

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

RESEARCH REPORT WITH PROJECTED GUIDELINES

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The Skillhubs Project

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Chapter 1: The Project Skillhubs

Aims and objectives of the Project

The 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.[1] One other goal of the project is to emphasis the match of skills taught in prison with the skills actually needed in the services sector with those being taught in prison. 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:

[1] https://ec.europa.eu/education/policy/school/competences_en

Basic Skills	Transversal Skills
Literacy	Complex problem solving
Numeracy	Critical Thinking
Digital skills	Problem Solving

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.

Chapter 2: Adult Education and Education in Prisons in Europe

Education: A Right and a Need

Education 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,[2] where:

[2] 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)[3] 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.

[3] 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 in 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 or 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.[4] 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)*[5], 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. [6] Imprisonment may provide a hidden opportunity if the right services are provided by the respective states.

[4] http://www.oecd.org/skills/ESonline-assessment/

[5] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2011.372.01.0001.01.ENG

[6] https://ec.europa.eu/epale/en/blog/focus-are-adults-interested-learning

The most recent publication by the Council of the European Union Council *Recommendation on Key Competences for Lifelong Learning* (23 May 2018)[7] 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 iteracy, numeracy and digital competencies[8] 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.

[7] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN

[8] 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)2 reinforce the Council of Europe's recommendations on education in prison,

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 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 Asbjomsen, 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.

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 meet 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 will 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 than 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 t 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 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, he 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 where 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.

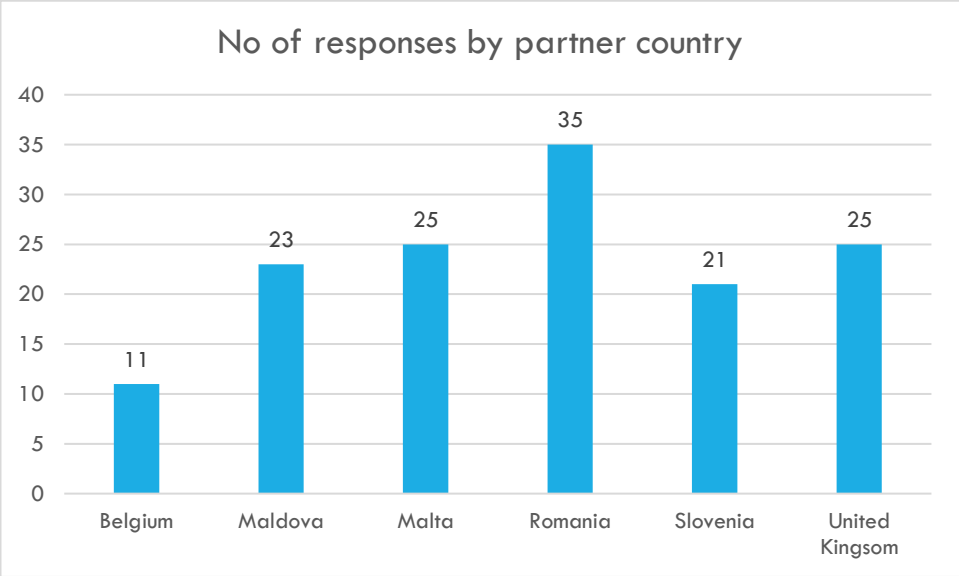
The following is the data with some comments and clarifications where necessary.

The data:

1. Country

Mark only one oval.

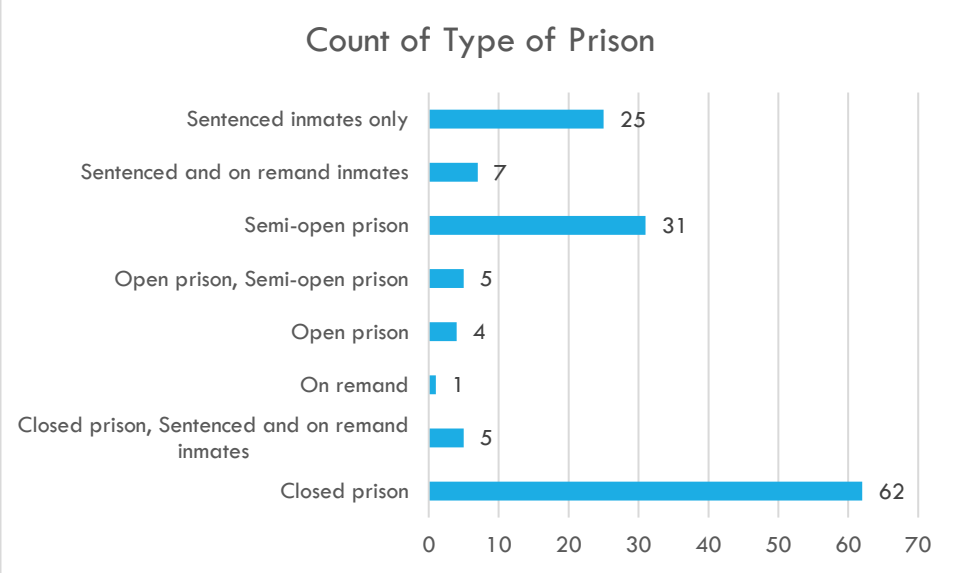
- Belgium
- Malta
- Romania
- Slovenia
- United Kingdom



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

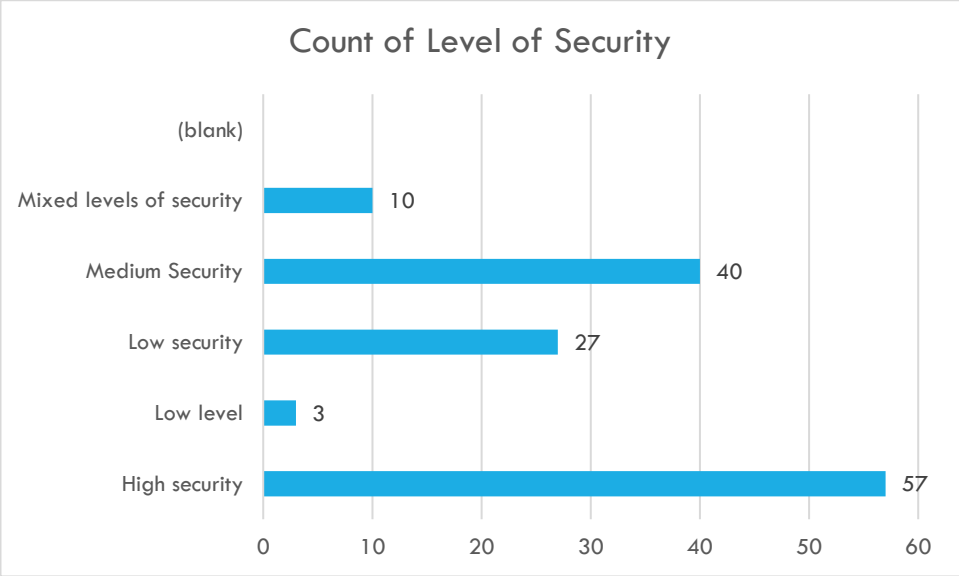


Note: Sentenced inmates only could also be housed in a closed prison.

3. **Level of Security**

Mark only one oval.

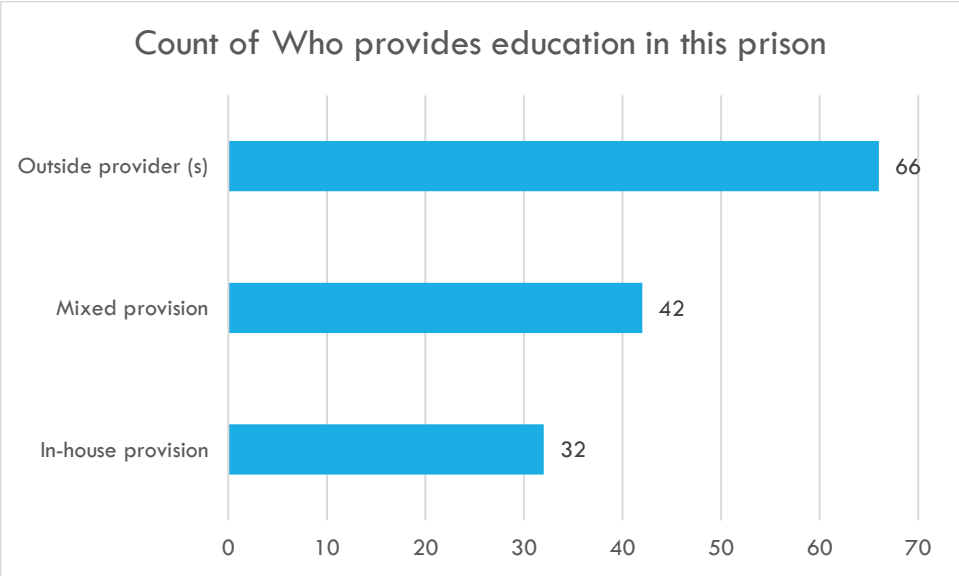
- ◯ High security
- ◯ Medium Security
- ◯ Low security
- ◯ Mixed levels of security



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

Mark only one oval.

