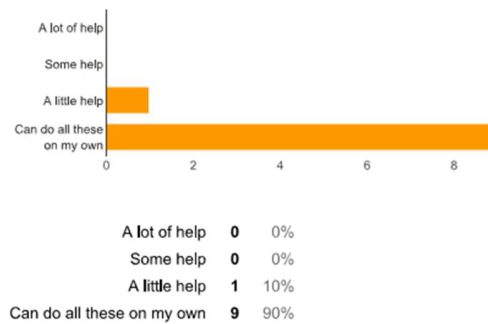
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## Filling out forms in prisons [How much help do you get from friends in]



## Reading letters [How much help do you get from friends in]



## Writing letters or notes [How much help do you get from friends in]

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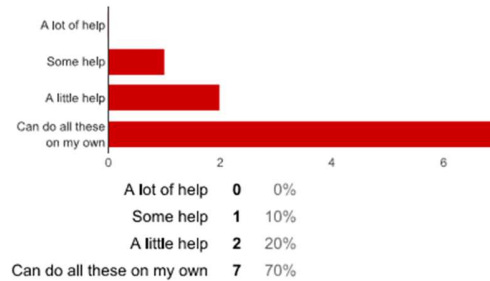
9/50



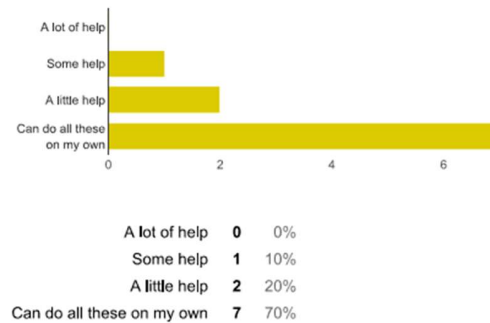
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

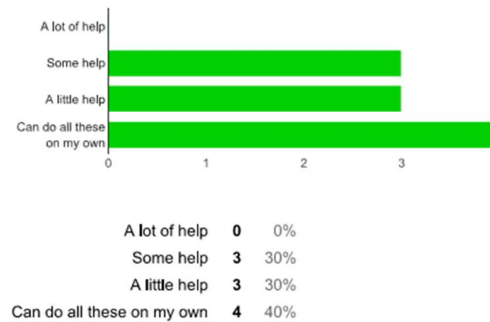
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### Understanding written information [How much help do you get from friends in]



### Filling out forms in prisons [How much help do you get from staff in]



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10/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

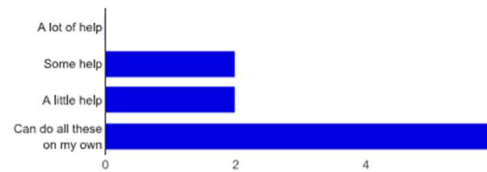
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

### Reading letters [How much help do you get from staff in]



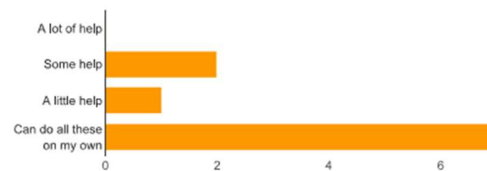
|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 1 | 10% |
| A little help              | 1 | 10% |
| Can do all these on my own | 8 | 80% |

### Writing letters or notes [How much help do you get from staff in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 2 | 20% |
| A little help              | 2 | 20% |
| Can do all these on my own | 6 | 60% |

### Understanding written information [How much help do you get from staff in]



|               |   |     |
|---------------|---|-----|
| A lot of help | 0 | 0%  |
| Some help     | 2 | 20% |
| A little help | 1 | 10% |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0cJazqFn7eIXT2tnnFPd78r7ePMnMbK/viewanalytics>

11/50

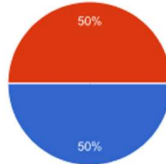
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Can do all these on my own 7 70%

**Did you ever sit for a language test/examination in prison?**

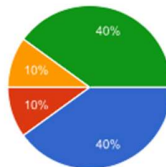


Yes 5 50%  
No 5 50%

**If YES - which examination(s)?**

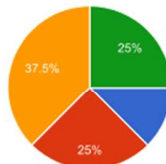
VCA 2, English, A.A.V1, A.A.V2, A.A.V3  
management, excel, electricity, autocad (drawing programme)  
geography, history, dutch, french  
English

**How often do you make use of the library?**



Once a week 4 40%  
Once a fortnight 1 10%  
Once a month 1 10%  
Never 4 40%

**How long does it take you to get a book from the library?**



Same day 1 12.5%  
Less than three days 2 25%  
One week 3 37.5%  
More than one week 2 25%

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2nnFPd78r7ePMnMbK/viewanalytics>

12/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

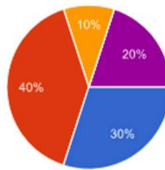
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**Mention the title of a book you borrowed from the library in this last month**

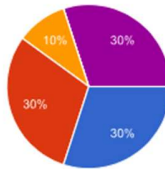
Sleep!  
Spanish for self-study  
NO ANGEL  
Heartblood, Battle of Kings  
sciences the great exploration

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |   |     |
|-----------------------------------|---|-----|
| Currently I do NOT work in prison | 3 | 30% |
| Every day                         | 4 | 40% |
| A few times a week                | 1 | 10% |
| Once a week                       | 0 | 0%  |
| Never                             | 2 | 20% |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**



|                                   |   |     |
|-----------------------------------|---|-----|
| Currently I do not work in prison | 3 | 30% |
| Every day                         | 3 | 30% |
| A few times a week                | 1 | 10% |
| Once a week                       | 0 | 0%  |
| Never                             | 3 | 30% |

**Do you ever have to chose between a language lesson and work in prison?**

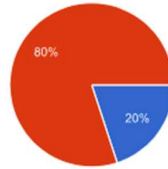
<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

13/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

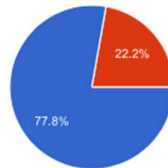
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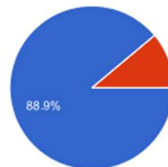
Yes 2 20%  
No 8 80%

Are you paid for attending lessons in prisons?



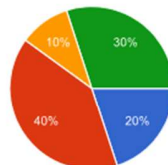
Yes 7 77.8%  
No 2 22.2%

Are you paid for work in prison?



Yes 8 88.9%  
No 1 11.1%

How much do you think the ability to read helps you in finding a job inside/outside prison?



A lot 2 20%  
Some 4 40%  
A little 1 10%  
Not at all 3 30%

How much do you think the ability to write helps you in finding a job inside/outside prison?

A lot 2 20%  
Some 4 40%  
A little 1 10%  
Not at all 3 30%

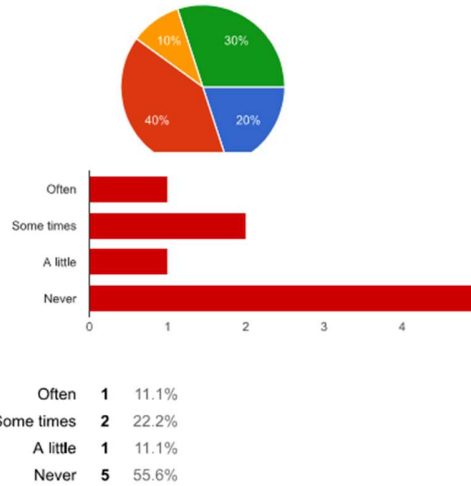
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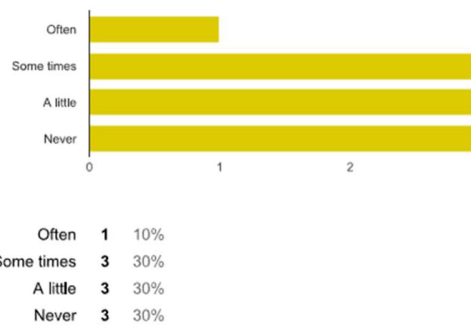
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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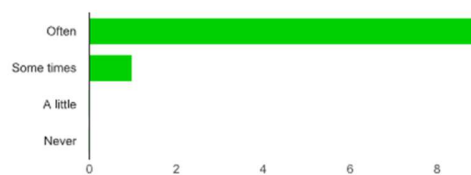
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### Read magazines [In prison do you]



### Listen to the radio or television [In prison do you]



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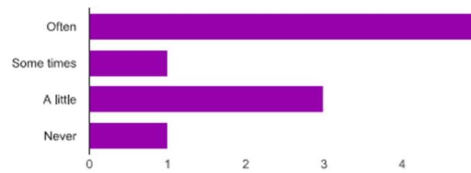
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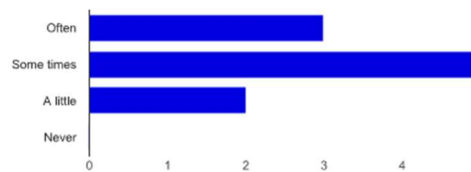
|            |   |     |
|------------|---|-----|
| Often      | 9 | 90% |
| Some times | 1 | 10% |
| A little   | 0 | 0%  |
| Never      | 0 | 0%  |

### Read books [In prison do you]



|            |   |     |
|------------|---|-----|
| Often      | 5 | 50% |
| Some times | 1 | 10% |
| A little   | 3 | 30% |
| Never      | 1 | 10% |

### Read letters [In prison do you]



|            |   |     |
|------------|---|-----|
| Often      | 3 | 30% |
| Some times | 5 | 50% |
| A little   | 2 | 20% |
| Never      | 0 | 0%  |

### Write letters [In prison do you]

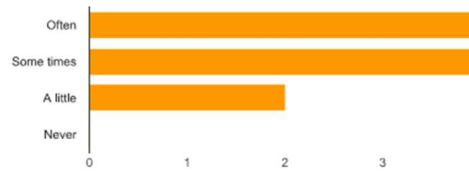
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16/50

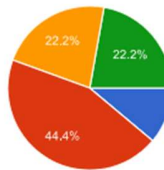
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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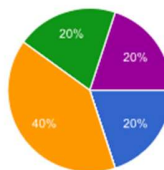


How would you describe the teaching of language literacy in your prison



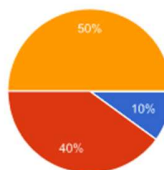
|                     |   |       |
|---------------------|---|-------|
| Outstanding         | 1 | 11.1% |
| Good                | 4 | 44.4% |
| Requires improvment | 2 | 22.2% |
| inadequate          | 2 | 22.2% |

How important do you think prison officers think that learning a language is in prison



|                 |   |     |
|-----------------|---|-----|
| Very impoprtant | 2 | 20% |
| Important       | 0 | 0%  |
| Indifferent     | 4 | 40% |
| Not important   | 2 | 20% |
| Don't know      | 2 | 20% |

How much do staff encourage you to study literacy (reading and writing or a language) in the prison



|                   |   |     |
|-------------------|---|-----|
| A lot             | 1 | 10% |
| So and so         | 4 | 40% |
| Nothing at all    | 5 | 50% |
| Prefer not to say | 0 | 0%  |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

17/50

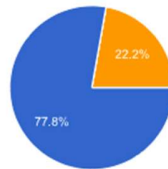


# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

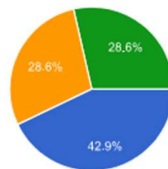
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## Do you consider the language learning area



|  |   |       |
|--|---|-------|
| Adequate and well resourced              | 7 | 77.8% |
| Inadequate but well resourced            | 0 | 0%    |
| Inadequate and not well resourced at all | 2 | 22.2% |

## How many inmates are you for a basic literacy lesson in a class?



|  |   |       |
|--|---|-------|
| I do not attend basic literacy classes | 3 | 42.9% |
| 1 to 3 inmates                         | 0 | 0%    |
| 1 to 6 inmates                         | 2 | 28.6% |
| 1 to 10 inmates                        | 2 | 28.6% |
| More than 10 inmates in a class?       | 0 | 0%    |

## Mention one positive thing about the teaching of basic literacy or your language in your prison

Useful time consumption, integration will go smoother  
working together  
French, Dutch

## Mention one negative thing about the teaching of basic literacy or your language in your prison

Existence of different levels

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2nnFPd78r7ePMnMbK/viewanalytics>

18/50

# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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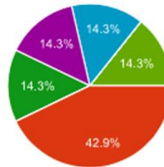
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**Give one suggestion to improve the teaching of basic literacy/language teaching in your prison**

no courses

## Part C: Basic Numeracy

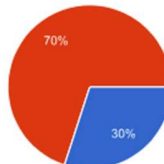
**Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?**



|   |   |       |
|---|---|-------|
| Never attended or did not complete primary schooling                | 0 | 0%    |
| EQF Level 1 (Primary education)                                     | 3 | 42.9% |
| EQF Level 2 (Basic Secondary Education)                             | 0 | 0%    |
| EQF Level 3 (Secondary education with a school leaving certificate) | 1 | 14.3% |
| EQF Level 4 (Upper Secondary level)                                 | 1 | 14.3% |
| EQF Level 5 (Post Secondary level)                                  | 1 | 14.3% |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0 | 0%    |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 1 | 14.3% |
| EQF Level 8 (PhD Level)   | 0 | 0%    |

## European Qualifications Framework

**Do you attend numeracy or mathematics classes in prison?**



Yes 3 30%  
No 7 70%

**At school, did you ever experience problems in numeracy and mathematics?**

Yes 3 30%

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0cJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

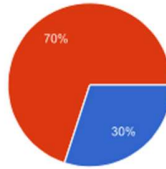
19/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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No 7 70%



If YES - can you please describe these problems?

geometry

Mathematics I did not understand

slipping school/courses

Doing some measurment [How much help do you get from friends in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 1 | 10% |
| A little help              | 1 | 10% |
| Can do all these on my own | 8 | 80% |

Calculating money [How much help do you get from friends in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 1 | 10% |
| Can do all these on my own | 9 | 90% |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbK/viewanalytics>

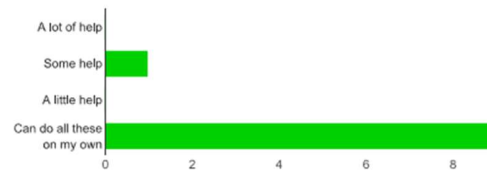
20/50

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9/9/2018

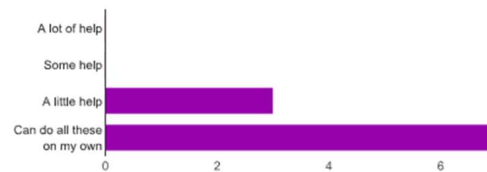
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### Activities that involve counting [How much help do you get from friends in]



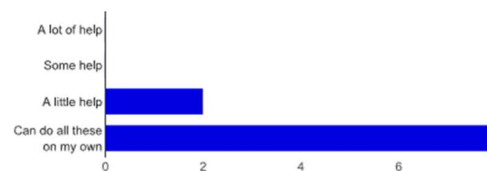
|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 1 | 10% |
| A little help              | 0 | 0%  |
| Can do all these on my own | 9 | 90% |

### Adding and subtracting whole numbers [How much help do you get from staff in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 3 | 30% |
| Can do all these on my own | 7 | 70% |

### Calculating money e.g. VAT [How much help do you get from staff in]



|               |   |     |
|---------------|---|-----|
| A lot of help | 0 | 0%  |
| Some help     | 0 | 0%  |
| A little help | 2 | 20% |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0cJazqFn7eIXT2nnFPd78r7ePMnMbK/viewanalytics>

21/50

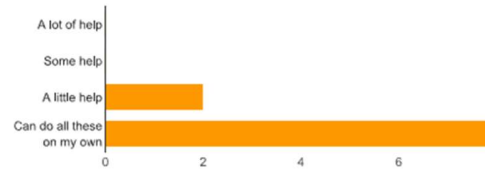
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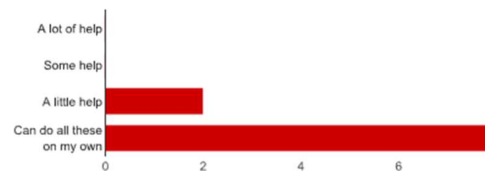
Can do all these on my own 8 80%

### Reading a thermometer [How much help do you get from staff in]



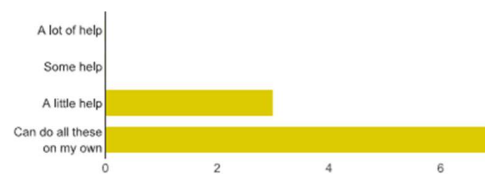
A lot of help 0 0%  
Some help 0 0%  
A little help 2 20%  
Can do all these on my own 8 80%

### Comparing prices [How much help do you get from staff in]



A lot of help 0 0%  
Some help 0 0%  
A little help 2 20%  
Can do all these on my own 8 80%

### Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



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22/50

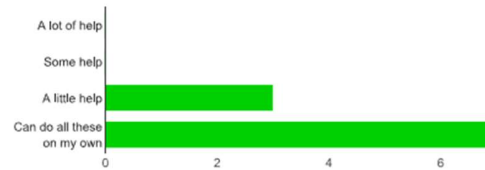
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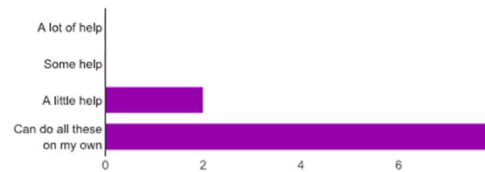
|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 3 | 30% |
| Can do all these on my own | 7 | 70% |

**Calculating area e.g. area of a room [How much help do you get from staff in]**



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 3 | 30% |
| Can do all these on my own | 7 | 70% |

**Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]**



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 2 | 20% |
| Can do all these on my own | 8 | 80% |

**Reading a bus timetable [How much help do you get from staff in]**

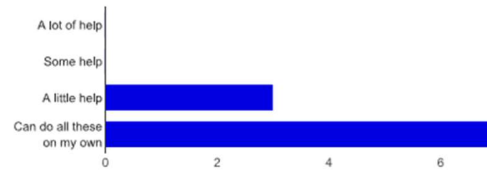
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23/50

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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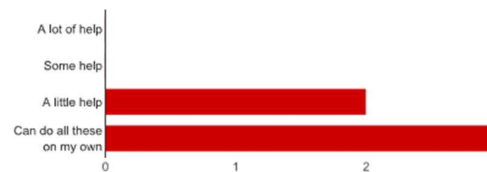


### Interpreting a graph [How much help do you get from staff in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 4 | 40% |
| Can do all these on my own | 6 | 60% |

### Prefer not to say [How much help do you get from staff in]



|                            |   |     |
|----------------------------|---|-----|
| A lot of help              | 0 | 0%  |
| Some help                  | 0 | 0%  |
| A little help              | 2 | 40% |
| Can do all these on my own | 3 | 60% |

### Did you ever sit for a mathematics/numeracy test or examination in prison?

|     |   |     |
|-----|---|-----|
| Yes | 3 | 30% |
| No  | 7 | 70% |

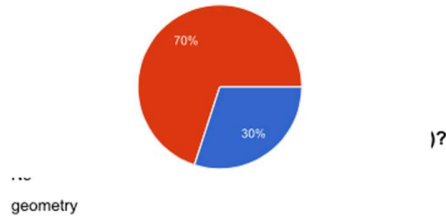
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24/50

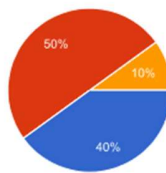
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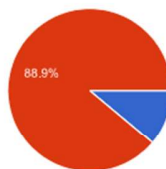


**If you have a job in prison, how often do you use mathematics in your work in prison?**



|                               |   |     |
|-------------------------------|---|-----|
| I do not have a job in prison | 4 | 40% |
| Every day                     | 5 | 50% |
| A few times a week            | 1 | 10% |
| Once a week                   | 0 | 0%  |
| Never                         | 0 | 0%  |

**Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**



|     |   |       |
|-----|---|-------|
| Yes | 1 | 11.1% |
| No  | 8 | 88.9% |

**Are you paid to attend mathematics/basic numeracy lessons in prisons?**

|     |   |       |
|-----|---|-------|
| Yes | 2 | 28.6% |
| No  | 5 | 71.4% |

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbK/viewanalytics>

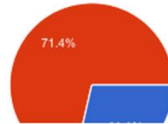
25/50



# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

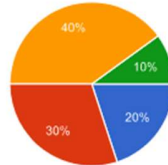
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

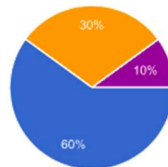


Mathematics well helps you in finding a

|            |   |     |
|------------|---|-----|
| A lot      | 2 | 20% |
| Some       | 3 | 30% |
| A little   | 4 | 40% |
| Not at all | 1 | 10% |

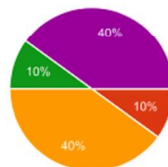


How would you describe the teaching of mathematics/basic numeracy in your prison?



|  |   |     |
|--|---|-----|
| I do not attend such lessons in prison | 6 | 60% |
| Outstanding                            | 0 | 0%  |
| Good                                   | 3 | 30% |
| Requires improvement                   | 0 | 0%  |
| Inadequate                             | 1 | 10% |

How important do you think prison officers think that learning mathematics/basic numeracy is in prison?



|                |   |     |
|----------------|---|-----|
| Very important | 0 | 0%  |
| Important      | 1 | 10% |
| Indifferent    | 4 | 40% |
| Not important  | 1 | 10% |
| Don't know     | 4 | 40% |

How much do officers and staff encourage you to study mathematics/basic numeracy in prison?

|       |   |     |
|-------|---|-----|
| A lot | 1 | 10% |
|-------|---|-----|

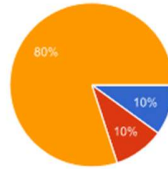
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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So and so 1 10%  
Nothing at all 8 80%  
Prefer not to say 0 0%

### Part D: Digital Literacy

Prior to incarceration did you have a



Laptop or desktop computer at home 7 77.8%  
Mobile phone 9 100%  
Other 1 11.1%

If you used a computer or a smartphone, did you use it to browse the internet?



Yes 9 100%  
No 0 0%

If YES, name the browser you used in order to connect to the internet

internet explorer  
google  
Safari

Did you ever use the computer or smartphone to buy things online?

Yes 5 55.6%  
No 4 44.4%

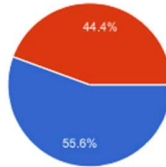
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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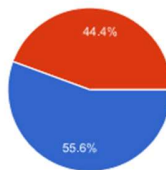
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google, firefox  
ebay

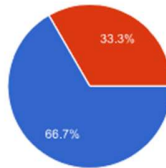
Did you ever read the newspapers online?

Yes 5 55.6%  
No 4 44.4%



Do you have an email address?

Yes 6 66.7%  
No 3 33.3%



giordi@gmail.comm [Which of the following is correct?]

No responses yet for this question.

giordi@gmail.com.com [Which of the following is correct?]

No responses yet for this question.

giordi@gmail.com [Which of the following is correct?]

Correct address



Correct address 9 100%

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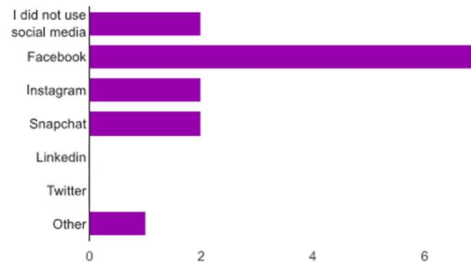
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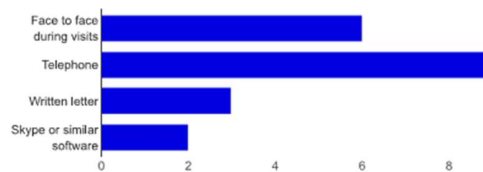
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**Which of the following social media sites did you use?**



|                            |   |       |
|----------------------------|---|-------|
| I did not use social media | 2 | 22.2% |
| Facebook                   | 7 | 77.8% |
| Instagram                  | 2 | 22.2% |
| Snapchat                   | 2 | 22.2% |
| Linkedin                   | 0 | 0%    |
| Twitter                    | 0 | 0%    |
| Other                      | 1 | 11.1% |

**Which of the following do you use in order to communicate with your family or friends? You may tick more than one option**



|                            |   |       |
|----------------------------|---|-------|
| Face to face during visits | 6 | 66.7% |
| Telephone                  | 9 | 100%  |
| Written letter             | 3 | 33.3% |
| Skype or similar software  | 2 | 22.2% |

**How would you rate your typing skills? [How would you rate your...]**

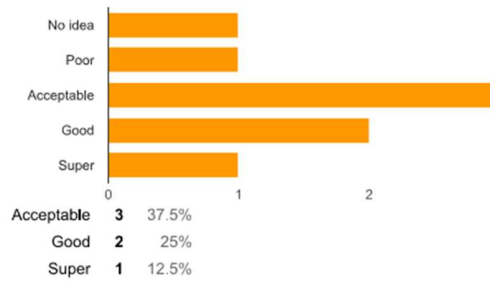
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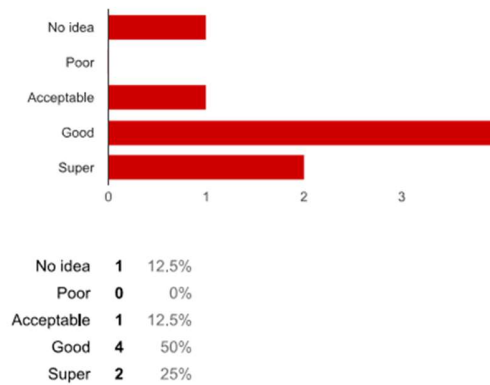
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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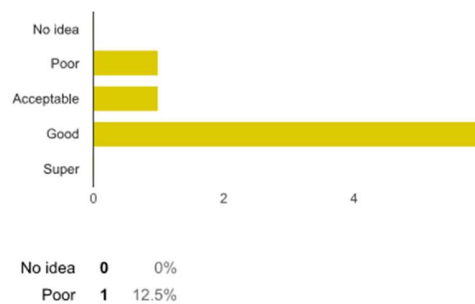
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How would you rate your web searching skills? [How would you rate your...]



How would you rate your ability to use a computer? [How would you rate your...]



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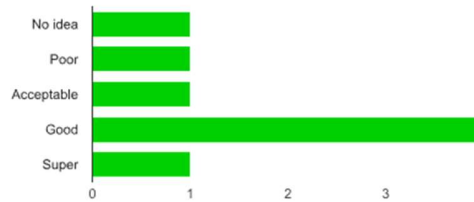
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|            |   |       |
|------------|---|-------|
| Acceptable | 1 | 12.5% |
| Good       | 6 | 75%   |
| Super      | 0 | 0%    |

**How would you rate your ability to use your smart phone? [How would you rate your...]**



|            |   |       |
|------------|---|-------|
| No idea    | 1 | 12.5% |
| Poor       | 1 | 12.5% |
| Acceptable | 1 | 12.5% |
| Good       | 4 | 50%   |
| Super      | 1 | 12.5% |

**How would you rate your ability to use the internet? [How would you rate your...]**



|            |   |       |
|------------|---|-------|
| No idea    | 0 | 0%    |
| Poor       | 0 | 0%    |
| Acceptable | 2 | 25%   |
| Good       | 3 | 37.5% |
| Super      | 3 | 37.5% |

**Transfer material from devices to the computer? [How would you rate your...]**

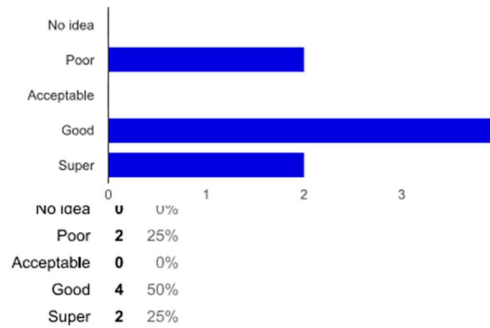
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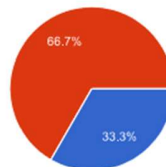
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**In the prison do you have access to a computer room?**



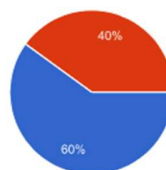
Yes **3** 33.3%  
No **6** 66.7%

**In the prison do you have access to controlled internet?**



Yes **0** 0%  
No **10** 100%

**Do you have computers in the prison library?**



Yes **6** 60%  
No **4** 40%

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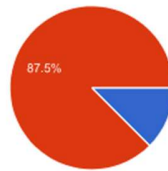
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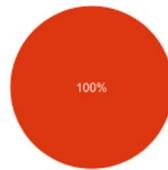
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**If YES, are they connected to the internet?**



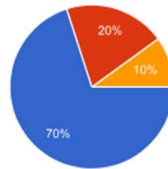
|     |   |       |
|-----|---|-------|
| Yes | 1 | 12.5% |
| No  | 7 | 87.5% |

**Can you have your own laptop in prison?**



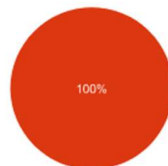
|     |   |      |
|-----|---|------|
| Yes | 0 | 0%   |
| No  | 9 | 100% |

**Can you have a play station in your cell in prison?**



|       |   |     |
|-------|---|-----|
| Yes   | 7 | 70% |
| No    | 2 | 20% |
| Maybe | 1 | 10% |

**Are prison guards allowed to use their mobile phones while on duty?**



|     |   |      |
|-----|---|------|
| Yes | 0 | 0%   |
| No  | 9 | 100% |

**Are teachers allowed to use their mobile phones while in class?**

|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 10 | 100% |

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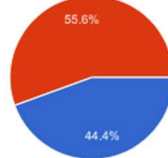
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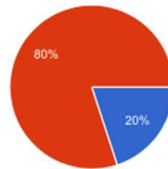
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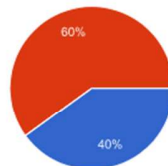
|     |   |       |
|-----|---|-------|
| Yes | 4 | 44.4% |
| No  | 5 | 55.6% |

If YES are they only theoretical or can you use a computer during these lessons?



|   |   |     |
|---|---|-----|
| Only theoretical                                      | 1 | 20% |
| Can use a computer that is not linked to the internet | 4 | 80% |
| Can use a computer that is linked to the internet     | 0 | 0%  |

Did you ever sit for an IT/computer examination in prison?



|     |   |     |
|-----|---|-----|
| Yes | 4 | 40% |
| No  | 6 | 60% |

If YES, which examination(s)?

excel  
autocad

If you have a job in prison, how often do you use a computer related to this job?

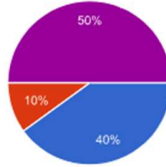
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

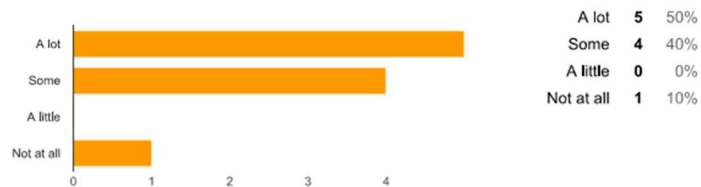
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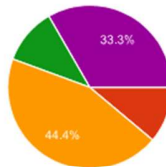


|                                   |   |     |
|-----------------------------------|---|-----|
| Currently I do not work in prison | 4 | 40% |
| Every day                         | 1 | 10% |
| A few times a week                | 0 | 0%  |
| Once a week                       | 0 | 0%  |
| Never                             | 5 | 50% |

**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



**How important do you think prison officers think that learning to use a computer is in prison?**



|                |   |       |
|----------------|---|-------|
| Very important | 0 | 0%    |
| Important      | 1 | 11.1% |
| Indifferent    | 4 | 44.4% |
| Not important  | 1 | 11.1% |
| Don't know     | 3 | 33.3% |

**How much do staff encourage you to study digital literacy in the prison**

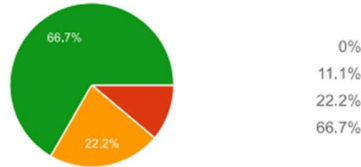
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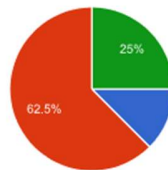
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**Do you consider the computer room/digital literacy area as being**



|   |   |       |
|---|---|-------|
| Adequately equipped with good machines and updated software | 1 | 12.5% |
| Equipped with dated computers and dated software            | 5 | 62.5% |
| Second hand IT equipment                                    | 0 | 0%    |
| We do not have a computer room/digital literacy area        | 2 | 25%   |

**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

organizing and encouraging that these are useful and mandatory for some jobs. Increase in employment possibilities.

limited internet usage which is mandatory in 21st century

### Part E: Critical and Creative thinking and Problem Solving skills

On the following scale, how much do you consider yourself to be creative?

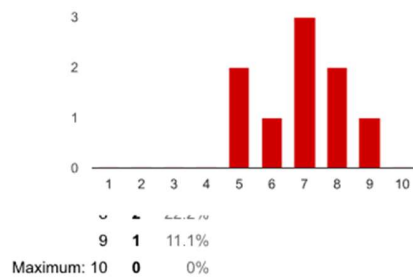
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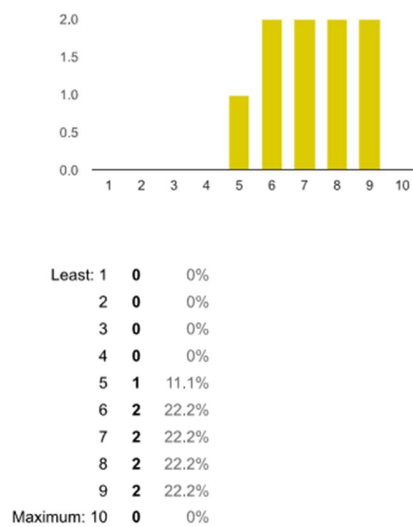
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On the following scale, how much do you consider yourself to be a critical thinker?



On the following scale, how much do you consider yourself to be a problem solver?

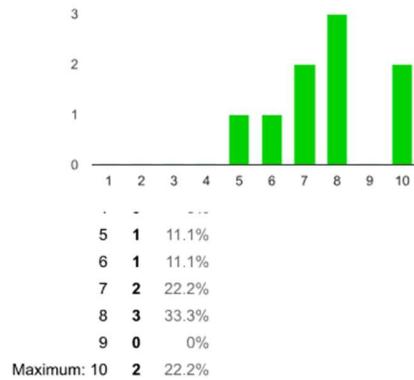
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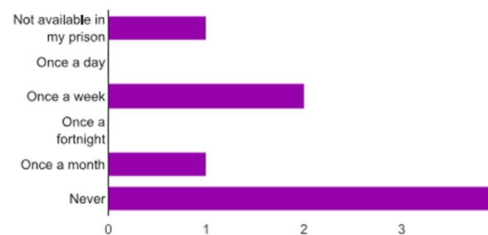
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### Art classes and related activities [In general how often do you participate in the following activities: ]



|                            |   |       |
|----------------------------|---|-------|
| Not available in my prison | 1 | 12.5% |
| Once a day                 | 0 | 0%    |
| Once a week                | 2 | 25%   |
| Once a fortnight           | 0 | 0%    |
| Once a month               | 1 | 12.5% |
| Never                      | 4 | 50%   |

### Drama classes and related activities [In general how often do you participate in the following activities: ]

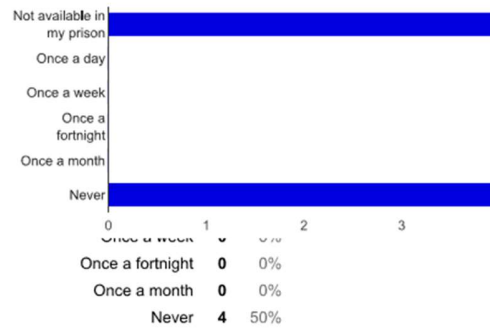
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### Music classes and related activities [In general how often do you participate in the following activities: ]



### Craft classes and related activities [In general how often do you participate in the following activities: ]

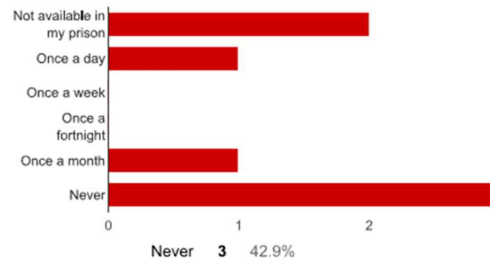
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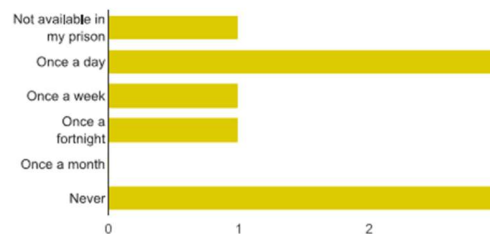
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**Sport classes and related activities [In general how often do you participate in the following activities: ]**



|                            |   |       |
|----------------------------|---|-------|
| Not available in my prison | 1 | 11.1% |
| Once a day                 | 3 | 33.3% |
| Once a week                | 1 | 11.1% |
| Once a fortnight           | 1 | 11.1% |
| Once a month               | 0 | 0%    |
| Never                      | 3 | 33.3% |

**Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**

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**Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Craft classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]**



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No such lessons in my prison 4 44.4%  
Yes 0 0%  
No 5 55.6%

### Music lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 4 44.4%  
Yes 0 0%  
No 5 55.6%

### Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 2 25%  
Yes 2 25%  
No 4 50%

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 3 37.5%  
Yes 0 0%  
No 5 62.5%

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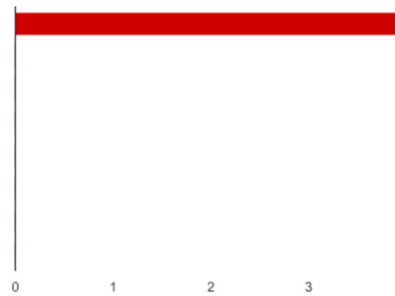
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### Sports activities [Do you attend for any of the following lessons in your prison?]



|                              |   |       |
|------------------------------|---|-------|
| No such lessons in my prison | 1 | 11.1% |
| Yes                          | 2 | 22.2% |
| No                           | 6 | 66.7% |

### Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]



|                                       |   |      |
|---------------------------------------|---|------|
| No such lessons in my prison          | 4 | 100% |
| To express myself                     | 0 | 0%   |
| To relieve my stress                  | 0 | 0%   |
| To be more creative                   | 0 | 0%   |
| To change the atmosphere              | 0 | 0%   |
| To be with others                     | 0 | 0%   |
| To sit for an examination in the area | 0 | 0%   |
| Other                                 | 0 | 0%   |

### Music lessons [Why do you attend for any of the following lessons in your prison?]

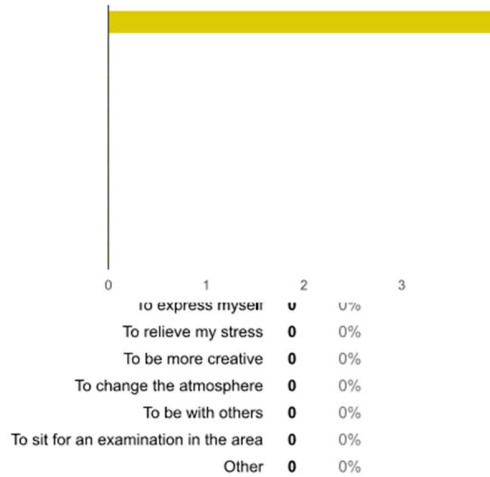
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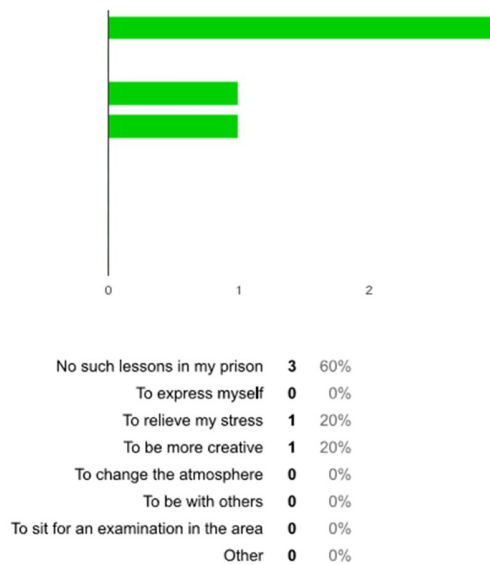
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]**



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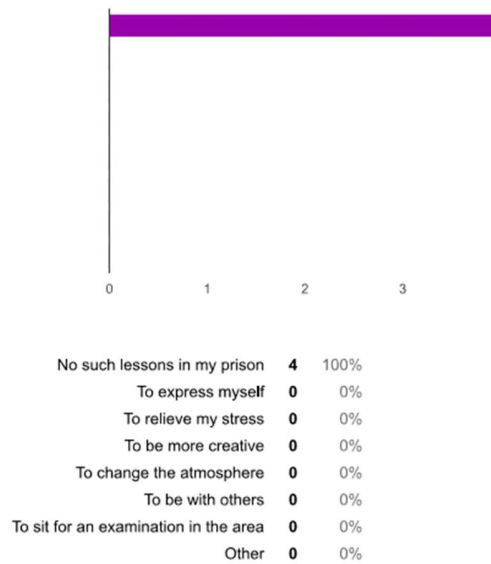
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

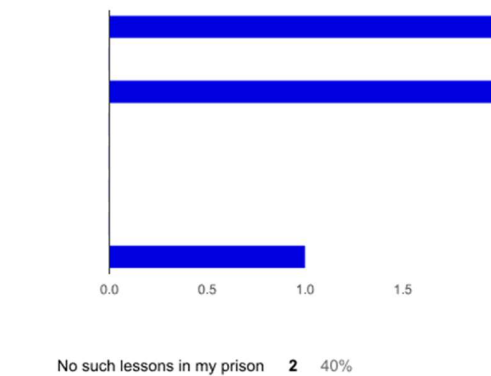
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**Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]**



**Sports activities [Why do you attend for any of the following lessons in your prison?]**



<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2nnFPd78r7ePMnMbk/viewanalytics>

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|                                       |   |     |
|---------------------------------------|---|-----|
| To express myself                     | 0 | 0%  |
| To relieve my stress                  | 2 | 40% |
| To be more creative                   | 0 | 0%  |
| To change the atmosphere              | 0 | 0%  |
| To be with others                     | 0 | 0%  |
| To sit for an examination in the area | 0 | 0%  |
| Other                                 | 1 | 20% |

**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 4 | 66.7% |
| So and so | 1 | 16.7% |
| Yes       | 1 | 16.7% |

**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**



**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**

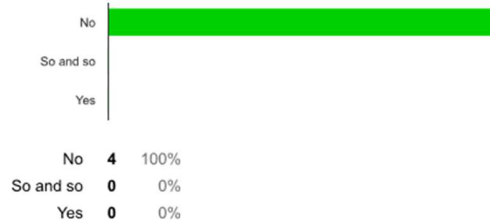
<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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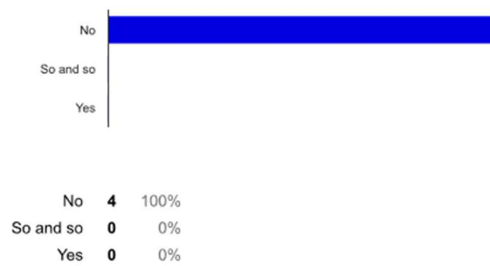
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



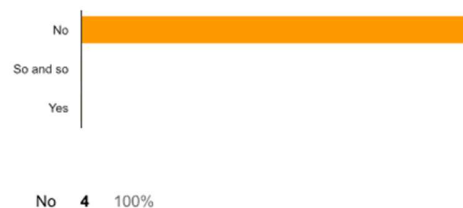
**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**



**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

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So and so 0 0%  
Yes 0 0%

**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



No 4 100%  
So and so 0 0%  
Yes 0 0%

**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**



No 4 100%  
So and so 0 0%  
Yes 0 0%

**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**



No 4 100%  
So and so 0 0%  
Yes 0 0%

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbK/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**



**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**



**Please explain your answer**

nothing is being organised or encouraged. There is not enough staff for activities.