- Outside provider (s)
- In-house provision
- Mixed provision
- Other: _____



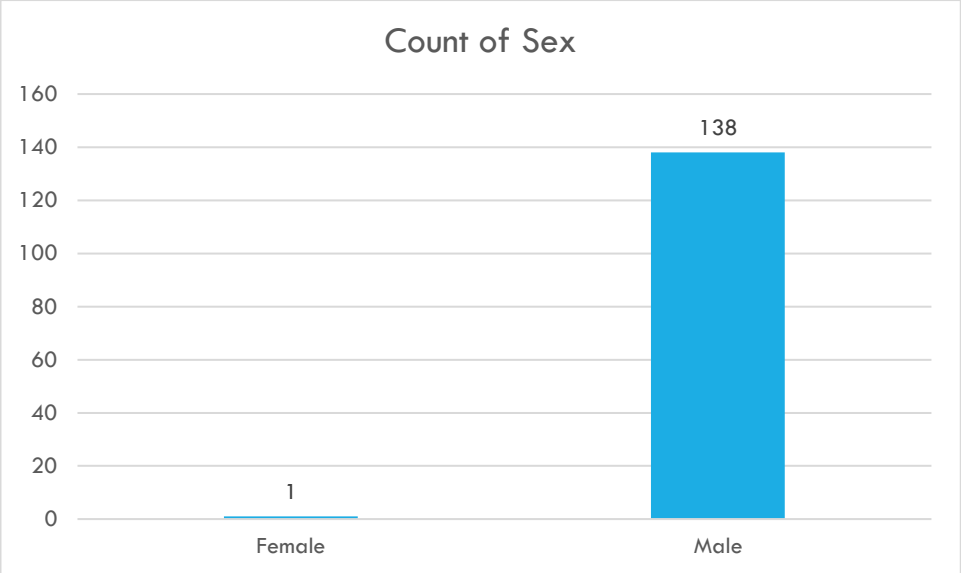
Note: It may be the case that inmates are not aware of who provides education in prison.

Part 1: Inmate's background

5. **Sex**

Mark only one oval.

- Male
- Female
- Other

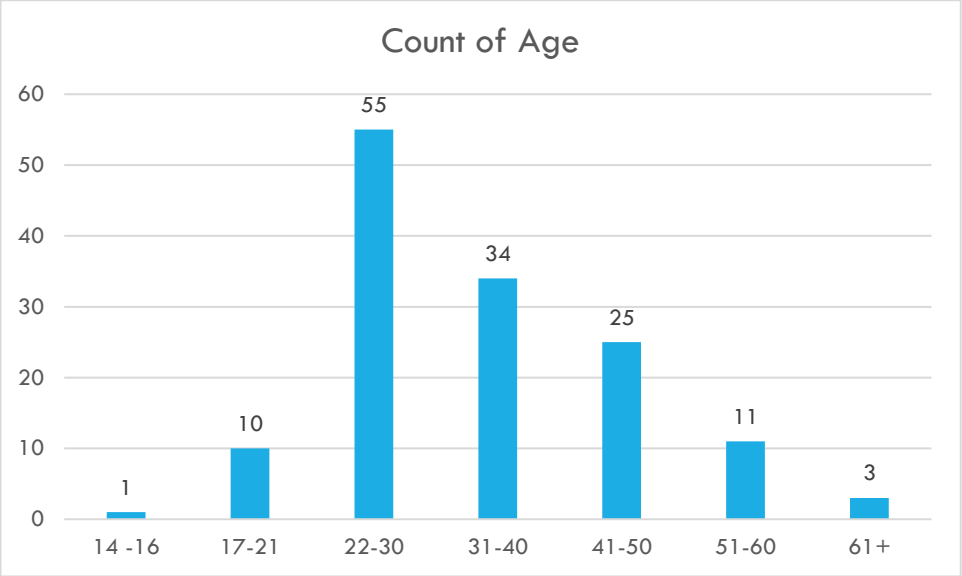


Note: This does not reflect the reality in prisons. Roughly the ratio is 30:70. In interpreting this data one has to keep in mind that we are speaking about the needs of identified of male inmates only.

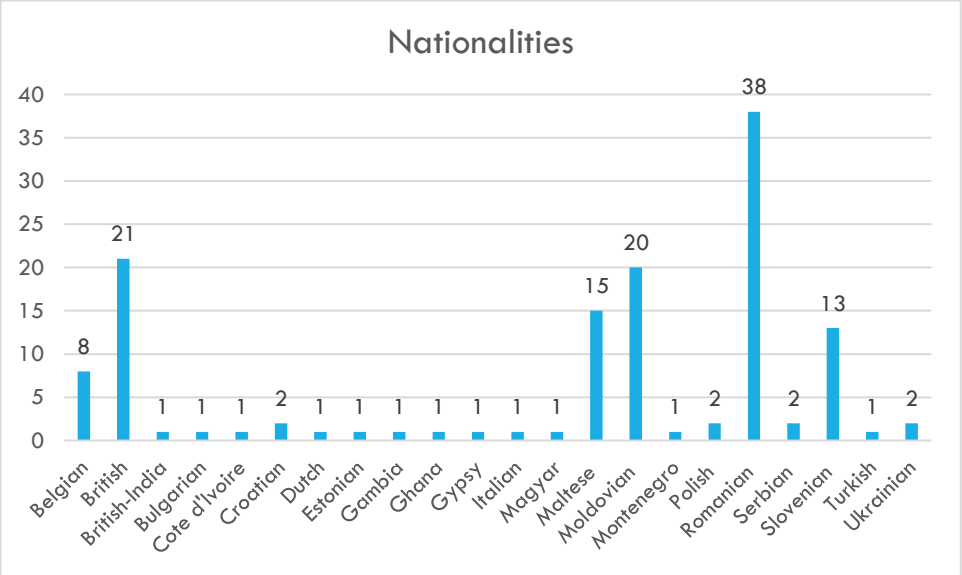
6. **Age**

Mark only one oval.

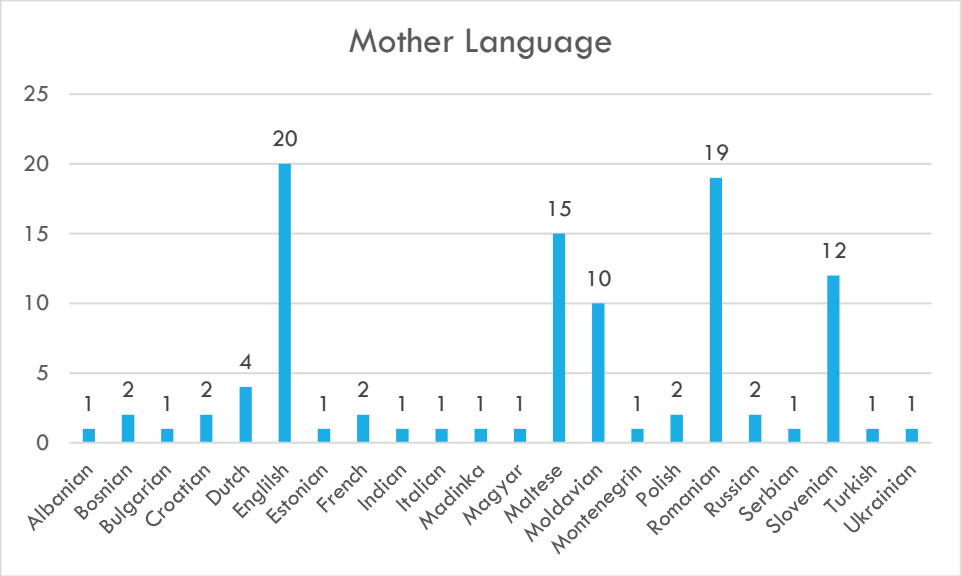
- 14 -16
- 17-21
- 22-30
- 31-40
- 41-50
- 51-60
- 61+



7: Nationality



8: Please indicate your mother language



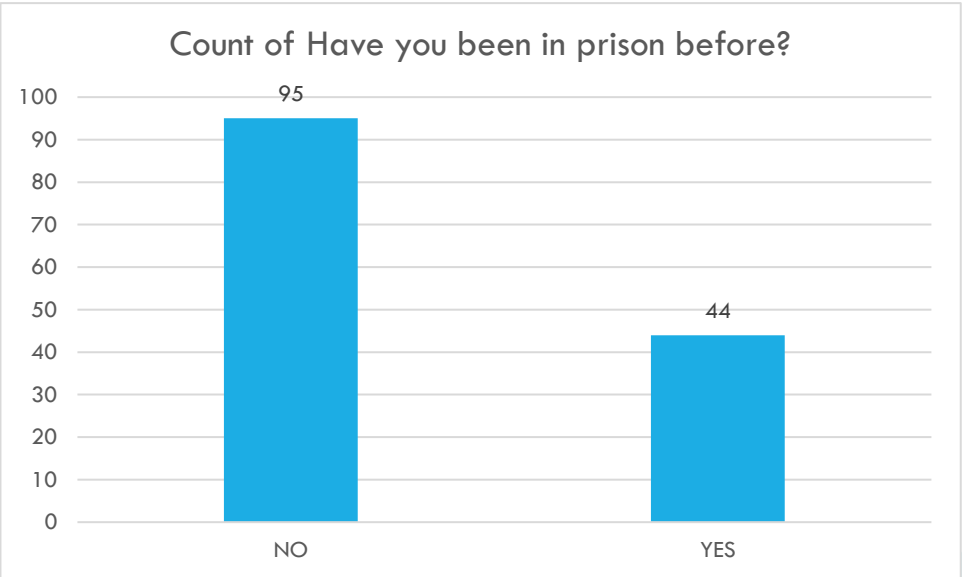
There were 8 inmates who did not answer the question

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.