**Give one suggestion on how best to promote critical and creative thinking in prison**

less stress for inmates and guards. Relaxation creates a peaceful enviroment.

**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

**Number of daily responses**

<https://docs.google.com/forms/d/1Wim2jrsHJ4cD0oJazqFn7eIXT2tnnFPd78r7ePMnMbk/viewanalytics>

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## Moldova

9/9/2018

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joseph.giordmaina@um.edu.mt

[Edit this form](#)

# 25 responses

[View all responses](#) [Publish analytics](#)

### Summary

[Image]

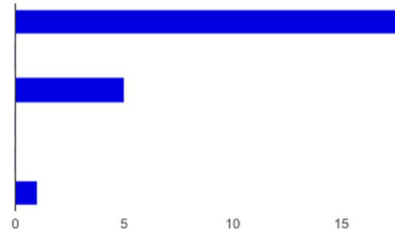
### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

#### PART A: General Information

##### Country

No responses yet for this question.

##### Type of Prison



|                                 |    |       |
|---------------------------------|----|-------|
| Closed prison                   | 18 | 75%   |
| Open prison                     | 0  | 0%    |
| Semi-open prison                | 5  | 20.8% |
| Sentenced inmates only          | 0  | 0%    |
| On remand inmates only          | 0  | 0%    |
| Sentenced and on remand inmates | 1  | 4.2%  |

##### Level of Security

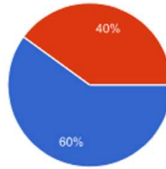
<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

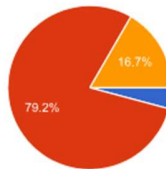
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|                          |    |     |
|--------------------------|----|-----|
| High security            | 12 | 60% |
| Medium Security          | 8  | 40% |
| Low security             | 0  | 0%  |
| Mixed levels of security | 0  | 0%  |

### Who provides education in this prison



|                      |    |       |
|----------------------|----|-------|
| Outside provider (s) | 1  | 4.2%  |
| In-house provision   | 19 | 79.2% |
| Mixed provision      | 4  | 16.7% |
| Other                | 0  | 0%    |

### Part 1: Inmate's background

#### Sex



|        |    |      |
|--------|----|------|
| Male   | 24 | 100% |
| Female | 0  | 0%   |
| Other  | 0  | 0%   |

#### Age

|        |   |    |
|--------|---|----|
| 14 -16 | 0 | 0% |
|--------|---|----|

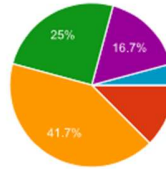
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|       |    |       |
|-------|----|-------|
| 17-21 | 3  | 12.5% |
| 22-30 | 10 | 41.7% |
| 31-40 | 6  | 25%   |
| 41-50 | 4  | 16.7% |
| 51-60 | 1  | 4.2%  |
| 61+   | 0  | 0%    |

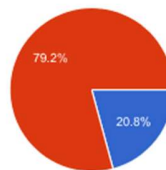
### Nationality

Moldavian  
Bulgarian  
Modavian  
Romanian  
Ukrainian

### Please write your mother tongue

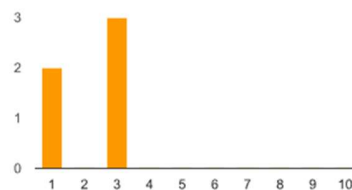
Moldavian  
Romanian  
Russian  
Bulgarian

### Have you been in prison before?



|     |    |       |
|-----|----|-------|
| YES | 5  | 20.8% |
| NO  | 19 | 79.2% |

### If YES, how many times?



|    |   |     |
|----|---|-----|
| 1  | 2 | 40% |
| 2  | 0 | 0%  |
| 3  | 3 | 60% |
| 4  | 0 | 0%  |
| 5  | 0 | 0%  |
| 6  | 0 | 0%  |
| 7  | 0 | 0%  |
| 8  | 0 | 0%  |
| 9  | 0 | 0%  |
| 10 | 0 | 0%  |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

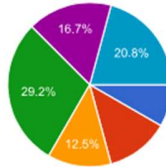
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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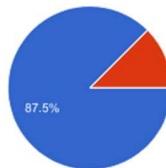
What is your estimated earliest date of release:



|                                    |   |       |
|------------------------------------|---|-------|
| Don't know                         | 2 | 8.3%  |
| In less than six months            | 3 | 12.5% |
| In between seven months and a year | 3 | 12.5% |
| In between 1 and 2 years           | 7 | 29.2% |
| In between 2 and 5 years           | 4 | 16.7% |
| In more than 5 years               | 5 | 20.8% |

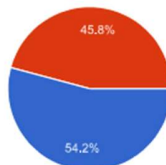
### Employment

Did you ever work prior to incarceration?



|     |    |       |
|-----|----|-------|
| YES | 21 | 87.5% |
| NO  | 3  | 12.5% |

In the six months prior to incarceration were you in employment?



|     |    |       |
|-----|----|-------|
| YES | 13 | 54.2% |
| NO  | 11 | 45.8% |

If YES - were you in full-time employment or part-time employment?

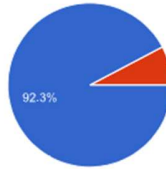
<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

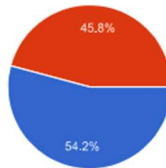


Full time employment 12 92.3%  
Part-time employment 1 7.7%

**If YES, please write your last job**

Construction  
landscaping  
construction  
gas service  
Driver  
courier  
Mechanic  
salubritate company  
Auto Service

**Are you presently working in prison?**



Yes 13 54,2%  
No 11 45,8%

**If YES, please list the job you are currently employed in**

maintenance  
librarian  
sentry  
prison library  
cleaning  
Pontator  
Construction

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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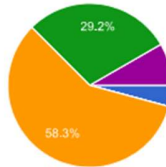
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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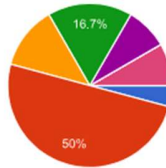
## Education History

Up to which level of schooling did you attend school?



|  |    |       |
|--|----|-------|
| Never attended or partially attended primary schooling | 1  | 4.2%  |
| Up to the age of 12 years                              | 0  | 0%    |
| Up to the age of 16 years                              | 14 | 58.3% |
| Up to the age of 21 years                              | 7  | 29.2% |
| University level                                       | 2  | 8.3%  |

Using the following table, which level of the European Qualification Framework (EQF) have you reached?



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 1  | 4.2%  |
| EQF Level 1 (Primary education)                                     | 12 | 50%   |
| EQF Level 2 (Basic Secondary Education)                             | 3  | 12.5% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 16.7% |
| EQF Level 4 (Upper Secondary level)                                 | 2  | 8.3%  |
| EQF Level 5 (Post Secondary level)                                  | 0  | 0%    |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 2  | 8.3%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0  | 0%    |
| EQF Level 8 (PhD Level)   | 0  | 0%    |

## European Qualifications Framework

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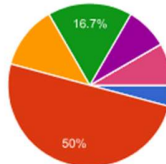
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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## PART B: Basic and general literacy

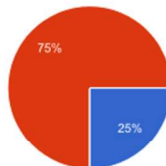
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 1  | 4.2%  |
| EQF Level 1 (Primary education)                                     | 12 | 50%   |
| EQF Level 2 (Basic Secondary Education)                             | 3  | 12.5% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 16.7% |
| EQF Level 4 (Upper Secondary level)                                 | 2  | 8.3%  |
| EQF Level 5 (Post Secondary level)                                  | 0  | 0%    |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 2  | 8.3%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0  | 0%    |
| EQF Level 8 (PhD Level)   | 0  | 0%    |

## European Education Framework

Do you attend language classes in prison?



|     |    |     |
|-----|----|-----|
| Yes | 6  | 25% |
| No  | 18 | 75% |

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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|            |   |       |
|------------|---|-------|
| Yes        | 5 | 83.3% |
| No         | 0 | 0%    |
| Don't know | 1 | 16.7% |

**Improve your writing skills? [If YES, do you feel that these classes (please tick)]**



|            |   |       |
|------------|---|-------|
| Yes        | 6 | 85.7% |
| No         | 0 | 0%    |
| Don't know | 1 | 14.3% |

**Improve your reading skills? [If YES, do you feel that these classes (please tick)]**



|            |   |       |
|------------|---|-------|
| Yes        | 6 | 85.7% |
| No         | 0 | 0%    |
| Don't know | 1 | 14.3% |

**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



|            |   |       |
|------------|---|-------|
| Yes        | 6 | 85.7% |
| No         | 0 | 0%    |
| Don't know | 1 | 14.3% |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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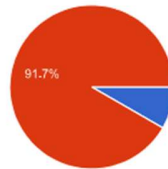


## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Did you ever experience problems in reading and/or writing?**

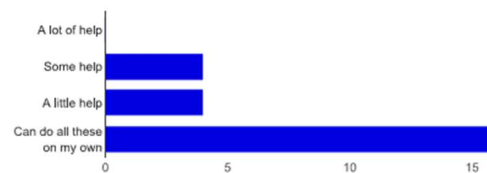


|     |    |       |
|-----|----|-------|
| YES | 2  | 8.3%  |
| NO  | 22 | 91.7% |

**If YES - can you please describe these problems?**

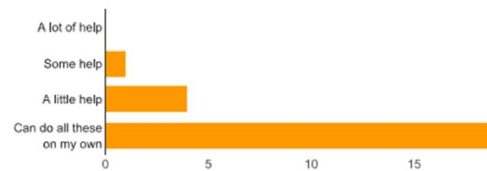
No responses yet for this question.

**Filling out forms in prisons [How much help do you get from friends in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 4  | 16.7% |
| A little help              | 4  | 16.7% |
| Can do all these on my own | 16 | 66.7% |

**Reading letters [How much help do you get from friends in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.2%  |
| A little help              | 4  | 16.7% |
| Can do all these on my own | 19 | 79.2% |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xIs/viewanalytics>

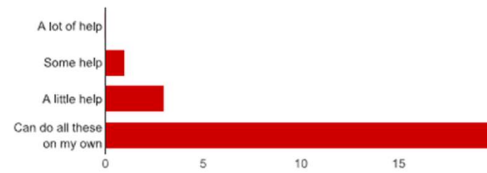
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Writing letters or notes [How much help do you get from friends in]



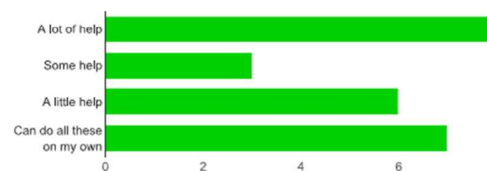
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.2%  |
| A little help              | 3  | 12.5% |
| Can do all these on my own | 20 | 83.3% |

### Understanding written information [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.2%  |
| Some help                  | 4  | 16.7% |
| A little help              | 3  | 12.5% |
| Can do all these on my own | 16 | 66.7% |

### Filling out forms in prisons [How much help do you get from staff in]



|               |   |       |
|---------------|---|-------|
| A lot of help | 8 | 33.3% |
| Some help     | 3 | 12.5% |
| A little help | 6 | 25%   |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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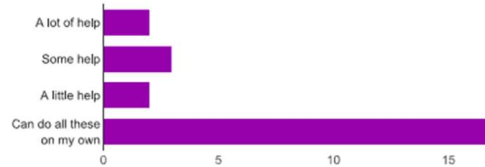
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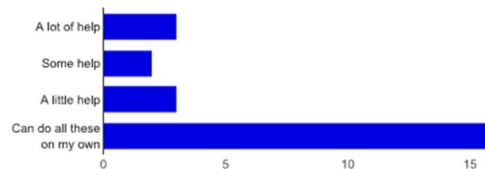
Can do all these on my own 7 29.2%

### Reading letters [How much help do you get from staff in]



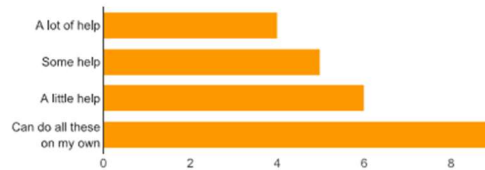
A lot of help 2 8.3%  
Some help 3 12.5%  
A little help 2 8.3%  
Can do all these on my own 17 70.8%

### Writing letters or notes [How much help do you get from staff in]



A lot of help 3 12.5%  
Some help 2 8.3%  
A little help 3 12.5%  
Can do all these on my own 16 66.7%

### Understanding written information [How much help do you get from staff in]



A lot of help 4 16.7%

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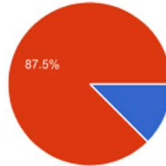
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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|                            |   |       |
|----------------------------|---|-------|
| Some help                  | 5 | 20.8% |
| A little help              | 6 | 25%   |
| Can do all these on my own | 9 | 37.5% |

**Did you ever sit for a language test/examination in prison?**

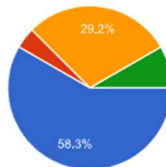


|     |    |       |
|-----|----|-------|
| Yes | 3  | 12.5% |
| No  | 21 | 87.5% |

**If YES - which examination(s)?**

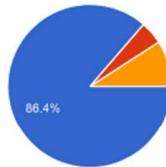
Semester exam

**How often do you make use of the library?**



|                  |    |       |
|------------------|----|-------|
| Once a week      | 14 | 58.3% |
| Once a fortnight | 1  | 4.2%  |
| Once a month     | 7  | 29.2% |
| Never            | 2  | 8.3%  |

**How long does it take you to get a book from the library?**



|                      |    |       |
|----------------------|----|-------|
| Same day             | 19 | 86.4% |
| Less than three days | 1  | 4.5%  |
| One week             | 2  | 9.1%  |
| More than one week   | 0  | 0%    |

**Mention the title of a book you borrowed from the library in this last month**

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xIs/viewanalytics>

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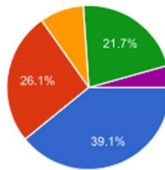
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Daria dontana Detective  
Gazette  
E. Muldasov  
The Bible  
White Fang  
The heart of the little frog  
Otilia,s enigma  
Odyssey  
frogs heart  
Madonna and her life  
Nefertiti  
Mazilioc  
Courtesans/Dora Levi Mossanen  
Seneca  
Stars in the sky  
Robert Kiosake

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |   |       |
|-----------------------------------|---|-------|
| Currently I do NOT work in prison | 9 | 39.1% |
| Every day                         | 6 | 26.1% |
| A few times a week                | 2 | 8.7%  |
| Once a week                       | 5 | 21.7% |
| Never                             | 1 | 4.3%  |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**

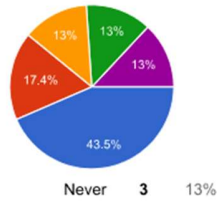
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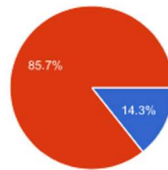
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Do you ever have to chose between a language lesson and work in prison?

Yes 3 14.3%  
No 18 85.7%



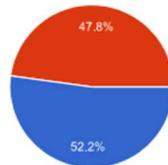
Are you paid for attending lessons in prisons?

Yes 0 0%  
No 24 100%



Are you paid for work in prison?

Yes 12 52.2%  
No 11 47.8%



How much do you think the ability to read helps you in finding a job inside/outside prison?

A lot 19 79.2%  
Some 2 8.3%  
A little 3 12.5%

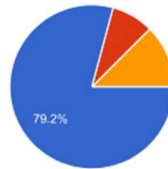
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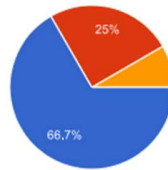
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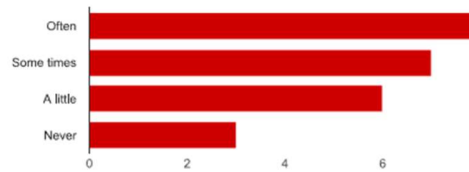
Not at all 0 0%



; you in finding a job inside/outside

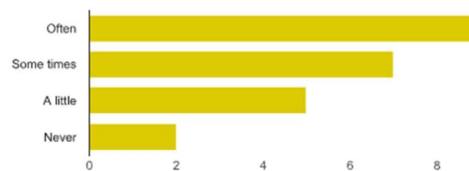
A lot 16 66.7%  
Some 6 25%  
A little 2 8.3%  
Not at all 0 0%

## Read newspapers [In prison do you]



Often 8 33.3%  
Some times 7 29.2%  
A little 6 25%  
Never 3 12.5%

## Read magazines [In prison do you]



Often 9 39.1%  
Some times 7 30.4%  
A little 5 21.7%

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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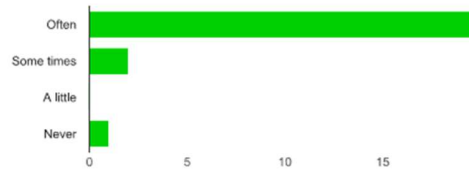
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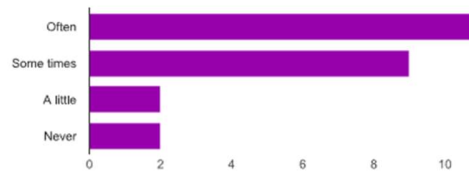
Never 2 8.7%

### Listen to the radio or television [In prison do you]



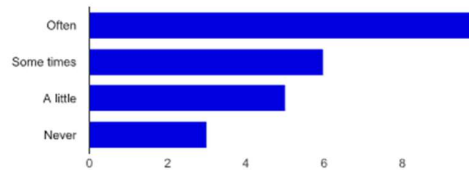
Often 20 87%  
Some times 2 8.7%  
A little 0 0%  
Never 1 4.3%

### Read books [In prison do you]



Often 11 45.8%  
Some times 9 37.5%  
A little 2 8.3%  
Never 2 8.3%

### Read letters [In prison do you]



Often 10 41.7%

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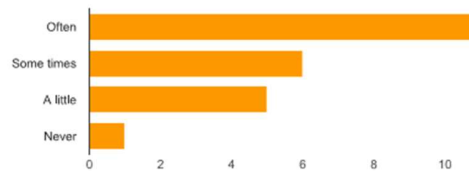
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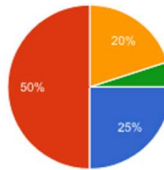
|            |   |       |
|------------|---|-------|
| Some times | 6 | 25%   |
| A little   | 5 | 20.8% |
| Never      | 3 | 12.5% |

### Write letters [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 11 | 47.8% |
| Some times | 6  | 26.1% |
| A little   | 5  | 21.7% |
| Never      | 1  | 4.3%  |

### How would you describe the teaching of language literacy in your prison



|                      |    |     |
|----------------------|----|-----|
| Outstanding          | 5  | 25% |
| Good                 | 10 | 50% |
| Requires improvement | 4  | 20% |
| inadequate           | 1  | 5%  |

### How important do you think prison officers think that learning a language is in prison

|                 |    |       |
|-----------------|----|-------|
| Very impoprtant | 9  | 37.5% |
| Important       | 13 | 54.2% |
| Indifferent     | 1  | 4.2%  |
| Not important   | 0  | 0%    |
| Don't know      | 1  | 4.2%  |

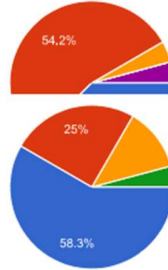
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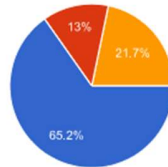
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acy (reading and writing or a

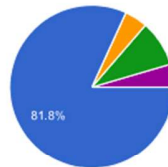
|                   |    |       |
|-------------------|----|-------|
| A lot             | 14 | 58.3% |
| So and so         | 6  | 25%   |
| Nothing at all    | 3  | 12.5% |
| Prefer not to say | 1  | 4.2%  |

Do you consider the language learning area



|  |    |       |
|--|----|-------|
| Adequate and well resourced              | 15 | 65.2% |
| Inadequate but well resourced            | 3  | 13%   |
| Inadequate and not well resourced at all | 5  | 21.7% |

How many inmates are you for a basic literacy lesson in a class?



|  |    |       |
|--|----|-------|
| I do not attend basic literacy classes | 18 | 81.8% |
| 1 to 3 inmates                         | 0  | 0%    |
| 1 to 6 inmates                         | 1  | 4.5%  |
| 1 to 10 inmates                        | 2  | 9.1%  |
| More than 10 inmates in a class?       | 1  | 4.5%  |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Mention one positive thing about the teaching of basic literacy or your language in your prison

a good communication between inmates helps to conflict prevention  
more professionalism  
relations with the community  
Development of the abilities  
Knowing new things  
improving speech  
Participants will speak better  
To understand each other

### Mention one negative thing about the teaching of basic literacy or your language in your prison

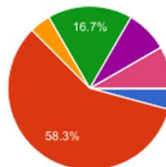
lack of educational materials and supplies

### Give one suggestion to improve the teaching of basic literacy/language teaching in your prison

New books to the library  
the modernization of literacy programs and the implementation of digital literacy  
lack of materials  
involvement of specialists from educational system

## Part C: Basic Numeracy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 1  | 4.2%  |
| EQF Level 1 (Primary education)                                     | 14 | 58.3% |
| EQF Level 2 (Basic Secondary Education)                             | 1  | 4.2%  |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 16.7% |
| EQF Level 4 (Upper Secondary level)                                 | 2  | 8.3%  |

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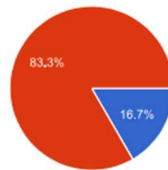
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|   |   |      |
|---|---|------|
| EQF Level 5 (Post Secondary level)                  | 0 | 0%   |
| EQF Level 6 (First Degree level e.g. B.A. English)  | 2 | 8.3% |
| EQF Level 7 (Masters Degree Level (e.g. MA English) | 0 | 0%   |
| EQF Level 8 (PhD Level)                             | 0 | 0%   |

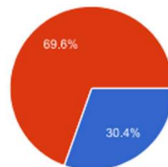
### European Qualifications Framework

Do you attend numeracy or mathematics classes in prison?



|     |    |       |
|-----|----|-------|
| Yes | 4  | 16.7% |
| No  | 20 | 83.3% |

At school, did you ever experience problems in numeracy and mathematics?



|     |    |       |
|-----|----|-------|
| Yes | 7  | 30.4% |
| No  | 16 | 69.6% |

If YES - can you please describe these problems?

fractions, radicals, geometry  
 multiply, fractions, geometry  
 geometry  
 Radicals, geometry  
 PROBLEM SOLVING AND EQUATIONS  
 Because of the teacher

Doing some measurment [How much help do you get from friends in]

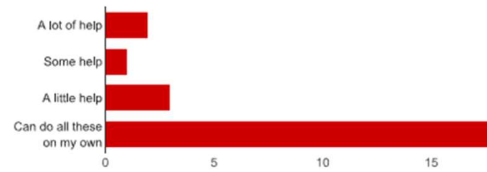
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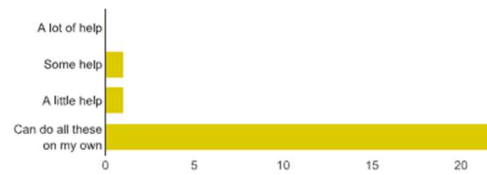
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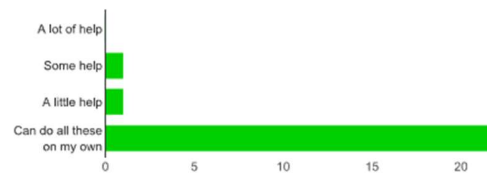


### Calculating money [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.2%  |
| A little help              | 1  | 4.2%  |
| Can do all these on my own | 22 | 91.7% |

### Activities that involve counting [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.2%  |
| A little help              | 1  | 4.2%  |
| Can do all these on my own | 22 | 91.7% |

### Adding and subtracting whole numbers [How much help do you get from staff in]

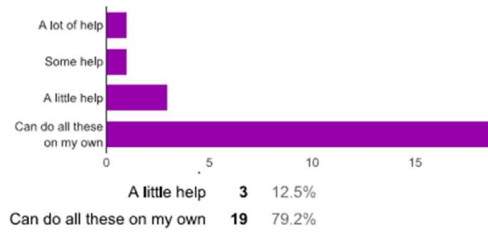
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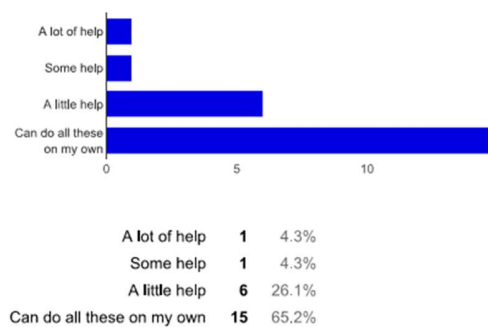
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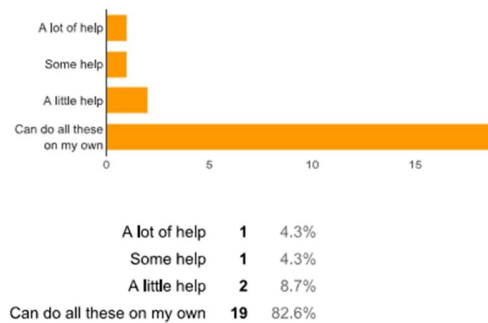
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### Calculating money e.g. VAT [How much help do you get from staff in]



### Reading a thermometer [How much help do you get from staff in]



### Comparing prices [How much help do you get from staff in]

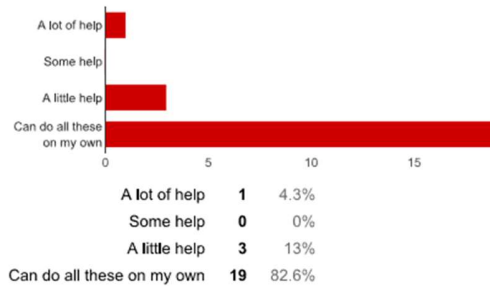
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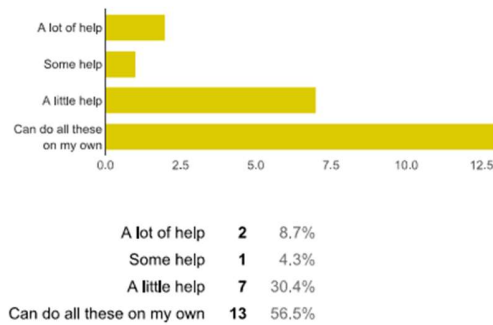
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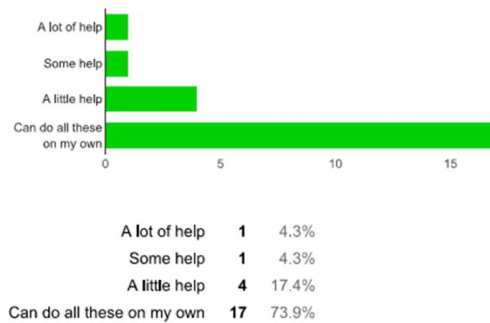
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**Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]**



**Calculating area e.g. area of a room [How much help do you get from staff in]**



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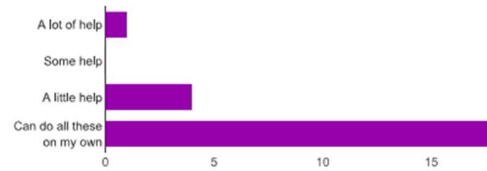
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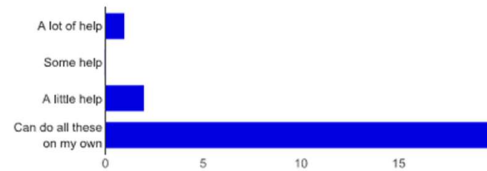
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### Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.3%  |
| Some help                  | 0  | 0%    |
| A little help              | 4  | 17.4% |
| Can do all these on my own | 18 | 78.3% |

### Reading a bus timetable [How much help do you get from staff in]



|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 1  | 4.3% |
| Some help                  | 0  | 0%   |
| A little help              | 2  | 8.7% |
| Can do all these on my own | 20 | 87%  |

### Interpreting a graph [How much help do you get from staff in]



|               |   |      |
|---------------|---|------|
| A lot of help | 1 | 4.2% |
| Some help     | 0 | 0%   |

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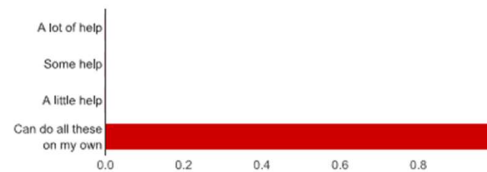
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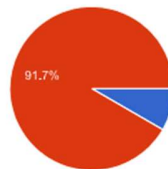
|                            |    |       |
|----------------------------|----|-------|
| A little help              | 7  | 29.2% |
| Can do all these on my own | 16 | 66.7% |

**Prefer not to say [How much help do you get from staff in]**



|                            |   |      |
|----------------------------|---|------|
| A lot of help              | 0 | 0%   |
| Some help                  | 0 | 0%   |
| A little help              | 0 | 0%   |
| Can do all these on my own | 1 | 100% |

**Did you ever sit for a mathematics/numeracy test or examination in prison?**

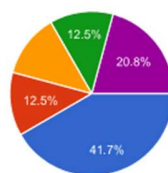


|     |    |       |
|-----|----|-------|
| Yes | 2  | 8.3%  |
| No  | 22 | 91.7% |

**If YES - can you please name the examination(s)?**

semester exam  
Semester exam

**If you have a job in prison, how often do you use mathematics in your work in prison?**



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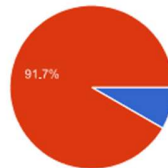
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|                               |    |       |
|-------------------------------|----|-------|
| I do not have a job in prison | 10 | 41.7% |
| Every day                     | 3  | 12.5% |
| A few times a week            | 3  | 12.5% |
| Once a week                   | 3  | 12.5% |
| Never                         | 5  | 20.8% |

**Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**



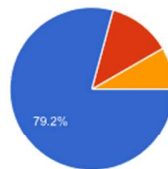
|     |    |       |
|-----|----|-------|
| Yes | 2  | 8.3%  |
| No  | 22 | 91.7% |

**Are you paid to attend mathematics/basic numeracy lessons in prisons?**



|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 23 | 100% |

**How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?**



|            |    |       |
|------------|----|-------|
| A lot      | 19 | 79.2% |
| Some       | 3  | 12.5% |
| A little   | 2  | 8.3%  |
| Not at all | 0  | 0%    |

**How would you describe the teaching of mathematics/basic numeracy in your prison?**

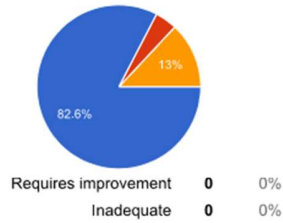
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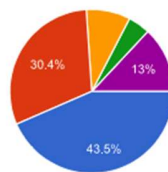
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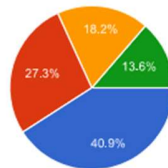


**How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**



|                |    |       |
|----------------|----|-------|
| Very important | 10 | 43.5% |
| Important      | 7  | 30.4% |
| Indifferent    | 2  | 8.7%  |
| Not important  | 1  | 4.3%  |
| Don't know     | 3  | 13%   |

**How much do officers and staff encourage you to study mathematics/basic numeracy in prison?**



|                   |   |       |
|-------------------|---|-------|
| A lot             | 9 | 40.9% |
| So and so         | 6 | 27.3% |
| Nothing at all    | 4 | 18.2% |
| Prefer not to say | 3 | 13.6% |

### Part D: Digital Literacy

**Prior to incarceration did you have a**



Laptop or desktop computer at home 15 62.5%

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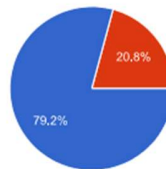
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|              |    |       |
|--------------|----|-------|
| Mobile phone | 23 | 95.8% |
| Other        | 0  | 0%    |

**If you used a computer or a smartphone, did you use it to browse the internet?**

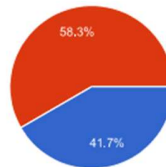


|     |    |       |
|-----|----|-------|
| Yes | 19 | 79.2% |
| No  | 5  | 20.8% |

**If YES, name the browser you used in order to connect to the internet**

Google  
Google chrome  
Moltelecom  
Mini Opera  
Gugal  
Opera, Google chrom, Fire Fox  
Opera  
mozilla, firefox, google  
internet explorer  
google chrome  
StarNet  
Mini Opera, Ghoogle chrome

**Did you ever use the computer or smartphone to buy things online?**



|     |    |       |
|-----|----|-------|
| Yes | 10 | 41.7% |
| No  | 14 | 58.3% |

**Which search engines did you normally use?**

Google  
google  
Google chrome

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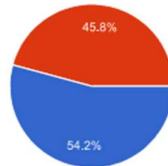
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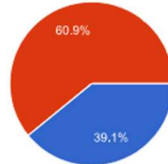
Gugal  
bing  
Google, Wikepedia  
Index, Google

**Did you ever read the newspapers online?**



Yes **13** 54.2%  
No **11** 45.8%

**Do you have an email address?**



Yes **9** 39.1%  
No **14** 60.9%

**giordi@gmail.comm [Which of the following is correct?]**

No responses yet for this question.

**giordi@gmail.com.com [Which of the following is correct?]**

No responses yet for this question.

**giordi@gmail.com [Which of the following is correct?]**

Correct address



Correct address **23** 100%

**Which of the following social media sites did you use?**

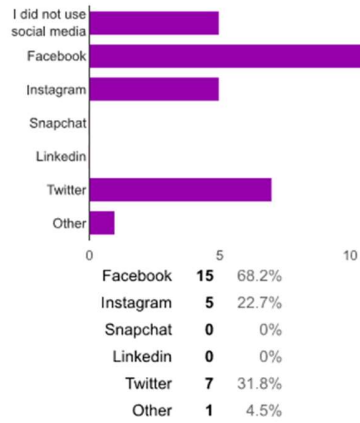
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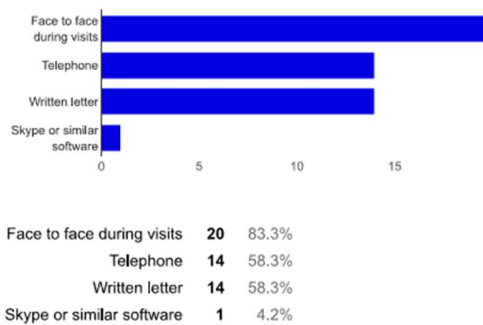
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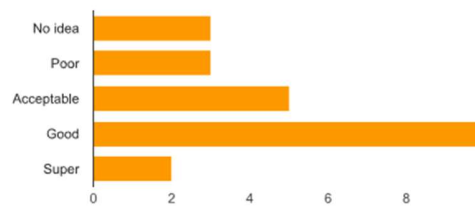
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**Which of the following do you use in order to communicate with your family or friends? You may tick more than one option**



**How would you rate your typing skills? [How would you rate your...]**



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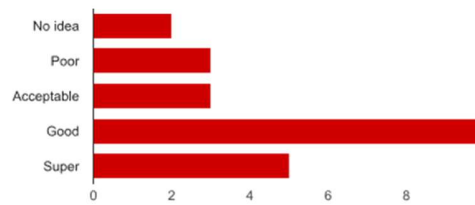
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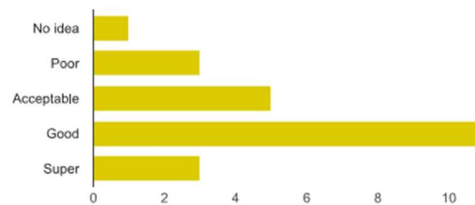
|            |    |       |
|------------|----|-------|
| No idea    | 3  | 13%   |
| Poor       | 3  | 13%   |
| Acceptable | 5  | 21.7% |
| Good       | 10 | 43.5% |
| Super      | 2  | 8.7%  |

How would you rate your web searching skills? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 2  | 8.7%  |
| Poor       | 3  | 13%   |
| Acceptable | 3  | 13%   |
| Good       | 10 | 43.5% |
| Super      | 5  | 21.7% |

How would you rate your ability to use a computer? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 1  | 4.3%  |
| Poor       | 3  | 13%   |
| Acceptable | 5  | 21.7% |
| Good       | 11 | 47.8% |
| Super      | 3  | 13%   |

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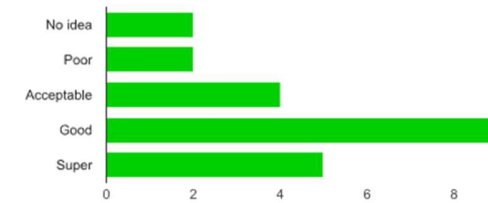
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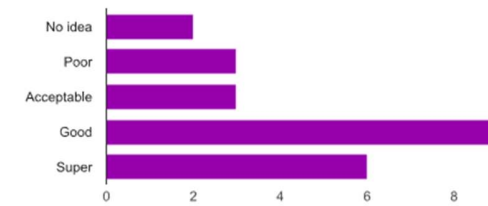
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**How would you rate your ability to use your smart phone? [How would you rate your...]**



|            |   |       |
|------------|---|-------|
| No idea    | 2 | 9.1%  |
| Poor       | 2 | 9.1%  |
| Acceptable | 4 | 18.2% |
| Good       | 9 | 40.9% |
| Super      | 5 | 22.7% |

**How would you rate your ability to use the internet? [How would you rate your...]**



|            |   |       |
|------------|---|-------|
| No idea    | 2 | 8.7%  |
| Poor       | 3 | 13%   |
| Acceptable | 3 | 13%   |
| Good       | 9 | 39.1% |
| Super      | 6 | 26.1% |

**Transfer material from devices to the computer? [How would you rate your...]**

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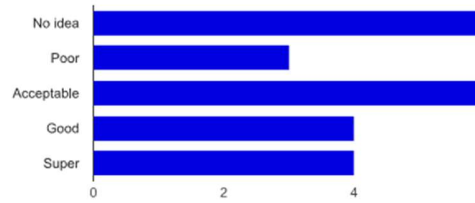
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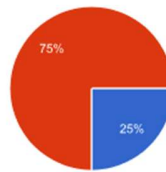
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In the prison do you have access to a computer room?



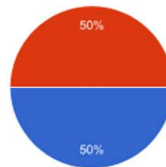
Yes 6 25%  
No 18 75%

In the prison do you have access to controlled internet?



Yes 0 0%  
No 24 100%

Do you have computers in the prison library?



Yes 12 50%  
No 12 50%

If YES, are they connected to the internet?

Yes 0 0%  
No 17 100%

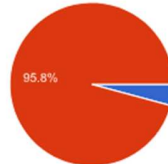
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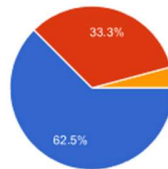
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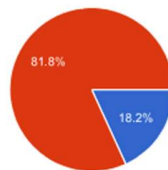
|     |    |       |
|-----|----|-------|
| Yes | 1  | 4.2%  |
| No  | 23 | 95.8% |

**Can you have a play station in your cell in prison?**



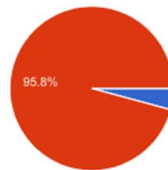
|       |    |       |
|-------|----|-------|
| Yes   | 15 | 62.5% |
| No    | 8  | 33.3% |
| Maybe | 1  | 4.2%  |

**Are prison guards allowed to use their mobile phones while on duty?**



|     |    |       |
|-----|----|-------|
| Yes | 4  | 18.2% |
| No  | 18 | 81.8% |

**Are teachers allowed to use their mobile phones while in class?**



|     |    |       |
|-----|----|-------|
| YES | 1  | 4.2%  |
| No  | 23 | 95.8% |

**Are digital literacy classes organised in prison?**

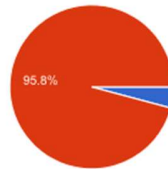
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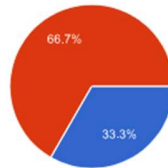
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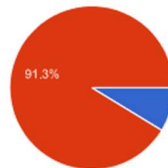
|     |    |       |
|-----|----|-------|
| Yes | 1  | 4.2%  |
| No  | 23 | 95.8% |

If YES are they only theoretical or can you use a computer during these lessons?



| Response  | Count | Percentage |
|---|-------|------------|
| Only theoretical                                      | 1     | 33.3%      |
| Can use a computer that is not linked to the internet | 2     | 66.7%      |
| Can use a computer that is linked to the internet     | 0     | 0%         |

Did you ever sit for an IT/computer examination in prison?



|     |    |       |
|-----|----|-------|
| Yes | 2  | 8.7%  |
| No  | 21 | 91.3% |

If YES, which examination(s)?

TIC  
IT test

If you have a job in prison, how often do you use a computer related to this job?

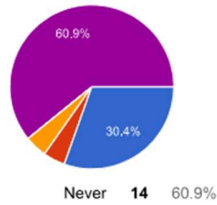
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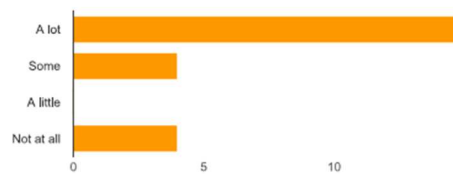
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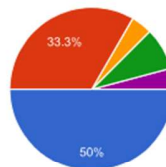


**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



|            |    |       |
|------------|----|-------|
| A lot      | 15 | 65.2% |
| Some       | 4  | 17.4% |
| A little   | 0  | 0%    |
| Not at all | 4  | 17.4% |

**How important do you think prison officers think that learning to use a computer is in prison?**



|                |    |       |
|----------------|----|-------|
| Very important | 12 | 50%   |
| Important      | 8  | 33.3% |
| Indifferent    | 1  | 4.2%  |
| Not important  | 2  | 8.3%  |
| Don't know     | 1  | 4.2%  |

**How much do staff encourage you to study digital literacy in the prison**

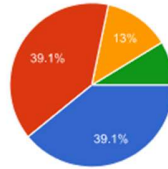
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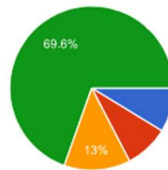
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39.1%  
39.1%  
13%  
8.7%

**Do you consider the computer room/digital literacy area as being**



|   |    |       |
|---|----|-------|
| Adequately equipped with good machines and updated software | 2  | 8.7%  |
| Equipped with dated computers and dated software            | 2  | 8.7%  |
| Second hand IT equipment                                    | 3  | 13%   |
| We do not have a computer room/digital literacy area        | 16 | 69.6% |

**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

Computer room  
activity development  
We need a trainer  
internet connection  
New PC and internet connection  
Internet connection needed  
needed this type of activities  
computer equipment

### Part E: Critical and Creative thinking and Problem Solving skills

**On the following scale, how much do you consider yourself to be creative?**

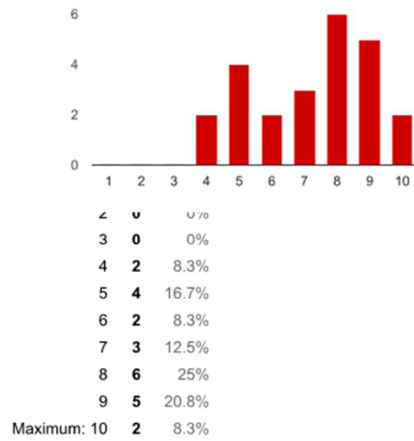
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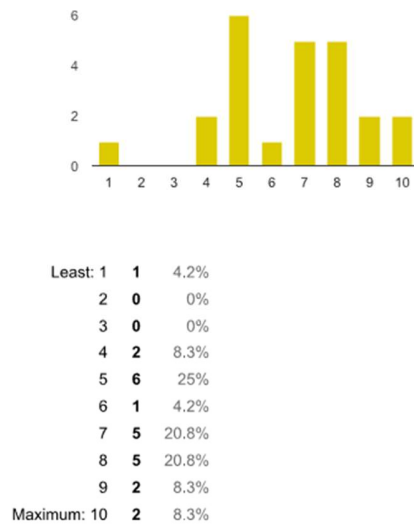
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On the following scale, how much do you consider yourself to be a critical thinker?