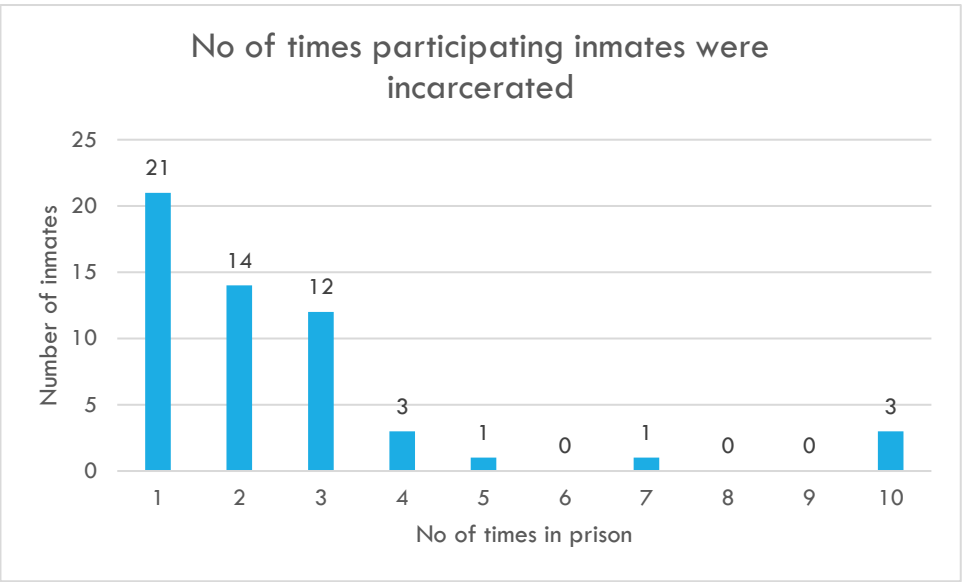
YES
NO



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

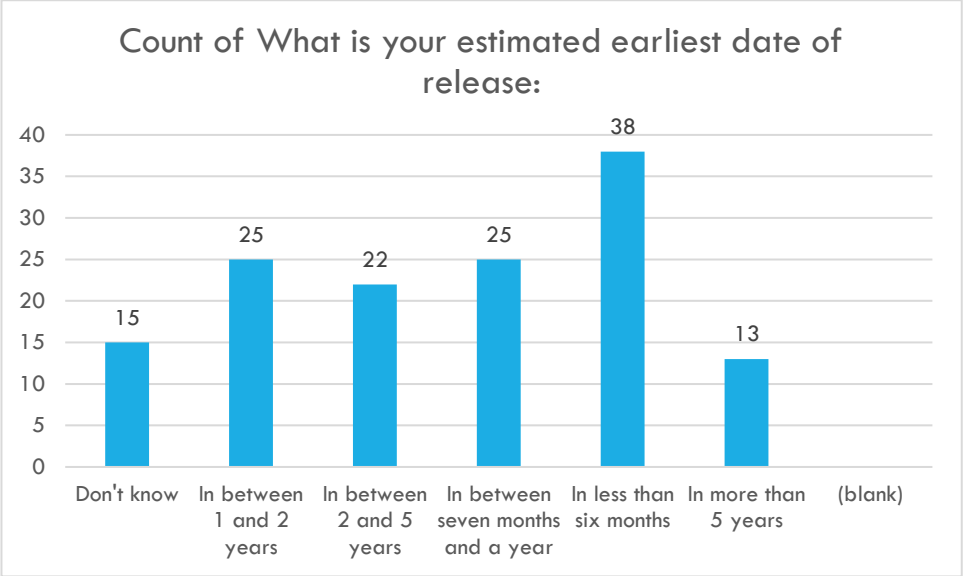
10. **If YES, how many times?**
Mark only one oval.

1 2 3 4 5 6 7 8 9 10



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

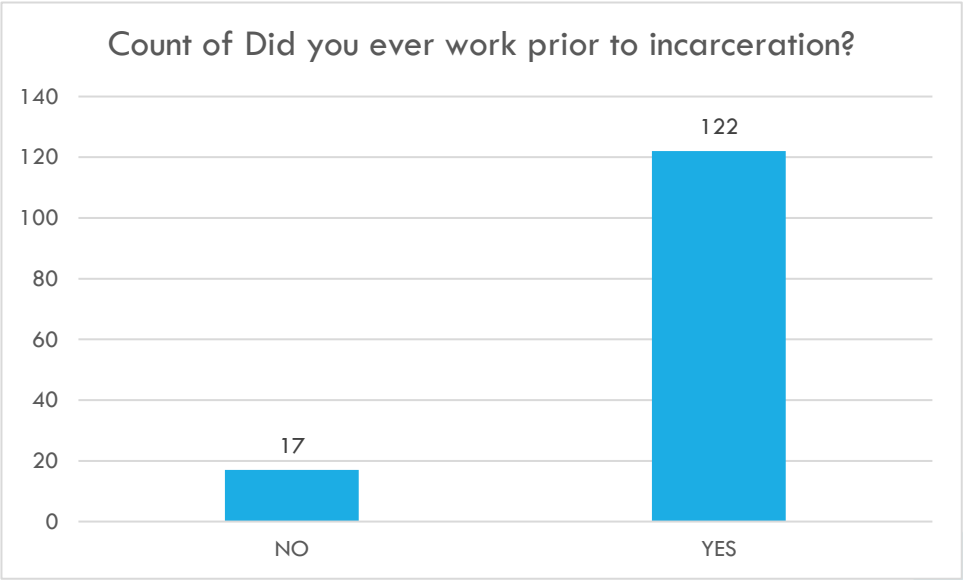


The number of inmates incarcerated for less than one year is high. This has implication for education programmes that have to be designed as short term courses.

Employment

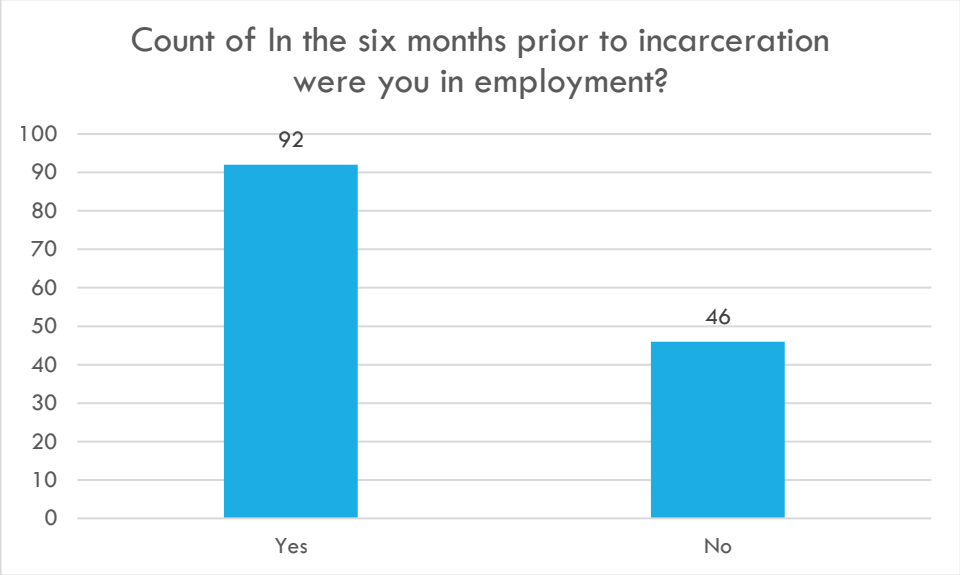
In this section we would like to know a bit about your employment history

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.

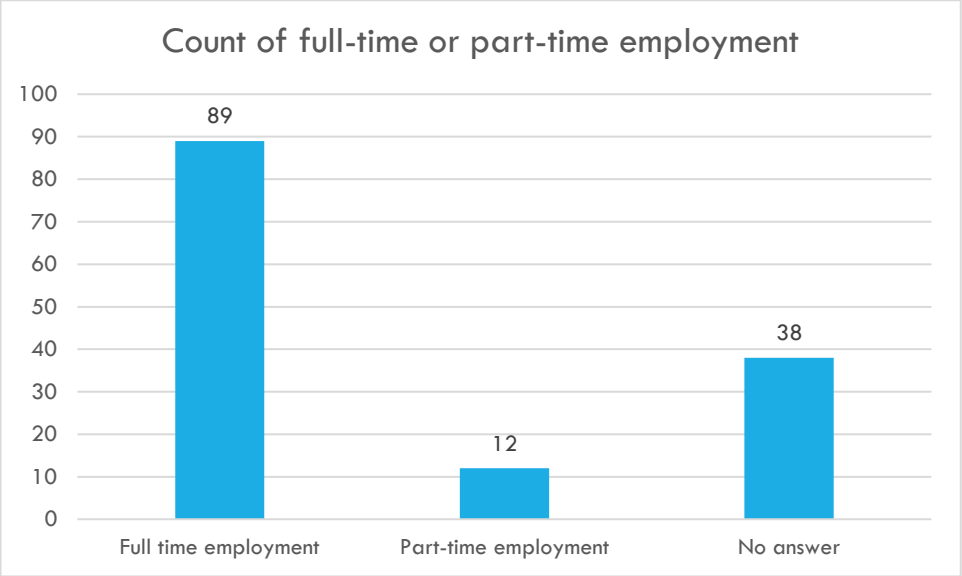
- YES
- NO



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



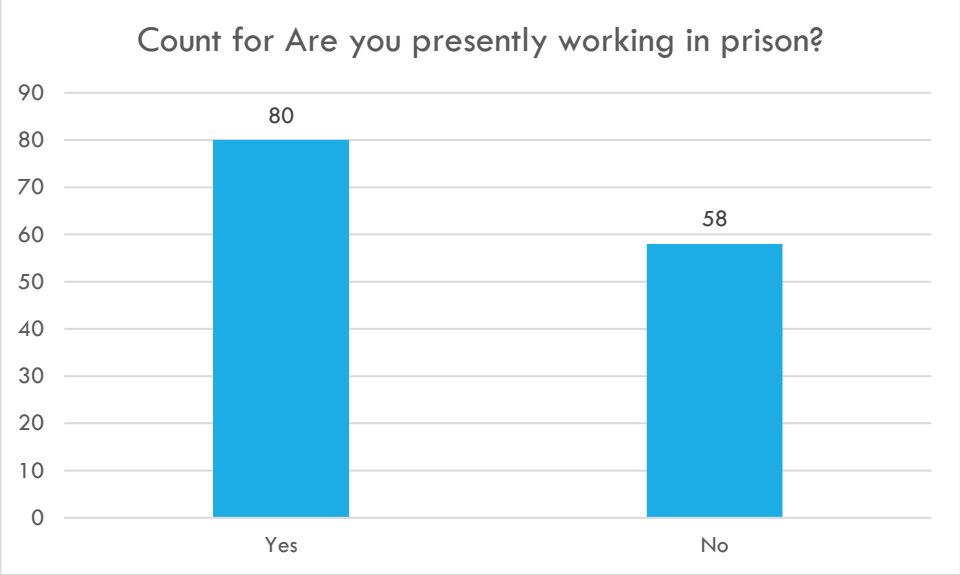
15. **If YES, please write your last job**