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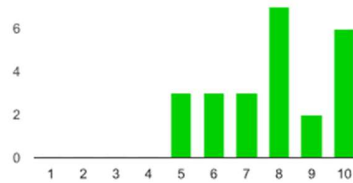
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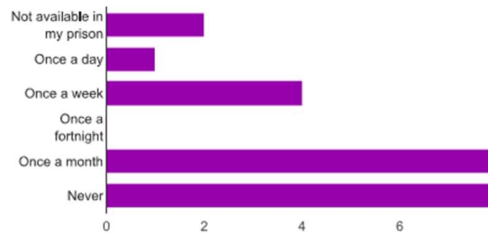
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**On the following scale, how much do you consider yourself to be a problem solver?**



|             |   |       |
|-------------|---|-------|
| Least: 1    | 0 | 0%    |
| 2           | 0 | 0%    |
| 3           | 0 | 0%    |
| 4           | 0 | 0%    |
| 5           | 3 | 12.5% |
| 6           | 3 | 12.5% |
| 7           | 3 | 12.5% |
| 8           | 7 | 29.2% |
| 9           | 2 | 8.3%  |
| Maximum: 10 | 6 | 25%   |

**Art classes and related activities [In general how often do you participate in the following activities: ]**



|                            |   |       |
|----------------------------|---|-------|
| Not available in my prison | 2 | 8.7%  |
| Once a day                 | 1 | 4.3%  |
| Once a week                | 4 | 17.4% |
| Once a fortnight           | 0 | 0%    |
| Once a month               | 8 | 34.8% |
| Never                      | 8 | 34.8% |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

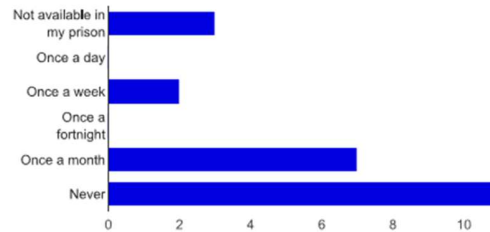
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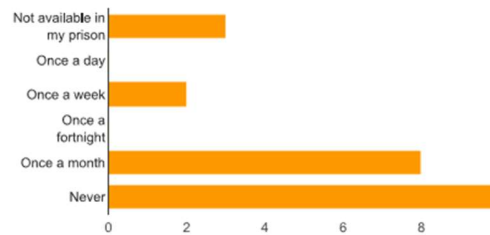
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### Drama classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 3  | 13%   |
| Once a day                 | 0  | 0%    |
| Once a week                | 2  | 8.7%  |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 7  | 30.4% |
| Never                      | 11 | 47.8% |

### Music classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 3  | 13%   |
| Once a day                 | 0  | 0%    |
| Once a week                | 2  | 8.7%  |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 8  | 34.8% |
| Never                      | 10 | 43.5% |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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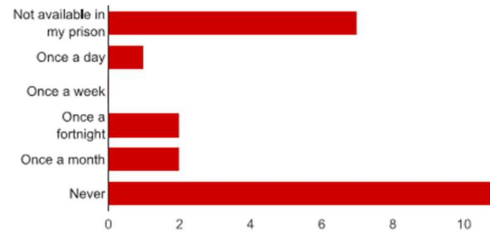


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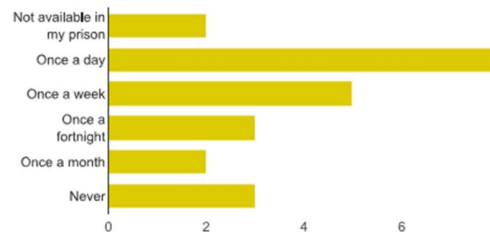
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### Craft classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 7  | 30.4% |
| Once a day                 | 1  | 4.3%  |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 2  | 8.7%  |
| Once a month               | 2  | 8.7%  |
| Never                      | 11 | 47.8% |

### Sport classes and related activities [In general how often do you participate in the following activities: ]



|                            |   |       |
|----------------------------|---|-------|
| Not available in my prison | 2 | 8.7%  |
| Once a day                 | 8 | 34.8% |
| Once a week                | 5 | 21.7% |
| Once a fortnight           | 3 | 13%   |
| Once a month               | 2 | 8.7%  |
| Never                      | 3 | 13%   |

### Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xIs/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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|            |    |       |
|------------|----|-------|
| Not at all | 4  | 16.7% |
| Slightly   | 9  | 37.5% |
| A lot      | 11 | 45.8% |

**Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 3  | 13%   |
| Slightly   | 12 | 52.2% |
| A lot      | 8  | 34.8% |

**Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 4  | 17.4% |
| Slightly   | 10 | 43.5% |
| A lot      | 9  | 39.1% |

**Craft classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**

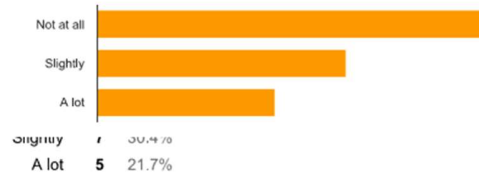
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 3  | 13%   |
| Slightly   | 5  | 21.7% |
| A lot      | 15 | 65.2% |

**Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]**



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 3  | 13.6% |
| Yes                          | 8  | 36.4% |
| No                           | 11 | 50%   |

**Music lessons [Do you attend for any of the following lessons in your prison?]**



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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 7  | 31.8% |
| Yes                          | 4  | 18.2% |
| No                           | 11 | 50%   |

### Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 6  | 28.6% |
| Yes                          | 3  | 14.3% |
| No                           | 12 | 57.1% |

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 6  | 27.3% |
| Yes                          | 4  | 18.2% |
| No                           | 12 | 54.5% |

### Sports activities [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 0  | 0%    |
| Yes                          | 19 | 90.5% |
| No                           | 2  | 9.5%  |

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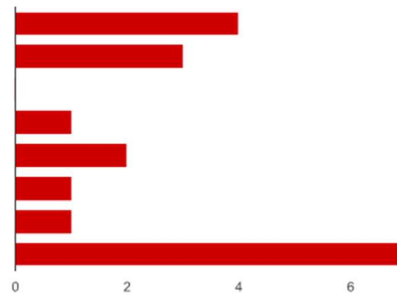
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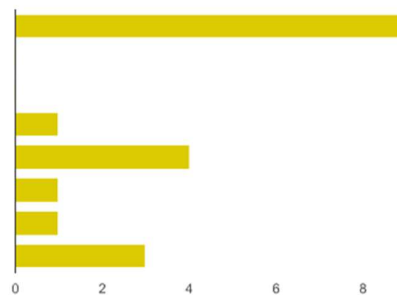
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**Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]**



|                                       |   |       |
|---------------------------------------|---|-------|
| No such lessons in my prison          | 4 | 21.1% |
| To express myself                     | 3 | 15.8% |
| To relieve my stress                  | 0 | 0%    |
| To be more creative                   | 1 | 5.3%  |
| To change the atmosphere              | 2 | 10.5% |
| To be with others                     | 1 | 5.3%  |
| To sit for an examination in the area | 1 | 5.3%  |
| Other                                 | 7 | 36.8% |

**Music lessons [Why do you attend for any of the following lessons in your prison?]**



|                              |   |       |
|------------------------------|---|-------|
| No such lessons in my prison | 9 | 47.4% |
|------------------------------|---|-------|

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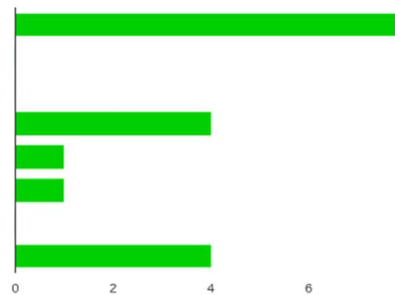
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|                                       |   |       |
|---------------------------------------|---|-------|
| To express myself                     | 0 | 0%    |
| To relieve my stress                  | 0 | 0%    |
| To be more creative                   | 1 | 5.3%  |
| To change the atmosphere              | 4 | 21.1% |
| To be with others                     | 1 | 5.3%  |
| To sit for an examination in the area | 1 | 5.3%  |
| Other                                 | 3 | 15.8% |

**Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]**



|                                       |   |       |
|---------------------------------------|---|-------|
| No such lessons in my prison          | 8 | 44.4% |
| To express myself                     | 0 | 0%    |
| To relieve my stress                  | 0 | 0%    |
| To be more creative                   | 4 | 22.2% |
| To change the atmosphere              | 1 | 5.6%  |
| To be with others                     | 1 | 5.6%  |
| To sit for an examination in the area | 0 | 0%    |
| Other                                 | 4 | 22.2% |

**Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]**

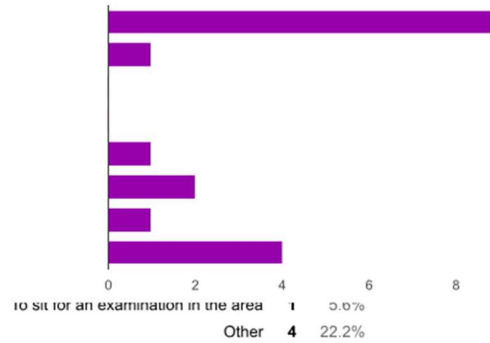
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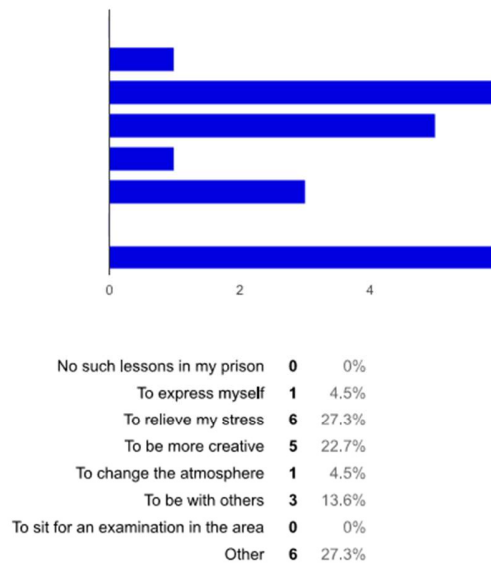
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**Sports activities [Why do you attend for any of the following lessons in your prison?]**



**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**

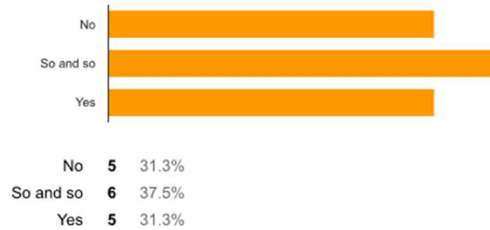
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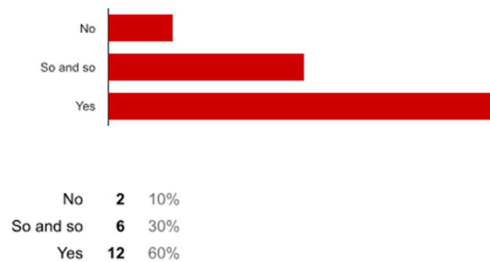
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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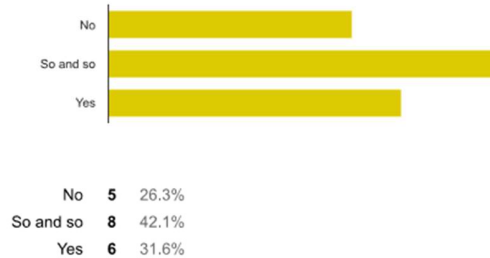
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**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**



**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**

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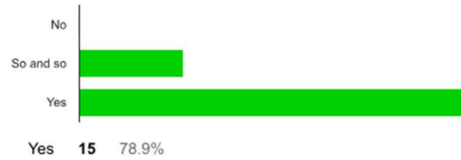
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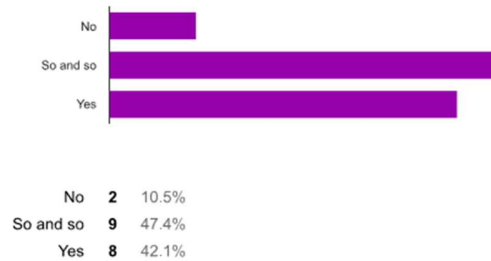
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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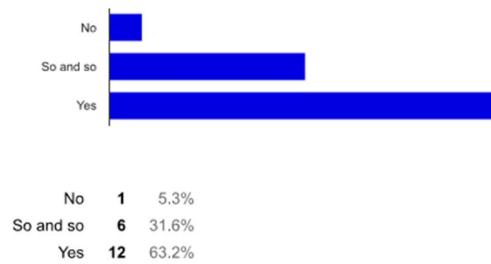
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**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**



**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



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|           |    |       |
|-----------|----|-------|
| No        | 0  | 0%    |
| So and so | 5  | 26.3% |
| Yes       | 14 | 73.7% |

**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 0  | 0%    |
| So and so | 1  | 5.3%  |
| Yes       | 18 | 94.7% |

**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 1 | 5.6%  |
| So and so | 9 | 50%   |
| Yes       | 8 | 44.4% |

**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 0 | 0%    |
| So and so | 7 | 36.8% |

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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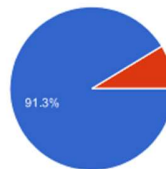
Yes 12 63.2%

**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**



No 3 15%  
So and so 3 15%  
Yes 14 70%

**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**



Yes 21 91.3%  
No 2 8.7%

**Please explain your answer**

No responses yet for this question.

**Give one suggestion on how best to promote critical and creative thinking in prison**

More activities and more specialists working with us.  
diversifying and increasing the number of educational activities, arranging spaces, equipping with equipment

**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

<https://docs.google.com/forms/d/1Szm4ohQ2m2A10LGbu3piqefYxHiH0padNwZi4jf-xls/viewanalytics>

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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

## Malta

9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

joseph.giordmaina@um.edu.mt

Edit this form

## 25 responses

[View all responses](#) [Publish analytics](#)

### Summary

[Image]

### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

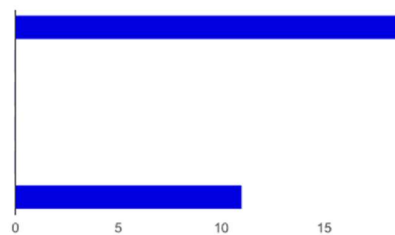
#### PART A: General Information

##### Country



|                |    |      |
|----------------|----|------|
| Belgium        | 0  | 0%   |
| Malta          | 25 | 100% |
| Romania        | 0  | 0%   |
| Slovenia       | 0  | 0%   |
| United Kingdom | 0  | 0%   |

##### Type of Prison



|               |    |     |
|---------------|----|-----|
| Closed prison | 19 | 76% |
| Open prison   | 0  | 0%  |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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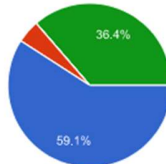
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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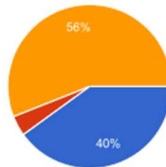
|                                 |    |     |
|---------------------------------|----|-----|
| Semi-open prison                | 0  | 0%  |
| Sentenced inmates only          | 0  | 0%  |
| On remand inmates only          | 0  | 0%  |
| Sentenced and on remand inmates | 11 | 44% |

### Level of Security



|                          |    |       |
|--------------------------|----|-------|
| High security            | 13 | 59.1% |
| Medium Security          | 1  | 4.5%  |
| Low security             | 0  | 0%    |
| Mixed levels of security | 8  | 36.4% |

### Who provides education in this prison



|                      |    |     |
|----------------------|----|-----|
| Outside provider (s) | 10 | 40% |
| In-house provision   | 1  | 4%  |
| Mixed provision      | 14 | 56% |
| Other                | 0  | 0%  |

### Part 1: Inmate's background

#### Sex

|        |    |     |
|--------|----|-----|
| Male   | 24 | 96% |
| Female | 1  | 4%  |
| Other  | 0  | 0%  |

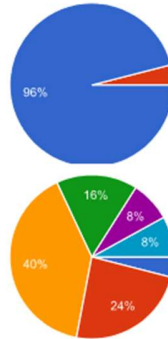
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



|        |    |     |
|--------|----|-----|
| 14 -16 | 1  | 4%  |
| 17-21  | 6  | 24% |
| 22-30  | 10 | 40% |
| 31-40  | 4  | 16% |
| 41-50  | 2  | 8%  |
| 51-60  | 2  | 8%  |
| 61+    | 0  | 0%  |

## Nationality

Maltese  
Romanian  
Polish  
Estonia  
Gambia  
ghana  
Italian  
Cote d'Ivoire

## Please write your mother tongue

Maltese  
English  
Polish  
Maltese/English  
Maltese, English  
Estonian  
Madinka  
Romania  
Italian  
Romanian  
French

## Have you been in prison before?

YES 8 32%

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

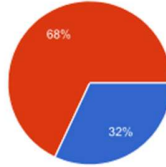
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

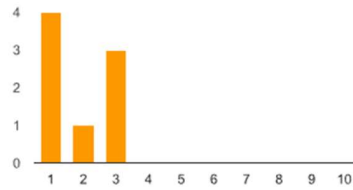
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NO 17 68%

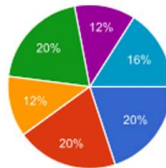


If YES, how many times?



|    |   |       |
|----|---|-------|
| 1  | 4 | 50%   |
| 2  | 1 | 12.5% |
| 3  | 3 | 37.5% |
| 4  | 0 | 0%    |
| 5  | 0 | 0%    |
| 6  | 0 | 0%    |
| 7  | 0 | 0%    |
| 8  | 0 | 0%    |
| 9  | 0 | 0%    |
| 10 | 0 | 0%    |

What is your estimated earliest date of release:



|                                    |   |     |
|------------------------------------|---|-----|
| Don't know                         | 5 | 20% |
| In less than six months            | 5 | 20% |
| In between seven months and a year | 3 | 12% |
| In between 1 and 2 years           | 5 | 20% |
| In between 2 and 5 years           | 3 | 12% |
| In more than 5 years               | 4 | 16% |

## Employment

Did you ever work prior to incarceration?

YES 23 92%  
NO 2 8%

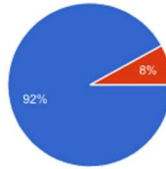
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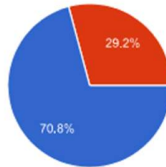
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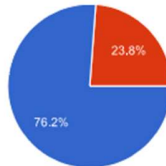


u in employment?

|     |    |       |
|-----|----|-------|
| YES | 17 | 70.8% |
| NO  | 7  | 29.2% |



If YES - were you in full -time employment or part-time employment?



|                      |    |       |
|----------------------|----|-------|
| Full time employment | 16 | 76.2% |
| Part-time employment | 5  | 23.8% |

If YES, please write your last job

Truck driver  
Yard Coordinator Ship Building  
Dawl u ilma  
Farm in Thailand  
Real Estate  
assitant barman  
At a restaurant  
Delivery man  
Salesperson ma Mizzi  
Gas station in Italy and at a restaurant in summer  
Administrator  
electrician

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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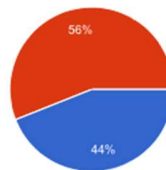
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Labourer  
Accountant  
Dishwasher  
truck rdriver  
Mason  
Driver  
Chef  
Taxi driver  
anything

**Are you presently working in prison?**



Yes 11 44%  
No 14 56%

**If YES, please list the job you are currently employed in**

kitchen  
bakery  
Library  
Purtallier  
Gym  
Cleaner  
Clean - Duties  
Supervision of other inmates in their tasks  
Maintenance

### Education History

**Up to which level of schooling did you attend school?**

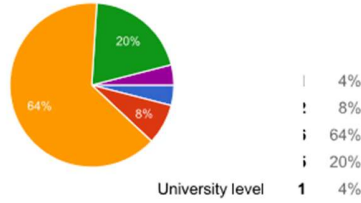
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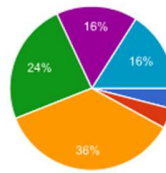
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Using the following table, which level of the European Qualification Framework (EQF) have you reached?



|   |   |     |
|---|---|-----|
| Never attended or did not complete primary schooling                | 1 | 4%  |
| EQF Level 1 (Primary education)                                     | 1 | 4%  |
| EQF Level 2 (Basic Secondary Education)                             | 9 | 36% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 6 | 24% |
| EQF Level 4 (Upper Secondary level)                                 | 4 | 16% |
| EQF Level 5 (Post Secondary level)                                  | 4 | 16% |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0 | 0%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0 | 0%  |
| EQF Level 8 (PhD Level)   | 0 | 0%  |

### European Qualifications Framework

#### PART B: Basic and general literacy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.

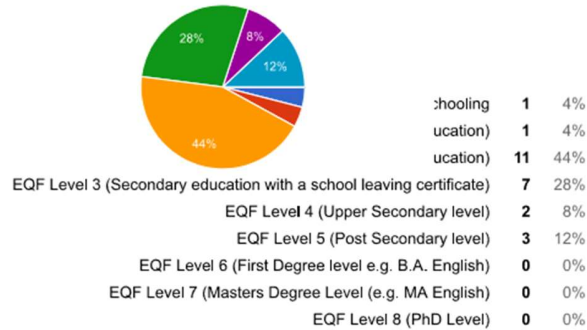
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

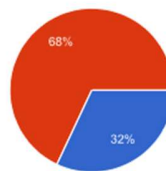
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



### European Education Framework

Do you attend language classes in prison?



|     |    |     |
|-----|----|-----|
| Yes | 8  | 32% |
| No  | 17 | 68% |

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



|            |   |      |
|------------|---|------|
| Yes        | 8 | 100% |
| No         | 0 | 0%   |
| Don't know | 0 | 0%   |

Improve your writing skills? [If YES, do you feel that these classes (please tick)]

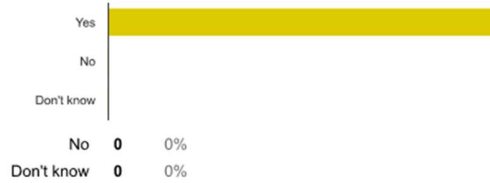
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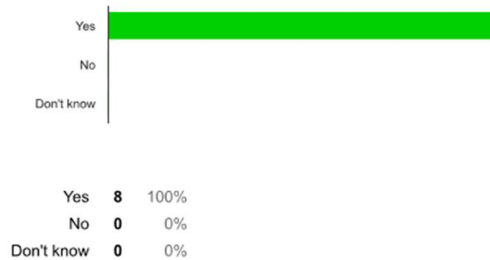
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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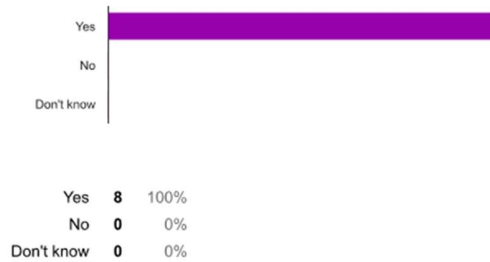
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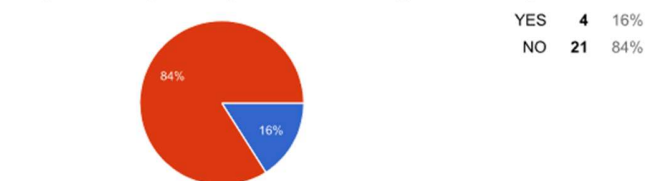
**Improve your reading skills? [If YES, do you feel that these classes (please tick)]**



**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



**Did you ever experience problems in reading and/or writing?**



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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### If YES - can you please describe these problems?

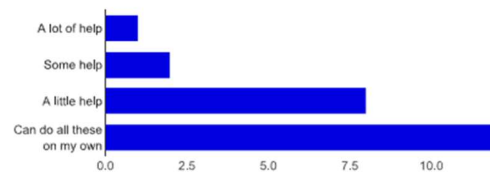
I am half blind

Bil-Malti

Ikun hem xi kelma ma nkunx naf xi tfisse ezatt u ma nkunx nista nfittixha

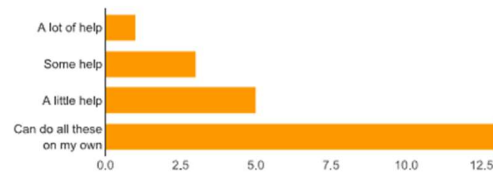
slow reader

### Filling out forms in prisons [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.3%  |
| Some help                  | 2  | 8.7%  |
| A little help              | 8  | 34.8% |
| Can do all these on my own | 12 | 52.2% |

### Reading letters [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.5%  |
| Some help                  | 3  | 13.6% |
| A little help              | 5  | 22.7% |
| Can do all these on my own | 13 | 59.1% |

### Writing letters or notes [How much help do you get from friends in]

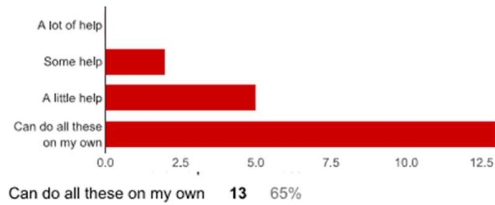
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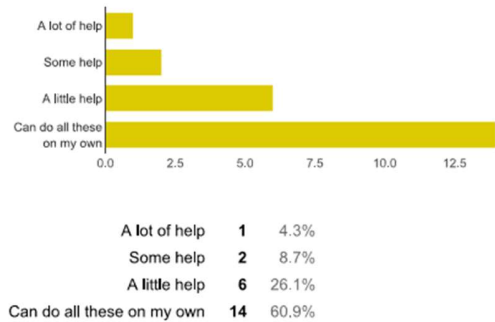
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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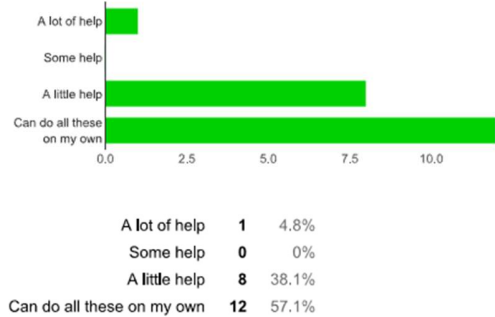
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### Understanding written information [How much help do you get from friends in]



### Filling out forms in prisons [How much help do you get from staff in]



### Reading letters [How much help do you get from staff in]

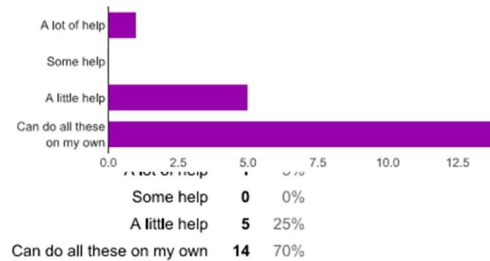
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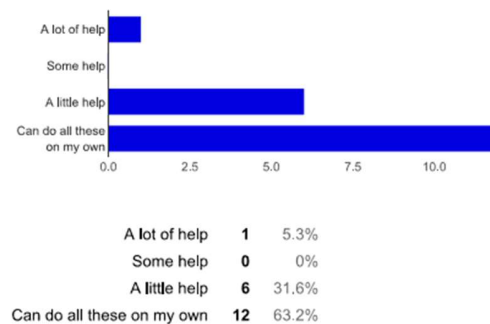
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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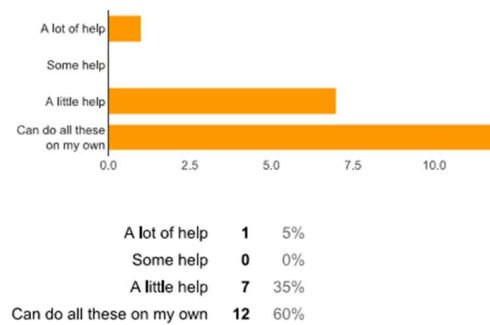
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### Writing letters or notes [How much help do you get from staff in]



### Understanding written information [How much help do you get from staff in]



### Did you ever sit for a language test/examination in prison?

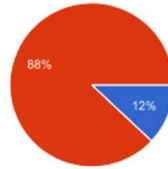
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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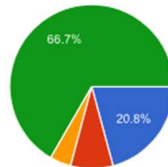


|     |    |     |
|-----|----|-----|
| Yes | 3  | 12% |
| No  | 22 | 88% |

### If YES - which examination(s)?

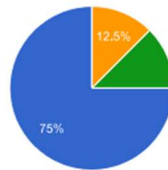
Russian O'Level, English  
English O'Level  
French

### How often do you make use of the library?



|                  |    |       |
|------------------|----|-------|
| Once a week      | 5  | 20.8% |
| Once a fortnight | 2  | 8.3%  |
| Once a month     | 1  | 4.2%  |
| Never            | 16 | 66.7% |

### How long does it take you to get a book from the library?



|                      |   |       |
|----------------------|---|-------|
| Same day             | 6 | 75%   |
| Less than three days | 0 | 0%    |
| One week             | 1 | 12.5% |
| More than one week   | 1 | 12.5% |

### Mention the title of a book you borrowed from the library in this last month

Delitti Maltin 1  
I read a fitness book  
It-Tfajja tat-Tempju

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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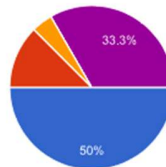
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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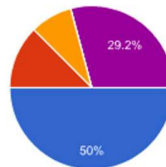
Sfidi ta Trevor Zahra  
Plurel ta Trevor Zahra  
Nelson Mandera  
In Their Wisdom -CP Snow  
cant remember

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do NOT work in prison | 12 | 50%   |
| Every day                         | 3  | 12.5% |
| A few times a week                | 1  | 4.2%  |
| Once a week                       | 0  | 0%    |
| Never                             | 8  | 33.3% |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do not work in prison | 12 | 50%   |
| Every day                         | 3  | 12.5% |
| A few times a week                | 2  | 8.3%  |
| Once a week                       | 0  | 0%    |
| Never                             | 7  | 29.2% |

**Do you ever have to chose between a language lesson and work in prison?**

Yes 0 0%

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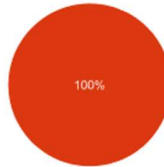
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

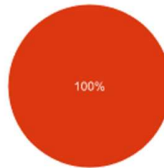
No 24 100%



Are you paid for attending lessons in prisons?

Yes 0 0%

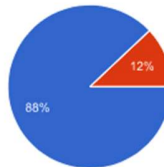
No 25 100%



Are you paid for work in prison?

Yes 22 88%

No 3 12%



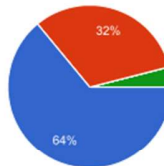
How much do you think the ability to read helps you in finding a job inside/outside prison?

A lot 16 64%

Some 8 32%

A little 0 0%

Not at all 1 4%



How much do you think the ability to write helps you in finding a job inside/outside prison?

A lot 16 69.6%

Some 5 21.7%

A little 0 0%

Not at all 2 8.7%

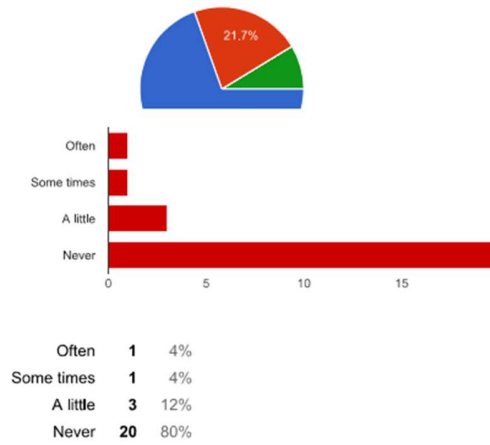
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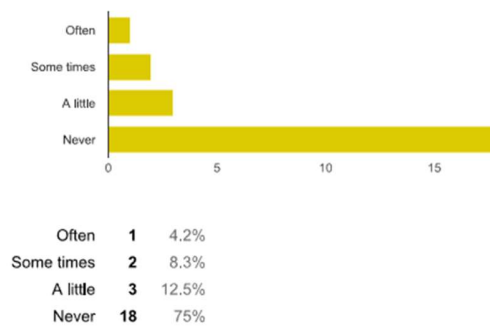
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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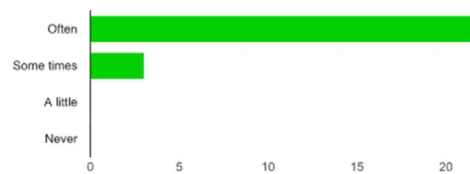
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



### Read magazines [In prison do you]



### Listen to the radio or television [In prison do you]



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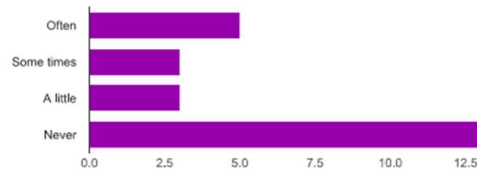
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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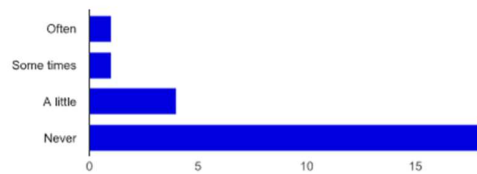
|            |    |     |
|------------|----|-----|
| Often      | 22 | 88% |
| Some times | 3  | 12% |
| A little   | 0  | 0%  |
| Never      | 0  | 0%  |

### Read books [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 5  | 20.8% |
| Some times | 3  | 12.5% |
| A little   | 3  | 12.5% |
| Never      | 13 | 54.2% |

### Read letters [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 1  | 4.2%  |
| Some times | 1  | 4.2%  |
| A little   | 4  | 16.7% |
| Never      | 18 | 75%   |

### Write letters [In prison do you]

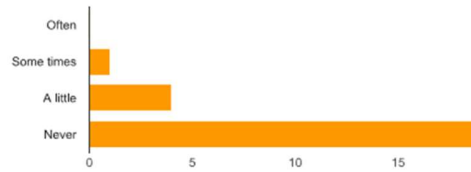
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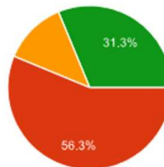
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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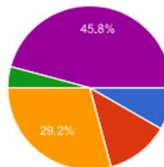


**How would you describe the teaching of language literacy in your prison**



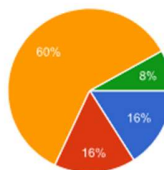
|                     |   |       |
|---------------------|---|-------|
| Outstanding         | 0 | 0%    |
| Good                | 9 | 56.3% |
| Requires improvment | 2 | 12.5% |
| inadequate          | 5 | 31.3% |

**How important do you think prison officers think that learning a language is in prison**



|                 |    |       |
|-----------------|----|-------|
| Very impoprtant | 2  | 8.3%  |
| Important       | 3  | 12.5% |
| Indifferent     | 7  | 29.2% |
| Not important   | 1  | 4.2%  |
| Don't know      | 11 | 45.8% |

**How much do staff encourage you to study literacy (reading and writing or a language) in the prison**



|                   |    |     |
|-------------------|----|-----|
| A lot             | 4  | 16% |
| So and so         | 4  | 16% |
| Nothing at all    | 15 | 60% |
| Prefer not to say | 2  | 8%  |

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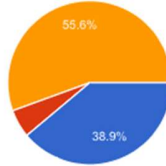
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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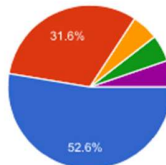
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

## Do you consider the language learning area



|  |    |       |
|--|----|-------|
| Adequate and well resourced              | 7  | 38.9% |
| Inadequate but well resourced            | 1  | 5.6%  |
| Inadequate and not well resourced at all | 10 | 55.6% |

## How many inmates are you for a basic literacy lesson in a class?



|  |    |       |
|--|----|-------|
| I do not attend basic literacy classes | 10 | 52.6% |
| 1 to 3 inmates                         | 6  | 31.6% |
| 1 to 6 inmates                         | 1  | 5.3%  |
| 1 to 10 inmates                        | 1  | 5.3%  |
| More than 10 inmates in a class?       | 1  | 5.3%  |

## Mention one positive thing about the teaching of basic literacy or your language in your prison

good teacher  
Issibha ghal meta tohrog hux... jtik ic cans li tiffoka fuqha  
Le ta  
Teziziti?!  
Good question!  
/  
Li titghallem hux  
It helps you to reflect your mind and kill time  
It is very open - you can express yourself  
very good teachers

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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Good patient teacher  
patient teacher who speaks italian as well

### **Mention one negative thing about the teaching of basic literacy or your language in your prison**

Bhalissa disaster. Jihdulna kollox qedin. Kemm ilu li gie d direttur  
Missu jkun hawn aktar pressa diretta il gvern jew mil ministeru biex jsiru dawn l affarijiet u jrid  
ikun fihom merit  
It's like a circle going around when new inmates join  
not enough teachers  
Tkun xi teacher xiha perezempju  
Insufficient  
no use of internet  
warm classroom  
books are not interesting  
room too warm in summer  
Nothing

### **Give one suggestion to improve the teaching of basic literacy/language teaching in your prison**

no idea  
Dan kull m hawn jitwehhel fuq noticeboard hux u ma jghidux  
Aktar teachers  
Missu hawn course ta etiquette, kif iggib ruhek, kif titkellem u hekk. Hawn nuqqas ta trobbija  
tajba.  
Management  
more teachers  
Ma nafx ta  
Li jkollna aktar lessons  
Mhux jgibu xi teachers jew!?  
More frequent lessons  
introduce internet at the school  
better classroom  
more interesting books  
more lessons  
ok

### **Part C: Basic Numeracy**

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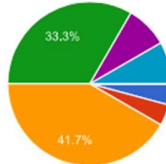
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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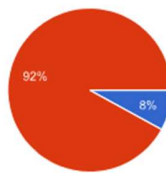
**Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?**



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 1  | 4.2%  |
| EQF Level 1 (Primary education)                                     | 1  | 4.2%  |
| EQF Level 2 (Basic Secondary Education)                             | 10 | 41.7% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 8  | 33.3% |
| EQF Level 4 (Upper Secondary level)                                 | 2  | 8.3%  |
| EQF Level 5 (Post Secondary level)                                  | 2  | 8.3%  |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0  | 0%    |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0  | 0%    |
| EQF Level 8 (PhD Level)   | 0  | 0%    |

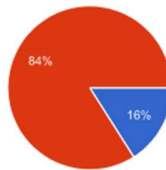
### European Qualifications Framework

**Do you attend numeracy or mathematics classes in prison?**



|     |    |     |
|-----|----|-----|
| Yes | 2  | 8%  |
| No  | 23 | 92% |

**At school, did you ever experience problems in numeracy and mathematics?**



|     |    |     |
|-----|----|-----|
| Yes | 4  | 16% |
| No  | 21 | 84% |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

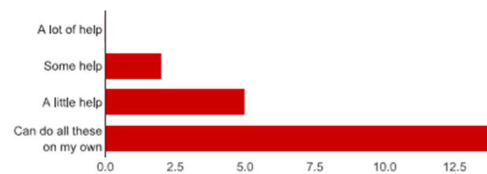
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### If YES - can you please describe these problems?