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-anaesthesiologist; aesthetic surgery; military medicine
CEO	Operations Manager
Chef	Painter
Commercial vehicle recovery controller	Pension (guest house) administrator
Computer Engineer	Pizza delivery in UK
Construction (12 inmates)	Pluming
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)
Guardsman	Wildlife photographer

16. **Are you presently working in prison?**
Mark only one oval.

- Yes
- No



The number of inmates who are not n emplyment 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**

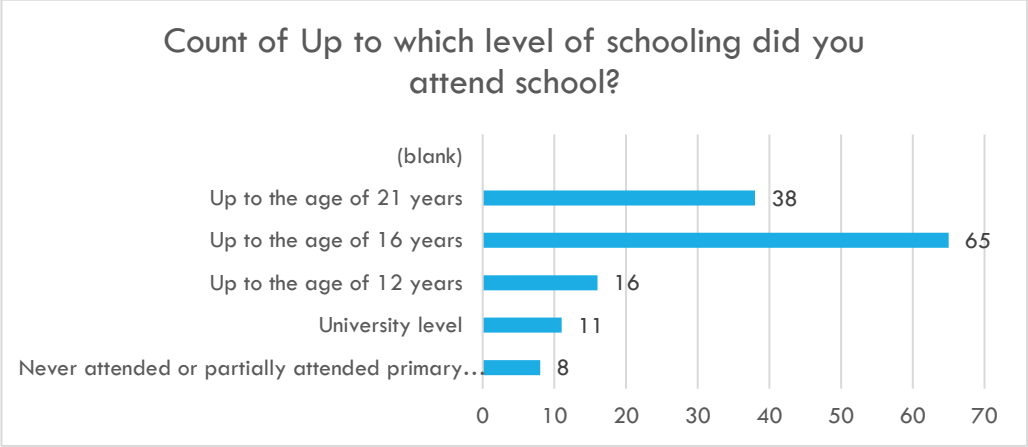
Education History

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

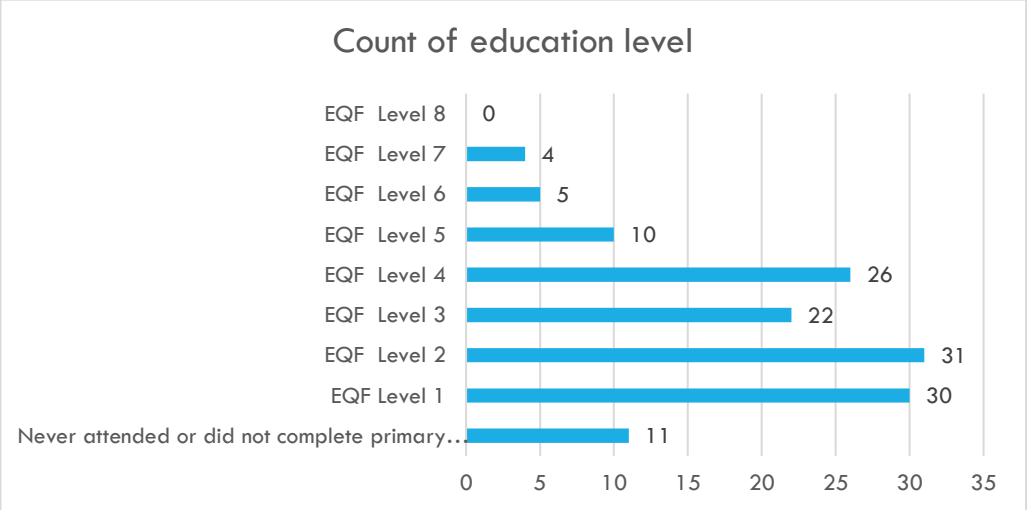


The graph indicates that most inmates have a basic educational level.

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)



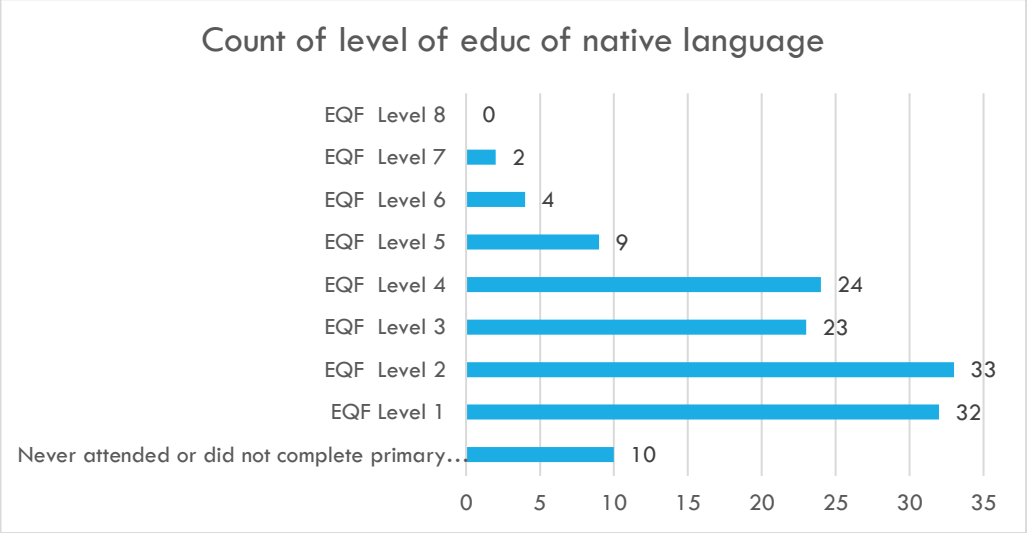
PART B: Basic and general literacy

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.

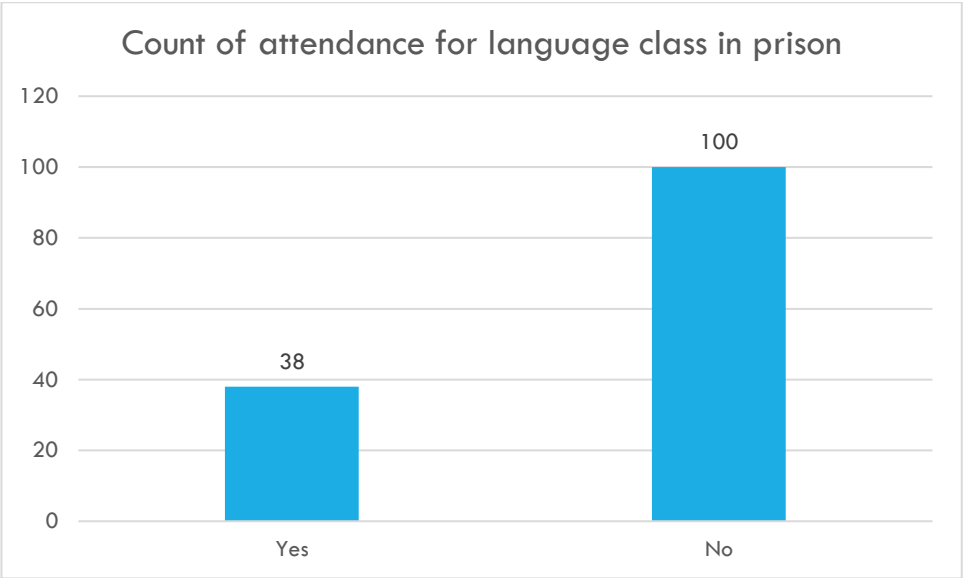
- ◯ Never attended or did not complete primary schooling
- ◯ EQF Level 1 (Primary education)
- ◯ EQF Level 2 (Basic Secondary Education)
- ◯ EQF Level 3 (Secondary education with a school leaving certificate)
- ◯ EQF Level 4 (Upper Secondary level)
- ◯ EQF Level 5 (Post Secondary level)
- ◯ EQF Level 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.