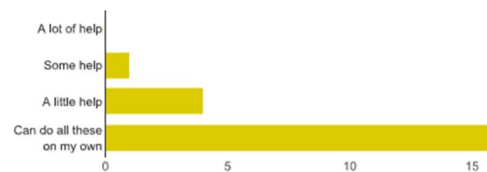
Fil long division perezempju  
Division, multiply  
Generali  
Il-maths l-aktar batut. F'kollox

### Doing some measurment [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 2  | 9.5%  |
| A little help              | 5  | 23.8% |
| Can do all these on my own | 14 | 66.7% |

### Calculating money [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.8%  |
| A little help              | 4  | 19%   |
| Can do all these on my own | 16 | 76.2% |

### Activities that involve counting [How much help do you get from friends in]

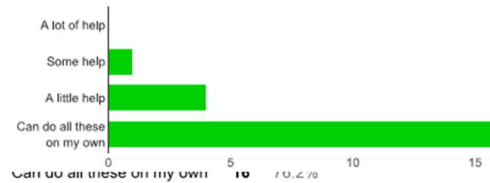
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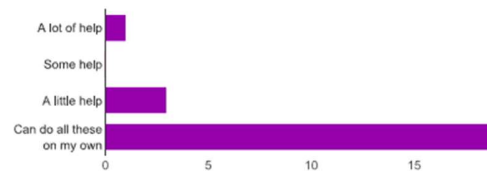
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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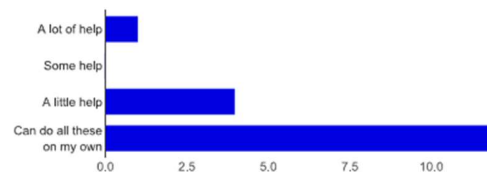


### Adding and subtracting whole numbers [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.3%  |
| Some help                  | 0  | 0%    |
| A little help              | 3  | 13%   |
| Can do all these on my own | 19 | 82.6% |

### Calculating money e.g. VAT [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 5.9%  |
| Some help                  | 0  | 0%    |
| A little help              | 4  | 23.5% |
| Can do all these on my own | 12 | 70.6% |

### Reading a thermometer [How much help do you get from staff in]

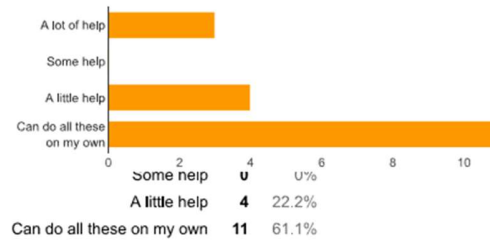
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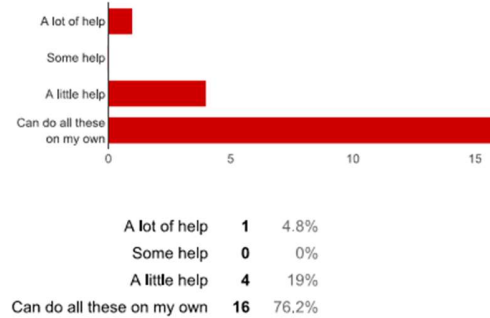
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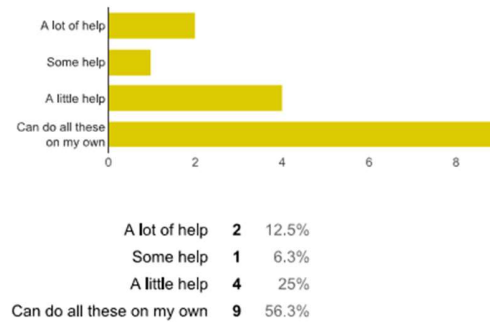
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### Comparing prices [How much help do you get from staff in]



### Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



### Calculating area e.g. area of a room [How much help do you get from staff in]

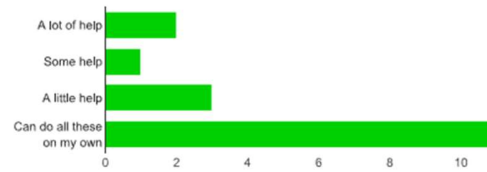
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

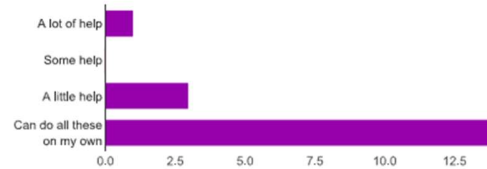
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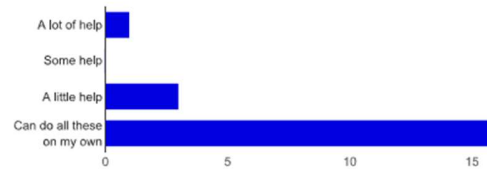
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 2  | 11.8% |
| Some help                  | 1  | 5.9%  |
| A little help              | 3  | 17.6% |
| Can do all these on my own | 11 | 64.7% |

**Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 5.6%  |
| Some help                  | 0  | 0%    |
| A little help              | 3  | 16.7% |
| Can do all these on my own | 14 | 77.8% |

**Reading a bus timetable [How much help do you get from staff in]**



|                            |    |     |
|----------------------------|----|-----|
| A lot of help              | 1  | 5%  |
| Some help                  | 0  | 0%  |
| A little help              | 3  | 15% |
| Can do all these on my own | 16 | 80% |

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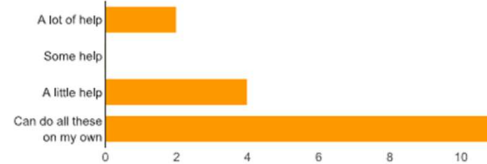
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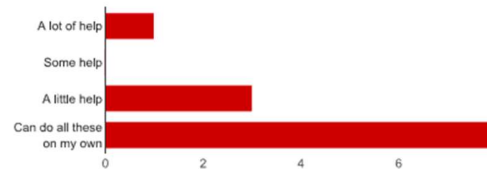
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### Interpreting a graph [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 2  | 11.8% |
| Some help                  | 0  | 0%    |
| A little help              | 4  | 23.5% |
| Can do all these on my own | 11 | 64.7% |

### Prefer not to say [How much help do you get from staff in]



|                            |   |       |
|----------------------------|---|-------|
| A lot of help              | 1 | 8.3%  |
| Some help                  | 0 | 0%    |
| A little help              | 3 | 25%   |
| Can do all these on my own | 8 | 66.7% |

### Did you ever sit for a mathematics/numeracy test or examination in prison?



|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 25 | 100% |

### If YES - can you please name the examination(s)?

No responses yet for this question.

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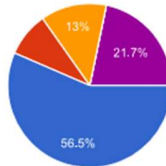
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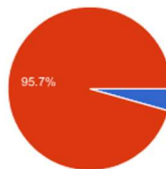
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**If you have a job in prison, how often do you use mathematics in your work in prison?**



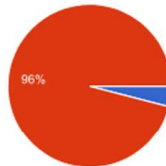
|                               |    |       |
|-------------------------------|----|-------|
| I do not have a job in prison | 13 | 56.5% |
| Every day                     | 2  | 8.7%  |
| A few times a week            | 3  | 13%   |
| Once a week                   | 0  | 0%    |
| Never                         | 5  | 21.7% |

**Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**



|     |    |       |
|-----|----|-------|
| Yes | 1  | 4.3%  |
| No  | 22 | 95.7% |

**Are you paid to attend mathematics/basic numeracy lessons in prisons?**



|     |    |     |
|-----|----|-----|
| Yes | 1  | 4%  |
| No  | 24 | 96% |

**How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?**

|            |    |     |
|------------|----|-----|
| A lot      | 20 | 80% |
| Some       | 3  | 12% |
| A little   | 1  | 4%  |
| Not at all | 1  | 4%  |

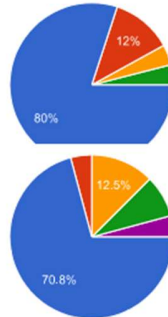
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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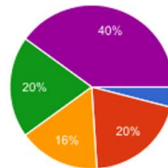
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mathematics/basic numeracy in your

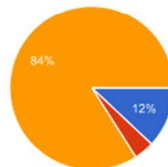
|  |    |       |
|--|----|-------|
| I do not attend such lessons in prison | 17 | 70.8% |
| Outstanding                            | 1  | 4.2%  |
| Good                                   | 3  | 12.5% |
| Requires improvement                   | 2  | 8.3%  |
| Inadequate                             | 1  | 4.2%  |

How important do you think prison officers think that learning mathematics/basic numeracy is in prison?



|                |    |     |
|----------------|----|-----|
| Very important | 1  | 4%  |
| Important      | 5  | 20% |
| Indifferent    | 4  | 16% |
| Not important  | 5  | 20% |
| Don't know     | 10 | 40% |

How much do officers and staff encourage you to study mathematics/basic numeracy in prison?



|                   |    |     |
|-------------------|----|-----|
| A lot             | 3  | 12% |
| So and so         | 1  | 4%  |
| Nothing at all    | 21 | 84% |
| Prefer not to say | 0  | 0%  |

## Part D: Digital Literacy

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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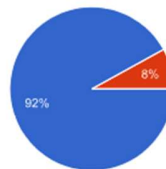
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### Prior to incarceration did you have a



|                                    |    |      |
|------------------------------------|----|------|
| Laptop or desktop computer at home | 12 | 48%  |
| Mobile phone                       | 25 | 100% |
| Other                              | 2  | 8%   |

### If you used a computer or a smartphone, did you use it to browse the internet?

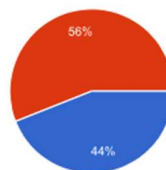


|     |    |     |
|-----|----|-----|
| Yes | 23 | 92% |
| No  | 2  | 8%  |

### If YES, name the browser you used in order to connect to the internet

google  
Google  
crome  
Chrome  
Safari  
Chrome, Safari, Firefox  
explorer  
chrome  
dont know

### Did you ever use the computer or smartphone to buy things online?



|     |    |     |
|-----|----|-----|
| Yes | 11 | 44% |
| No  | 14 | 56% |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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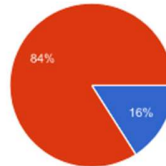
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### Which search engines did you normally use?

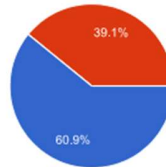
google  
ebay  
Google  
Google, Yahoo  
Google, YouTube  
Google, Wikipedia  
Bing, Google,  
amazon uk  
amazon  
alibaba  
dont know

### Did you ever read the newspapers online?



Yes 4 16%  
No 21 84%

### Do you have an email address?



Yes 14 60.9%  
No 9 39.1%

### giordi@gmail.comm [Which of the following is correct?]



Correct address 1 100%

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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giordi@gmail.com.com [Which of the following is correct?]



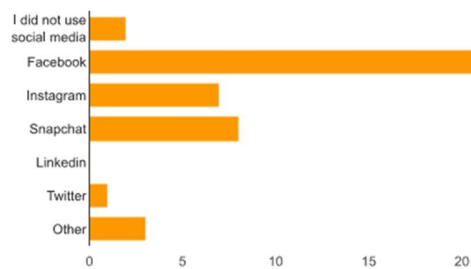
Correct address 1 100%

giordi@gmail.com [Which of the following is correct?]



Correct address 15 100%

Which of the following social media sites did you use?



|                            |    |       |
|----------------------------|----|-------|
| I did not use social media | 2  | 8.7%  |
| Facebook                   | 21 | 91.3% |
| Instagram                  | 7  | 30.4% |
| Snapchat                   | 8  | 34.8% |
| Linkedin                   | 0  | 0%    |
| Twitter                    | 1  | 4.3%  |
| Other                      | 3  | 13%   |

Which of the following do you use in order to communicate with your family or friends? You may tick more than one option

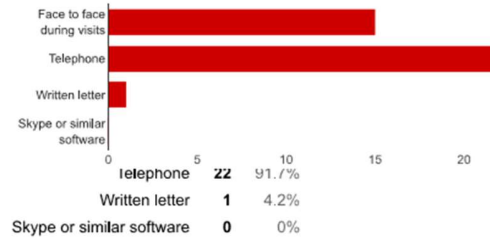
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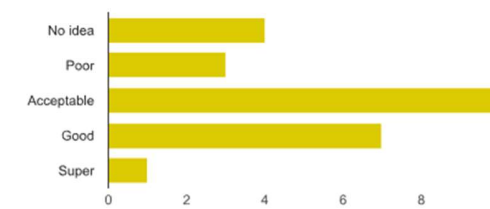
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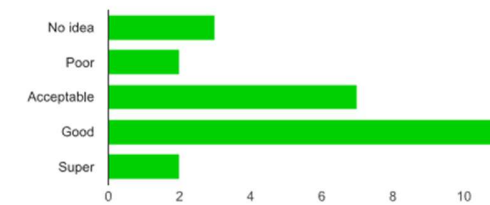


**How would you rate your typing skills? [How would you rate your...]**



|            |    |     |
|------------|----|-----|
| No idea    | 4  | 16% |
| Poor       | 3  | 12% |
| Acceptable | 10 | 40% |
| Good       | 7  | 28% |
| Super      | 1  | 4%  |

**How would you rate your web searching skills? [How would you rate your...]**



|            |    |     |
|------------|----|-----|
| No idea    | 3  | 12% |
| Poor       | 2  | 8%  |
| Acceptable | 7  | 28% |
| Good       | 11 | 44% |

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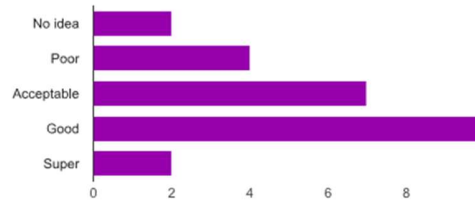
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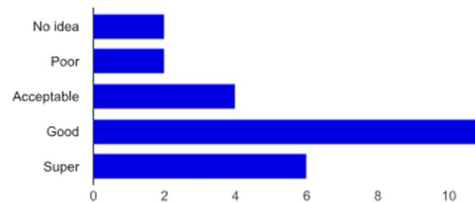
Super 2 8%

How would you rate your ability to use a computer? [How would you rate your...]



|            |    |     |
|------------|----|-----|
| No idea    | 2  | 8%  |
| Poor       | 4  | 16% |
| Acceptable | 7  | 28% |
| Good       | 10 | 40% |
| Super      | 2  | 8%  |

How would you rate your ability to use your smart phone? [How would you rate your...]



|            |    |     |
|------------|----|-----|
| No idea    | 2  | 8%  |
| Poor       | 2  | 8%  |
| Acceptable | 4  | 16% |
| Good       | 11 | 44% |
| Super      | 6  | 24% |

How would you rate your ability to use the internet? [How would you rate your...]

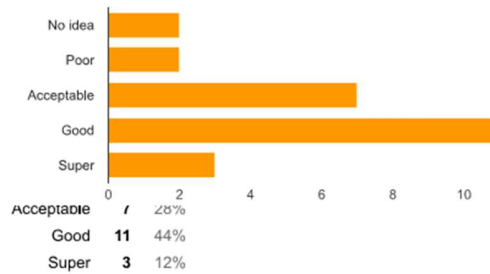
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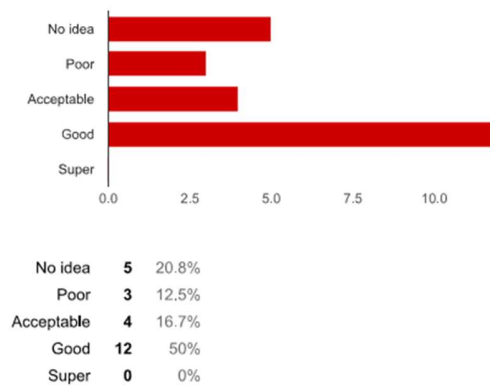
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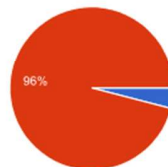
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Transfer material from devices to the computer? [How would you rate your...]



In the prison do you have access to a computer room?



Yes 1 4%  
No 24 96%

In the prison do you have access to controlled internet?

Yes 1 4.2%  
No 23 95.8%

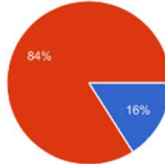
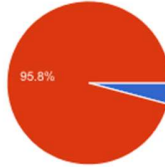
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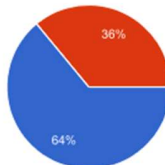
|     |    |     |
|-----|----|-----|
| Yes | 4  | 16% |
| No  | 21 | 84% |

If YES, are they connected to the internet?



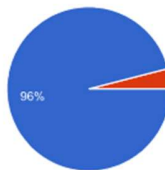
|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 16 | 100% |

Can you have your own laptop in prison?



|     |    |     |
|-----|----|-----|
| Yes | 16 | 64% |
| No  | 9  | 36% |

Can you have a play station in your cell in prison?



|       |    |     |
|-------|----|-----|
| Yes   | 24 | 96% |
| No    | 1  | 4%  |
| Maybe | 0  | 0%  |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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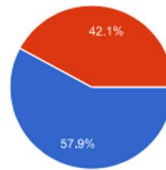
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**Are prison guards allowed to use their mobile phones while on duty?**



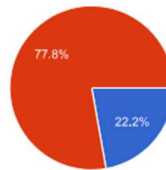
|     |    |      |
|-----|----|------|
| Yes | 24 | 100% |
| No  | 0  | 0%   |

**Are teachers allowed to use their mobile phones while in class?**



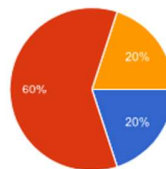
|     |    |       |
|-----|----|-------|
| YES | 11 | 57.9% |
| No  | 8  | 42.1% |

**Are digital literacy classes organised in prison?**



|     |    |       |
|-----|----|-------|
| Yes | 4  | 22.2% |
| No  | 14 | 77.8% |

**If YES are they only theoretical or can you use a computer during these lessons?**



|   |   |     |
|---|---|-----|
| Only theoretical                                      | 1 | 20% |
| Can use a computer that is not linked to the internet | 3 | 60% |
| Can use a computer that is linked to the internet     | 1 | 20% |

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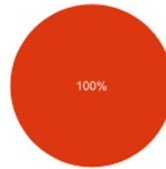
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Did you ever sit for an IT/computer examination in prison?**

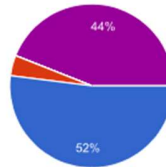


|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 18 | 100% |

**If YES, which examination(s)?**

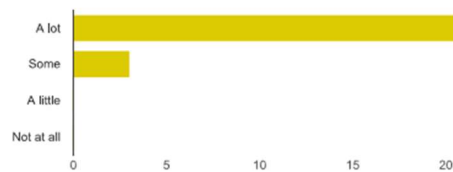
Applied for ECDL but was never called

**If you have a job in prison, how often do you use a computer related to this job?**



|                                   |    |     |
|-----------------------------------|----|-----|
| Currently I do not work in prison | 13 | 52% |
| Every day                         | 1  | 4%  |
| A few times a week                | 0  | 0%  |
| Once a week                       | 0  | 0%  |
| Never                             | 11 | 44% |

**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



|            |    |       |
|------------|----|-------|
| A lot      | 21 | 87.5% |
| Some       | 3  | 12.5% |
| A little   | 0  | 0%    |
| Not at all | 0  | 0%    |

<https://docs.google.com/forms/d/16Bqcq0LRVhno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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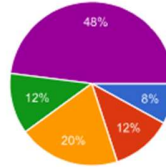


## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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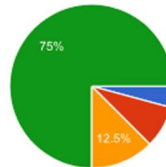
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**How important do you think prison officers think that learning to use a computer is in prison?**



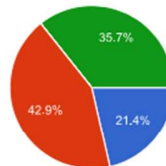
|                |    |     |
|----------------|----|-----|
| Very important | 2  | 8%  |
| Important      | 3  | 12% |
| Indifferent    | 5  | 20% |
| Not important  | 3  | 12% |
| Don't know     | 12 | 48% |

**How much do staff encourage you to study digital literacy in the prison**



|  |    |       |
|--|----|-------|
| Digital literacy lessons are not available in the prison | 1  | 4.2%  |
| A lot  | 2  | 8.3%  |
| So and so  | 3  | 12.5% |
| Nothing at all   | 18 | 75%   |

**Do you consider the computer room/digital literacy area as being**



|   |   |       |
|---|---|-------|
| Adequately equipped with good machines and updated software | 3 | 21.4% |
| Equipped with dated computers and dated software            | 6 | 42.9% |
| Second hand IT equipment                                    | 0 | 0%    |
| We do not have a computer room/digital literacy area        | 5 | 35.7% |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

Teachers should be found

Access to the internet

Jaghamlu I courses hux

Jrid ikun hawn Sistema ahjar li vera jkunujridu jghinu lin nies

1. When there is exams, call me up. 2. To work with us more, not the make it all as they job and annoying so they never care

Li jgibu teachers

Li tintuza l-kamra

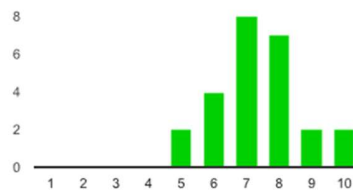
Lessons hux

If we can have it here it would help a lot

better computers with updated software

### Part E: Critical and Creative thinking and Problem Solving skills

On the following scale, how much do you consider yourself to be creative?



|             |   |     |
|-------------|---|-----|
| Least: 1    | 0 | 0%  |
| 2           | 0 | 0%  |
| 3           | 0 | 0%  |
| 4           | 0 | 0%  |
| 5           | 2 | 8%  |
| 6           | 4 | 16% |
| 7           | 8 | 32% |
| 8           | 7 | 28% |
| 9           | 2 | 8%  |
| Maximum: 10 | 2 | 8%  |

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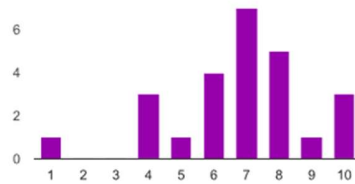
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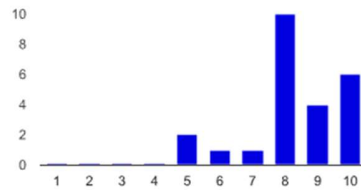
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

On the following scale, how much do you consider yourself to be a critical thinker?



|             |   |     |
|-------------|---|-----|
| Least: 1    | 1 | 4%  |
| 2           | 0 | 0%  |
| 3           | 0 | 0%  |
| 4           | 3 | 12% |
| 5           | 1 | 4%  |
| 6           | 4 | 16% |
| 7           | 7 | 28% |
| 8           | 5 | 20% |
| 9           | 1 | 4%  |
| Maximum: 10 | 3 | 12% |

On the following scale, how much do you consider yourself to be a problem solver?



|          |    |       |
|----------|----|-------|
| Least: 1 | 0  | 0%    |
| 2        | 0  | 0%    |
| 3        | 0  | 0%    |
| 4        | 0  | 0%    |
| 5        | 2  | 8.3%  |
| 6        | 1  | 4.2%  |
| 7        | 1  | 4.2%  |
| 8        | 10 | 41.7% |

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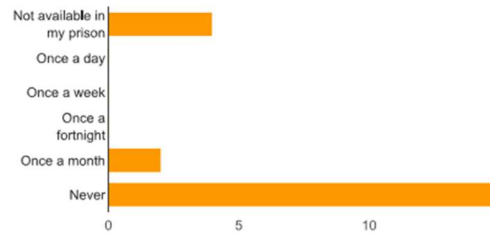
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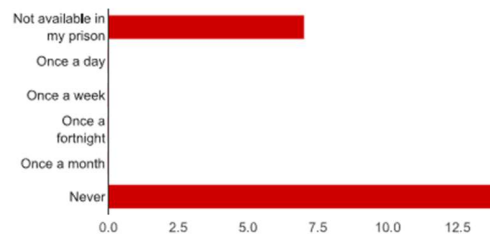
9 4 16.7%  
Maximum: 10 6 25%

### Art classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 4  | 19%   |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 2  | 9.5%  |
| Never                      | 15 | 71.4% |

### Drama classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 7  | 33.3% |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 0  | 0%    |
| Never                      | 14 | 66.7% |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

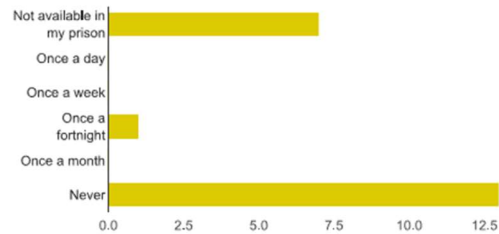
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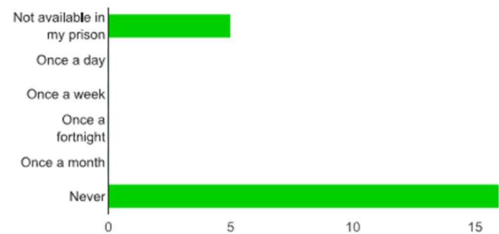
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### Music classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 7  | 33.3% |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 1  | 4.8%  |
| Once a month               | 0  | 0%    |
| Never                      | 13 | 61.9% |

### Craft classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 5  | 23.8% |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 0  | 0%    |
| Never                      | 16 | 76.2% |

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

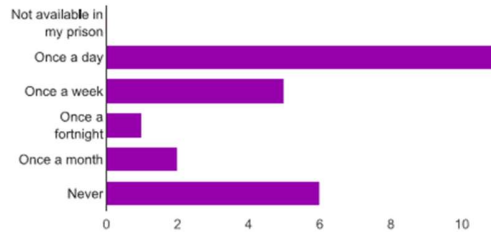
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**Sport classes and related activities [In general how often do you participate in the following activities: ]**



|                            |    |     |
|----------------------------|----|-----|
| Not available in my prison | 0  | 0%  |
| Once a day                 | 11 | 44% |
| Once a week                | 5  | 20% |
| Once a fortnight           | 1  | 4%  |
| Once a month               | 2  | 8%  |
| Never                      | 6  | 24% |

**Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**

|            |   |       |
|------------|---|-------|
| Not at all | 6 | 35.3% |
| Slightly   | 3 | 17.6% |
| A lot      | 8 | 47.1% |

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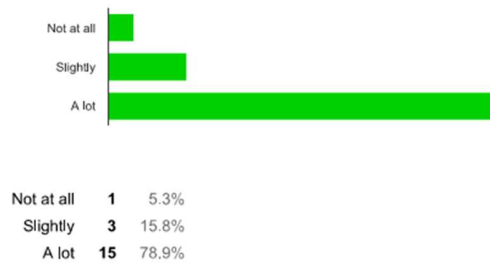
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**Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]**



**Music lessons [Do you attend for any of the following lessons in your prison?]**

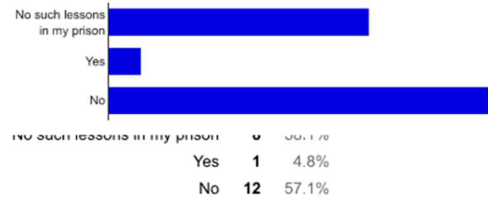
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### Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 6  | 28.6% |
| Yes                          | 1  | 4.8%  |
| No                           | 14 | 66.7% |

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 7  | 33.3% |
| Yes                          | 0  | 0%    |
| No                           | 14 | 66.7% |

### Sports activities [Do you attend for any of the following lessons in your prison?]



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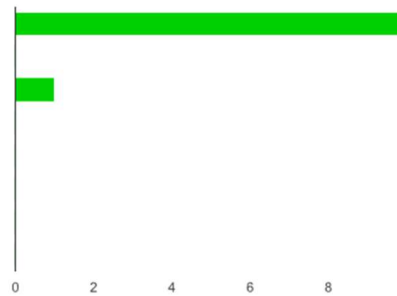
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|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 1  | 4.3%  |
| Yes                          | 13 | 56.5% |
| No                           | 9  | 39.1% |

**Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]**



|                                       |    |       |
|---------------------------------------|----|-------|
| No such lessons in my prison          | 10 | 90.9% |
| To express myself                     | 0  | 0%    |
| To relieve my stress                  | 1  | 9.1%  |
| To be more creative                   | 0  | 0%    |
| To change the atmosphere              | 0  | 0%    |
| To be with others                     | 0  | 0%    |
| To sit for an examination in the area | 0  | 0%    |
| Other                                 | 0  | 0%    |

**Music lessons [Why do you attend for any of the following lessons in your prison?]**

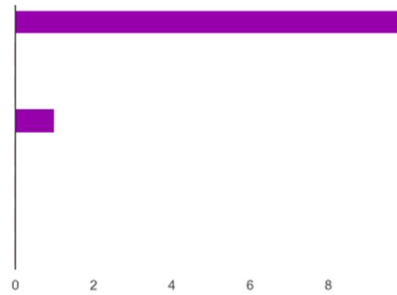
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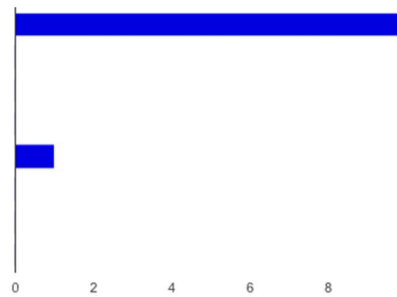
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**Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]**



|                                       |    |       |
|---------------------------------------|----|-------|
| No such lessons in my prison          | 10 | 90.9% |
| To express myself                     | 0  | 0%    |
| To relieve my stress                  | 0  | 0%    |
| To be more creative                   | 0  | 0%    |
| To change the atmosphere              | 1  | 9.1%  |
| To be with others                     | 0  | 0%    |
| To sit for an examination in the area | 0  | 0%    |
| Other                                 | 0  | 0%    |

**Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]**

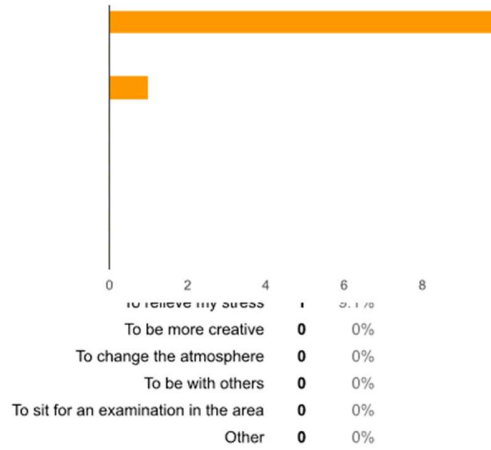
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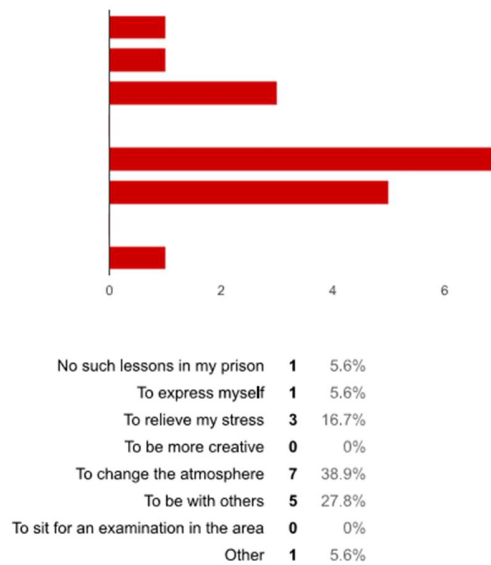
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**Sports activities [Why do you attend for any of the following lessons in your prison?]**



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**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 2  | 12.5% |
| So and so | 1  | 6.3%  |
| Yes       | 13 | 81.3% |

**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**



**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 2 | 33.3% |
| So and so | 0 | 0%    |
| Yes       | 4 | 66.7% |

**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**

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**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 1 | 14.3% |
| So and so | 1 | 14.3% |
| Yes       | 5 | 71.4% |

**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 2 | 33.3% |
| So and so | 1 | 16.7% |
| Yes       | 3 | 50%   |

**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



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**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 1 | 12.5% |
| So and so | 1 | 12.5% |
| Yes       | 6 | 75%   |

**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 0 | 0%    |
| So and so | 2 | 28.6% |
| Yes       | 5 | 71.4% |

**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**

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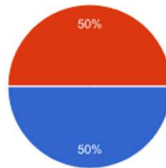
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**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**



Yes 12 50%  
No 12 50%

**Please explain your answer**

Ghalihom jkun inqas problem meta jaraw lil xi had kreattive, ahjar min xi had mitluq  
Imma ufficjal li jiehu hsieb il gym jipprova  
Before there was a lot but they cut them all out, it's a burden for them , extra stress, extra paper work  
When ever we had lessons they were very interesting  
Jaghmlu hafna kurragg biex jgibu lin-nies  
Ma jkunux jridu noqod niccassaw u hekk  
Ikomplu mieghek  
Some of them encourage you in whatever you are doing  
It would be irrational not to appreciate their work and patience with the inmates  
they don't care  
they support sport by sometimes organsing football games

**Give one suggestion on how best to promote critical and creative thinking in prison**

by promoting self examination  
Ikollok tinkiteb ghal prison board  
Xejn, hawnhekk difficli  
Missu jkun hawn course fuq basic psychology, kif tista tuza mohhok biex tghix ahjar ta  
They should ask inmates for their interests, they don't ask they just bring a teacher here, no one goes, mela we cut it.  
group sessions  
Teachers!

<https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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Aktar lessons. Ahna nahlu l-hin qedin hawn. Nahlu l-hin ta veru

Trid titghallem hafna

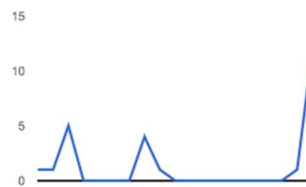
Invest in more lectures and tutors

**Code (for CoRRS only)**

CoRRS

**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

### Number of daily responses



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## Romania

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giordi9945@gmail.com

# 35 responses

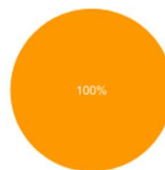
### Summary

[Image]

### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

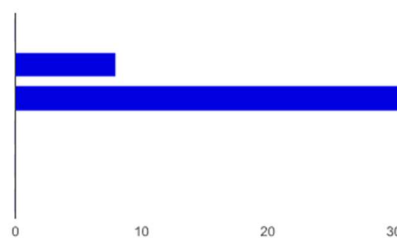
#### PART A: General Information

##### Country



|                |    |      |
|----------------|----|------|
| Belgium        | 0  | 0%   |
| Malta          | 0  | 0%   |
| Romania        | 35 | 100% |
| Slovenia       | 0  | 0%   |
| United Kingdom | 0  | 0%   |

##### Type of Prison



|                  |    |       |
|------------------|----|-------|
| Closed prison    | 0  | 0%    |
| Open prison      | 8  | 22.9% |
| Semi-open prison | 31 | 88.6% |

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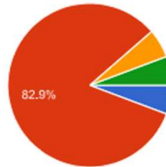
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

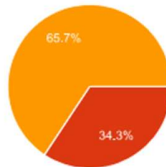
|                                 |   |    |
|---------------------------------|---|----|
| Sentenced inmates only          | 0 | 0% |
| On remand inmates only          | 0 | 0% |
| Sentenced and on remand inmates | 0 | 0% |

### Level of Security



|                          |    |       |
|--------------------------|----|-------|
| High security            | 2  | 5.7%  |
| Medium Security          | 29 | 82.9% |
| Low security             | 2  | 5.7%  |
| Mixed levels of security | 2  | 5.7%  |

### Who provides education in this prison



|                      |    |       |
|----------------------|----|-------|
| Outside provider (s) | 0  | 0%    |
| In-house provision   | 12 | 34.3% |
| Mixed provision      | 23 | 65.7% |
| Other                | 0  | 0%    |

### Part 1: Inmate's background

#### Sex

|        |    |      |
|--------|----|------|
| Male   | 35 | 100% |
| Female | 0  | 0%   |
| Other  | 0  | 0%   |

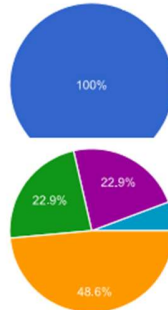
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|        |    |       |
|--------|----|-------|
| 14 -16 | 0  | 0%    |
| 17-21  | 0  | 0%    |
| 22-30  | 17 | 48.6% |
| 31-40  | 8  | 22.9% |
| 41-50  | 8  | 22.9% |
| 51-60  | 2  | 5.7%  |
| 61+    | 0  | 0%    |

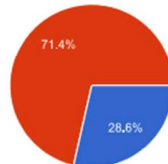
## Nationality

Romanian  
romanian  
Magyar  
Ukrainian  
Gypsy

## Please write your mother tongue

Romanian  
romanian  
Magyar  
Ukrainian  
Romany

## Have you been in prison before?



|     |    |       |
|-----|----|-------|
| YES | 10 | 28.6% |
| NO  | 25 | 71.4% |

## If YES, how many times?

|   |   |       |
|---|---|-------|
| 1 | 6 | 50%   |
| 2 | 2 | 16.7% |
| 3 | 3 | 25%   |

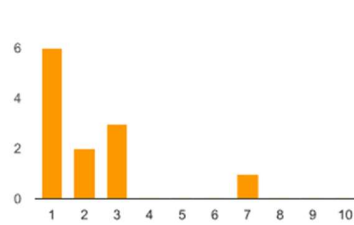
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

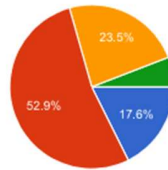
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



|    |   |      |
|----|---|------|
| 4  | 0 | 0%   |
| 5  | 0 | 0%   |
| 6  | 0 | 0%   |
| 7  | 1 | 8.3% |
| 8  | 0 | 0%   |
| 9  | 0 | 0%   |
| 10 | 0 | 0%   |

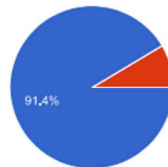
What is your estimated earliest date of release:



|                                    |    |       |
|------------------------------------|----|-------|
| Don't know                         | 6  | 17.6% |
| In less than six months            | 18 | 52.9% |
| In between seven months and a year | 8  | 23.5% |
| In between 1 and 2 years           | 2  | 5.9%  |
| In between 2 and 5 years           | 0  | 0%    |
| In more than 5 years               | 0  | 0%    |

### Employment

Did you ever work prior to incarceration?



|     |    |       |
|-----|----|-------|
| YES | 32 | 91.4% |
| NO  | 3  | 8.6%  |

In the six months prior to incarceration were you in employment?

|     |    |       |
|-----|----|-------|
| YES | 26 | 74.3% |
| NO  | 9  | 25.7% |

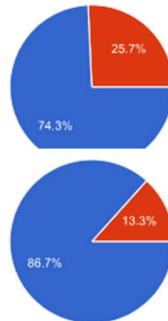
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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rt-time employment?

|                      |    |       |
|----------------------|----|-------|
| Full time employment | 26 | 86.7% |
| Part-time employment | 4  | 13.3% |

**If YES, please write your last job**

constructions  
driver  
Constructions  
construction  
Agriculture  
Driver  
pizza delivery in UK  
Aramis - wood work  
Pension (guest house) administrator  
service auto  
Mine  
guardsman  
theatre  
woodwork  
at a grocery store  
landscape  
constuctions  
auto mechanic

**Are you presently working in prison?**

|     |    |       |
|-----|----|-------|
| Yes | 26 | 74.3% |
| No  | 9  | 25.7% |

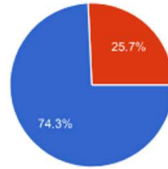
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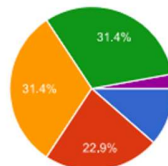


If YES, please list the job you are currently employed in

shoe making  
cleaning  
maintenance  
educational helper  
Shoe maker  
volunteering at monastery  
Cleaning  
household work  
sentry  
mattresses (cutting the sponge)  
sewing shoes  
support help for educational activities  
attending school  
Support for educationa activities

### Education History

Up to which level of schooling did you attend school?



|  |    |       |
|--|----|-------|
| Never attended or partially attended primary schooling | 4  | 11.4% |
| Up to the age of 12 years                              | 8  | 22.9% |
| Up to the age of 16 years                              | 11 | 31.4% |
| Up to the age of 21 years                              | 11 | 31.4% |
| University level                                       | 1  | 2.9%  |

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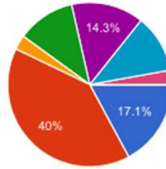
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Using the following table, which level of the European Qualification Framework (EQF) have you reached?