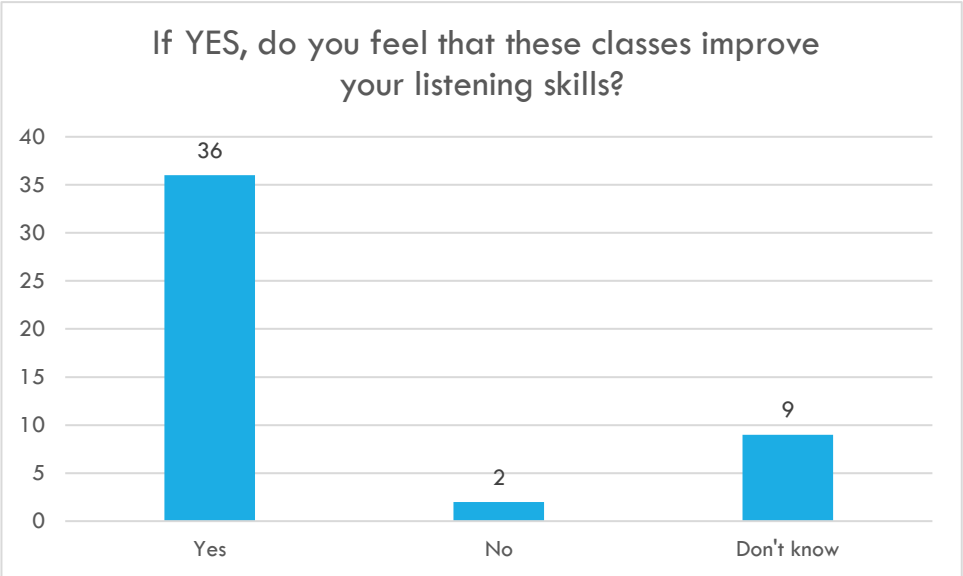
- ◯ Yes
- ◯ No

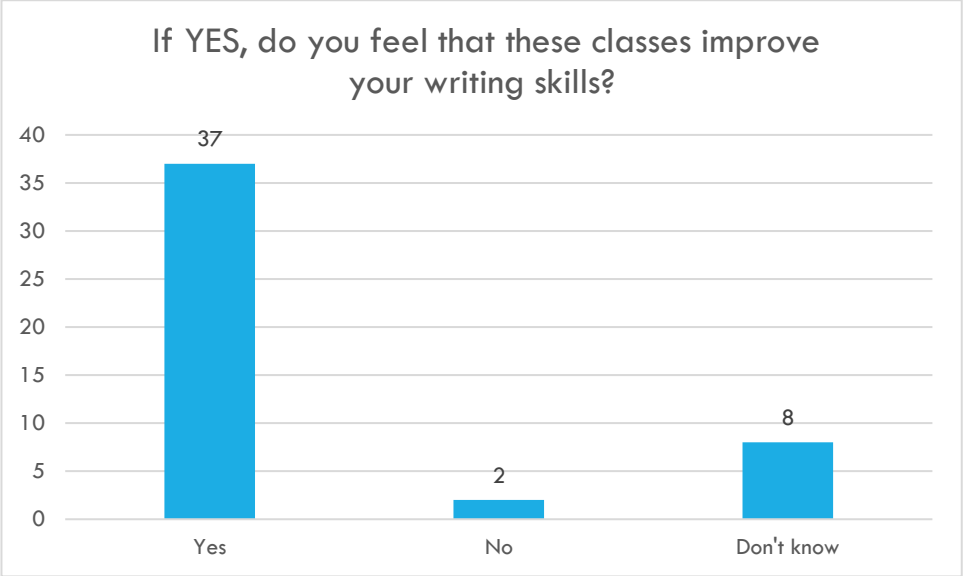


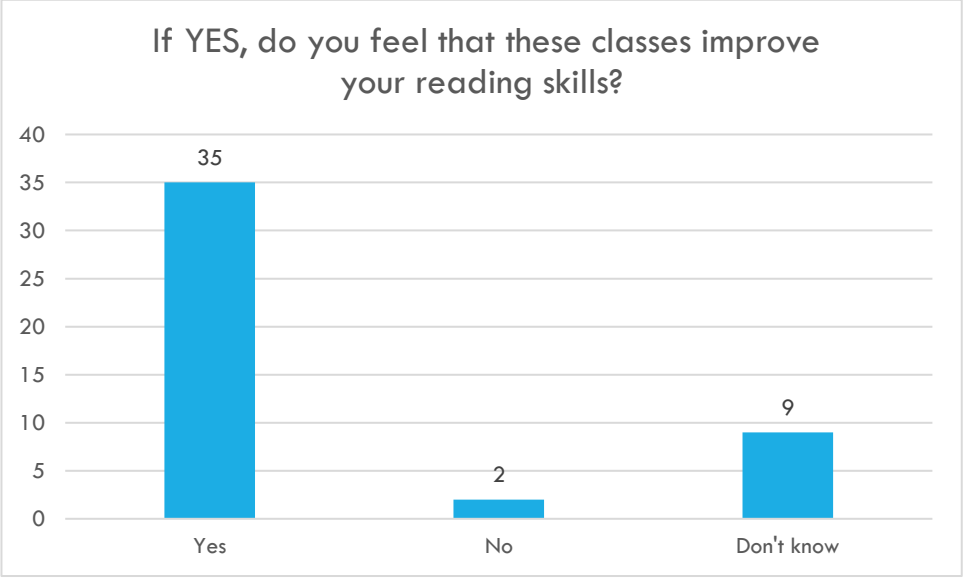
22. If YES, do you feel that these classes (please tick)

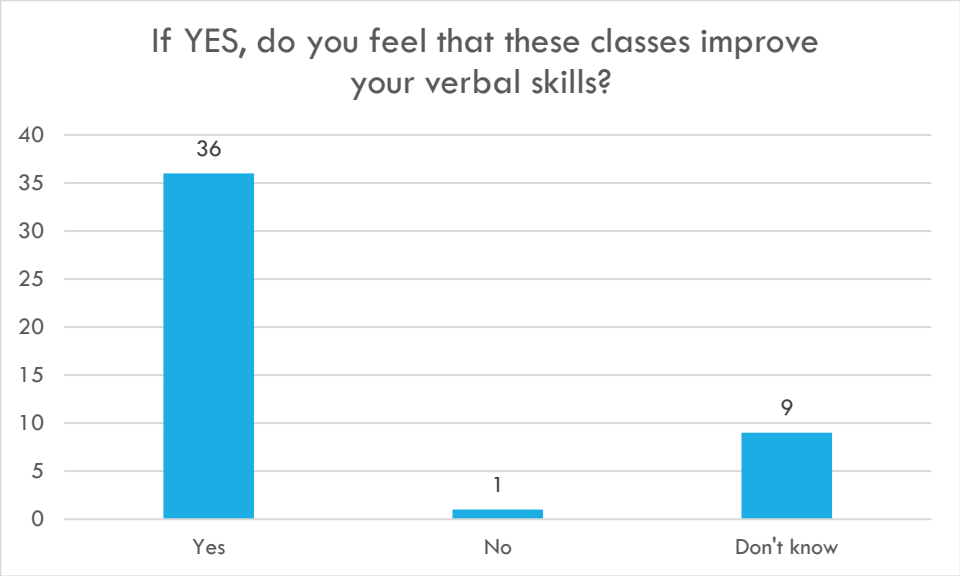
Mark only one oval per row.

	Yes	No	Don't know
Improve your listening skills?			
Improve your writing skills?			
Improve your reading skills?			
Improve your verbal skills?			



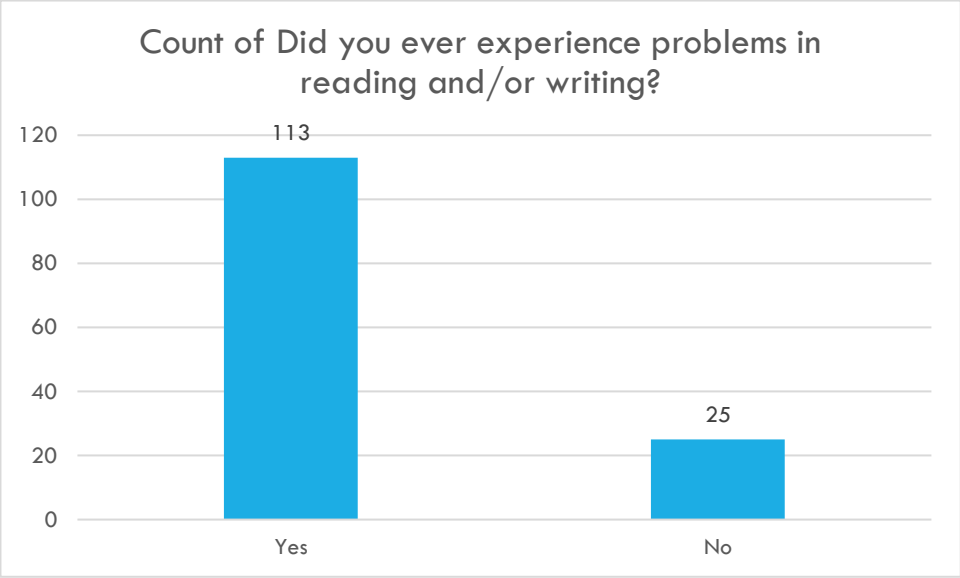

If YES, do you feel that these classes improve your writing skills?
40
35
30
25
20
15
10
5
0
37
2
8
Yes
No
Don't know


If YES, do you feel that these classes improve your reading skills?
40
35
30
25
20
15
10
5
0
35
2
9
Yes
No
Don't know



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?**

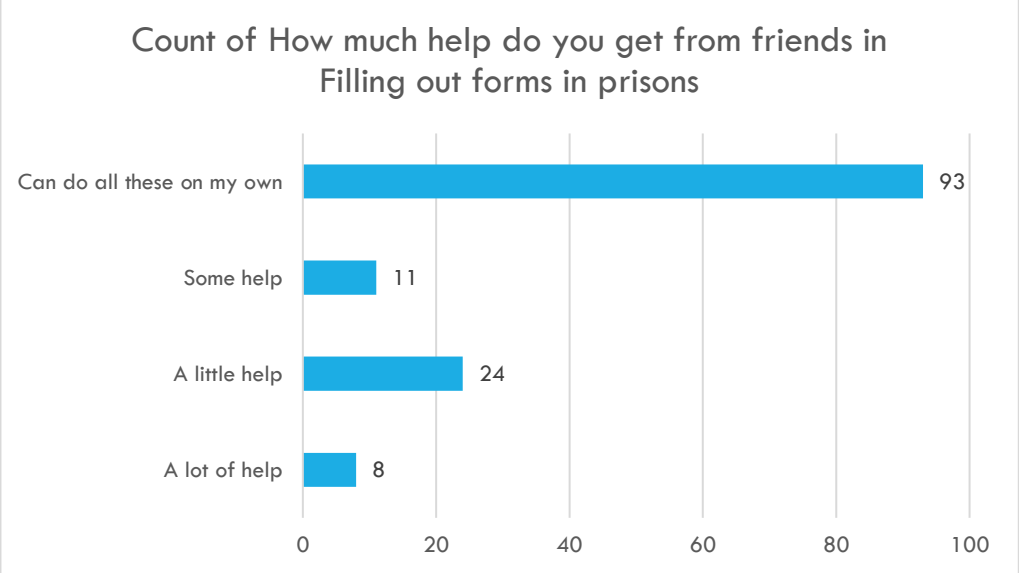
Dyslexia (3 inmates)
I am half blind
I can't do spelling.