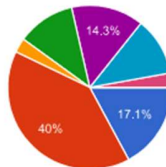


|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 6  | 17.1% |
| EQF Level 1 (Primary education)                                     | 14 | 40%   |
| EQF Level 2 (Basic Secondary Education)                             | 1  | 2.9%  |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 11.4% |
| EQF Level 4 (Upper Secondary level)                                 | 5  | 14.3% |
| EQF Level 5 (Post Secondary level)                                  | 4  | 11.4% |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 1  | 2.9%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0  | 0%    |
| EQF Level 8 (PhD Level)   | 0  | 0%    |

## European Qualifications Framework

### PART B: Basic and general literacy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 6  | 17.1% |
| EQF Level 1 (Primary education)                                     | 14 | 40%   |
| EQF Level 2 (Basic Secondary Education)                             | 1  | 2.9%  |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 11.4% |
| EQF Level 4 (Upper Secondary level)                                 | 5  | 14.3% |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

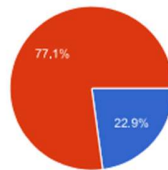
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|   |   |       |
|---|---|-------|
| EQF Level 5 (Post Secondary level)                  | 4 | 11.4% |
| EQF Level 6 (First Degree level e.g. B.A. English)  | 1 | 2.9%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English) | 0 | 0%    |
| EQF Level 8 (PhD Level)                             | 0 | 0%    |

### European Education Framework

Do you attend language classes in prison?



|     |    |       |
|-----|----|-------|
| Yes | 8  | 22.9% |
| No  | 27 | 77.1% |

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



|            |   |       |
|------------|---|-------|
| Yes        | 8 | 53.3% |
| No         | 2 | 13.3% |
| Don't know | 5 | 33.3% |

Improve your writing skills? [If YES, do you feel that these classes (please tick)]



|            |   |       |
|------------|---|-------|
| Yes        | 8 | 57.1% |
| No         | 1 | 7.1%  |
| Don't know | 5 | 35.7% |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Improve your reading skills? [If YES, do you feel that these classes (please tick)]**



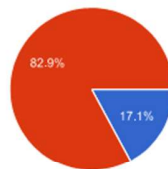
|            |   |       |
|------------|---|-------|
| Yes        | 7 | 50%   |
| No         | 1 | 7.1%  |
| Don't know | 6 | 42.9% |

**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



|            |   |       |
|------------|---|-------|
| Yes        | 8 | 57.1% |
| No         | 1 | 7.1%  |
| Don't know | 5 | 35.7% |

**Did you ever experience problems in reading and/or writing?**



|     |    |       |
|-----|----|-------|
| YES | 6  | 17.1% |
| NO  | 29 | 82.9% |

**If YES - can you please describe these problems?**

-

writing difficulties

I read slow

**Filling out forms in prisons [How much help do you get from friends in]**

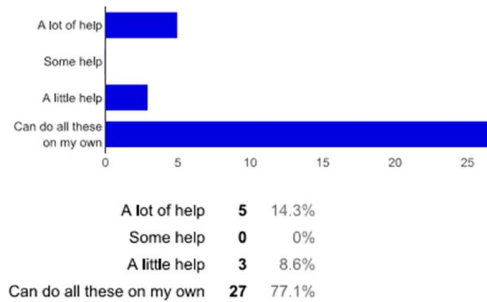
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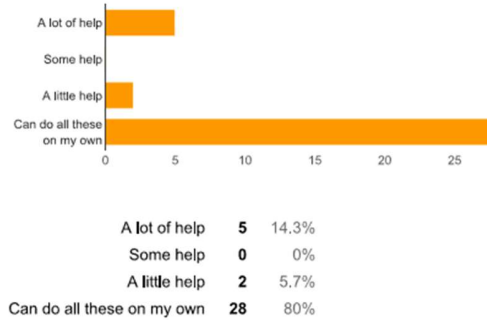
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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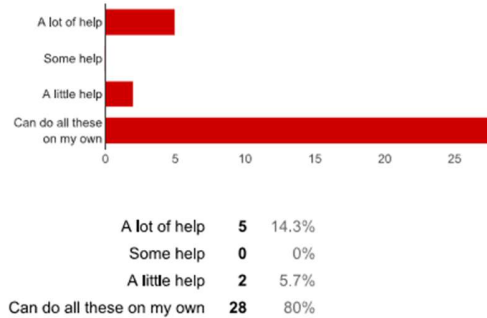
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### Reading letters [How much help do you get from friends in]



### Writing letters or notes [How much help do you get from friends in]



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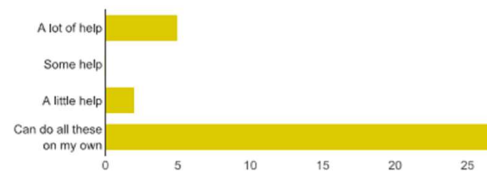
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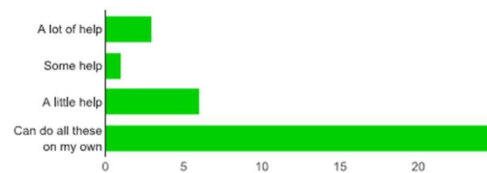
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### Understanding written information [How much help do you get from friends in]



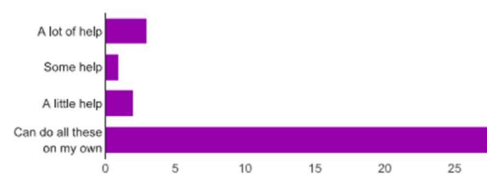
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 5  | 14.7% |
| Some help                  | 0  | 0%    |
| A little help              | 2  | 5.9%  |
| Can do all these on my own | 27 | 79.4% |

### Filling out forms in prisons [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 3  | 8.6%  |
| Some help                  | 1  | 2.9%  |
| A little help              | 6  | 17.1% |
| Can do all these on my own | 25 | 71.4% |

### Reading letters [How much help do you get from staff in]



|               |   |      |
|---------------|---|------|
| A lot of help | 3 | 8.8% |
| Some help     | 1 | 2.9% |
| A little help | 2 | 5.9% |

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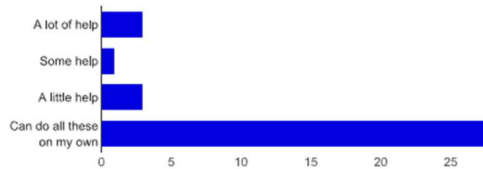
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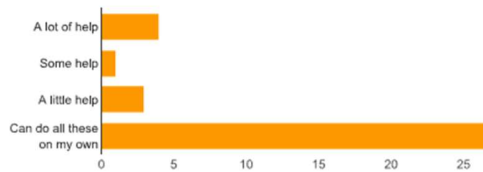
Can do all these on my own 28 82.4%

### Writing letters or notes [How much help do you get from staff in]



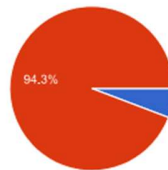
A lot of help 3 8.6%  
Some help 1 2.9%  
A little help 3 8.6%  
Can do all these on my own 28 80%

### Understanding written information [How much help do you get from staff in]



A lot of help 4 11.4%  
Some help 1 2.9%  
A little help 3 8.6%  
Can do all these on my own 27 77.1%

### Did you ever sit for a language test/examination in prison?



Yes 2 5.7%  
No 33 94.3%

### If YES - which examination(s)?

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

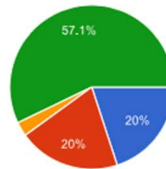
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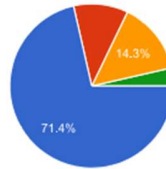
literature

**How often do you make use of the library?**



|                  |    |       |
|------------------|----|-------|
| Once a week      | 7  | 20%   |
| Once a fortnight | 7  | 20%   |
| Once a month     | 1  | 2.9%  |
| Never            | 20 | 57.1% |

**How long does it take you to get a book from the library?**



|                      |    |       |
|----------------------|----|-------|
| Same day             | 20 | 71.4% |
| Less than three days | 3  | 10.7% |
| One week             | 4  | 14.3% |
| More than one week   | 1  | 3.6%  |

**Mention the title of a book you borrowed from the library in this last month**

-

"Our memory"

I don't borrow books

Mihai Eminescu poetry

front comrades

borrowed from a colleague, the intelligence of matter

Intelligence of matter

the last mohican

English dictionary

natural medicine for everyone

meditation manual

idyllic figures from the Renaissance period

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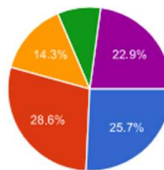
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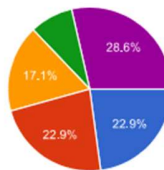
the hero  
War in Germany and Austria  
Books about wars and psychology  
Poetry

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do NOT work in prison | 9  | 25.7% |
| Every day                         | 10 | 28.6% |
| A few times a week                | 5  | 14.3% |
| Once a week                       | 3  | 8.6%  |
| Never                             | 8  | 22.9% |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do not work in prison | 8  | 22.9% |
| Every day                         | 8  | 22.9% |
| A few times a week                | 6  | 17.1% |
| Once a week                       | 3  | 8.6%  |
| Never                             | 10 | 28.6% |

**Do you ever have to chose between a language lesson and work in prison?**

|     |    |       |
|-----|----|-------|
| Yes | 10 | 28.6% |
| No  | 25 | 71.4% |

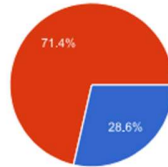
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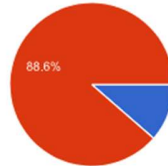
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

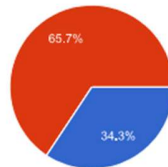


|     |    |       |
|-----|----|-------|
| Yes | 4  | 11.4% |
| No  | 31 | 88.6% |



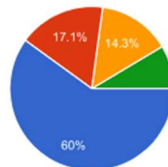
**Are you paid for work in prison?**

|     |    |       |
|-----|----|-------|
| Yes | 12 | 34.3% |
| No  | 23 | 65.7% |



**How much do you think the ability to read helps you in finding a job inside/outside prison?**

|            |    |       |
|------------|----|-------|
| A lot      | 21 | 60%   |
| Some       | 6  | 17.1% |
| A little   | 5  | 14.3% |
| Not at all | 3  | 8.6%  |



**How much do you think the ability to write helps you in finding a job inside/outside prison?**

|            |    |       |
|------------|----|-------|
| A lot      | 22 | 62.9% |
| Some       | 7  | 20%   |
| A little   | 3  | 8.6%  |
| Not at all | 3  | 8.6%  |

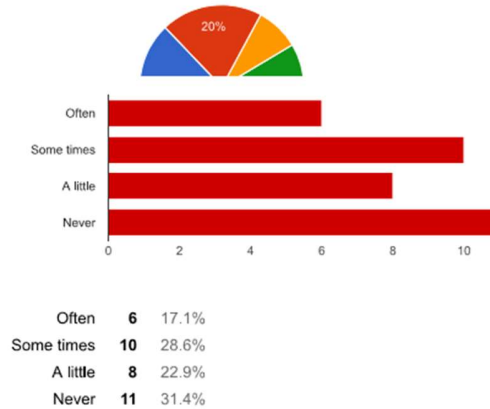
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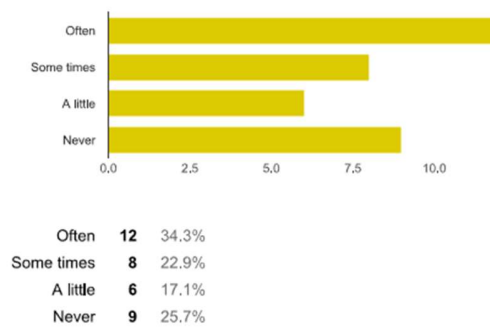
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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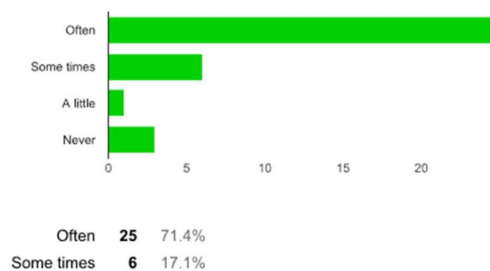
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



### Read magazines [In prison do you]



### Listen to the radio or television [In prison do you]



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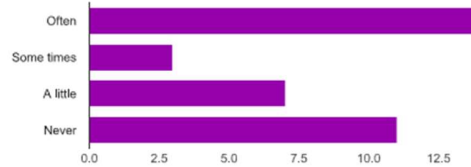
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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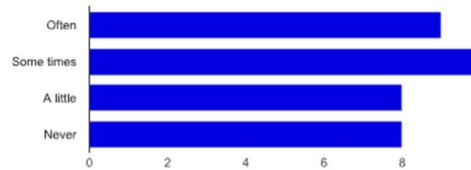
A little 1 2.9%  
Never 3 8.6%

### Read books [In prison do you]



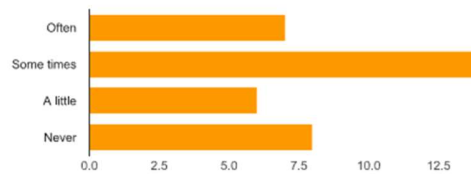
Often 14 40%  
Some times 3 8.6%  
A little 7 20%  
Never 11 31.4%

### Read letters [In prison do you]



Often 9 25.7%  
Some times 10 28.6%  
A little 8 22.9%  
Never 8 22.9%

### Write letters [In prison do you]



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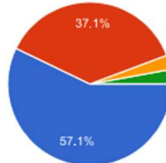
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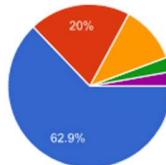
|            |    |       |
|------------|----|-------|
| Often      | 7  | 20%   |
| Some times | 14 | 40%   |
| A little   | 6  | 17.1% |
| Never      | 8  | 22.9% |

**How would you describe the teaching of language literacy in your prison**



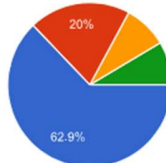
|                     |    |       |
|---------------------|----|-------|
| Outstanding         | 20 | 57.1% |
| Good                | 13 | 37.1% |
| Requires improvment | 1  | 2.9%  |
| inadequate          | 1  | 2.9%  |

**How important do you think prison officers think that learning a language is in prison**



|                 |    |       |
|-----------------|----|-------|
| Very impoprtant | 22 | 62.9% |
| Important       | 7  | 20%   |
| Indifferent     | 4  | 11.4% |
| Not important   | 1  | 2.9%  |
| Don't know      | 1  | 2.9%  |

**How much do staff encourage you to study literacy (reading and writing or a language) in the prison**



|                   |    |       |
|-------------------|----|-------|
| A lot             | 22 | 62.9% |
| So and so         | 7  | 20%   |
| Nothing at all    | 3  | 8.6%  |
| Prefer not to say | 3  | 8.6%  |

**Do you consider the language learning area**

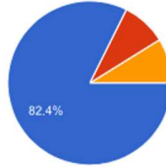
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

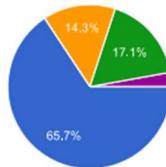
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|  |    |       |
|--|----|-------|
| Adequate and well resourced              | 28 | 82.4% |
| Inadequate but well resourced            | 3  | 8.8%  |
| Inadequate and not well resourced at all | 3  | 8.8%  |

**How many inmates are you for a basic literacy lesson in a class?**



|  |    |       |
|--|----|-------|
| I do not attend basic literacy classes | 23 | 65.7% |
| 1 to 3 inmates                         | 0  | 0%    |
| 1 to 6 inmates                         | 5  | 14.3% |
| 1 to 10 inmates                        | 6  | 17.1% |
| More than 10 inmates in a class?       | 1  | 2.9%  |

**Mention one positive thing about the teaching of basic literacy or your language in your prison**

to be mandatory  
I don't know  
They are more wellbehave after participating.  
mandatory  
useful  
knowing to write and read  
is for the benefit of the participant  
there ar many illiterate so is good for them  
education  
it is a good thing that everybody learns  
It is useful

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increasing tuition level  
learning uneducated inmates to read and write

### Mention one negative thing about the teaching of basic literacy or your language in your prison

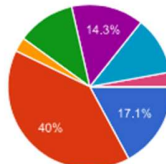
I don't know  
-  
i don,t have any negative things about theaching  
without school you can not do anything

### Give one suggestion to improve the teaching of basic literacy/language teaching in your prison

-  
a better class  
o better class  
better class  
Longer program/day  
More time/day  
a creative and open attitude from the staff  
more inmates  
More persons

### Part C: Basic Numeracy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 6  | 17.1% |
| EQF Level 1 (Primary education)                                     | 14 | 40%   |
| EQF Level 2 (Basic Secondary Education)                             | 1  | 2.9%  |
| EQF Level 3 (Secondary education with a school leaving certificate) | 4  | 11.4% |
| EQF Level 4 (Upper Secondary level)                                 | 5  | 14.3% |

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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

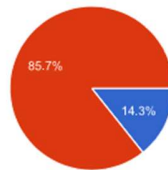
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|   |   |       |
|---|---|-------|
| EQF Level 5 (Post Secondary level)                  | 4 | 11.4% |
| EQF Level 6 (First Degree level e.g. B.A. English)  | 1 | 2.9%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English) | 0 | 0%    |
| EQF Level 8 (PhD Level)                             | 0 | 0%    |

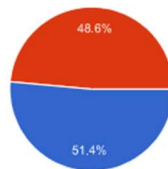
## European Qualifications Framework

Do you attend numeracy or mathematics classes in prison?



|     |    |       |
|-----|----|-------|
| Yes | 5  | 14.3% |
| No  | 30 | 85.7% |

At school, did you ever experience problems in numeracy and mathematics?



|     |    |       |
|-----|----|-------|
| Yes | 18 | 51.4% |
| No  | 17 | 48.6% |

If YES - can you please describe these problems?

-  
in primary school  
multiplication table  
primary school  
second class  
Geometry  
numbers are for me like hieroglyphics  
radicals  
did not remember mathematics formulas  
to calculate

Doing some measurment [How much help do you get from friends in]

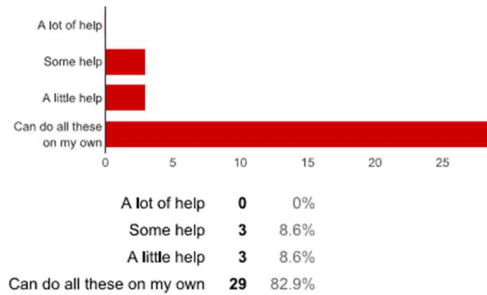
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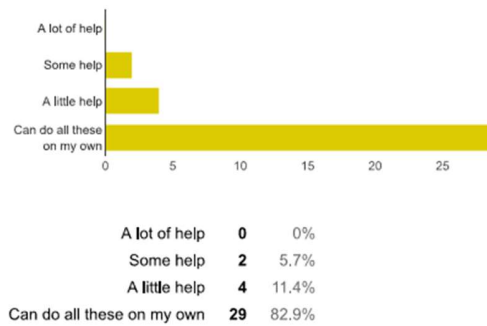
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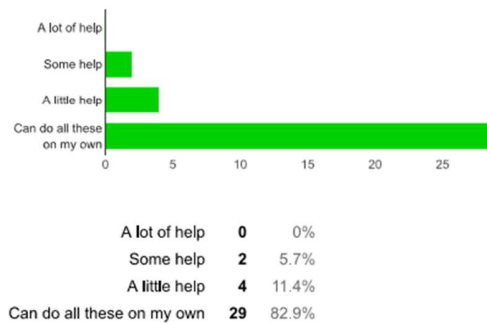
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### Calculating money [How much help do you get from friends in]



### Activities that involve counting [How much help do you get from friends in]



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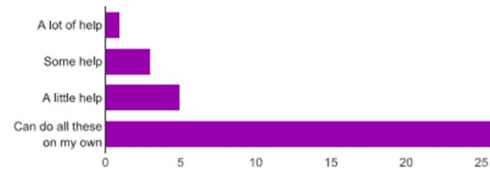
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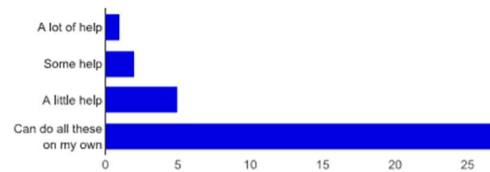
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### Adding and subtracting whole numbers [How much help do you get from staff in]



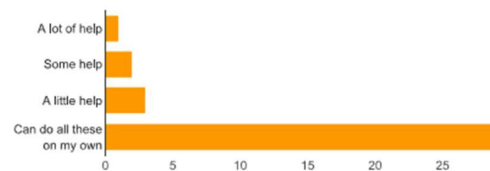
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 2.9%  |
| Some help                  | 3  | 8.6%  |
| A little help              | 5  | 14.3% |
| Can do all these on my own | 26 | 74.3% |

### Calculating money e.g. VAT [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 2.9%  |
| Some help                  | 2  | 5.7%  |
| A little help              | 5  | 14.3% |
| Can do all these on my own | 27 | 77.1% |

### Reading a thermometer [How much help do you get from staff in]



|               |   |      |
|---------------|---|------|
| A lot of help | 1 | 2.9% |
| Some help     | 2 | 5.7% |
| A little help | 3 | 8.6% |

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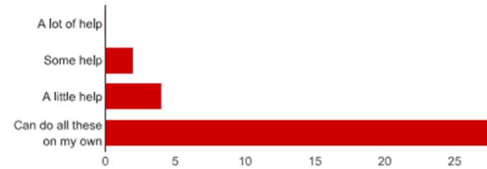
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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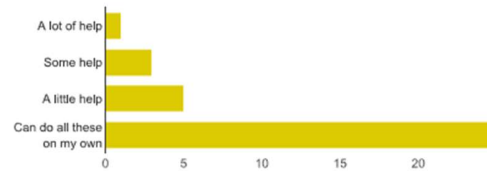
Can do all these on my own 29 82.9%

### Comparing prices [How much help do you get from staff in]



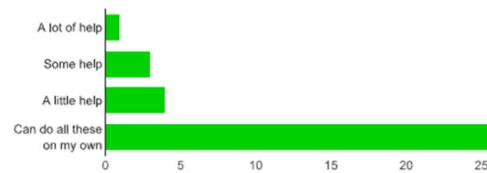
A lot of help 0 0%  
Some help 2 5.9%  
A little help 4 11.8%  
Can do all these on my own 28 82.4%

### Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



A lot of help 1 2.9%  
Some help 3 8.8%  
A little help 5 14.7%  
Can do all these on my own 25 73.5%

### Calculating area e.g. area of a room [How much help do you get from staff in]



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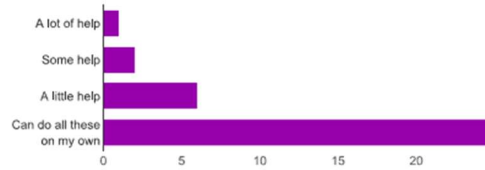
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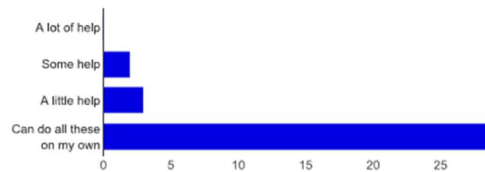
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 2.9%  |
| Some help                  | 3  | 8.8%  |
| A little help              | 4  | 11.8% |
| Can do all these on my own | 26 | 76.5% |

**Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 2.9%  |
| Some help                  | 2  | 5.9%  |
| A little help              | 6  | 17.6% |
| Can do all these on my own | 25 | 73.5% |

**Reading a bus timetable [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 2  | 5.9%  |
| A little help              | 3  | 8.8%  |
| Can do all these on my own | 29 | 85.3% |

**Interpreting a graph [How much help do you get from staff in]**

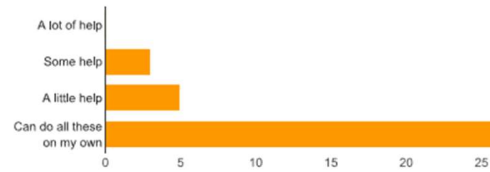
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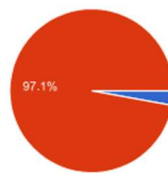


Prefer not to say [How much help do you get from staff in]



|                            |   |      |
|----------------------------|---|------|
| A lot of help              | 0 | 0%   |
| Some help                  | 0 | 0%   |
| A little help              | 0 | 0%   |
| Can do all these on my own | 6 | 100% |

Did you ever sit for a mathematics/numeracy test or examination in prison?



|     |    |       |
|-----|----|-------|
| Yes | 1  | 2,9%  |
| No  | 34 | 97,1% |

If YES - can you please name the examination(s)?

-

high school exams

If you have a job in prison, how often do you use mathematics in your work in prison?

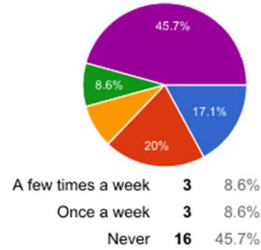
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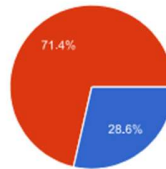
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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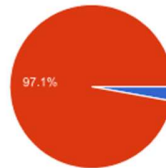


Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?



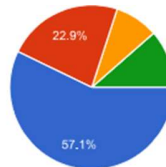
Yes 10 28.6%  
No 25 71.4%

Are you paid to attend mathematics/basic numeracy lessons in prisons?



Yes 1 2.9%  
No 34 97.1%

How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?



A lot 20 57.1%  
Some 8 22.9%  
A little 3 8.6%  
Not at all 4 11.4%

How would you describe the teaching of mathematics/basic numeracy in your prison?

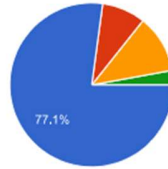
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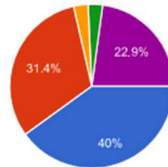
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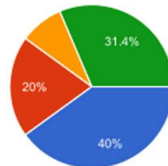
|  |    |       |
|--|----|-------|
| I do not attend such lessons in prison | 27 | 77.1% |
| Outstanding                            | 3  | 8.6%  |
| Good                                   | 4  | 11.4% |
| Requires improvement                   | 1  | 2.9%  |
| Inadequate                             | 0  | 0%    |

**How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**



|                |    |       |
|----------------|----|-------|
| Very important | 14 | 40%   |
| Important      | 11 | 31.4% |
| Indifferent    | 1  | 2.9%  |
| Not important  | 1  | 2.9%  |
| Don't know     | 8  | 22.9% |

**How much do officers and staff encourage you to study mathematics/basic numeracy in prison?**



|                   |    |       |
|-------------------|----|-------|
| A lot             | 14 | 40%   |
| So and so         | 7  | 20%   |
| Nothing at all    | 3  | 8.6%  |
| Prefer not to say | 11 | 31.4% |

### Part D: Digital Literacy

**Prior to incarceration did you have a**

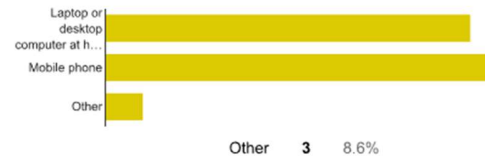
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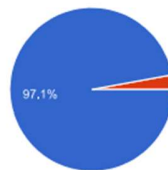
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If you used a computer or a smartphone, did you use it to browse the internet?

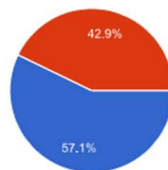


Yes 34 97.1%  
No 1 2.9%

If YES, name the browser you used in order to connect to the internet

google  
facebook  
google chrome  
youtube  
google, facebook  
google, firefox  
firefox, internet explorer  
Internet explorer  
mozilla firefox  
explorer  
google chrome  
chrome

Did you ever use the computer or smartphone to buy things online?



Yes 20 57.1%  
No 15 42.9%

[https://docs.google.com/forms/d/1A0ibZxKM\\_ln\\_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics](https://docs.google.com/forms/d/1A0ibZxKM_ln_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics)

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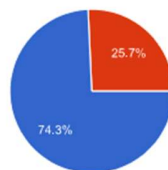
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**Which search engines did you normally use?**

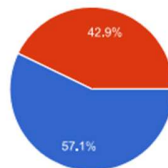
google  
-  
gooogle  
chrome  
google, facebook  
a lot  
google.ro  
program

**Did you ever read the newspapers online?**



Yes 26 74.3%  
No 9 25.7%

**Do you have an email address?**



Yes 20 57.1%  
No 15 42.9%

**giordi@gmail.comm [Which of the following is correct?]**



Correct address 1 100%

**giordi@gmail.com.com [Which of the following is correct?]**



[https://docs.google.com/forms/d/1A0ibZxKM\\_ln\\_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics](https://docs.google.com/forms/d/1A0ibZxKM_ln_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics)

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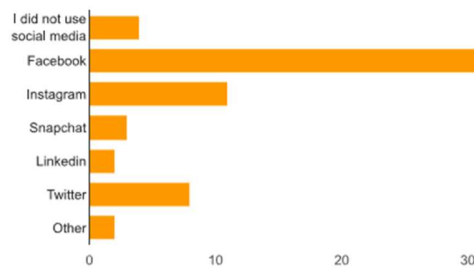
Correct address 1 100%

giordi@gmail.com [Which of the following is correct?]



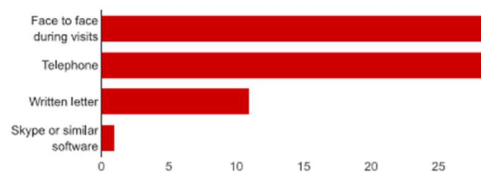
Correct address 32 100%

Which of the following social media sites did you use?



|                            |    |       |
|----------------------------|----|-------|
| I did not use social media | 4  | 11.4% |
| Facebook                   | 31 | 88.6% |
| Instagram                  | 11 | 31.4% |
| Snapchat                   | 3  | 8.6%  |
| Linkedin                   | 2  | 5.7%  |
| Twitter                    | 8  | 22.9% |
| Other                      | 2  | 5.7%  |

Which of the following do you use in order to communicate with your family or friends? You may tick more than one option



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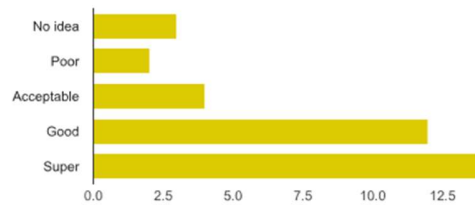
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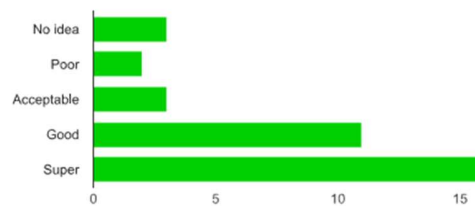
|                            |    |       |
|----------------------------|----|-------|
| Face to face during visits | 29 | 82.9% |
| Telephone                  | 29 | 82.9% |
| Written letter             | 11 | 31.4% |
| Skype or similar software  | 1  | 2.9%  |

How would you rate your typing skills? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 3  | 8.6%  |
| Poor       | 2  | 5.7%  |
| Acceptable | 4  | 11.4% |
| Good       | 12 | 34.3% |
| Super      | 14 | 40%   |

How would you rate your web searching skills? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 3  | 8.6%  |
| Poor       | 2  | 5.7%  |
| Acceptable | 3  | 8.6%  |
| Good       | 11 | 31.4% |
| Super      | 16 | 45.7% |

How would you rate your ability to use a computer? [How would you rate your...]

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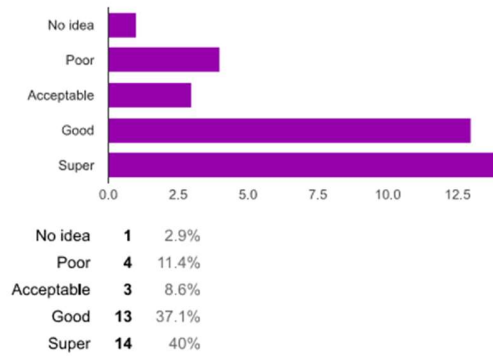
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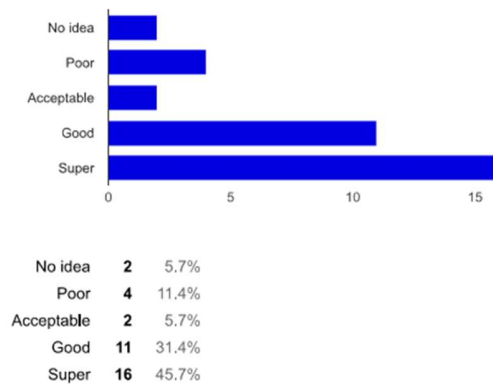
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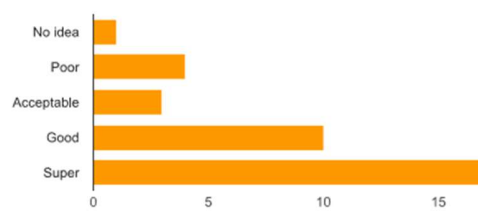
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**How would you rate your ability to use your smart phone? [How would you rate your...]**



**How would you rate your ability to use the internet? [How would you rate your...]**



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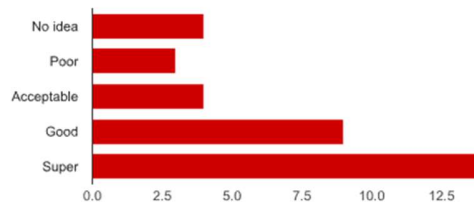
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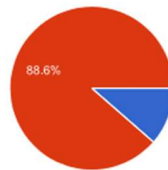
|            |    |       |
|------------|----|-------|
| No idea    | 1  | 2.9%  |
| Poor       | 4  | 11.4% |
| Acceptable | 3  | 8.6%  |
| Good       | 10 | 28.6% |
| Super      | 17 | 48.6% |

**Transfer material from devices to the computer? [How would you rate your...]**



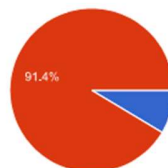
|            |    |       |
|------------|----|-------|
| No idea    | 4  | 11.8% |
| Poor       | 3  | 8.8%  |
| Acceptable | 4  | 11.8% |
| Good       | 9  | 26.5% |
| Super      | 14 | 41.2% |

**In the prison do you have access to a computer room?**



|     |    |       |
|-----|----|-------|
| Yes | 4  | 11.4% |
| No  | 31 | 88.6% |

**In the prison do you have access to controlled internet?**



|     |    |       |
|-----|----|-------|
| Yes | 3  | 8.6%  |
| No  | 32 | 91.4% |

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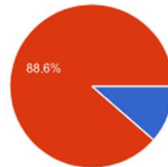
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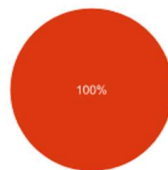
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**Do you have computers in the prison library?**



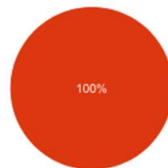
|     |    |       |
|-----|----|-------|
| Yes | 4  | 11.4% |
| No  | 31 | 88.6% |

**If YES, are they connected to the internet?**



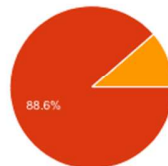
|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 31 | 100% |

**Can you have your own laptop in prison?**



|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 34 | 100% |

**Can you have a play station in your cell in prison?**



|       |    |       |
|-------|----|-------|
| Yes   | 0  | 0%    |
| No    | 31 | 88.6% |
| Maybe | 4  | 11.4% |

**Are prison guards allowed to use their mobile phones while on duty?**

|     |    |       |
|-----|----|-------|
| Yes | 3  | 9.1%  |
| No  | 30 | 90.9% |

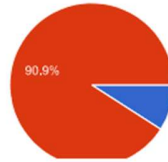
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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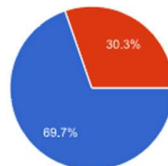
Are digital literacy classes organised in prison?

|     |    |      |
|-----|----|------|
| yes | 0  | 0%   |
| No  | 34 | 100% |

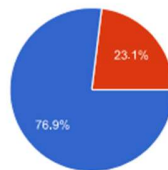


Are digital literacy classes organised in prison?

|     |    |       |
|-----|----|-------|
| Yes | 23 | 69.7% |
| No  | 10 | 30.3% |



If YES are they only theoretical or can you use a computer during these lessons?



|   |    |       |
|---|----|-------|
| Only theoretical                                      | 20 | 76.9% |
| Can use a computer that is not linked to the internet | 6  | 23.1% |
| Can use a computer that is linked to the internet     | 0  | 0%    |

Did you ever sit for an IT/computer examination in prison?

|     |    |       |
|-----|----|-------|
| Yes | 2  | 5.7%  |
| No  | 33 | 94.3% |

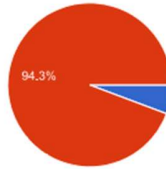
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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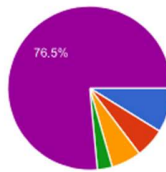
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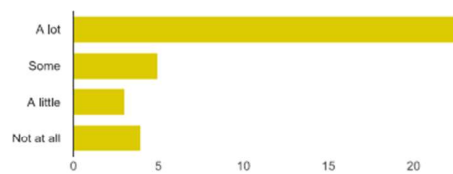
for writing, PDF creating

**If you have a job in prison, how often do you use a computer related to this job?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do not work in prison | 3  | 8.8%  |
| Every day                         | 2  | 5.9%  |
| A few times a week                | 2  | 5.9%  |
| Once a week                       | 1  | 2.9%  |
| Never                             | 26 | 76.5% |

**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



|            |    |       |
|------------|----|-------|
| A lot      | 23 | 65.7% |
| Some       | 5  | 14.3% |
| A little   | 3  | 8.6%  |
| Not at all | 4  | 11.4% |

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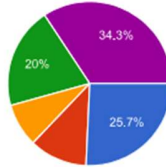
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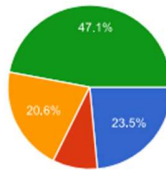
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**How important do you think prison officers think that learning to use a computer is in prison?**



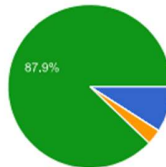
|                |    |       |
|----------------|----|-------|
| Very important | 9  | 25.7% |
| Important      | 4  | 11.4% |
| Indifferent    | 3  | 8.6%  |
| Not important  | 7  | 20%   |
| Don't know     | 12 | 34.3% |

**How much do staff encourage you to study digital literacy in the prison**



|  |    |       |
|--|----|-------|
| Digital literacy lessons are not available in the prison | 8  | 23.5% |
| A lot  | 3  | 8.8%  |
| So and so  | 7  | 20.6% |
| Nothing at all   | 16 | 47.1% |

**Do you consider the computer room/digital literacy area as being**



|   |    |       |
|---|----|-------|
| Adequately equipped with good machines and updated software | 3  | 9.1%  |
| Equiped with dated computers and dated software             | 0  | 0%    |
| Second hand IT equipment                                    | 1  | 3%    |
| We do not have a computer room/digital literacy area        | 29 | 87.9% |

**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

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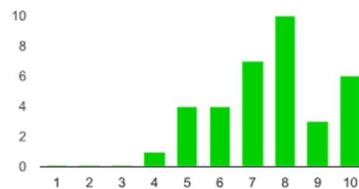
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-

To organize a computer room in prison.  
to learn about computers  
to have access to computers  
computer skills class  
computers, internet  
computer skills courses  
Don,t know  
it will be very good for us if authorities will give us the chance to spent some time at the computer  
and online (to communicate), under their supervision  
More TIC trainings  
to start urgently such activity, it is useful to everyone  
to create calsses for beginners  
to have computers  
creating a space in this direction would greatly help educate some inmates  
these courses would be beneficial  
It would be great  
to introduce a digital literacy program  
very effective

### Part E: Critical and Creative thinking and Problem Solving skills

On the following scale, how much do you consider yourself to be creative?



|          |   |       |
|----------|---|-------|
| Least: 1 | 0 | 0%    |
| 2        | 0 | 0%    |
| 3        | 0 | 0%    |
| 4        | 1 | 2.9%  |
| 5        | 4 | 11.4% |

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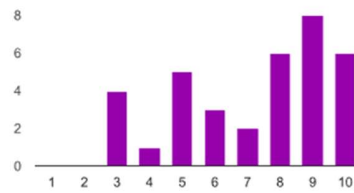
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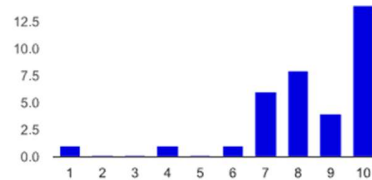
|             |    |       |
|-------------|----|-------|
| 6           | 4  | 11.4% |
| 7           | 7  | 20%   |
| 8           | 10 | 28.6% |
| 9           | 3  | 8.6%  |
| Maximum: 10 | 6  | 17.1% |

On the following scale, how much do you consider yourself to be a critical thinker?



|             |   |       |
|-------------|---|-------|
| Least: 1    | 0 | 0%    |
| 2           | 0 | 0%    |
| 3           | 4 | 11.4% |
| 4           | 1 | 2.9%  |
| 5           | 5 | 14.3% |
| 6           | 3 | 8.6%  |
| 7           | 2 | 5.7%  |
| 8           | 6 | 17.1% |
| 9           | 8 | 22.9% |
| Maximum: 10 | 6 | 17.1% |

On the following scale, how much do you consider yourself to be a problem solver?



|          |   |      |
|----------|---|------|
| Least: 1 | 1 | 2.9% |
|----------|---|------|

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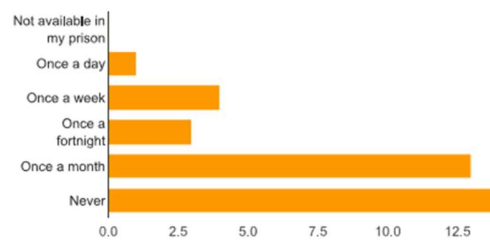
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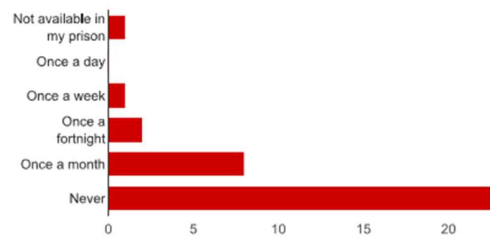
|             |    |       |
|-------------|----|-------|
| 2           | 0  | 0%    |
| 3           | 0  | 0%    |
| 4           | 1  | 2.9%  |
| 5           | 0  | 0%    |
| 6           | 1  | 2.9%  |
| 7           | 6  | 17.1% |
| 8           | 8  | 22.9% |
| 9           | 4  | 11.4% |
| Maximum: 10 | 14 | 40%   |

### Art classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 0  | 0%    |
| Once a day                 | 1  | 2.9%  |
| Once a week                | 4  | 11.4% |
| Once a fortnight           | 3  | 8.6%  |
| Once a month               | 13 | 37.1% |
| Never                      | 14 | 40%   |

### Drama classes and related activities [In general how often do you participate in the following activities: ]



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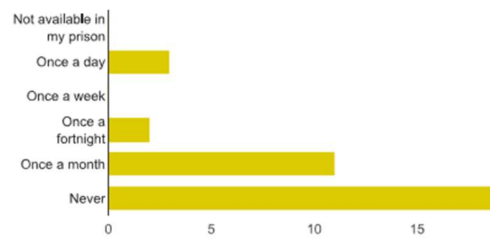
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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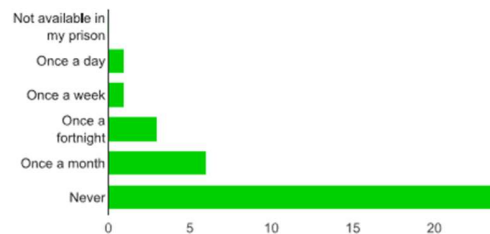
|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 1  | 2.9%  |
| Once a day                 | 0  | 0%    |
| Once a week                | 1  | 2.9%  |
| Once a fortnight           | 2  | 5.7%  |
| Once a month               | 8  | 22.9% |
| Never                      | 23 | 65.7% |

### Music classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 0  | 0%    |
| Once a day                 | 3  | 8.6%  |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 2  | 5.7%  |
| Once a month               | 11 | 31.4% |
| Never                      | 19 | 54.3% |

### Craft classes and related activities [In general how often do you participate in the following activities: ]



|                            |   |      |
|----------------------------|---|------|
| Not available in my prison | 0 | 0%   |
| Once a day                 | 1 | 2.9% |

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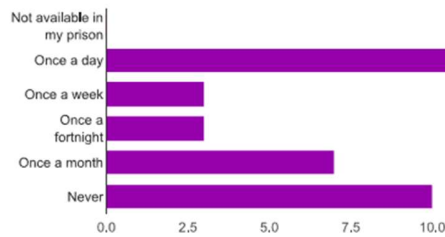
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|                  |    |       |
|------------------|----|-------|
| Once a week      | 1  | 2.9%  |
| Once a fortnight | 3  | 8.6%  |
| Once a month     | 6  | 17.1% |
| Never            | 24 | 68.6% |

**Sport classes and related activities [In general how often do you participate in the following activities: ]**



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 0  | 0%    |
| Once a day                 | 12 | 34.3% |
| Once a week                | 3  | 8.6%  |
| Once a fortnight           | 3  | 8.6%  |
| Once a month               | 7  | 20%   |
| Never                      | 10 | 28.6% |

**Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 7  | 20.6% |
| Slightly   | 11 | 32.4% |
| A lot      | 16 | 47.1% |

**Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**

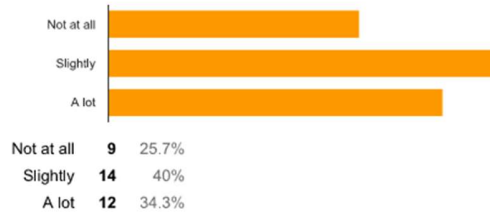
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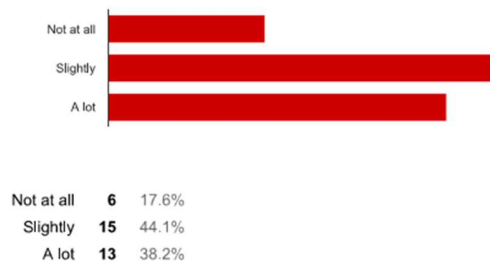
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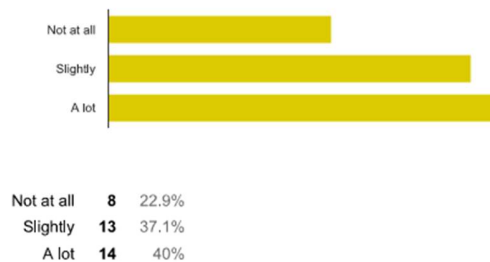
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**Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Craft classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**

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**Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]**



|                              |    |     |
|------------------------------|----|-----|
| No such lessons in my prison | 0  | 0%  |
| Yes                          | 7  | 20% |
| No                           | 28 | 80% |

**Music lessons [Do you attend for any of the following lessons in your prison?]**



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 1  | 2.9%  |
| Yes                          | 4  | 11.4% |
| No                           | 30 | 85.7% |

**Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]**



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|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 0  | 0%    |
| Yes                          | 3  | 8.8%  |
| No                           | 31 | 91.2% |

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 0  | 0%    |
| Yes                          | 6  | 17.6% |
| No                           | 28 | 82.4% |

### Sports activities [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 0  | 0%    |
| Yes                          | 26 | 78.8% |
| No                           | 7  | 21.2% |

### Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]

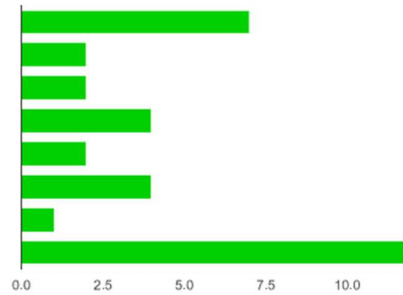
[https://docs.google.com/forms/d/1A0ibZxKM\\_ln\\_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics](https://docs.google.com/forms/d/1A0ibZxKM_ln_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics)

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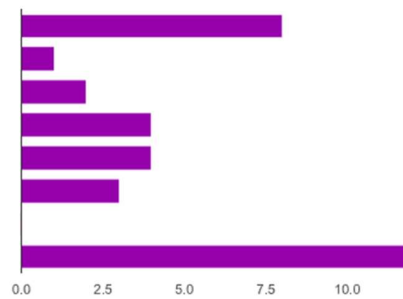
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**Music lessons [Why do you attend for any of the following lessons in your prison?]**



|                                       |    |       |
|---------------------------------------|----|-------|
| No such lessons in my prison          | 8  | 23.5% |
| To express myself                     | 1  | 2.9%  |
| To relieve my stress                  | 2  | 5.9%  |
| To be more creative                   | 4  | 11.8% |
| To change the atmosphere              | 4  | 11.8% |
| To be with others                     | 3  | 8.8%  |
| To sit for an examination in the area | 0  | 0%    |
| Other                                 | 12 | 35.3% |

**Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]**

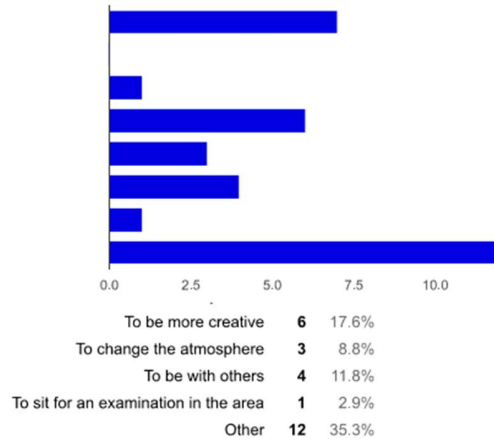
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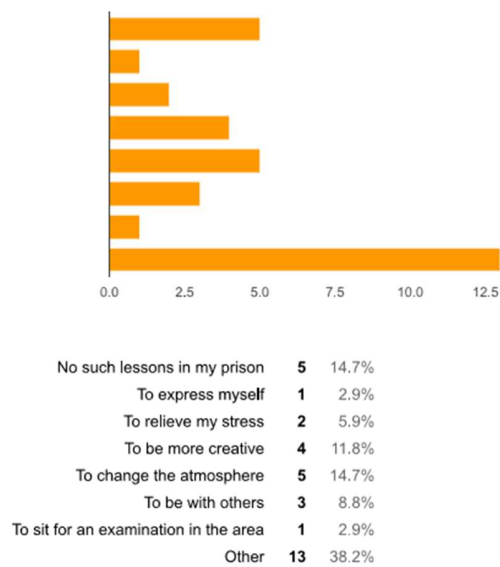
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**Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]**



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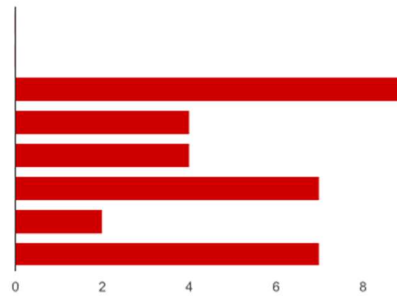


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**Sports activities [Why do you attend for any of the following lessons in your prison?]**



|                                       |   |       |
|---------------------------------------|---|-------|
| No such lessons in my prison          | 0 | 0%    |
| To express myself                     | 0 | 0%    |
| To relieve my stress                  | 9 | 27.3% |
| To be more creative                   | 4 | 12.1% |
| To change the atmosphere              | 4 | 12.1% |
| To be with others                     | 7 | 21.2% |
| To sit for an examination in the area | 2 | 6.1%  |
| Other                                 | 7 | 21.2% |

**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 16 | 51.6% |
| So and so | 11 | 35.5% |
| Yes       | 4  | 12.9% |

**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**

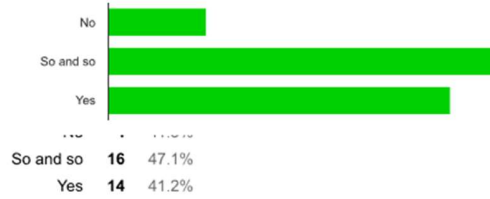
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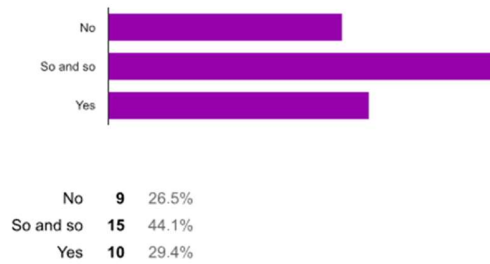
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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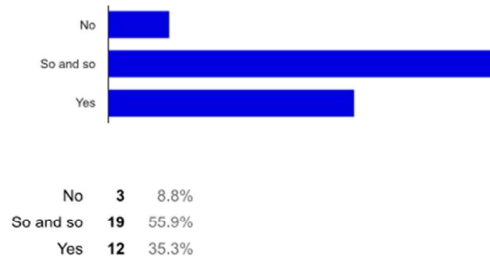
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**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**



**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**

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**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 3  | 8.8%  |
| So and so | 16 | 47.1% |
| Yes       | 15 | 44.1% |

**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 4  | 11.8% |
| So and so | 10 | 29.4% |
| Yes       | 20 | 58.8% |

**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



[https://docs.google.com/forms/d/1A0ibZxKM\\_ln\\_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics](https://docs.google.com/forms/d/1A0ibZxKM_ln_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics)

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|           |    |       |
|-----------|----|-------|
| No        | 3  | 8.8%  |
| So and so | 9  | 26.5% |
| Yes       | 22 | 64.7% |

**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 5  | 15.6% |
| So and so | 10 | 31.3% |
| Yes       | 17 | 53.1% |

**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 4  | 11.8% |
| So and so | 14 | 41.2% |
| Yes       | 16 | 47.1% |

**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 3  | 8.8%  |
| So and so | 11 | 32.4% |

[https://docs.google.com/forms/d/1A0ibZxKM\\_ln\\_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics](https://docs.google.com/forms/d/1A0ibZxKM_ln_wMc27Q2sKfWOTkX2o8ehxbEZsUcxc1o/viewanalytics)

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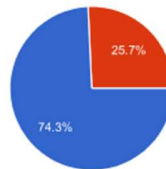
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Yes 20 58.8%

**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**



Yes 26 74.3%  
No 9 25.7%

**Please explain your answer**

-

Because organize creative activities.  
homeworks, discussions, socializing, different exercises  
changing something bad in something good  
different activities that improve my skills and abilities  
they are well prepared and benevolent  
The prison personal invite all the prisoners to participate, but the decision is from us.  
there is no interest  
they help us resolve our problems in a easy way  
prison staff are talking with inmates and encourages them to participate in various activities  
school, karaoke, dance  
because activities are regularly organized to develop these abilities  
motivation, ambition, sobriety

**Give one suggestion on how best to promote critical and creative thinking in prison**

-

Involving qualified employees.  
with performance  
more activities  
more activities, also considering what prisoners want and need  
including more prisoners at activities and by doing more different courses  
organizing more informative cultural activities  
more interactive courses  
organizing training courses, more credited activities, offering credits to multiple participants  
courses, discipline and respect

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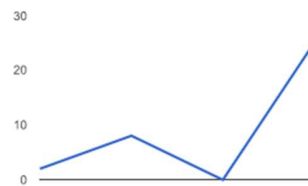
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**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

**Number of daily responses**



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## Slovenia

9/9/2018

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joseph.giordmaina@um.edu.mt

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# 22 responses

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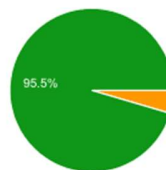
### Summary

[Image]

### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

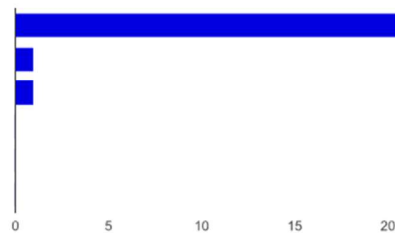
#### PART A: General Information

##### Country



|                |    |       |
|----------------|----|-------|
| Belgium        | 0  | 0%    |
| Malta          | 0  | 0%    |
| Romania        | 1  | 4.5%  |
| Slovenia       | 21 | 95.5% |
| United Kingdom | 0  | 0%    |

##### Type of Prison



|               |    |       |
|---------------|----|-------|
| Closed prison | 21 | 95.5% |
| Open prison   | 1  | 4.5%  |

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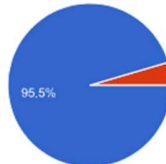
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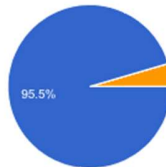
|                                 |   |      |
|---------------------------------|---|------|
| Semi-open prison                | 1 | 4.5% |
| Sentenced inmates only          | 0 | 0%   |
| On remand inmates only          | 0 | 0%   |
| Sentenced and on remand inmates | 0 | 0%   |

### Level of Security



|                          |    |       |
|--------------------------|----|-------|
| High security            | 21 | 95.5% |
| Medium Security          | 1  | 4.5%  |
| Low security             | 0  | 0%    |
| Mixed levels of security | 0  | 0%    |

### Who provides education in this prison



|                      |    |       |
|----------------------|----|-------|
| Outside provider (s) | 21 | 95.5% |
| In-house provision   | 0  | 0%    |
| Mixed provision      | 1  | 4.5%  |
| Other                | 0  | 0%    |

### Part 1: Inmate's background

#### Sex

|        |    |      |
|--------|----|------|
| Male   | 22 | 100% |
| Female | 0  | 0%   |
| Other  | 0  | 0%   |

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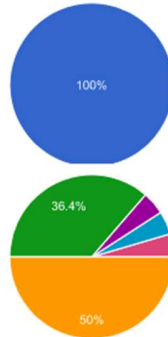
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|        |    |       |
|--------|----|-------|
| 14 -16 | 0  | 0%    |
| 17-21  | 0  | 0%    |
| 22-30  | 11 | 50%   |
| 31-40  | 8  | 36.4% |
| 41-50  | 1  | 4.5%  |
| 51-60  | 1  | 4.5%  |
| 61+    | 1  | 4.5%  |

## Nationality

Slovene  
Slovenian  
Serbian  
Croatian  
Romani  
Montenegro  
slovene  
Romanian

## Please write your mother tongue

Slovenian  
Slovene  
slovenian  
Bosnian  
romani language  
Croatian  
montenegrin  
croatian  
serbian  
Romanian

## Have you been in prison before?

|     |    |       |
|-----|----|-------|
| YES | 8  | 36.4% |
| NO  | 14 | 63.6% |

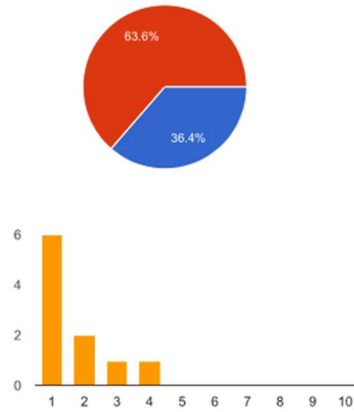
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

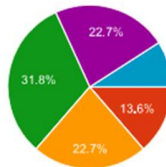
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



|    |   |     |
|----|---|-----|
| 1  | 6 | 60% |
| 2  | 2 | 20% |
| 3  | 1 | 10% |
| 4  | 1 | 10% |
| 5  | 0 | 0%  |
| 6  | 0 | 0%  |
| 7  | 0 | 0%  |
| 8  | 0 | 0%  |
| 9  | 0 | 0%  |
| 10 | 0 | 0%  |

What is your estimated earliest date of release:



|                                    |   |       |
|------------------------------------|---|-------|
| Don't know                         | 0 | 0%    |
| In less than six months            | 3 | 13.6% |
| In between seven months and a year | 5 | 22.7% |
| In between 1 and 2 years           | 7 | 31.8% |
| In between 2 and 5 years           | 5 | 22.7% |
| In more than 5 years               | 2 | 9.1%  |

## Employment

Did you ever work prior to incarceration?

|     |    |       |
|-----|----|-------|
| YES | 17 | 77.3% |
| NO  | 5  | 22.7% |

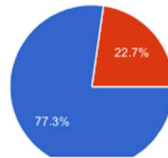
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

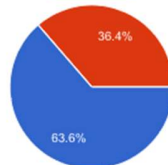
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

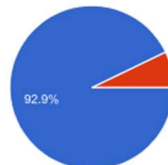


Are you in employment?

|     |    |       |
|-----|----|-------|
| YES | 14 | 63.6% |
| NO  | 8  | 36.4% |



If YES - were you in full-time employment or part-time employment?



|                      |    |       |
|----------------------|----|-------|
| Full time employment | 13 | 92.9% |
| Part-time employment | 1  | 7.1%  |

If YES, please write your last job

Livar d.d.

CEO

Klimo Elektro, Magneti, Ljubljana Castle, cooking

Dentist

Cook

Frigolago cold logistic - storehouse

Jeklotronik d.o.o.

Murska Sobota Hospital-anesthesiologist; aesthetic surgery; military medicine

Taxi driver

automobile industry in the year 2013

Work in the production of game meat.

construction

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

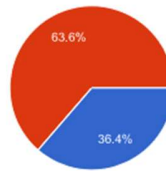
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Are you presently working in prison?



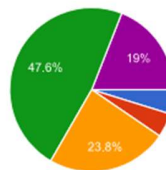
|     |    |       |
|-----|----|-------|
| Yes | 8  | 36.4% |
| No  | 14 | 63.6% |

### If YES, please list the job you are currently employed in

work therapy  
Arranging the environment voluntarily  
Kitchen  
construction  
Wood workshop - carpenter (profession)  
toolmaker cleaner  
engineering  
cleaning

### Education History

#### Up to which level of schooling did you attend school?



|  |    |       |
|--|----|-------|
| Never attended or partially attended primary schooling | 1  | 4.8%  |
| Up to the age of 12 years                              | 1  | 4.8%  |
| Up to the age of 16 years                              | 5  | 23.8% |
| Up to the age of 21 years                              | 10 | 47.6% |
| University level                                       | 4  | 19%   |

### Using the following table, which level of the European Qualification Framework (EQF) have you reached?

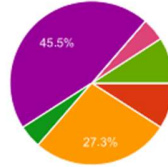
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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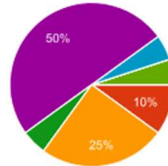


|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 0  | 0%    |
| EQF Level 1 (Primary education)                                     | 2  | 9.1%  |
| EQF Level 2 (Basic Secondary Education)                             | 6  | 27.3% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 1  | 4.5%  |
| EQF Level 4 (Upper Secondary level)                                 | 10 | 45.5% |
| EQF Level 5 (Post Secondary level)                                  | 0  | 0%    |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 1  | 4.5%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 2  | 9.1%  |
| EQF Level 8 (PhD Level)   | 0  | 0%    |

### European Qualifications Framework

#### PART B: Basic and general literacy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



|   |    |     |
|---|----|-----|
| Never attended or did not complete primary schooling                | 0  | 0%  |
| EQF Level 1 (Primary education)                                     | 2  | 10% |
| EQF Level 2 (Basic Secondary Education)                             | 5  | 25% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 1  | 5%  |
| EQF Level 4 (Upper Secondary level)                                 | 10 | 50% |
| EQF Level 5 (Post Secondary level)                                  | 1  | 5%  |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 0  | 0%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 1  | 5%  |
| EQF Level 8 (PhD Level)   | 0  | 0%  |

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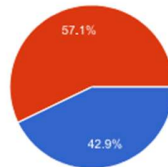
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

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## European Education Framework

Do you attend language classes in prison?



Yes 9 42.9%  
No 12 57.1%

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



Yes 10 83.3%  
No 1 8.3%  
Don't know 1 8.3%

Improve your writing skills? [If YES, do you feel that these classes (please tick)]



Yes 8 80%  
No 1 10%  
Don't know 1 10%

Improve your reading skills? [If YES, do you feel that these classes (please tick)]

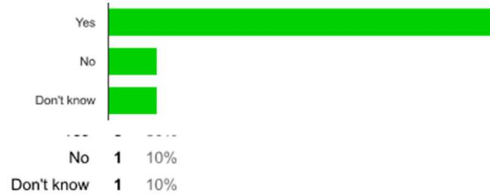
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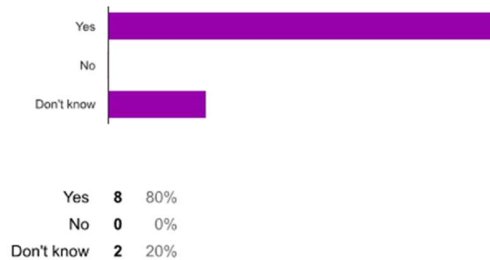
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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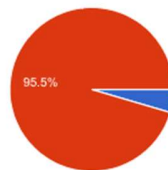
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**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



**Did you ever experience problems in reading and/or writing?**

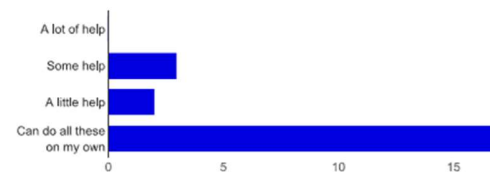


YES 1 4.5%  
NO 21 95.5%

**If YES - can you please describe these problems?**

I don't understand Slovenian language well but I speak slovenian fairly good

**Filling out forms in prisons [How much help do you get from friends in]**



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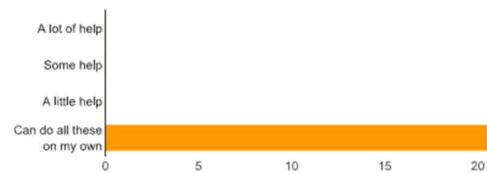
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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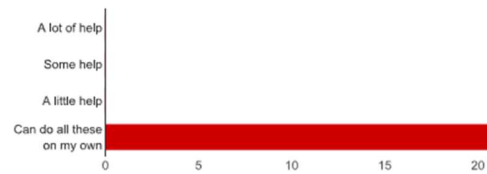
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 3  | 13.6% |
| A little help              | 2  | 9.1%  |
| Can do all these on my own | 17 | 77.3% |

### Reading letters [How much help do you get from friends in]



|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 0  | 0%   |
| Some help                  | 0  | 0%   |
| A little help              | 0  | 0%   |
| Can do all these on my own | 21 | 100% |

### Writing letters or notes [How much help do you get from friends in]



|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 0  | 0%   |
| Some help                  | 0  | 0%   |
| A little help              | 0  | 0%   |
| Can do all these on my own | 21 | 100% |

### Understanding written information [How much help do you get from friends in]

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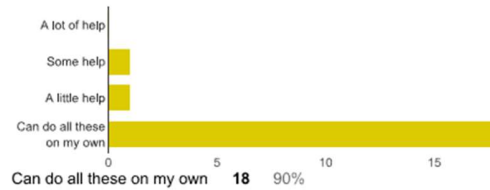
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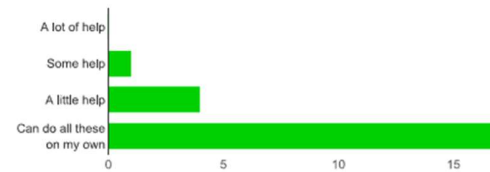
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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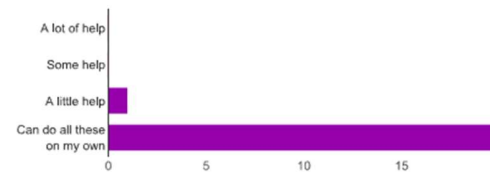


### Filling out forms in prisons [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.5%  |
| A little help              | 4  | 18.2% |
| Can do all these on my own | 17 | 77.3% |

### Reading letters [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 1  | 4.8%  |
| Can do all these on my own | 20 | 95.2% |

### Writing letters or notes [How much help do you get from staff in]

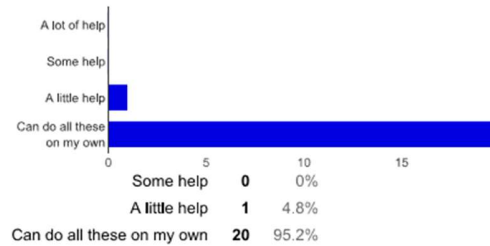
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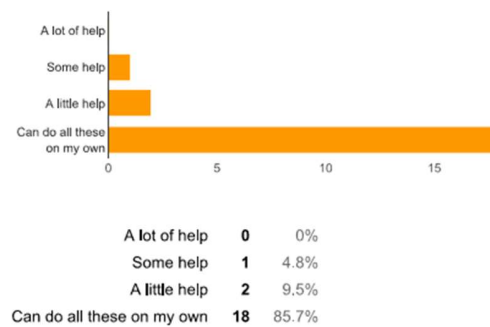
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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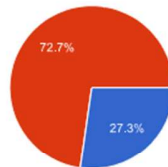
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### Understanding written information [How much help do you get from staff in]



### Did you ever sit for a language test/examination in prison?



Yes 6 27.3%  
No 16 72.7%

### If YES - which examination(s)?

Exam in Slovenian language  
Italian  
National vocational qualification  
italian  
in middle school in prison - english and foreign language II. - italian

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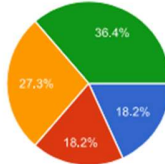
# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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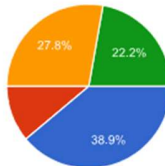
english

## How often do you make use of the library?



|                  |   |       |
|------------------|---|-------|
| Once a week      | 4 | 18.2% |
| Once a fortnight | 4 | 18.2% |
| Once a month     | 6 | 27.3% |
| Never            | 8 | 36.4% |

## How long does it take you to get a book from the library?



|                      |   |       |
|----------------------|---|-------|
| Same day             | 7 | 38.9% |
| Less than three days | 2 | 11.1% |
| One week             | 5 | 27.8% |
| More than one week   | 4 | 22.2% |

## Mention the title of a book you borrowed from the library in this last month

Samorastniki  
The Book of Record  
Samorastniki - Prežihov Voranc  
James Paterson  
Death Souls - Gogolj  
Butterfly  
Motivation  
A book about dogs  
Nick Vuječić  
You have to love someone - Ivan Minatti  
The art of War - Sen Tzu  
Gril ber-Survival; Reiki  
The History of Slovenian Nation

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

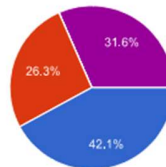
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Hitler's Diaries

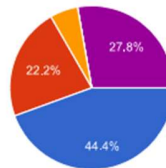
-

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |   |       |
|-----------------------------------|---|-------|
| Currently I do NOT work in prison | 8 | 42.1% |
| Every day                         | 5 | 26.3% |
| A few times a week                | 0 | 0%    |
| Once a week                       | 0 | 0%    |
| Never                             | 6 | 31.6% |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**



|                                   |   |       |
|-----------------------------------|---|-------|
| Currently I do not work in prison | 8 | 44.4% |
| Every day                         | 4 | 22.2% |
| A few times a week                | 1 | 5.6%  |
| Once a week                       | 0 | 0%    |
| Never                             | 5 | 27.8% |

**Do you ever have to chose between a language lesson and work in prison?**

|     |    |       |
|-----|----|-------|
| Yes | 6  | 33.3% |
| No  | 12 | 66.7% |

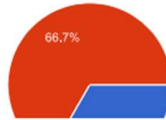
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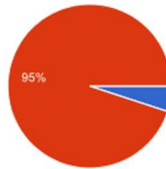
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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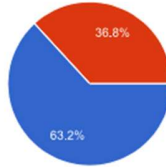


|     |    |     |
|-----|----|-----|
| Yes | 1  | 5%  |
| No  | 19 | 95% |



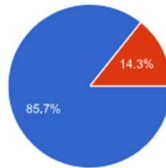
Are you paid for work in prison?

|     |    |       |
|-----|----|-------|
| Yes | 12 | 63.2% |
| No  | 7  | 36.8% |



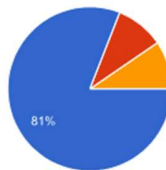
How much do you think the ability to read helps you in finding a job inside/outside prison?

|            |    |       |
|------------|----|-------|
| A lot      | 18 | 85.7% |
| Some       | 3  | 14.3% |
| A little   | 0  | 0%    |
| Not at all | 0  | 0%    |



How much do you think the ability to write helps you in finding a job inside/outside prison?

|            |    |      |
|------------|----|------|
| A lot      | 17 | 81%  |
| Some       | 2  | 9.5% |
| A little   | 2  | 9.5% |
| Not at all | 0  | 0%   |



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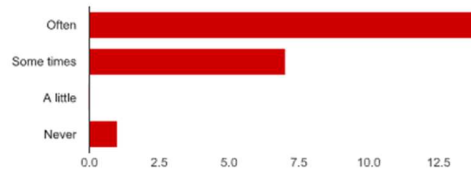
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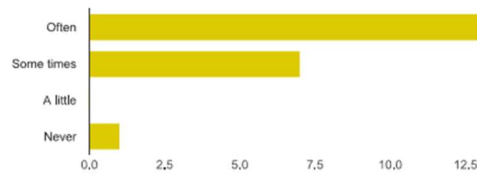
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### Read newspapers [In prison do you]



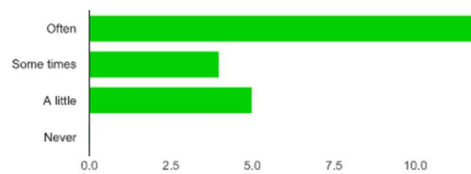
|            |    |       |
|------------|----|-------|
| Often      | 14 | 63.6% |
| Some times | 7  | 31.8% |
| A little   | 0  | 0%    |
| Never      | 1  | 4.5%  |

### Read magazines [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 13 | 61.9% |
| Some times | 7  | 33.3% |
| A little   | 0  | 0%    |
| Never      | 1  | 4.8%  |

### Listen to the radio or television [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 12 | 57.1% |
| Some times | 4  | 19%   |
| A little   | 5  | 23.8% |

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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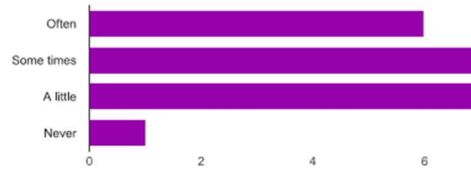
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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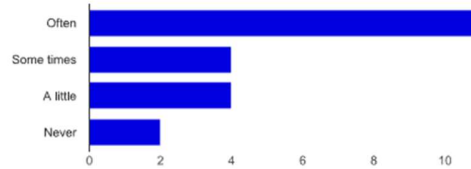
Never 0 0%

### Read books [In prison do you]



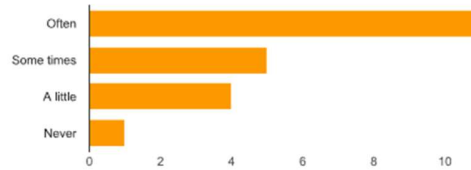
|            |   |       |
|------------|---|-------|
| Often      | 6 | 28.6% |
| Some times | 7 | 33.3% |
| A little   | 7 | 33.3% |
| Never      | 1 | 4.8%  |

### Read letters [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 11 | 52.4% |
| Some times | 4  | 19%   |
| A little   | 4  | 19%   |
| Never      | 2  | 9.5%  |

### Write letters [In prison do you]



|       |    |       |
|-------|----|-------|
| Often | 11 | 52.4% |
|-------|----|-------|

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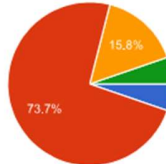
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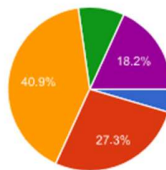
|            |   |       |
|------------|---|-------|
| Some times | 5 | 23.8% |
| A little   | 4 | 19%   |
| Never      | 1 | 4.8%  |

**How would you describe the teaching of language literacy in your prison**



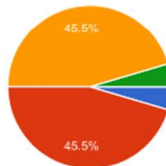
|                      |    |       |
|----------------------|----|-------|
| Outstanding          | 1  | 5.3%  |
| Good                 | 14 | 73.7% |
| Requires improvement | 3  | 15.8% |
| Inadequate           | 1  | 5.3%  |

**How important do you think prison officers think that learning a language is in prison**



|                |   |       |
|----------------|---|-------|
| Very important | 1 | 4.5%  |
| Important      | 6 | 27.3% |
| Indifferent    | 9 | 40.9% |
| Not important  | 2 | 9.1%  |
| Don't know     | 4 | 18.2% |

**How much do staff encourage you to study literacy (reading and writing or a language) in the prison**



|                   |    |       |
|-------------------|----|-------|
| A lot             | 1  | 4.5%  |
| So and so         | 10 | 45.5% |
| Nothing at all    | 10 | 45.5% |
| Prefer not to say | 1  | 4.5%  |

**Do you consider the language learning area**

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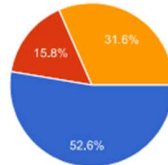
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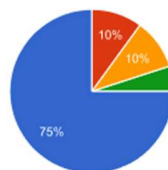
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|  |    |       |
|--|----|-------|
| Adequate and well resourced              | 10 | 52.6% |
| Inadequate but well resourced            | 3  | 15.8% |
| Inadequate and not well resourced at all | 6  | 31.6% |

**How many inmates are you for a basic literacy lesson in a class?**



|  |    |     |
|--|----|-----|
| I do not attend basic literacy classes | 15 | 75% |
| 1 to 3 inmates                         | 2  | 10% |
| 1 to 6 inmates                         | 2  | 10% |
| 1 to 10 inmates                        | 1  | 5%  |
| More than 10 inmates in a class?       | 0  | 0%  |

**Mention one positive thing about the teaching of basic literacy or your language in your prison**

Conversations with mrs. Lapuh  
 Good exercise for writing and reading.  
 Classes in school - adequately educated lecturers  
 One positive thing that I like is that there are people they sincerely want to help you to do something of our life. It is not like in America; they just let them go free.  
 Better communication in prison and later outside  
 Choose essential parts of the language  
 Learn, read - you will know more  
 Well-used time for our personal growth  
 Communication without misunderstanding  
 for ease of communication and getting information  
 progress in language knowledge and literacy

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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I am gaining knowledge that I will be able to get a job easily  
I don't use my language in prison. I use it only on the phone.  
I don't know

### **Mention one negative thing about the teaching of basic literacy or your language in your prison**

There is a lot of illiterate people. They don't get the opportunity to learn.  
Not enough lectures for other inmates  
Guards are dealing with us like we are animals and there is not enough legal ways for us.  
Not enough time  
I don't know  
I don't see any negative thing  
Lack of motivation of prisoners  
The foreign language classes should be free  
I don't know

### **Give one suggestion to improve the teaching of basic literacy/language teaching in your prison**

More encouragement and motivation to get education.  
Free lessons of Slovenian language and wrighting  
English language  
Benefits related to school  
More teaching hours  
I think it is definitely good and useful  
Everybody should decide for himself, we are offered a variety of ways  
good results are rewarded  
Continuity  
I noticed that a lot of Romani people does not pronounce slovenian words correctly and that they can not read or wright.  
-

## **Part C: Basic Numeracy**

**Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?**

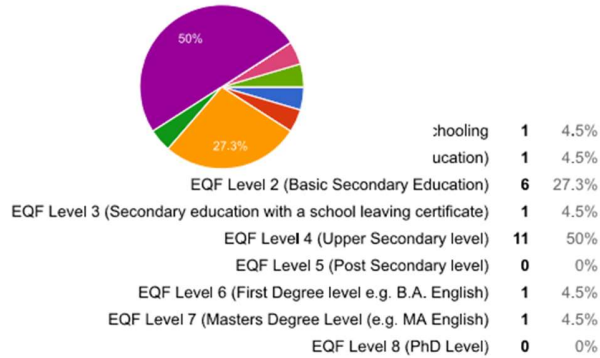
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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

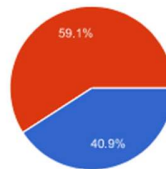
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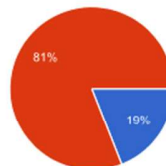
## European Qualifications Framework

Do you attend numeracy or mathematics classes in prison?



|     |    |       |
|-----|----|-------|
| Yes | 9  | 40.9% |
| No  | 13 | 59.1% |

At school, did you ever experience problems in numeracy and mathematics?



|     |    |     |
|-----|----|-----|
| Yes | 4  | 19% |
| No  | 17 | 81% |

If YES - can you please describe these problems?

I didn't understand the procedures  
Nothing till now  
Not enough math class in school  
mathematical functions, poor interpretation

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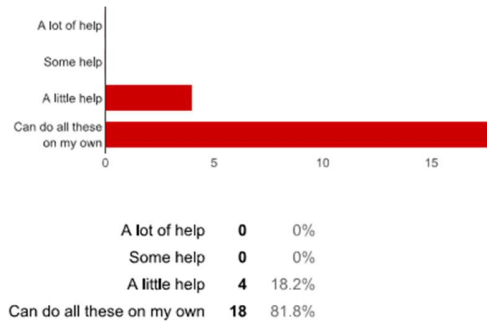
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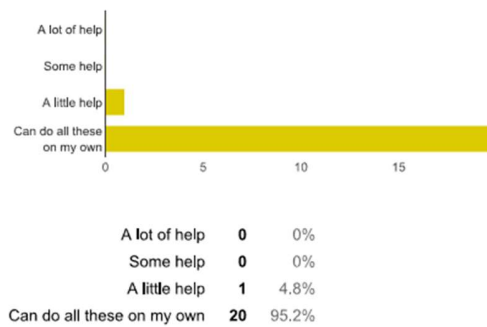
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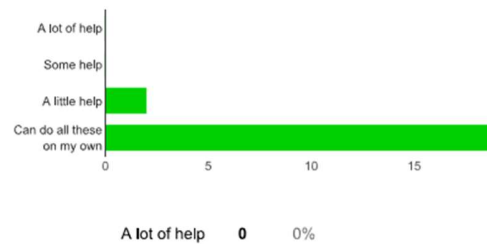
### Doing some measurment [How much help do you get from friends in]



### Calculating money [How much help do you get from friends in]



### Activities that involve counting [How much help do you get from friends in]



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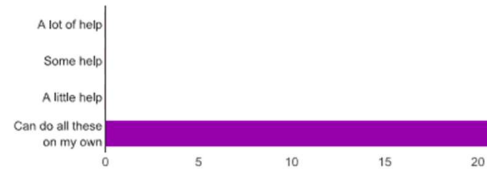
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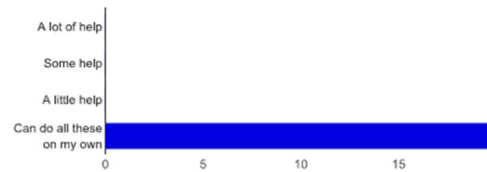
|                            |    |       |
|----------------------------|----|-------|
| Some help                  | 0  | 0%    |
| A little help              | 2  | 9.5%  |
| Can do all these on my own | 19 | 90.5% |

### Adding and subtracting whole numbers [How much help do you get from staff in]



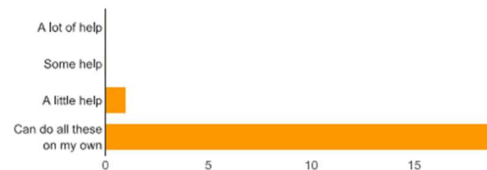
|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 0  | 0%   |
| Some help                  | 0  | 0%   |
| A little help              | 0  | 0%   |
| Can do all these on my own | 21 | 100% |

### Calculating money e.g. VAT [How much help do you get from staff in]



|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 0  | 0%   |
| Some help                  | 0  | 0%   |
| A little help              | 0  | 0%   |
| Can do all these on my own | 20 | 100% |

### Reading a thermometer [How much help do you get from staff in]



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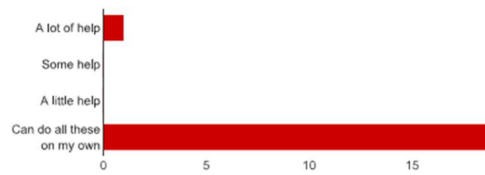
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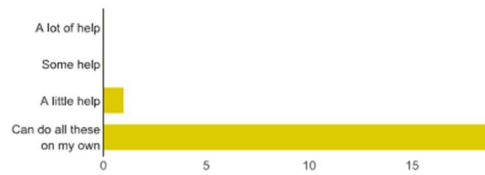
|                            |    |     |
|----------------------------|----|-----|
| A lot of help              | 0  | 0%  |
| Some help                  | 0  | 0%  |
| A little help              | 1  | 5%  |
| Can do all these on my own | 19 | 95% |

### Comparing prices [How much help do you get from staff in]



|                            |    |     |
|----------------------------|----|-----|
| A lot of help              | 1  | 5%  |
| Some help                  | 0  | 0%  |
| A little help              | 0  | 0%  |
| Can do all these on my own | 19 | 95% |

### Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



|                            |    |     |
|----------------------------|----|-----|
| A lot of help              | 0  | 0%  |
| Some help                  | 0  | 0%  |
| A little help              | 1  | 5%  |
| Can do all these on my own | 19 | 95% |

### Calculating area e.g. area of a room [How much help do you get from staff in]

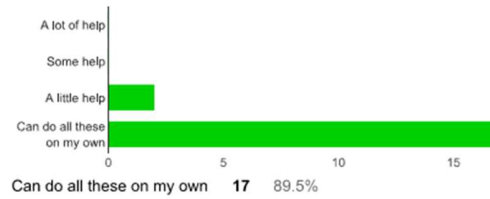
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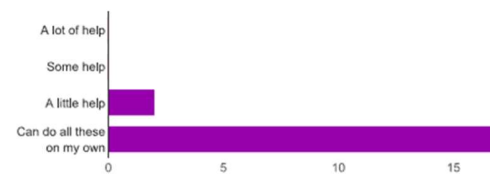
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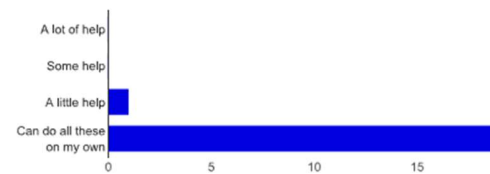


**Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 2  | 10.5% |
| Can do all these on my own | 17 | 89.5% |

**Reading a bus timetable [How much help do you get from staff in]**



|                            |    |     |
|----------------------------|----|-----|
| A lot of help              | 0  | 0%  |
| Some help                  | 0  | 0%  |
| A little help              | 1  | 5%  |
| Can do all these on my own | 19 | 95% |

**Interpreting a graph [How much help do you get from staff in]**

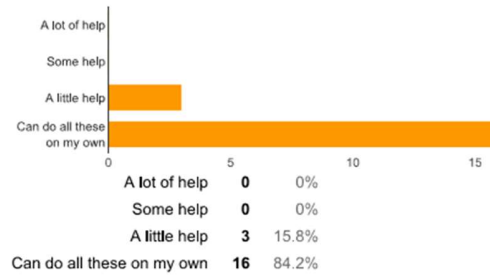
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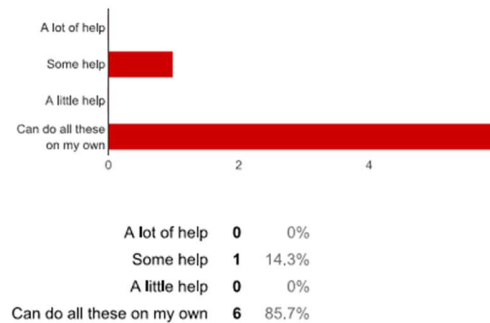
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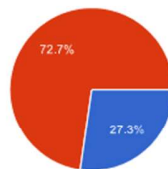
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**Prefer not to say [How much help do you get from staff in]**



**Did you ever sit for a mathematics/numeracy test or examination in prison?**



Yes 6 27.3%  
No 16 72.7%

**If YES - can you please name the examination(s)?**

Math test  
mathematic for 3rd year of catering school  
Middle school (Math 1, 2, 3,... and + 2 program)  
mathematical functions, percentages etc.

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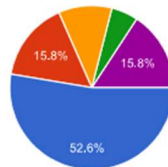
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Computing

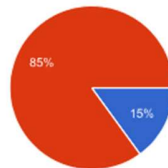
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**If you have a job in prison, how often do you use mathematics in your work in prison?**



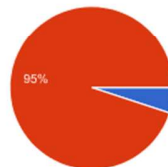
|                               |    |       |
|-------------------------------|----|-------|
| I do not have a job in prison | 10 | 52.6% |
| Every day                     | 3  | 15.8% |
| A few times a week            | 2  | 10.5% |
| Once a week                   | 1  | 5.3%  |
| Never                         | 3  | 15.8% |

**Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**



|     |    |     |
|-----|----|-----|
| Yes | 3  | 15% |
| No  | 17 | 85% |

**Are you paid to attend mathematics/basic numeracy lessons in prisons?**



|     |    |     |
|-----|----|-----|
| Yes | 1  | 5%  |
| No  | 19 | 95% |

**How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?**

A lot 15 71.4%

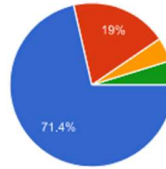
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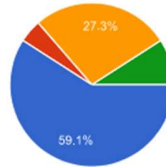
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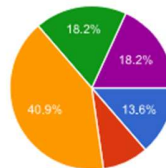
|            |   |      |
|------------|---|------|
| Some       | 4 | 19%  |
| A little   | 1 | 4.8% |
| Not at all | 1 | 4.8% |

**How would you describe the teaching of mathematics/basic numeracy in your prison?**



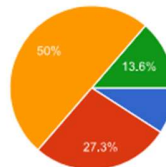
|  |    |       |
|--|----|-------|
| I do not attend such lessons in prison | 13 | 59.1% |
| Outstanding                            | 1  | 4.5%  |
| Good                                   | 6  | 27.3% |
| Requires improvement                   | 2  | 9.1%  |
| Inadequate                             | 0  | 0%    |

**How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**



|                |   |       |
|----------------|---|-------|
| Very important | 3 | 13.6% |
| Important      | 2 | 9.1%  |
| Indifferent    | 9 | 40.9% |
| Not important  | 4 | 18.2% |
| Don't know     | 4 | 18.2% |

**How much do officers and staff encourage you to study mathematics/basic numeracy in prison?**



|                   |    |       |
|-------------------|----|-------|
| A lot             | 2  | 9.1%  |
| So and so         | 6  | 27.3% |
| Nothing at all    | 11 | 50%   |
| Prefer not to say | 3  | 13.6% |

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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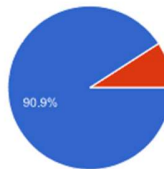
## Part D: Digital Literacy

Prior to incarceration did you have a



|                                    |    |       |
|------------------------------------|----|-------|
| Laptop or desktop computer at home | 20 | 90.9% |
| Mobile phone                       | 18 | 81.8% |
| Other                              | 4  | 18.2% |

If you used a computer or a smartphone, did you use it to browse the internet?



|     |    |       |
|-----|----|-------|
| Yes | 20 | 90.9% |
| No  | 2  | 9.1%  |

If YES, name the browser you used in order to connect to the internet

google  
Google  
Google, Chrome  
I did not had access, because I'm in high security level  
Google Chrome  
Chrome  
google - yahoo  
google chrome  
Opera, Google chrome  
mozilla  
facebook, youtube, avto.net  
google, youtube  
Youtube, fb, skype,...

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

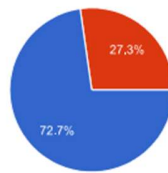
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Did you ever use the computer or smartphone to buy things online?**

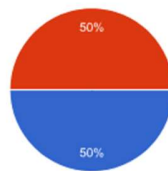


Yes 16 72.7%  
No 6 27.3%

**Which search engines did you normally use?**

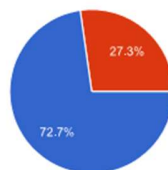
google  
Google  
Google, Mozilla  
Bolha, LetGo, Trivago, etc.  
Bolha  
avtonet, bolha, mobile.de  
mobile.de, mimovrste.com  
mimovrste.com  
najdi.si, mimovrste.si  
avto.net  
avto.net, bolha,...  
-

**Did you ever read the newspapers online?**



Yes 11 50%  
No 11 50%

**Do you have an email address?**



Yes 16 72.7%  
No 6 27.3%

[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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giordi@gmail.comm [Which of the following is correct?]