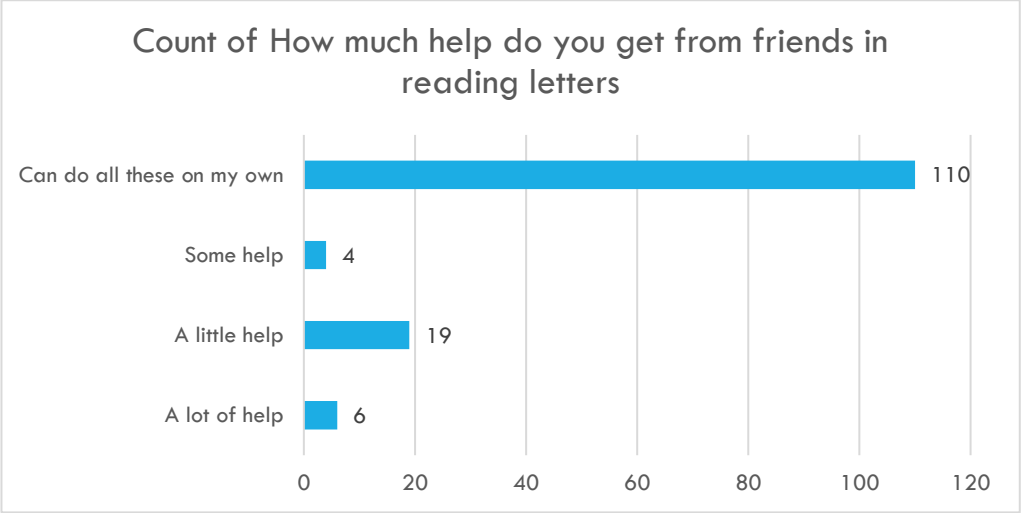
I don't understand Slovenian language well but I speak Slovenian fairly good
I read slow
Misread words and in head add words to make sense sometimes
My spelling and reading before prison was at entry level
Reading and a little bit in writing
Slow reader
Spelling
Spelling, language skills
Struggle to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

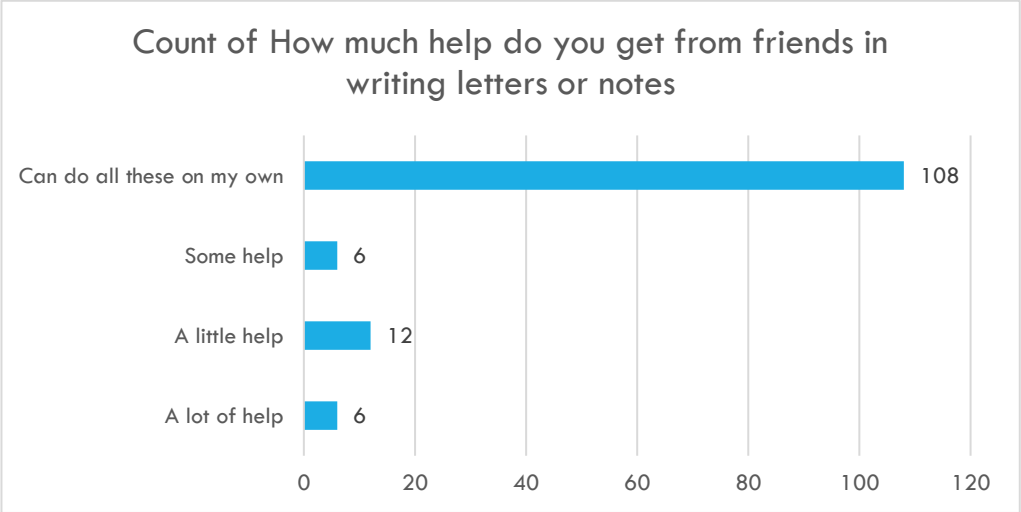
25. **How much help do you get from friends in**

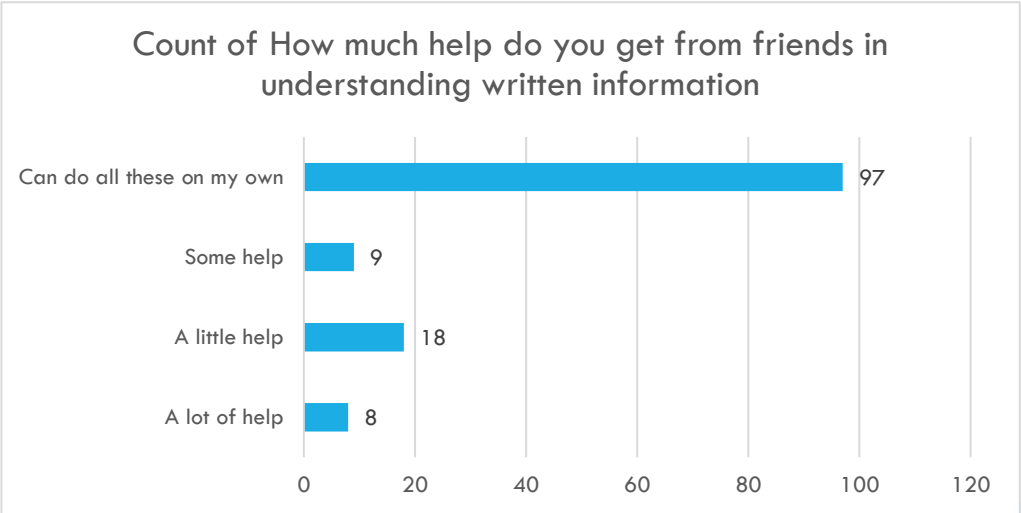
Mark only one oval per row.

	A lot of help	Some help	A little help	Can do all these on my own
Filling out forms in prisons				
Reading letters				
Writing letters or notes				
Understanding written information				







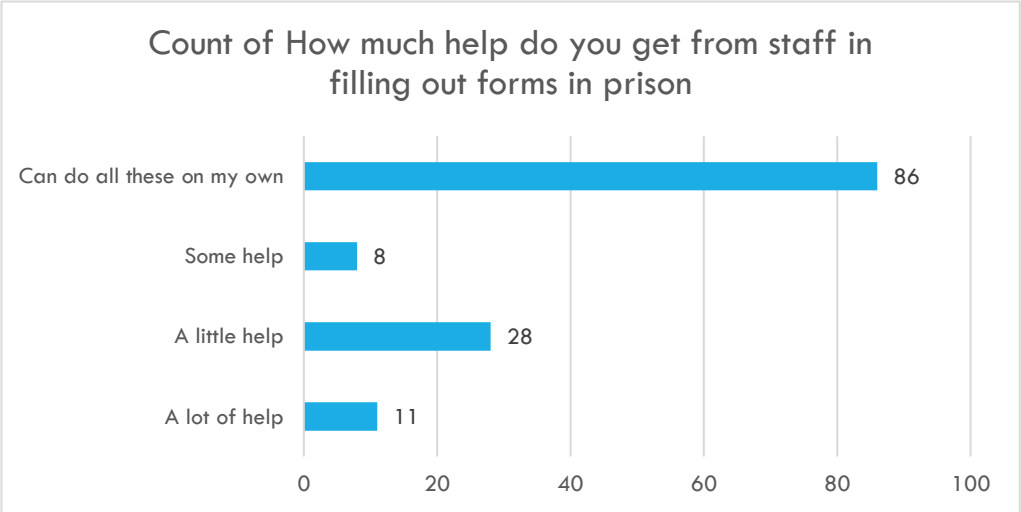


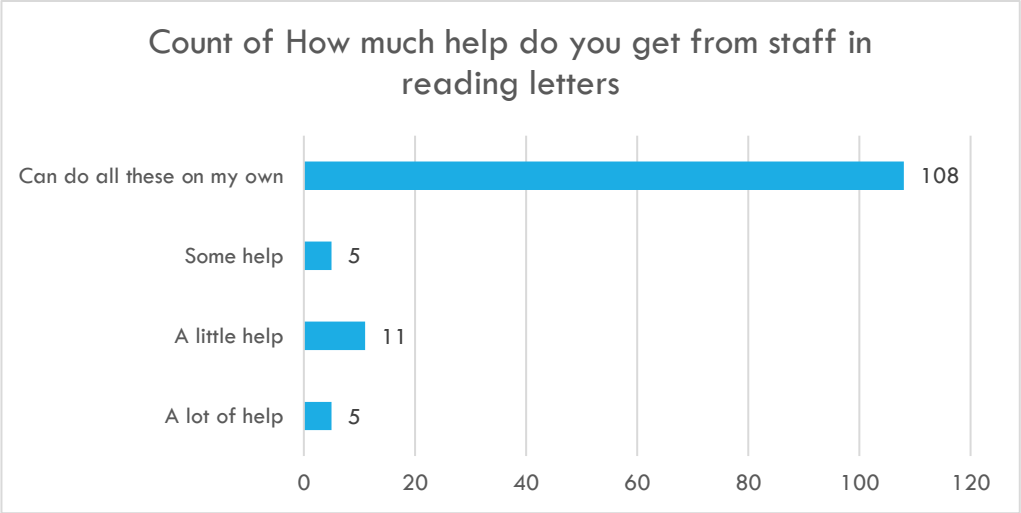
The involvement of friends in the identified skills is minimal