No responses yet for this question.

giordi@gmail.com.com [Which of the following is correct?]

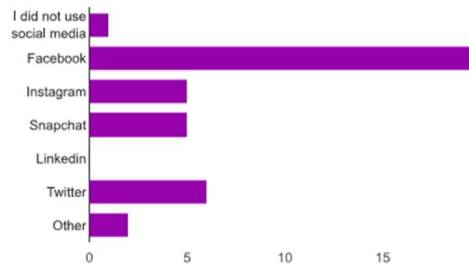
No responses yet for this question.

giordi@gmail.com [Which of the following is correct?]

Correct address 

Correct address 20 100%

Which of the following social media sites did you use?



|                            |    |       |
|----------------------------|----|-------|
| I did not use social media | 1  | 4.8%  |
| Facebook                   | 20 | 95.2% |
| Instagram                  | 5  | 23.8% |
| Snapchat                   | 5  | 23.8% |
| Linkedin                   | 0  | 0%    |
| Twitter                    | 6  | 28.6% |
| Other                      | 2  | 9.5%  |

Which of the following do you use in order to communicate with your family or friends? You may tick more than one option

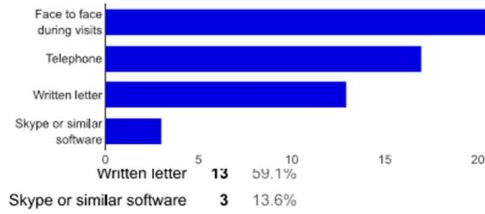
[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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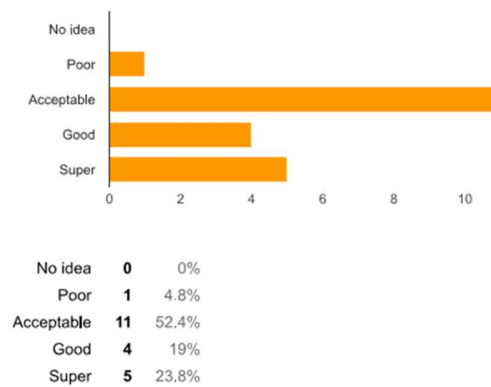
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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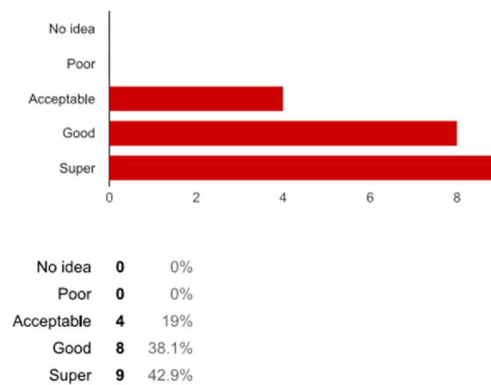
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How would you rate your typing skills? [How would you rate your...]



How would you rate your web searching skills? [How would you rate your...]



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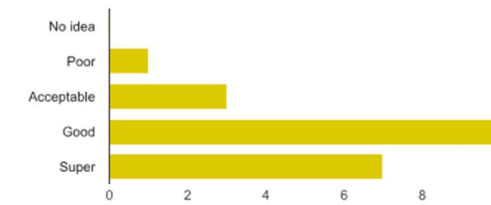
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9/9/2018

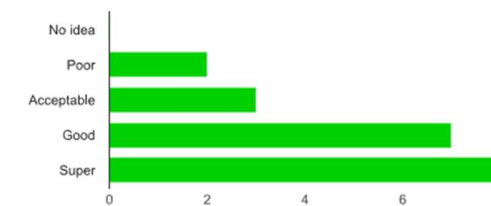
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How would you rate your ability to use a computer? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 0  | 0%    |
| Poor       | 1  | 4.8%  |
| Acceptable | 3  | 14.3% |
| Good       | 10 | 47.6% |
| Super      | 7  | 33.3% |

How would you rate your ability to use your smart phone? [How would you rate your...]



|            |   |     |
|------------|---|-----|
| No idea    | 0 | 0%  |
| Poor       | 2 | 10% |
| Acceptable | 3 | 15% |
| Good       | 7 | 35% |
| Super      | 8 | 40% |

How would you rate your ability to use the internet? [How would you rate your...]

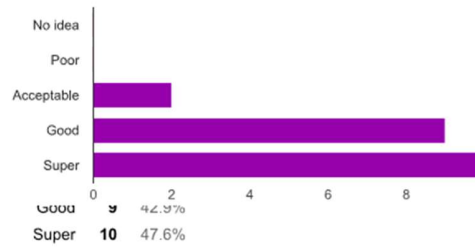
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33/54

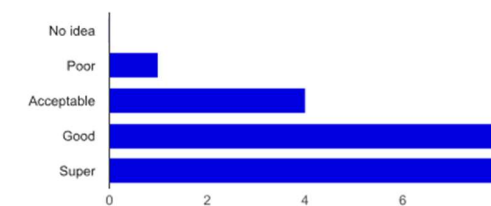
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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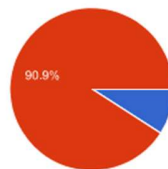


Transfer material from devices to the computer? [How would you rate your...]



|            |   |       |
|------------|---|-------|
| No idea    | 0 | 0%    |
| Poor       | 1 | 4.8%  |
| Acceptable | 4 | 19%   |
| Good       | 8 | 38.1% |
| Super      | 8 | 38.1% |

In the prison do you have access to a computer room?



|     |    |       |
|-----|----|-------|
| Yes | 2  | 9.1%  |
| No  | 20 | 90.9% |

In the prison do you have access to controlled internet?

|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 22 | 100% |

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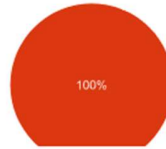
34/54



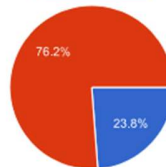
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|     |    |       |
|-----|----|-------|
| Yes | 5  | 23.8% |
| No  | 16 | 76.2% |



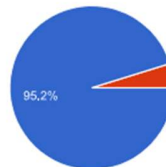
If YES, are they connected to the internet?

|     |    |      |
|-----|----|------|
| Yes | 0  | 0%   |
| No  | 16 | 100% |



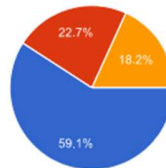
Can you have your own laptop in prison?

|     |    |       |
|-----|----|-------|
| Yes | 20 | 95.2% |
| No  | 1  | 4.8%  |



Can you have a play station in your cell in prison?

|       |    |       |
|-------|----|-------|
| Yes   | 13 | 59.1% |
| No    | 5  | 22.7% |
| Maybe | 4  | 18.2% |



Are prison guards allowed to use their mobile phones while on duty?

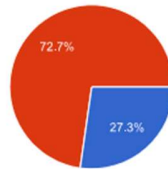
[https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw\\_RwyACHpwBF29azjYT24/viewanalytics](https://docs.google.com/forms/d/1r6bGwEIsMcZ-UrDnZOIm8Mw_RwyACHpwBF29azjYT24/viewanalytics)

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

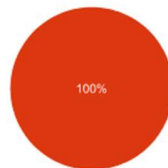
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



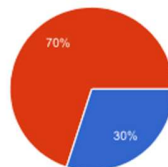
|     |    |       |
|-----|----|-------|
| Yes | 6  | 27.3% |
| No  | 16 | 72.7% |

**Are teachers allowed to use their mobile phones while in class?**



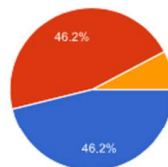
|     |    |      |
|-----|----|------|
| yes | 0  | 0%   |
| No  | 20 | 100% |

**Are digital literacy classes organised in prison?**



|     |    |     |
|-----|----|-----|
| Yes | 6  | 30% |
| No  | 14 | 70% |

**If YES are they only theoretical or can you use a computer during these lessons?**



|   |   |       |
|---|---|-------|
| Only theoretical                                      | 6 | 46.2% |
| Can use a computer that is not linked to the internet | 6 | 46.2% |
| Can use a computer that is linked to the internet     | 1 | 7.7%  |

**Did you ever sit for an IT/computer examination in prison?**

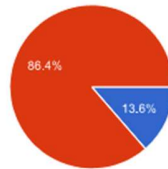
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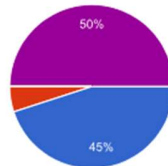


Yes **3** 13.6%  
No **19** 86.4%

**If YES, which examination(s)?**

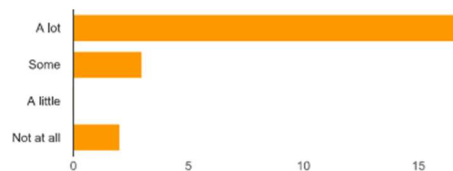
No  
Word  
Computer literacy course  
-

**If you have a job in prison, how often do you use a computer related to this job?**



Currently I do not work in prison **9** 45%  
Every day **1** 5%  
A few times a week **0** 0%  
Once a week **0** 0%  
Never **10** 50%

**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



A lot **17** 77.3%  
Some **3** 13.6%

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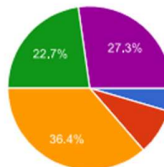
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

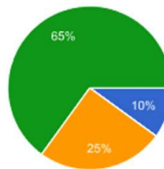
A little 0 0%  
Not at all 2 9.1%

**How important do you think prison officers think that learning to use a computer is in prison?**



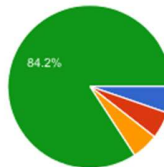
Very important 1 4.5%  
Important 2 9.1%  
Indifferent 8 36.4%  
Not important 5 22.7%  
Don't know 6 27.3%

**How much do staff encourage you to study digital literacy in the prison**



Digital literacy lessons are not available in the prison 2 10%  
A lot 0 0%  
So and so 5 25%  
Nothing at all 13 65%

**Do you consider the computer room/digital literacy area as being**



Adequately equipped with good machines and updated software 1 5.3%  
Equiped with dated computers and dated software 1 5.3%  
Second hand IT equipment 1 5.3%  
We do not have a computer room/digital literacy area 16 84.2%

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**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

Better classrooms and computers

Allowing us to use computers and internet under supervision

No comment

Controlled internet

Controlled room for learning with connected internet

Internet in section with high level of security

Because we don't have any income I think that in the year 2018 and in the heart of Europe we should have acces to internet to maintain relations with our families (because the phone is to expensive)

Computer room or similar place to call your family, for students to search learning material, for organized program of computer literacy because we are in the 21th century and we need this every day :)

This program should be introduced

Use of intranet

Allowing us to use internet

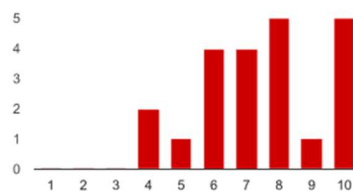
basic computer-use classes, internet room

We could have special, controlled room for digital literacy. We would use it only for learning. It would be good to have acces to the internet at least twice a week and we could use skype to talk with our families

-

### Part E: Critical and Creative thinking and Problem Solving skills

**On the following scale, how much do you consider yourself to be creative?**



Least: 1 0 0%

2 0 0%

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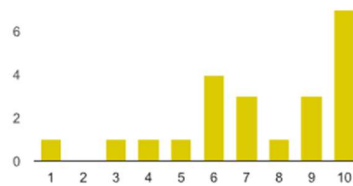
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|             |   |       |
|-------------|---|-------|
| 3           | 0 | 0%    |
| 4           | 2 | 9.1%  |
| 5           | 1 | 4.5%  |
| 6           | 4 | 18.2% |
| 7           | 4 | 18.2% |
| 8           | 5 | 22.7% |
| 9           | 1 | 4.5%  |
| Maximum: 10 | 5 | 22.7% |

**On the following scale, how much do you consider yourself to be a critical thinker?**



|             |   |       |
|-------------|---|-------|
| Least: 1    | 1 | 4.5%  |
| 2           | 0 | 0%    |
| 3           | 1 | 4.5%  |
| 4           | 1 | 4.5%  |
| 5           | 1 | 4.5%  |
| 6           | 4 | 18.2% |
| 7           | 3 | 13.6% |
| 8           | 1 | 4.5%  |
| 9           | 3 | 13.6% |
| Maximum: 10 | 7 | 31.8% |

**On the following scale, how much do you consider yourself to be a problem solver?**

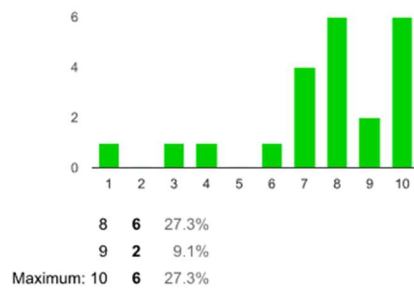
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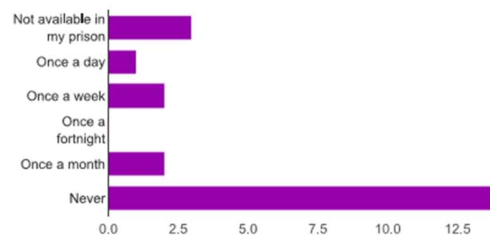
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**Art classes and related activities [In general how often do you participate in the following activities: ]**



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 3  | 13.6% |
| Once a day                 | 1  | 4.5%  |
| Once a week                | 2  | 9.1%  |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 2  | 9.1%  |
| Never                      | 14 | 63.6% |

**Drama classes and related activities [In general how often do you participate in the following activities: ]**

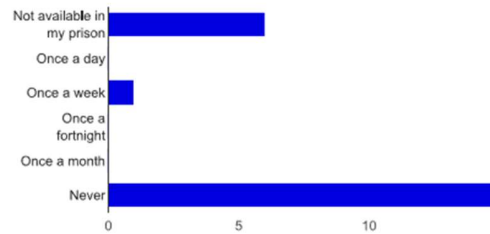
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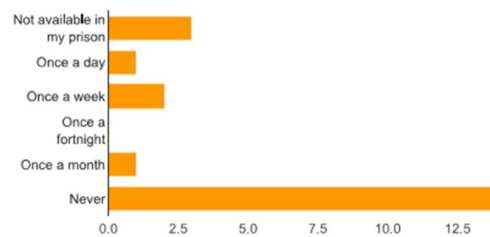
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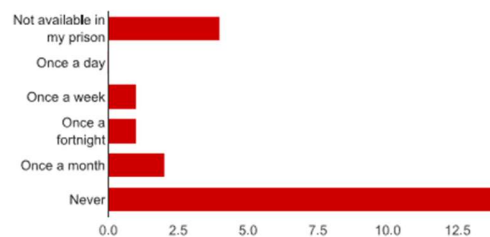


**Music classes and related activities [In general how often do you participate in the following activities: ]**



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 3  | 14.3% |
| Once a day                 | 1  | 4.8%  |
| Once a week                | 2  | 9.5%  |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 1  | 4.8%  |
| Never                      | 14 | 66.7% |

**Craft classes and related activities [In general how often do you participate in the following activities: ]**



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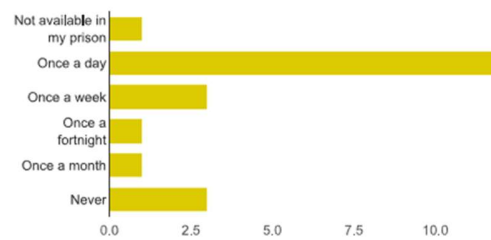
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|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 4  | 18.2% |
| Once a day                 | 0  | 0%    |
| Once a week                | 1  | 4.5%  |
| Once a fortnight           | 1  | 4.5%  |
| Once a month               | 2  | 9.1%  |
| Never                      | 14 | 63.6% |

### Sport classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 1  | 4.8%  |
| Once a day                 | 12 | 57.1% |
| Once a week                | 3  | 14.3% |
| Once a fortnight           | 1  | 4.8%  |
| Once a month               | 1  | 4.8%  |
| Never                      | 3  | 14.3% |

### Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



|            |    |       |
|------------|----|-------|
| Not at all | 10 | 47.6% |
| Slightly   | 4  | 19%   |
| A lot      | 7  | 33.3% |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 10 | 47.6% |
| Slightly   | 5  | 23.8% |
| A lot      | 6  | 28.6% |

**Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Craft classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



**Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]**



|            |    |       |
|------------|----|-------|
| Not at all | 3  | 13.6% |
| Slightly   | 4  | 18.2% |
| A lot      | 15 | 68.2% |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 9  | 40.9% |
| Yes                          | 3  | 13.6% |
| No                           | 10 | 45.5% |

### Music lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 4  | 18.2% |
| Yes                          | 2  | 9.1%  |
| No                           | 16 | 72.7% |

### Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 4  | 18.2% |
| Yes                          | 4  | 18.2% |
| No                           | 14 | 63.6% |

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]

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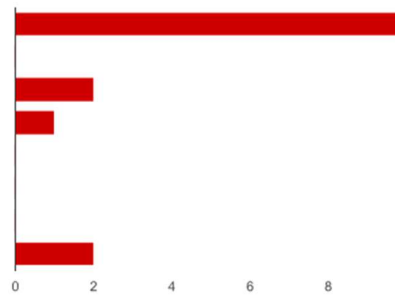
|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 5  | 22.7% |
| Yes                          | 2  | 9.1%  |
| No                           | 15 | 68.2% |

### Sports activities [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 1  | 4.5%  |
| Yes                          | 18 | 81.8% |
| No                           | 3  | 13.6% |

### Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 10 | 66.7% |
| To express myself            | 0  | 0%    |
| To relieve my stress         | 2  | 13.3% |

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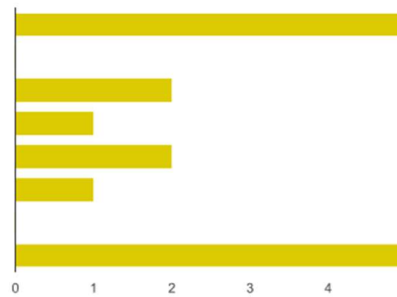
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|                                       |   |       |
|---------------------------------------|---|-------|
| To be more creative                   | 1 | 6.7%  |
| To change the atmosphere              | 0 | 0%    |
| To be with others                     | 0 | 0%    |
| To sit for an examination in the area | 0 | 0%    |
| Other                                 | 2 | 13.3% |

### Music lessons [Why do you attend for any of the following lessons in your prison?]



|                                       |   |       |
|---------------------------------------|---|-------|
| No such lessons in my prison          | 5 | 31.3% |
| To express myself                     | 0 | 0%    |
| To relieve my stress                  | 2 | 12.5% |
| To be more creative                   | 1 | 6.3%  |
| To change the atmosphere              | 2 | 12.5% |
| To be with others                     | 1 | 6.3%  |
| To sit for an examination in the area | 0 | 0%    |
| Other                                 | 5 | 31.3% |

### Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]

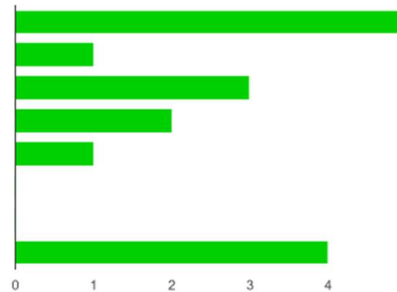
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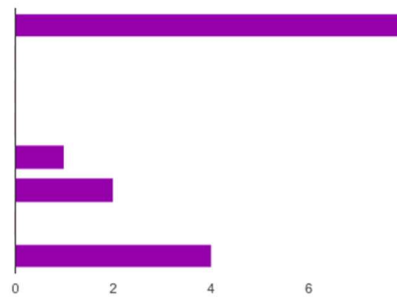
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**Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]**



|                                       |   |       |
|---------------------------------------|---|-------|
| No such lessons in my prison          | 8 | 53.3% |
| To express myself                     | 0 | 0%    |
| To relieve my stress                  | 0 | 0%    |
| To be more creative                   | 0 | 0%    |
| To change the atmosphere              | 1 | 6.7%  |
| To be with others                     | 2 | 13.3% |
| To sit for an examination in the area | 0 | 0%    |
| Other                                 | 4 | 26.7% |

**Sports activities [Why do you attend for any of the following lessons in your prison?]**

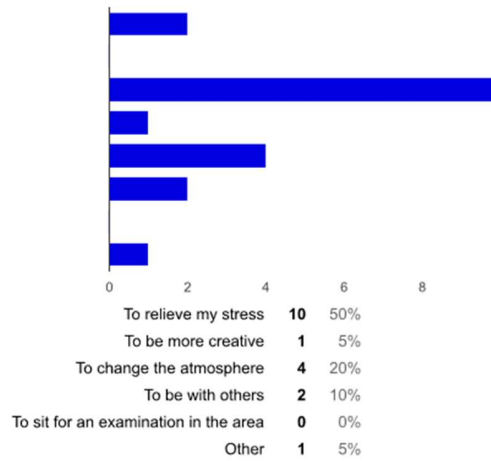
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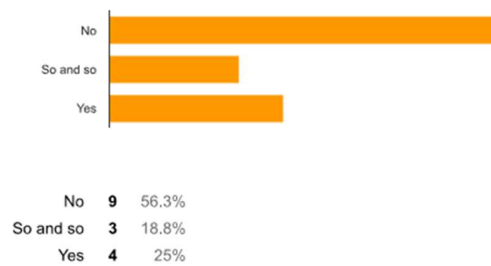
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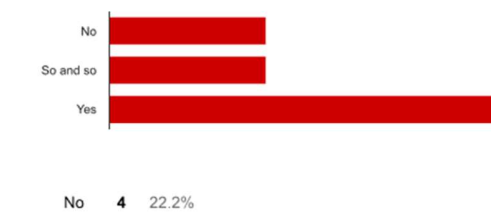
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**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**



**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**



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So and so 4 22.2%  
Yes 10 55.6%

**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



No 5 31.3%  
So and so 4 25%  
Yes 7 43.8%

**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**



No 3 15.8%  
So and so 6 31.6%  
Yes 10 52.6%

**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**



No 2 11.1%  
So and so 6 33.3%  
Yes 10 55.6%

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**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 1  | 5.6%  |
| So and so | 5  | 27.8% |
| Yes       | 12 | 66.7% |

**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 0  | 0%    |
| So and so | 3  | 16.7% |
| Yes       | 15 | 83.3% |

**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |    |       |
|-----------|----|-------|
| No        | 0  | 0%    |
| So and so | 6  | 33.3% |
| Yes       | 12 | 66.7% |

**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**

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|           |   |       |
|-----------|---|-------|
| No        | 4 | 23.5% |
| So and so | 5 | 29.4% |
| Yes       | 8 | 47.1% |

**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 1 | 5.9%  |
| So and so | 9 | 52.9% |
| Yes       | 7 | 41.2% |

**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 3 | 18.8% |
| So and so | 7 | 43.8% |
| Yes       | 6 | 37.5% |

**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**

|     |    |       |
|-----|----|-------|
| Yes | 10 | 47.6% |
| No  | 11 | 52.4% |

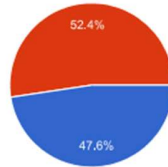
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There is not enough encouragement

Lack of encouragement, not enough talking, immediate sanctions without the possibility to talk about the problem

They are not that much active in our lives to help us pass sentence

Prison staff is more respectful to prisoners with critical thinking

I think that they are indifferent

I think

The prison staff is indifferent

I don't know they stick to some kind of plan

My opinion is that they are indifferent. It is not their priority to make people better and more educated. Punishment is more important.

We should have more time for sports and new devices

flexibility by the use of teaching aids, they do not prohibit - they love you

The prison staff helps prisoners to facilitate the execution of the sentence

Supporting activities in prison means more work and obligations for prison staff and they are not ready - financial and personnel.

They encourage me to go to school.

A football competition is organized several times in the prison and is attended by many prisoners. Now we will also have a ping pong competition.

-

### Give one suggestion on how best to promote critical and creative thinking in prison

Better communication

More workshops which would encourage critical and creative thinking by the inmates. More individual work with the individuals, who would create.

I don't have one for now. Thank you very much.

I don't have any suggestion

More options for higher school and university

The staff should be more supportive and should motivate prisoners about work, learning, sport, etc.

I think that the prison management should be replaced in terms of generation, because it takes years (employees worked in Yugoslavia under different regime. When this will end it will be much

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better). My opinion also applies to prisoners.

I don't know

With different activities, sports events, etc.

Rewarding or granting out-of-prison benefits

workshops, classes

more encouragement, less restrictions

More work in activities, conversations, getting to know the convicts and taking into account wishes and abilities.

Creative: as many activities as possible because everyone wants to be as much outside as possible.

-

**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

### Number of daily responses



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## United Kingdom

9/9/2018

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joseph.giordmaina@um.edu.mt

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# 25 responses

[View all responses](#) [Publish analytics](#)

### Summary

[Image]

### THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

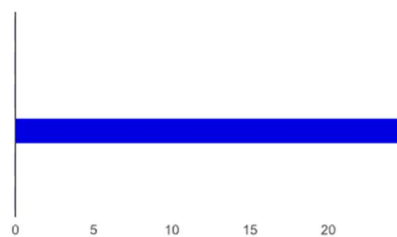
#### PART A: General Information

##### Country



|                |    |      |
|----------------|----|------|
| Belgium        | 0  | 0%   |
| Malta          | 0  | 0%   |
| Romania        | 0  | 0%   |
| Slovenia       | 0  | 0%   |
| United Kingdom | 25 | 100% |

##### Type of Prison



|               |   |    |
|---------------|---|----|
| Closed prison | 0 | 0% |
| Open prison   | 0 | 0% |

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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|                                 |    |      |
|---------------------------------|----|------|
| Semi-open prison                | 0  | 0%   |
| Sentenced inmates only          | 25 | 100% |
| On remand inmates only          | 0  | 0%   |
| Sentenced and on remand inmates | 0  | 0%   |

### Level of Security



|                          |    |      |
|--------------------------|----|------|
| High security            | 0  | 0%   |
| Medium Security          | 0  | 0%   |
| Low security             | 25 | 100% |
| Mixed levels of security | 0  | 0%   |

### Who provides education in this prison



|                      |    |      |
|----------------------|----|------|
| Outside provider (s) | 25 | 100% |
| In-house provision   | 0  | 0%   |
| Mixed provision      | 0  | 0%   |
| Other                | 0  | 0%   |

### Part 1: Inmate's background

#### Sex

|        |    |      |
|--------|----|------|
| Male   | 24 | 100% |
| Female | 0  | 0%   |
| Other  | 0  | 0%   |

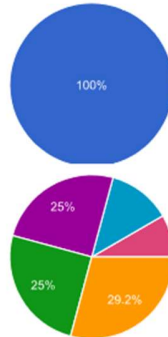
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|        |   |       |
|--------|---|-------|
| 14 -16 | 0 | 0%    |
| 17-21  | 0 | 0%    |
| 22-30  | 7 | 29.2% |
| 31-40  | 6 | 25%   |
| 41-50  | 6 | 25%   |
| 51-60  | 3 | 12.5% |
| 61+    | 2 | 8.3%  |

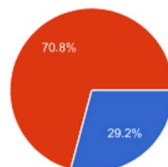
## Nationality

British  
English  
White British  
British-India

## Please write your mother tongue

English  
Englilsh  
Indian  
english  
your mother tongue  
It's in her mouth?  
Talking crap

## Have you been in prison before?



|     |    |       |
|-----|----|-------|
| YES | 7  | 29.2% |
| NO  | 17 | 70.8% |

## If YES, how many times?

1 2 28.6%

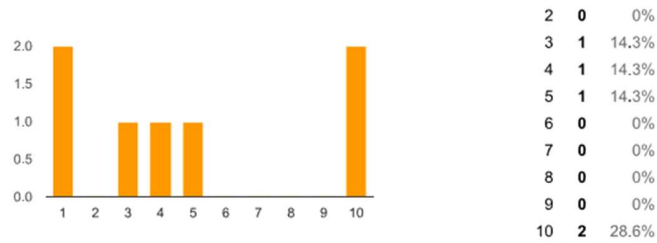
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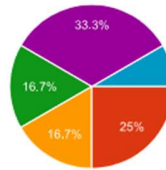
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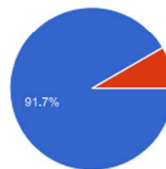
What is your estimated earliest date of release:



|                                    |   |       |
|------------------------------------|---|-------|
| Don't know                         | 0 | 0%    |
| In less than six months            | 6 | 25%   |
| In between seven months and a year | 4 | 16.7% |
| In between 1 and 2 years           | 4 | 16.7% |
| In between 2 and 5 years           | 8 | 33.3% |
| In more than 5 years               | 2 | 8.3%  |

### Employment

Did you ever work prior to incarceration?



|     |    |       |
|-----|----|-------|
| YES | 22 | 91.7% |
| NO  | 2  | 8.3%  |

In the six months prior to incarceration were you in employment?

|     |    |       |
|-----|----|-------|
| YES | 17 | 70.8% |
| NO  | 7  | 29.2% |

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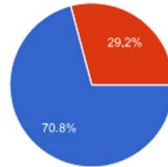
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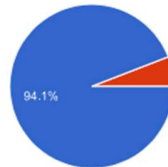
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**If YES - were you in full-time employment or part-time employment?**



Full time employment **16** 94.1%  
Part-time employment **1** 5.9%

**If YES, please write your last job**

Warehouse  
self employed gardening  
Commercial vehicle recovery controller  
Painter  
Operations Manager  
Senior Design Engineer  
Wholesale salesman  
Private  
Graphics Technician  
Manager with Royal Mail  
Bar supervisor  
wildlife photographer  
Warehouseman  
Computer Engineer  
Builder security guard

**Are you presently working in prison?**

Yes **17** 73.9%  
No **6** 26.1%

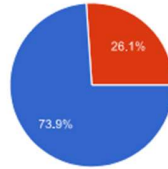
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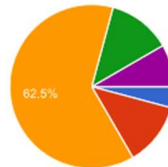
employed in

## Education

Practical cleaning skills, English level 2 and wing servery  
Functional skills orderly for English E1-L2  
Workshop  
Kitchen worker  
Orderly  
Private  
Practical cleaning  
IT Orderly / Education  
wing cleaning  
Additional Learning Support Orderly  
workshop B electrical components  
gardens  
Orderly in Workshop 3  
Wing work  
Wing cleaner

## Education History

Up to which level of schooling did you attend school?



|  |    |       |
|--|----|-------|
| Never attended or partially attended primary schooling | 1  | 4.2%  |
| Up to the age of 12 years                              | 3  | 12.5% |
| Up to the age of 16 years                              | 15 | 62.5% |
| Up to the age of 21 years                              | 3  | 12.5% |
| University level                                       | 2  | 8.3%  |

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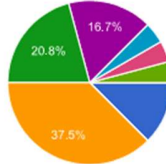
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Using the following table, which level of the European Qualification Framework (EQF) have you reached?

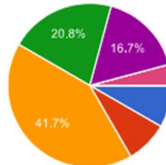


|   |   |       |
|---|---|-------|
| Never attended or did not complete primary schooling                | 3 | 12.5% |
| EQF Level 1 (Primary education)                                     | 0 | 0%    |
| EQF Level 2 (Basic Secondary Education)                             | 9 | 37.5% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 5 | 20.8% |
| EQF Level 4 (Upper Secondary level)                                 | 4 | 16.7% |
| EQF Level 5 (Post Secondary level)                                  | 1 | 4.2%  |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 1 | 4.2%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 1 | 4.2%  |
| EQF Level 8 (PhD Level)   | 0 | 0%    |

## European Qualifications Framework

### PART B: Basic and general literacy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



|   |    |       |
|---|----|-------|
| Never attended or did not complete primary schooling                | 2  | 8.3%  |
| EQF Level 1 (Primary education)                                     | 2  | 8.3%  |
| EQF Level 2 (Basic Secondary Education)                             | 10 | 41.7% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 5  | 20.8% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbm0Lc/viewanalytics>

7/55

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

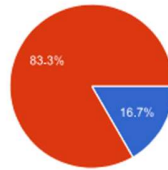
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

|   |   |       |
|---|---|-------|
| EQF Level 4 (Upper Secondary level)                 | 4 | 16.7% |
| EQF Level 5 (Post Secondary level)                  | 0 | 0%    |
| EQF Level 6 (First Degree level e.g. B.A. English)  | 1 | 4.2%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English) | 0 | 0%    |
| EQF Level 8 (PhD Level)                             | 0 | 0%    |

### European Education Framework

Do you attend language classes in prison?



|     |    |       |
|-----|----|-------|
| Yes | 4  | 16.7% |
| No  | 20 | 83.3% |

Improve your listening skills? [If YES, do you feel that these classes (please tick)]



|            |   |     |
|------------|---|-----|
| Yes        | 2 | 50% |
| No         | 0 | 0%  |
| Don't know | 2 | 50% |

Improve your writing skills? [If YES, do you feel that these classes (please tick)]



|            |   |     |
|------------|---|-----|
| Yes        | 4 | 80% |
| No         | 0 | 0%  |
| Don't know | 1 | 20% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

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**Improve your reading skills? [If YES, do you feel that these classes (please tick)]**



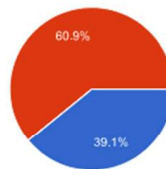
|            |   |     |
|------------|---|-----|
| Yes        | 3 | 75% |
| No         | 0 | 0%  |
| Don't know | 1 | 25% |

**Improve your verbal skills? [If YES, do you feel that these classes (please tick)]**



|            |   |     |
|------------|---|-----|
| Yes        | 3 | 75% |
| No         | 0 | 0%  |
| Don't know | 1 | 25% |

**Did you ever experience problems in reading and/or writing?**



|     |    |       |
|-----|----|-------|
| YES | 9  | 39.1% |
| NO  | 14 | 60.9% |

**If YES - can you please describe these problems?**

Dyslexic  
I can't do spelling.  
Reading and a little bit in writing  
Wrote everything in capitals but not a problem now.  
My spelling and reading before prison was at entry level

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9/55

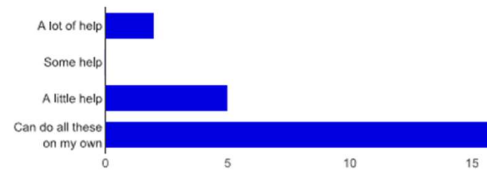
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

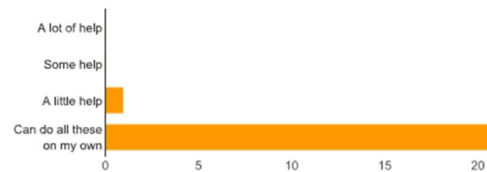
Misread words and in head add words to make sense sometimes  
Struggle to see without yellow  
Dyslexia

### Filling out forms in prisons [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 2  | 8.7%  |
| Some help                  | 0  | 0%    |
| A little help              | 5  | 21.7% |
| Can do all these on my own | 16 | 69.6% |

### Reading letters [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 1  | 4.5%  |
| Can do all these on my own | 21 | 95.5% |

### Writing letters or notes [How much help do you get from friends in]



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10/55

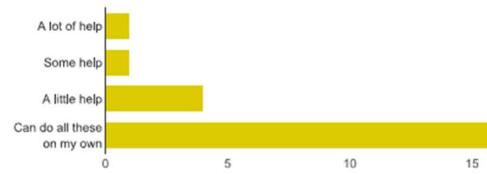
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

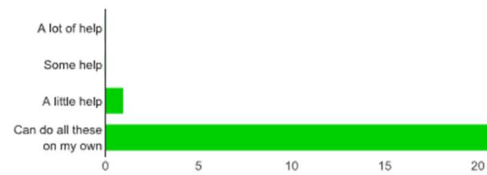
|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 1  | 4.3% |
| Some help                  | 2  | 8.7% |
| A little help              | 0  | 0%   |
| Can do all these on my own | 20 | 87%  |

### Understanding written information [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.5%  |
| Some help                  | 1  | 4.5%  |
| A little help              | 4  | 18.2% |
| Can do all these on my own | 16 | 72.7% |

### Filling out forms in prisons [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 1  | 4.5%  |
| Can do all these on my own | 21 | 95.5% |

### Reading letters [How much help do you get from staff in]

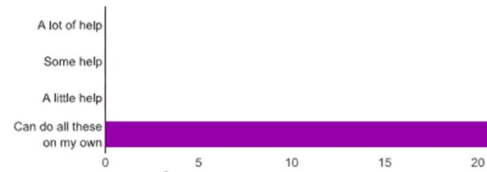
<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

11/55

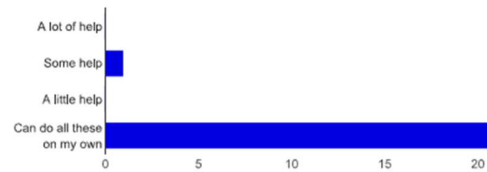
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

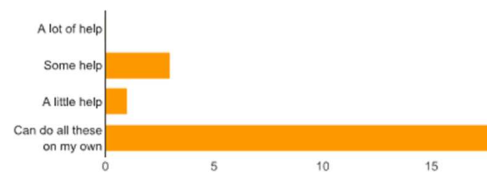


### Writing letters or notes [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.5%  |
| A little help              | 0  | 0%    |
| Can do all these on my own | 21 | 95.5% |

### Understanding written information [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 3  | 13.6% |
| A little help              | 1  | 4.5%  |
| Can do all these on my own | 18 | 81.8% |

### Did you ever sit for a language test/examination in prison?

|     |    |       |
|-----|----|-------|
| Yes | 8  | 33.3% |
| No  | 16 | 66.7% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

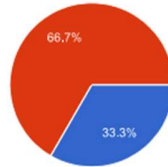
12/55



# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

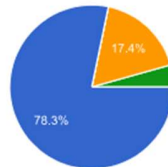
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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



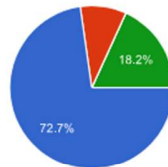
English L2  
English  
Initial assessment  
English Level 1 and English 2  
BKSB Level 2  
English level 1 and 2  
Basic English exam  
Maths L1

**How often do you make use of the library?**



|                  |    |       |
|------------------|----|-------|
| Once a week      | 18 | 78.3% |
| Once a fortnight | 0  | 0%    |
| Once a month     | 4  | 17.4% |
| Never            | 1  | 4.3%  |

**How long does it take you to get a book from the library?**



|                      |    |       |
|----------------------|----|-------|
| Same day             | 16 | 72.7% |
| Less than three days | 2  | 9.1%  |
| One week             | 0  | 0%    |
| More than one week   | 4  | 18.2% |

**Mention the title of a book you borrowed from the library in this last month**

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

13/55

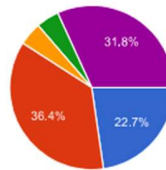
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Borrow DVDs  
Physics  
Mark Webber biography  
Brilliant Excel 2007  
Scrabble dictionary  
a prison diary  
Why do Fonts matter? Sarah Hyndman  
New Confessions by William Boyd  
Bertrand Russell Biography  
The Math Book  
wildlife year  
Invisible - James Patterson  
Sia - 1000 forms of fear  
Lost Fleet = Dauntless  
The blank space  
Never never

**If you have a job in prison, how often do you READ as part of your current job in prison?**



|                                   |   |       |
|-----------------------------------|---|-------|
| Currently I do NOT work in prison | 5 | 22.7% |
| Every day                         | 8 | 36.4% |
| A few times a week                | 1 | 4.5%  |
| Once a week                       | 1 | 4.5%  |
| Never                             | 7 | 31.8% |

**If you have a job in prison, how often do you WRITE as part of your current job in prison?**

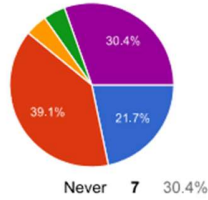
<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

14/55

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

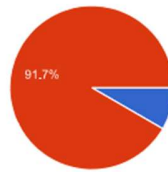
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



**Do you ever have to chose between a language lesson and work in prison?**

|     |    |       |
|-----|----|-------|
| Yes | 2  | 8.3%  |
| No  | 22 | 91.7% |



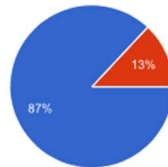
**Are you paid for attending lessons in prisons?**

|     |    |      |
|-----|----|------|
| Yes | 23 | 100% |
| No  | 0  | 0%   |



**Are you paid for work in prison?**

|     |    |     |
|-----|----|-----|
| Yes | 20 | 87% |
| No  | 3  | 13% |



**How much do you think the ability to read helps you in finding a job inside/outside prison?**

|          |    |       |
|----------|----|-------|
| A lot    | 22 | 91.7% |
| Some     | 1  | 4.2%  |
| A little | 0  | 0%    |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

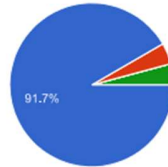
15/55

# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

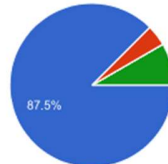
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Not at all 1 4.2%

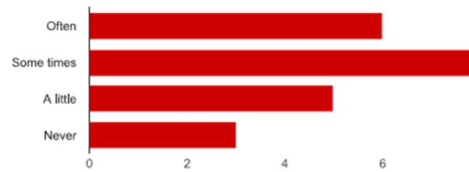


; you in finding a job inside/outside



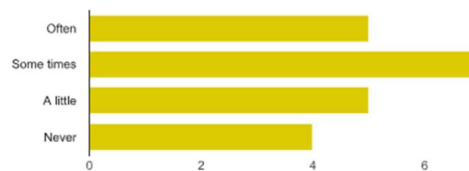
A lot 21 87.5%  
Some 1 4.2%  
A little 0 0%  
Not at all 2 8.3%

## Read newspapers [In prison do you]



Often 6 27.3%  
Some times 8 36.4%  
A little 5 22.7%  
Never 3 13.6%

## Read magazines [In prison do you]



Often 5 23.8%  
Some times 7 33.3%  
A little 5 23.8%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

16/55

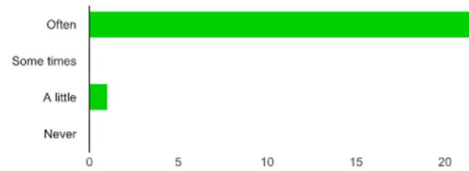
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

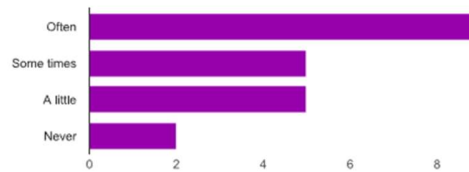
Never 4 19%

### Listen to the radio or television [In prison do you]



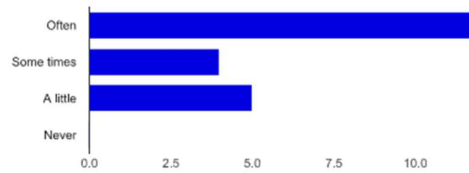
Often 22 95.7%  
Some times 0 0%  
A little 1 4.3%  
Never 0 0%

### Read books [In prison do you]



Often 9 42.9%  
Some times 5 23.8%  
A little 5 23.8%  
Never 2 9.5%

### Read letters [In prison do you]



Often 12 57.1%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

17/55

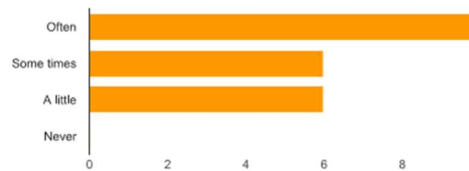
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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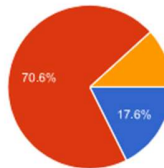
|            |   |       |
|------------|---|-------|
| Some times | 4 | 19%   |
| A little   | 5 | 23.8% |
| Never      | 0 | 0%    |

### Write letters [In prison do you]



|            |    |       |
|------------|----|-------|
| Often      | 10 | 45.5% |
| Some times | 6  | 27.3% |
| A little   | 6  | 27.3% |
| Never      | 0  | 0%    |

### How would you describe the teaching of language literacy in your prison



|                      |    |       |
|----------------------|----|-------|
| Outstanding          | 3  | 17.6% |
| Good                 | 12 | 70.6% |
| Requires improvement | 2  | 11.8% |
| inadequate           | 0  | 0%    |

### How important do you think prison officers think that learning a language is in prison

|                |   |       |
|----------------|---|-------|
| Very impoprant | 2 | 8.7%  |
| Important      | 1 | 4.3%  |
| Indifferent    | 4 | 17.4% |
| Not important  | 7 | 30.4% |
| Don't know     | 9 | 39.1% |

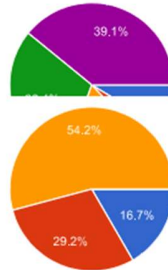
<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vov2dOZdybn9tVbmoLc/viewanalytics>

18/55

# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

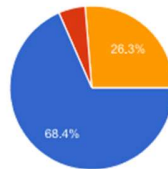
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



acy (reading and writing or a

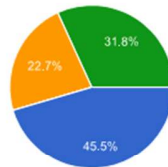
|                   |    |       |
|-------------------|----|-------|
| A lot             | 4  | 16.7% |
| So and so         | 7  | 29.2% |
| Nothing at all    | 13 | 54.2% |
| Prefer not to say | 0  | 0%    |

Do you consider the language learning area



|  |    |       |
|--|----|-------|
| Adequate and well resourced              | 13 | 68.4% |
| Inadequate but well resourced            | 1  | 5.3%  |
| Inadequate and not well resourced at all | 5  | 26.3% |

How many inmates are you for a basic literacy lesson in a class?



|  |    |       |
|--|----|-------|
| I do not attend basic literacy classes | 10 | 45.5% |
| 1 to 3 inmates                         | 0  | 0%    |
| 1 to 6 inmates                         | 5  | 22.7% |
| 1 to 10 inmates                        | 7  | 31.8% |
| More than 10 inmates in a class?       | 0  | 0%    |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

### **Mention one positive thing about the teaching of basic literacy or your language in your prison**

Good teachers  
It betters you for your release from prison.  
N/A  
Don't need to  
You can communicate  
Helps to get on in life without anyone's help  
Private  
I have learned punctuation  
No experience  
n/a  
The help given to those with additional learning needs  
It exists (presumably)  
it is out in simple terms  
I have not attended any basic literacy classes within this prison  
I do not attend basic literacy classes  
It's educational  
Better confidence

### **Mention one negative thing about the teaching of basic literacy or your language in your prison**

10 is a few too many for a class  
Although passing exams at school, my age now is a lot older so did not know why I had to attend education classes.  
N/A  
None  
Private  
none supplied  
I have no experience of basic literacy or language teaching  
The waiting list for all education classes is far too long  
Other people can be disruptive/ distracting  
Again I have not attended any literacy classes within this prison  
The staff shout at you if need be  
Not being allowed to prayer on time

### **Give one suggestion to improve the teaching of basic literacy/language teaching in your prison**

Additional PC time

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

20/55



## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Classes need to be bigger, enabling more inmates to be taught at the same time. Scheduling is very slow.