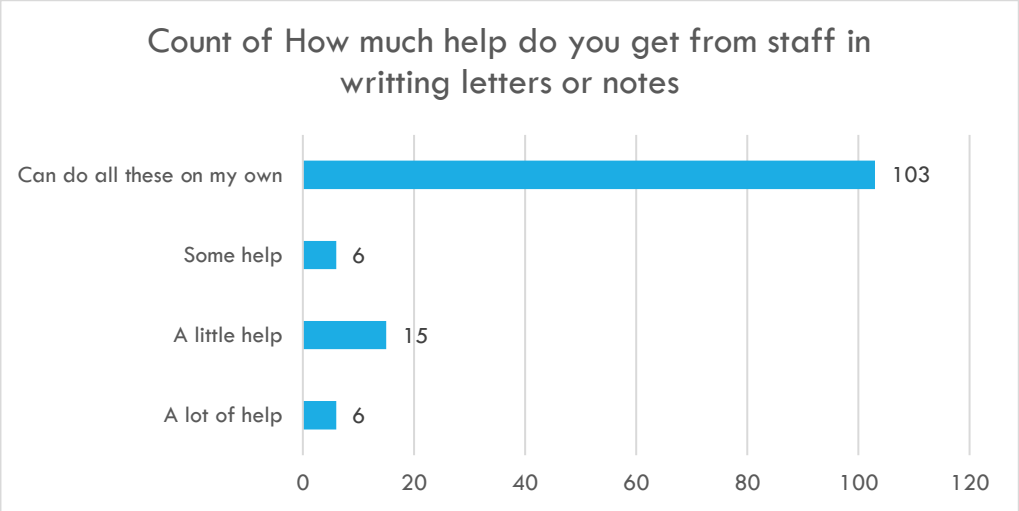
26. **How much help do you get from staff in**

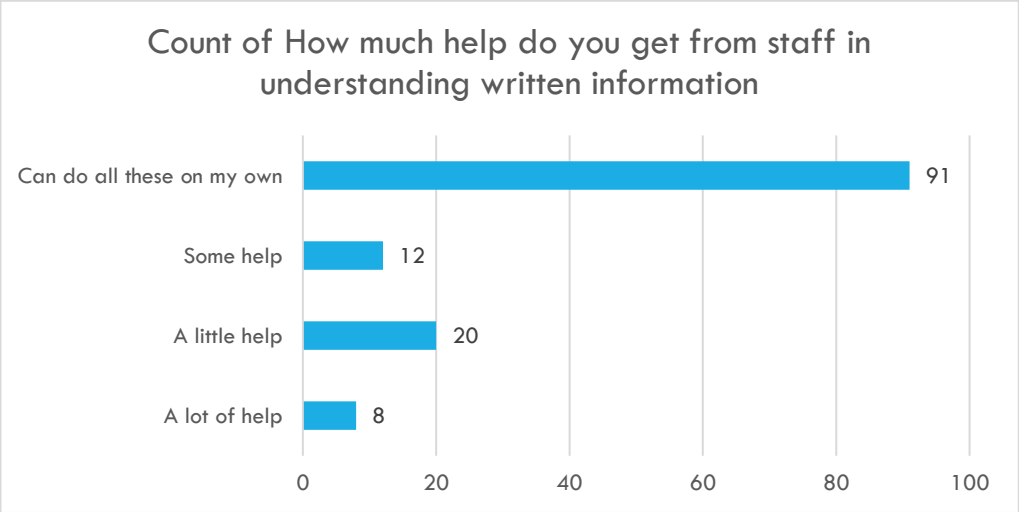
Mark only one oval per row.

	A lot of help	Some help	A little help	Can do all these on my own
Filling out forms in prisons				
Reading letters				
Writing letters or notes				
Understanding written information				



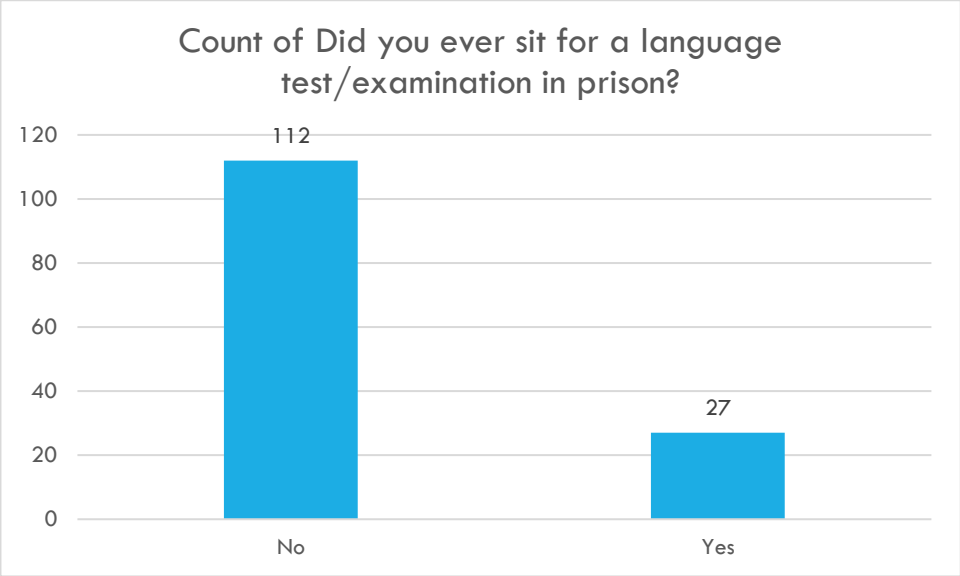






The involvement of staff in the identified skills is minimal.

27. **Did you ever sit for a language test/examination in prison?**
Mark only one oval.
- Yes
- No



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

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

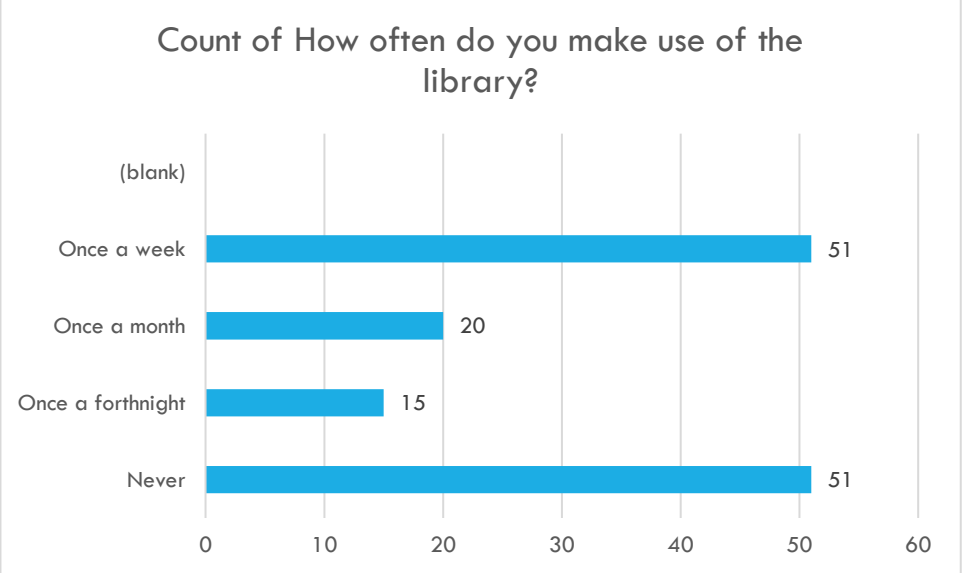
Semester exam

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.