N/A

More incentives ie money

Private

none supplied

More resources

n/a

Keep people of similar needs together

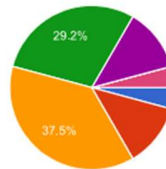
See last two questions for answer - Q45 & 46

Less abuse

Follow psi rules

### Part C: Basic Numeracy

Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?



|   |   |       |
|---|---|-------|
| Never attended or did not complete primary schooling                | 1 | 4.2%  |
| EQF Level 1 (Primary education)                                     | 3 | 12.5% |
| EQF Level 2 (Basic Secondary Education)                             | 9 | 37.5% |
| EQF Level 3 (Secondary education with a school leaving certificate) | 7 | 29.2% |
| EQF Level 4 (Upper Secondary level)                                 | 3 | 12.5% |
| EQF Level 5 (Post Secondary level)                                  | 0 | 0%    |
| EQF Level 6 (First Degree level e.g. B.A. English)                  | 1 | 4.2%  |
| EQF Level 7 (Masters Degree Level (e.g. MA English)                 | 0 | 0%    |
| EQF Level 8 (PhD Level)   | 0 | 0%    |

### European Qualifications Framework

Do you attend numeracy or mathematics classes in prison?

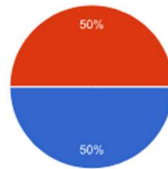
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21/55

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

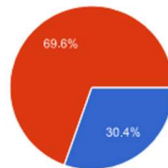
9/9/2018

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Yes 12 50%  
No 12 50%

**At school, did you ever experience problems in numeracy and mathematics?**



Yes 7 30.4%  
No 16 69.6%

**If YES - can you please describe these problems?**

Spelling  
Trying to use division and times tables  
Did not understand long division, percentages and fractions. But I do now.  
Not very good at maths due to learning disability.  
I was in a non-exam maths group  
Undiagnosed dyscalculia. Problems with mental arithmetic  
Concentration

**Doing some measurement [How much help do you get from friends in]**



A lot of help 0 0%  
Some help 1 4.3%  
A little help 2 8.7%  
Can do all these on my own 20 87%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbm0Lc/viewanalytics>

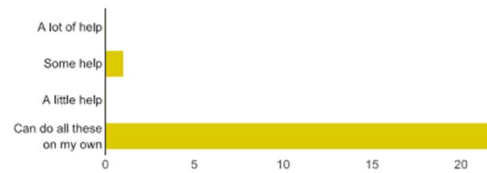
22/55

## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

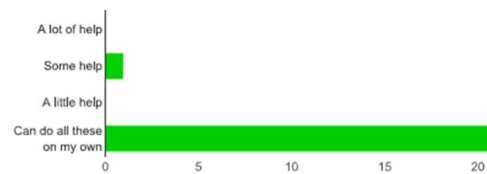
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### Calculating money [How much help do you get from friends in]



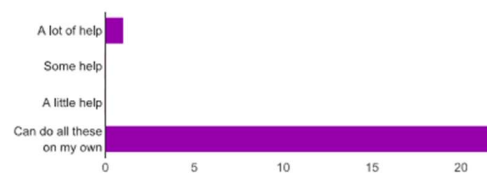
|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.3%  |
| A little help              | 0  | 0%    |
| Can do all these on my own | 22 | 95.7% |

### Activities that involve counting [How much help do you get from friends in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 1  | 4.5%  |
| A little help              | 0  | 0%    |
| Can do all these on my own | 21 | 95.5% |

### Adding and subtracting whole numbers [How much help do you get from staff in]



|               |   |      |
|---------------|---|------|
| A lot of help | 1 | 4.3% |
| Some help     | 0 | 0%   |
| A little help | 0 | 0%   |

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23/55

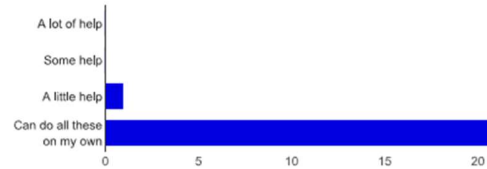
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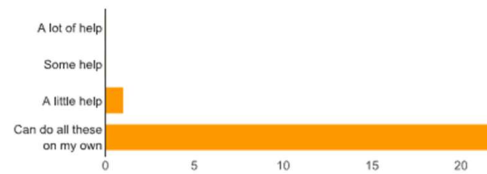
Can do all these on my own 22 95.7%

### Calculating money e.g. VAT [How much help do you get from staff in]



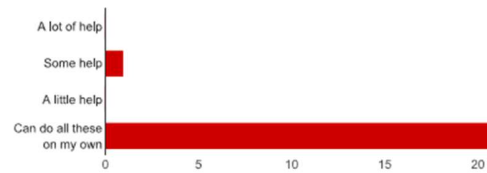
A lot of help 0 0%  
Some help 0 0%  
A little help 1 4.5%  
Can do all these on my own 21 95.5%

### Reading a thermometer [How much help do you get from staff in]



A lot of help 0 0%  
Some help 0 0%  
A little help 1 4.3%  
Can do all these on my own 22 95.7%

### Comparing prices [How much help do you get from staff in]



A lot of help 0 0%

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24/55

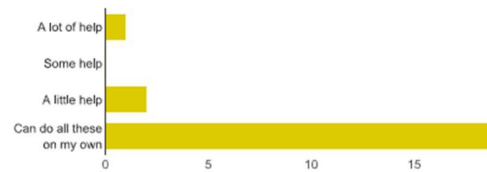
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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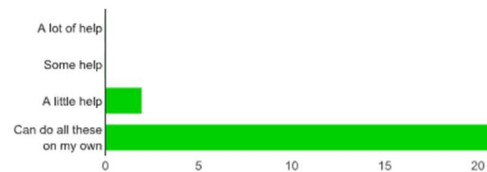
|                            |    |       |
|----------------------------|----|-------|
| Some help                  | 1  | 4.5%  |
| A little help              | 0  | 0%    |
| Can do all these on my own | 21 | 95.5% |

**Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 1  | 4.5%  |
| Some help                  | 0  | 0%    |
| A little help              | 2  | 9.1%  |
| Can do all these on my own | 19 | 86.4% |

**Calculating area e.g. area of a room [How much help do you get from staff in]**



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 2  | 8.7%  |
| Can do all these on my own | 21 | 91.3% |

**Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]**

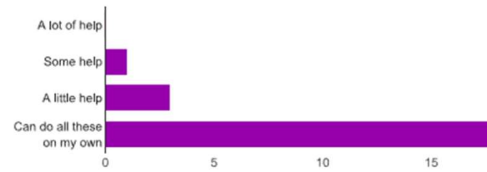
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25/55

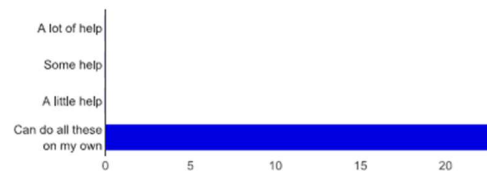
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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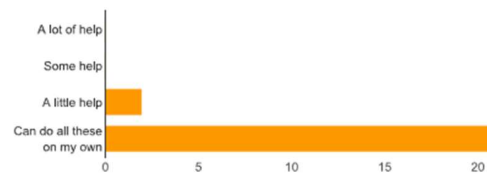


### Reading a bus timetable [How much help do you get from staff in]



|                            |    |      |
|----------------------------|----|------|
| A lot of help              | 0  | 0%   |
| Some help                  | 0  | 0%   |
| A little help              | 0  | 0%   |
| Can do all these on my own | 23 | 100% |

### Interpreting a graph [How much help do you get from staff in]



|                            |    |       |
|----------------------------|----|-------|
| A lot of help              | 0  | 0%    |
| Some help                  | 0  | 0%    |
| A little help              | 2  | 8.7%  |
| Can do all these on my own | 21 | 91.3% |

### Prefer not to say [How much help do you get from staff in]

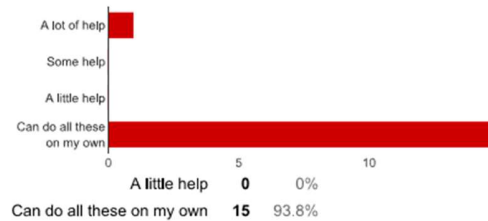
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26/55

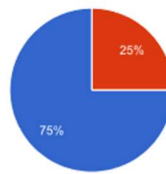
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**Did you ever sit for a mathematics/numeracy test or examination in prison?**



Yes 18 75%  
No 6 25%

**If YES - can you please name the examination(s)?**

Maths  
Annie  
OCR level 1  
Maths level 2  
Can't remember  
Initial assessment  
Passed, cannot remember name of certificate  
No its private  
BKSB  
Mathematics level 2 (OCR)  
Functional Skills L2 Maths (City & Guilds)  
Functional Skills level 1  
Level 1 - diagnostic, Level 2 - diagnostic  
Level 1

**If you have a job in prison, how often do you use mathematics in your work in prison?**

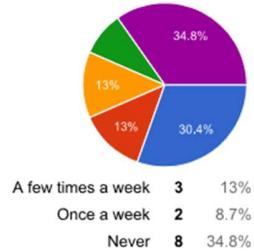
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27/55

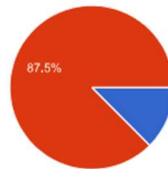
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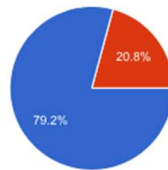


**Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?**



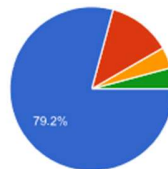
Yes 3 12.5%  
No 21 87.5%

**Are you paid to attend mathematics/basic numeracy lessons in prisons?**



Yes 19 79.2%  
No 5 20.8%

**How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?**



A lot 19 79.2%  
Some 3 12.5%  
A little 1 4.2%  
Not at all 1 4.2%

**How would you describe the teaching of mathematics/basic numeracy in your prison?**

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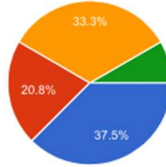
28/55



## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

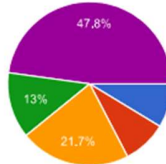
9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



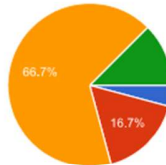
|  |   |       |
|--|---|-------|
| I do not attend such lessons in prison | 9 | 37.5% |
| Outstanding                            | 5 | 20.8% |
| Good                                   | 8 | 33.3% |
| Requires improvement                   | 2 | 8.3%  |
| Inadequate                             | 0 | 0%    |

**How important do you think prison officers think that learning mathematics/basic numeracy is in prison?**



|                |    |       |
|----------------|----|-------|
| Very important | 2  | 8.7%  |
| Important      | 2  | 8.7%  |
| Indifferent    | 5  | 21.7% |
| Not important  | 3  | 13%   |
| Don't know     | 11 | 47.8% |

**How much do officers and staff encourage you to study mathematics/basic numeracy in prison?**



|                   |    |       |
|-------------------|----|-------|
| A lot             | 1  | 4.2%  |
| So and so         | 4  | 16.7% |
| Nothing at all    | 16 | 66.7% |
| Prefer not to say | 3  | 12.5% |

### Part D: Digital Literacy

**Prior to incarceration did you have a**

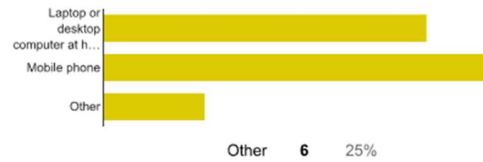
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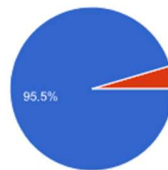
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**If you used a computer or a smartphone, did you use it to browse the internet?**



Yes 21 95.5%  
No 1 4.5%

**If YES, name the browser you used in order to connect to the internet**

Google  
Chrome  
Internet Explorer  
Windows explorer  
Yahoo  
Cannot remember  
Private  
Google chrome  
chrome  
explorer  
Fire Fox  
Google, Yahoo, Ask Geeves  
Web browser  
Crome

**Did you ever use the computer or smartphone to buy things online?**

Yes 19 86.4%  
No 3 13.6%

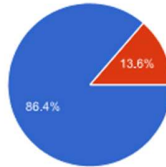
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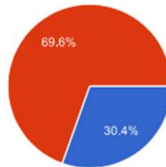
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you have / Google  
Amazon, Ebay, Google  
Private  
Google, Bing  
Ebay, Guntree

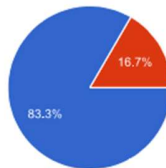
Did you ever read the newspapers online?

|     |    |       |
|-----|----|-------|
| Yes | 7  | 30.4% |
| No  | 16 | 69.6% |



Do you have an email address?

|     |    |       |
|-----|----|-------|
| Yes | 20 | 83.3% |
| No  | 4  | 16.7% |



giordi@gmail.com [Which of the following is correct?]



Correct address 1 100%

giordi@gmail.com.com [Which of the following is correct?]

No responses yet for this question.

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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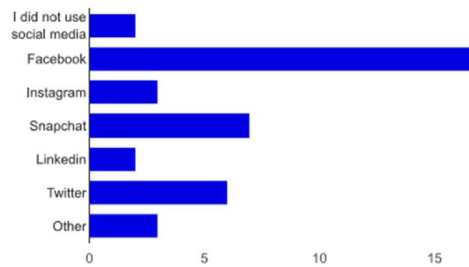
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giordi@gmail.com [Which of the following is correct?]



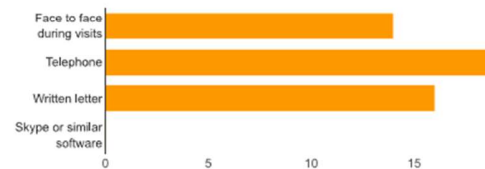
Correct address 20 100%

Which of the following social media sites did you use?



|                            |    |       |
|----------------------------|----|-------|
| I did not use social media | 2  | 9.1%  |
| Facebook                   | 17 | 77.3% |
| Instagram                  | 3  | 13.6% |
| Snapchat                   | 7  | 31.8% |
| Linkedin                   | 2  | 9.1%  |
| Twitter                    | 6  | 27.3% |
| Other                      | 3  | 13.6% |

Which of the following do you use in order to communicate with your family or friends? You may tick more than one option



|                            |    |       |
|----------------------------|----|-------|
| Face to face during visits | 14 | 60.9% |
| Telephone                  | 19 | 82.6% |
| Written letter             | 16 | 69.6% |

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32/55

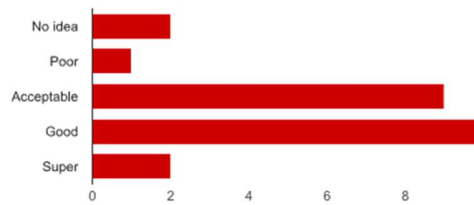
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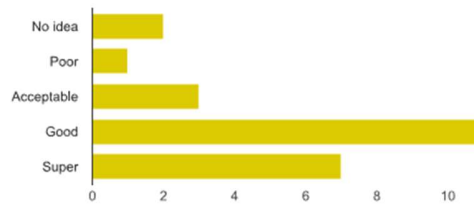
Skype or similar software 0 0%

How would you rate your typing skills? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 2  | 8.3%  |
| Poor       | 1  | 4.2%  |
| Acceptable | 9  | 37.5% |
| Good       | 10 | 41.7% |
| Super      | 2  | 8.3%  |

How would you rate your web searching skills? [How would you rate your...]



|            |    |       |
|------------|----|-------|
| No idea    | 2  | 8.3%  |
| Poor       | 1  | 4.2%  |
| Acceptable | 3  | 12.5% |
| Good       | 11 | 45.8% |
| Super      | 7  | 29.2% |

How would you rate your ability to use a computer? [How would you rate your...]

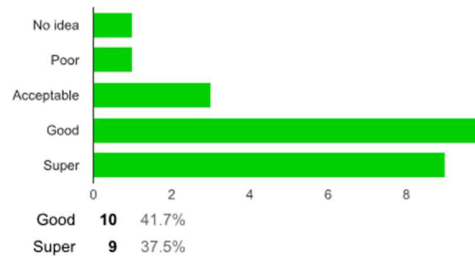
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33/55

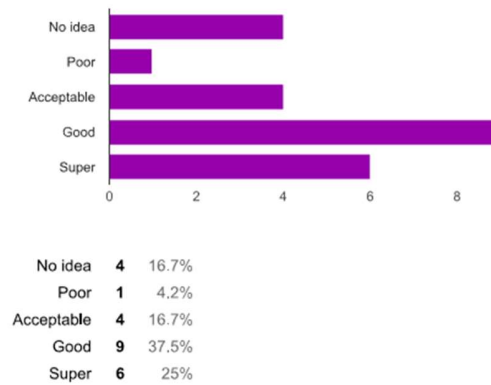
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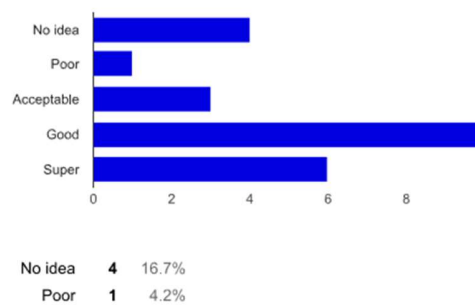
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How would you rate your ability to use your smart phone? [How would you rate your...]



How would you rate your ability to use the internet? [How would you rate your...]



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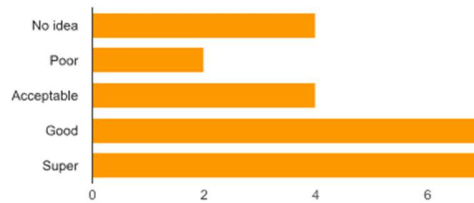
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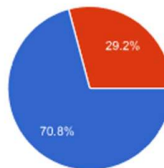
|            |    |       |
|------------|----|-------|
| Acceptable | 3  | 12.5% |
| Good       | 10 | 41.7% |
| Super      | 6  | 25%   |

**Transfer material from devices to the computer? [How would you rate your...]**



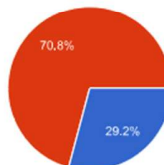
|            |   |       |
|------------|---|-------|
| No idea    | 4 | 16.7% |
| Poor       | 2 | 8.3%  |
| Acceptable | 4 | 16.7% |
| Good       | 7 | 29.2% |
| Super      | 7 | 29.2% |

**In the prison do you have access to a computer room?**



|     |    |       |
|-----|----|-------|
| Yes | 17 | 70.8% |
| No  | 7  | 29.2% |

**In the prison do you have access to controlled internet?**



|     |    |       |
|-----|----|-------|
| Yes | 7  | 29.2% |
| No  | 17 | 70.8% |

**Do you have computers in the prison library?**

|     |   |     |
|-----|---|-----|
| Yes | 6 | 25% |
|-----|---|-----|

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vov2dOZdybn9tVbm0Lc/viewanalytics>

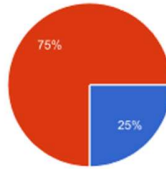
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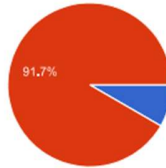
No 18 75%



If YES, are they connected to the internet?

Yes 1 8.3%

No 11 91.7%



Can you have your own laptop in prison?

Yes 0 0%

No 24 100%

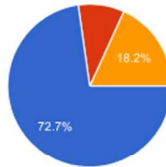


Can you have a play station in your cell in prison?

Yes 16 72.7%

No 2 9.1%

Maybe 4 18.2%



Are prison guards allowed to use their mobile phones while on duty?

Yes 1 4.3%

No 22 95.7%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

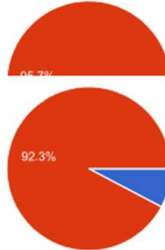
36/55



# SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

9/9/2018

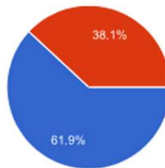
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms



Are digital literacy classes organised in prison?

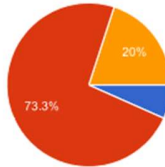
|     |    |       |
|-----|----|-------|
| Yes | 1  | 7.7%  |
| No  | 12 | 92.3% |

Are digital literacy classes organised in prison?



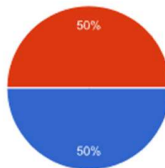
|     |    |       |
|-----|----|-------|
| Yes | 13 | 61.9% |
| No  | 8  | 38.1% |

If YES are they only theoretical or can you use a computer during these lessons?



|   |    |       |
|---|----|-------|
| Only theoretical                                      | 1  | 6.7%  |
| Can use a computer that is not linked to the internet | 11 | 73.3% |
| Can use a computer that is linked to the internet     | 3  | 20%   |

Did you ever sit for an IT/computer examination in prison?



|     |    |     |
|-----|----|-----|
| Yes | 12 | 50% |
| No  | 12 | 50% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

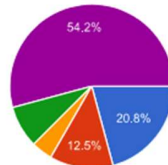
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**If YES, which examination(s)?**

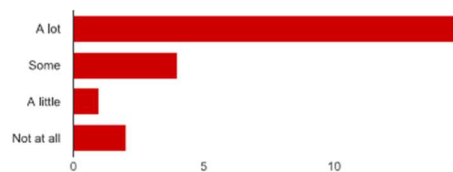
IT  
English Level 2  
ITQ Level 2  
Initial assessment  
CLAIT / PITMAN WORD PROCESSING  
ITQ User Skills L1 & L2  
ITQ User Skills Level 1  
I.T.  
English and maths  
OCR L2

**If you have a job in prison, how often do you use a computer related to this job?**



|                                   |    |       |
|-----------------------------------|----|-------|
| Currently I do not work in prison | 5  | 20.8% |
| Every day                         | 3  | 12.5% |
| A few times a week                | 1  | 4.2%  |
| Once a week                       | 2  | 8.3%  |
| Never                             | 13 | 54.2% |

**How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?**



|       |    |       |
|-------|----|-------|
| A lot | 15 | 68.2% |
| Some  | 4  | 18.2% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

38/55

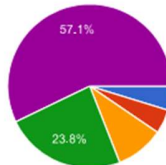
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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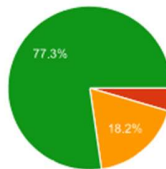
A little 1 4.5%  
Not at all 2 9.1%

**How important do you think prison officers think that learning to use a computer is in prison?**



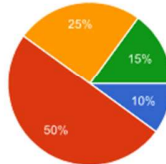
Very important 1 4.8%  
Important 1 4.8%  
Indifferent 2 9.5%  
Not important 5 23.8%  
Don't know 12 57.1%

**How much do staff encourage you to study digital literacy in the prison**



Digital literacy lessons are not available in the prison 0 0%  
A lot 1 4.5%  
So and so 4 18.2%  
Nothing at all 17 77.3%

**Do you consider the computer room/digital literacy area as being**



Adequately equipped with good machines and updated software 2 10%  
Equipped with dated computers and dated software 10 50%  
Second hand IT equipment 5 25%  
We do not have a computer room/digital literacy area 3 15%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbm0Lc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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**Mention one suggestion you would like to make to the prison authorities concerning the teaching and learning of digital literacy.**

none supplied

More time in these

If digital literacy can take place then inmates on the course should be able to access computer equipment.

Restrictions are too tight and not realistic

Allowed more time on computer

Private

Keep software up-to-date. Offer more digital based courses such as Graphic Design.

Allow access to Sky Sports News as waiting for Sportsday on the BBC news channel is a killer!

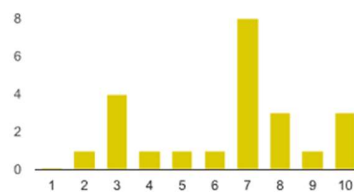
Up to date information and better/more images for coursework.

I've no clue

Tablets

### Part E: Critical and Creative thinking and Problem Solving skills

On the following scale, how much do you consider yourself to be creative?



|             |   |       |
|-------------|---|-------|
| Least: 1    | 0 | 0%    |
| 2           | 1 | 4.3%  |
| 3           | 4 | 17.4% |
| 4           | 1 | 4.3%  |
| 5           | 1 | 4.3%  |
| 6           | 1 | 4.3%  |
| 7           | 8 | 34.8% |
| 8           | 3 | 13%   |
| 9           | 1 | 4.3%  |
| Maximum: 10 | 3 | 13%   |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

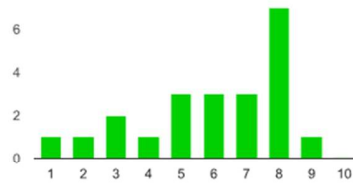
40/55

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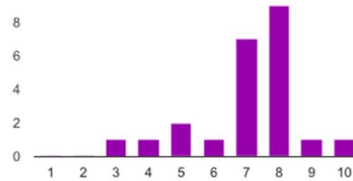
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On the following scale, how much do you consider yourself to be a critical thinker?



|             |   |       |
|-------------|---|-------|
| Least: 1    | 1 | 4.5%  |
| 2           | 1 | 4.5%  |
| 3           | 2 | 9.1%  |
| 4           | 1 | 4.5%  |
| 5           | 3 | 13.6% |
| 6           | 3 | 13.6% |
| 7           | 3 | 13.6% |
| 8           | 7 | 31.8% |
| 9           | 1 | 4.5%  |
| Maximum: 10 | 0 | 0%    |

On the following scale, how much do you consider yourself to be a problem solver?



|          |   |      |
|----------|---|------|
| Least: 1 | 0 | 0%   |
| 2        | 0 | 0%   |
| 3        | 1 | 4.3% |
| 4        | 1 | 4.3% |
| 5        | 2 | 8.7% |
| 6        | 1 | 4.3% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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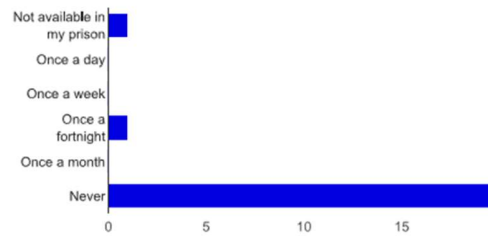
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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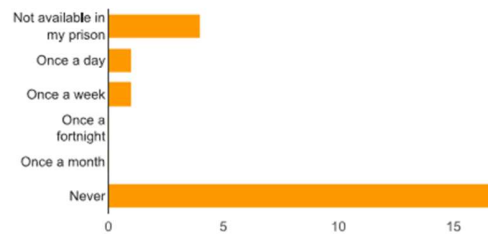
|             |   |       |
|-------------|---|-------|
| 7           | 7 | 30.4% |
| 8           | 9 | 39.1% |
| 9           | 1 | 4.3%  |
| Maximum: 10 | 1 | 4.3%  |

### Art classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 1  | 4.5%  |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 1  | 4.5%  |
| Once a month               | 0  | 0%    |
| Never                      | 20 | 90.9% |

### Drama classes and related activities [In general how often do you participate in the following activities: ]



|                            |   |       |
|----------------------------|---|-------|
| Not available in my prison | 4 | 17.4% |
| Once a day                 | 1 | 4.3%  |
| Once a week                | 1 | 4.3%  |
| Once a fortnight           | 0 | 0%    |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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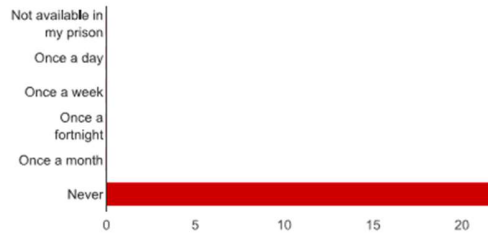
## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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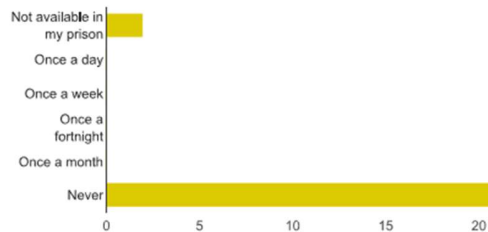
|              |    |       |
|--------------|----|-------|
| Once a month | 0  | 0%    |
| Never        | 17 | 73.9% |

### Music classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |      |
|----------------------------|----|------|
| Not available in my prison | 0  | 0%   |
| Once a day                 | 0  | 0%   |
| Once a week                | 0  | 0%   |
| Once a fortnight           | 0  | 0%   |
| Once a month               | 0  | 0%   |
| Never                      | 22 | 100% |

### Craft classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 2  | 8.7%  |
| Once a day                 | 0  | 0%    |
| Once a week                | 0  | 0%    |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 0  | 0%    |
| Never                      | 21 | 91.3% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

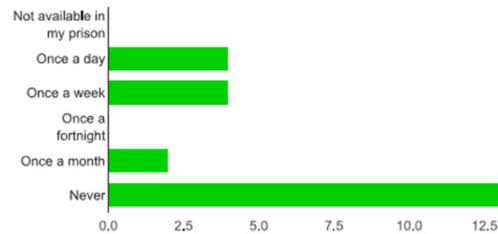
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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Sport classes and related activities [In general how often do you participate in the following activities: ]



|                            |    |       |
|----------------------------|----|-------|
| Not available in my prison | 0  | 0%    |
| Once a day                 | 4  | 17.4% |
| Once a week                | 4  | 17.4% |
| Once a fortnight           | 0  | 0%    |
| Once a month               | 2  | 8.7%  |
| Never                      | 13 | 56.5% |

### Art classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



### Drama classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



|            |    |       |
|------------|----|-------|
| Not at all | 14 | 73.7% |
| Slightly   | 2  | 10.5% |
| A lot      | 3  | 15.8% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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### Music classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



### Craft classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



|            |    |       |
|------------|----|-------|
| Not at all | 11 | 57.9% |
| Slightly   | 4  | 21.1% |
| A lot      | 4  | 21.1% |

### Sport classes and related activities [Which of the following do you feel help you most in developing your critical and creative skills]



### Creative writing and poetry writing (or similar activities) [Do you attend for any of the following lessons in your prison?]



|                              |   |       |
|------------------------------|---|-------|
| No such lessons in my prison | 9 | 39.1% |
| Yes                          | 0 | 0%    |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbm0Lc/viewanalytics>

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No 14 60.9%

### Music lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 3 13%  
Yes 1 4.3%  
No 19 82.6%

### Painting/drawing lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 0 0%  
Yes 2 8.7%  
No 21 91.3%

### Drama Theater lessons [Do you attend for any of the following lessons in your prison?]



No such lessons in my prison 6 26.1%  
Yes 0 0%  
No 17 73.9%

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbm0Lc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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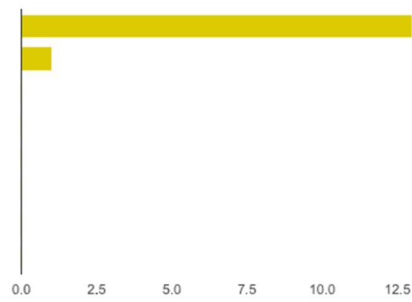
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

### Sports activities [Do you attend for any of the following lessons in your prison?]



|                              |    |       |
|------------------------------|----|-------|
| No such lessons in my prison | 1  | 4.3%  |
| Yes                          | 9  | 39.1% |
| No                           | 13 | 56.5% |

### Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]



|                                       |    |       |
|---------------------------------------|----|-------|
| No such lessons in my prison          | 13 | 92.9% |
| To express myself                     | 1  | 7.1%  |
| To relieve my stress                  | 0  | 0%    |
| To be more creative                   | 0  | 0%    |
| To change the atmosphere              | 0  | 0%    |
| To be with others                     | 0  | 0%    |
| To sit for an examination in the area | 0  | 0%    |
| Other                                 | 0  | 0%    |

### Music lessons [Why do you attend for any of the following lessons in your prison?]

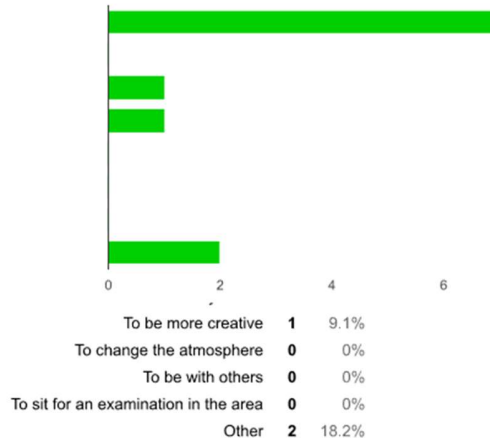
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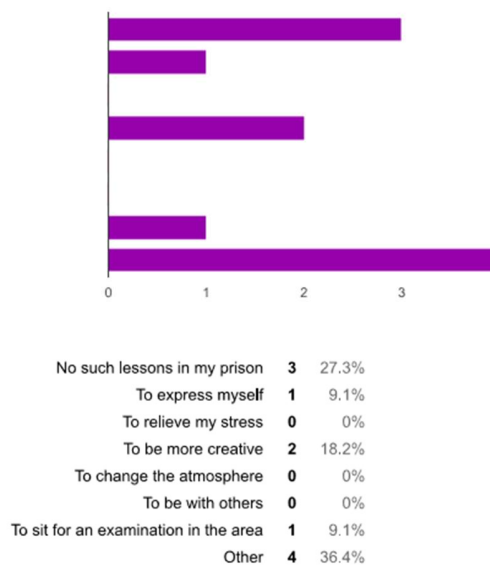
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**Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]**



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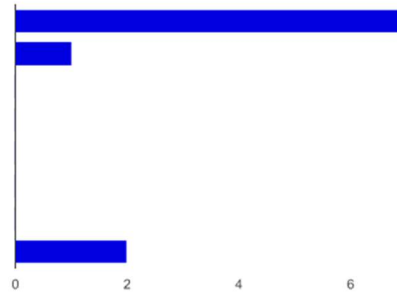
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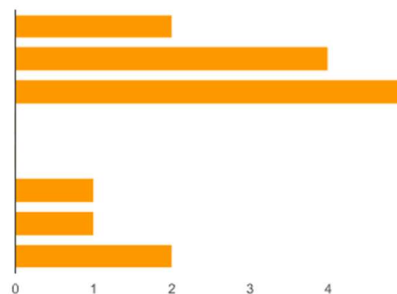
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

### Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]



|                                       |   |     |
|---------------------------------------|---|-----|
| No such lessons in my prison          | 7 | 70% |
| To express myself                     | 1 | 10% |
| To relieve my stress                  | 0 | 0%  |
| To be more creative                   | 0 | 0%  |
| To change the atmosphere              | 0 | 0%  |
| To be with others                     | 0 | 0%  |
| To sit for an examination in the area | 0 | 0%  |
| Other                                 | 2 | 20% |

### Sports activities [Why do you attend for any of the following lessons in your prison?]



|                              |   |       |
|------------------------------|---|-------|
| No such lessons in my prison | 2 | 13.3% |
| To express myself            | 4 | 26.7% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmLc/viewanalytics>

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|                                       |   |       |
|---------------------------------------|---|-------|
| To relieve my stress                  | 5 | 33.3% |
| To be more creative                   | 0 | 0%    |
| To change the atmosphere              | 0 | 0%    |
| To be with others                     | 1 | 6.7%  |
| To sit for an examination in the area | 1 | 6.7%  |
| Other                                 | 2 | 13.3% |

**I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 9 | 50%   |
| So and so | 1 | 5.6%  |
| Yes       | 8 | 44.4% |

**More creative [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 5 | 55.6% |
| So and so | 2 | 22.2% |
| Yes       | 2 | 22.2% |

**More critical [In general by attending some of the above mentioned activities/classes do you feel:]**



<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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|           |   |       |
|-----------|---|-------|
| No        | 5 | 55.6% |
| So and so | 3 | 33.3% |
| Yes       | 1 | 11.1% |

**Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 2 | 18.2% |
| So and so | 2 | 18.2% |
| Yes       | 7 | 63.6% |

**Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 2 | 22.2% |
| So and so | 3 | 33.3% |
| Yes       | 4 | 44.4% |

**Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]**



|           |   |       |
|-----------|---|-------|
| No        | 2 | 22.2% |
| So and so | 2 | 22.2% |

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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Yes 5 55.6%

**Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]**



No 2 22.2%  
So and so 3 33.3%  
Yes 4 44.4%

**More self confident [In general by attending some of the above mentioned activities/classes do you feel:]**



No 1 11.1%  
So and so 2 22.2%  
Yes 6 66.7%

**Making more friends [In general by attending some of the above mentioned activities/classes do you feel:]**



**Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]**

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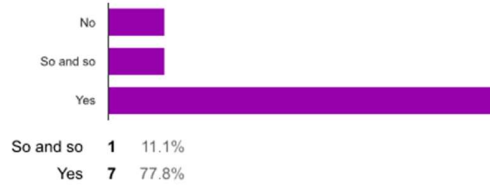
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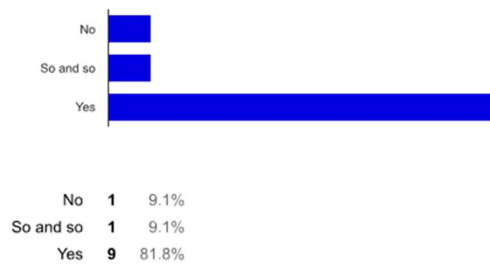
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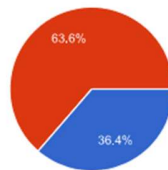
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**Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]**



**Do you feel that prison staff in general support activities in prison that are of a creative and critical nature?**



Yes 8 36.4%  
No 14 63.6%

**Please explain your answer**

I believe they see sport as important for health and wellbeing

I don't think staff care if you attend any education at all.

I feel the education staff are motivated and very supportive but the officers in general do not care but some officer do

Gives me something to do. Done art, now doing IT.

None supplied

Personal officer can be supportive

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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## SKILLHUBS: TRANSNATIONAL PRISON UP-SKILLING GUIDANCE AND TRAINING MODEL

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9/9/2018

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON - Google Forms

Prison staff in general only want an easy shift, they do not want confrontation or controversy. there for all you generally get is yes and no answers or told to pit in an application that they can then ignore

There is a lack of evidence to suggest they do

staff in general do not encourage any activities Only staff for specific activities encourage you (your tutor)

They couldn't care less about us or our development whilst in prison. They come here to collect a wage and then go home at the end of the day.

Because they don't ever encourage us to do the courses and when we apply they won't add us or take too long to sort out

Can't do that

Don't want to help in any way

### **Give one suggestion on how best to promote critical and creative thinking in prison**

More lessons / sessions

Let inmates have certain items to help with their critical and creative thinking in prison.

More education and work opportunities

Art classes finish once you have passed test. Would like to have continued.

None supplied

Encourage anything that boosts self awareness / respect / value

More interaction between teaching staff, officers and offenders would be a possible start

By providing more activities that nurture creativity and critical thinking such as a debating group or photoshop lessons

By getting inmates on to the courses they actually want to do rather than the only one that there is space on.

To get the residents on the courses they want to do quicker and not just fill spaces with people who don't want to work or learn.

More gym sessions, better TV. better workshops such as motor mechanics, less morons.

Games

People who care

**Thank you for your time and patience in filling up this questionnaire. The research team appreciates your effort and will do its best to promote learning opportunities in your prison.**

### **Number of daily responses**

<https://docs.google.com/forms/d/1NXEoRESaXnj8m3mck5qVsd3vve2dOZdybn9tVbmoLc/viewanalytics>

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