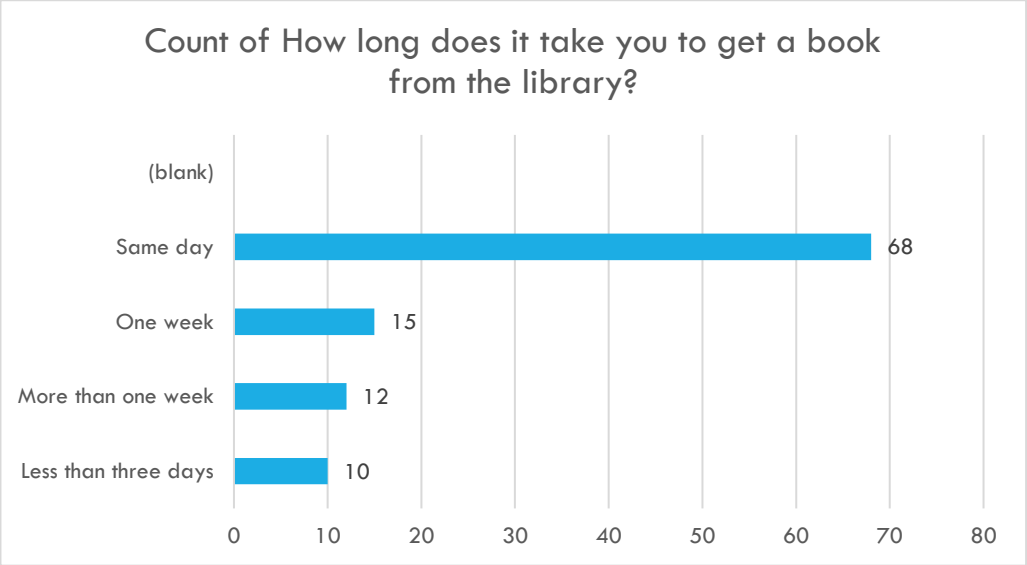
- Once a week
- Once a forthnight
- Once a month
- Never



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"

A book about dogs

A prison diary

Bertrand Russell Biography

Books about wars and psychology

Borrow dvds

Borrowed form a colleague, the intelligence of matter

Brilliant Excel 2007

Butterfly

Can't remember

Courtesans/Dora Levi Mossanen

Daria Dontana Detective

Death Souls - Gogolj

Delitti Maltin 1

E. Muldasov

English dictionary

Frogs heart

Front comrades

Gazette

Gril ber-Survival; Reiki

Heartblood, Battle of Kings

Hitler's Diaries

I read a fitness book

Idyllic figures from the Renaissance period

In Their Wisdom -CP Snow

Intelligence of matter

Invisible - James Patterson

It-Tfajla tat-Tempju

James Paterson

Lost Fleet = Dauntless

Madonna and her life

Mark Webber biography

Mazilioc

Meditation manual

Mihai Eminescu poetry

Motivation

Natural medicine for everyone

Nefertiti

Nelson Mandera

Never never

New Confessions by William Boyd

Nick Vuječić

NO ANGEL

Odyssey

Otilia„s enigma

Physics

Plurel ta Trevor Zahra

Poetry

Robert Kiosake

Samorastniki

Samorastniki - Prežihov Voranc

Sciences the great exploration

Scrabble dictionary

Seneca

Sfidi ta Trevor Zahra

Sia - 1000 forms of fear

Sleep!

Spanish for self-study

Stars in the sky

The art of War - Sen Tzu

The Bible

The blank space

The Book of Record

The heart of the little frog

The hero

The History of Slovenian Nation

The last mohican

The Math Book

War in Germany and Austria

White Fang

Why do Fonts matter? Sarah Hyndman

Wildlife year

You have to love someone - Ivan Minatti

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.

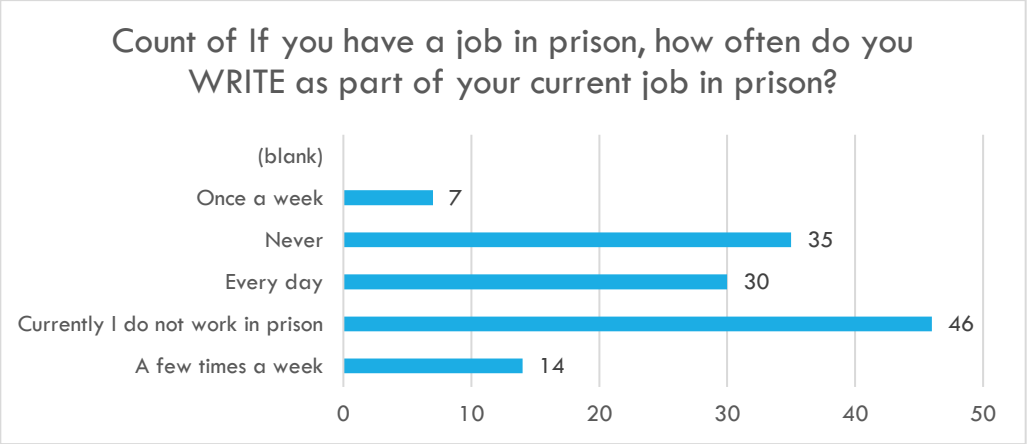
- Currently I do NOT work in prison
- Every day
- A few times a week
- Once a week
- Never



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.

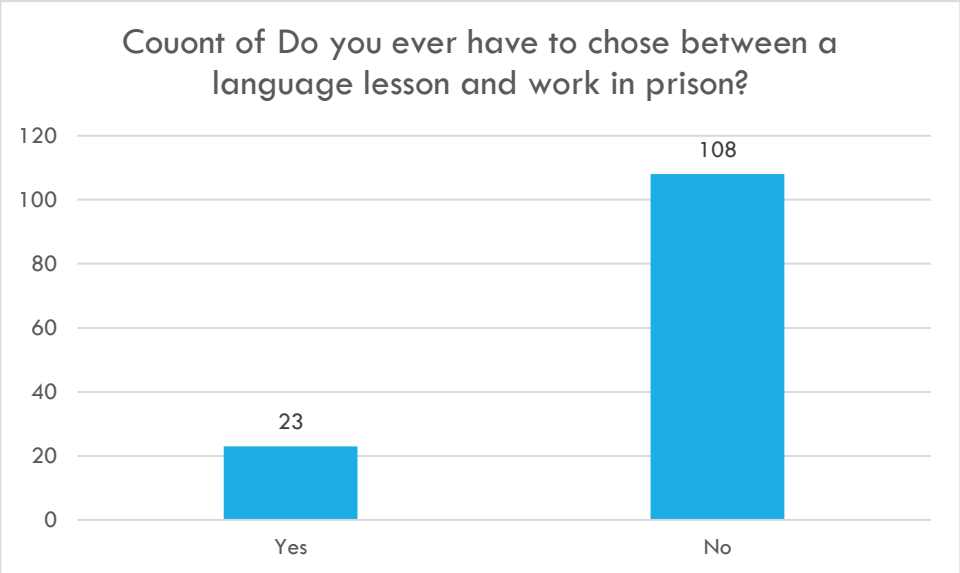
- Currently I do not work in prison
- Every day
- A few times a week
- Once a week
- Never



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.

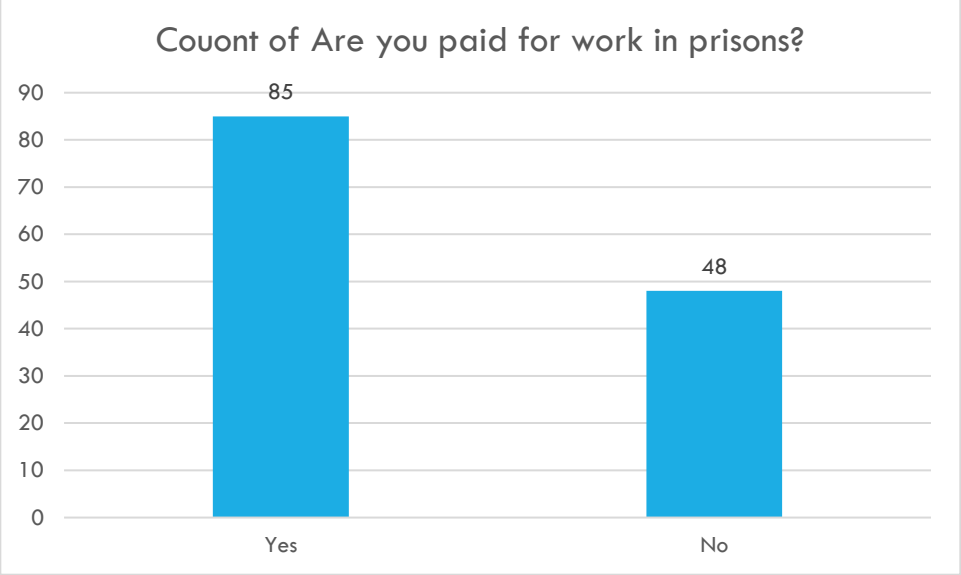
- Yes
- No



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

Mark only one oval.

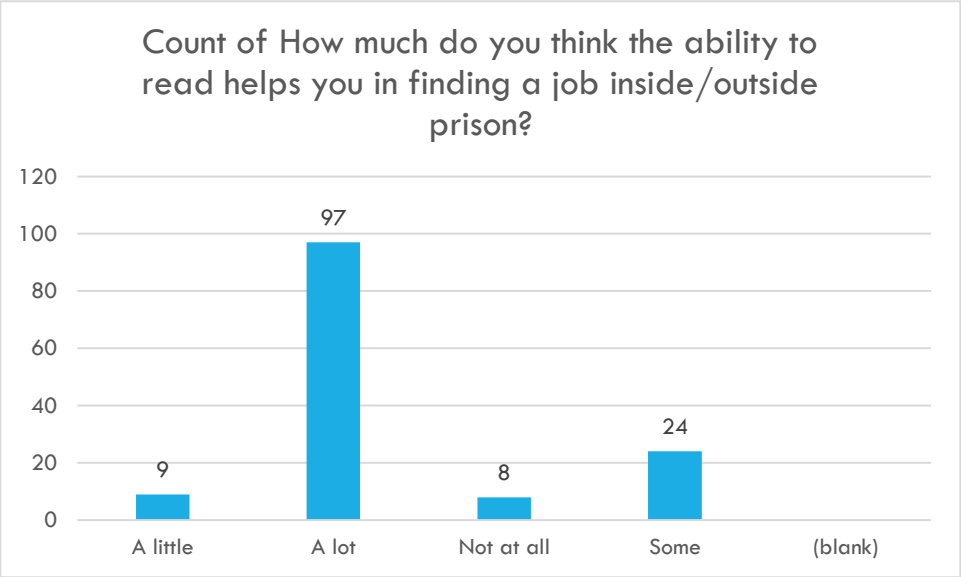
- Yes
- No



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

Mark only one oval.

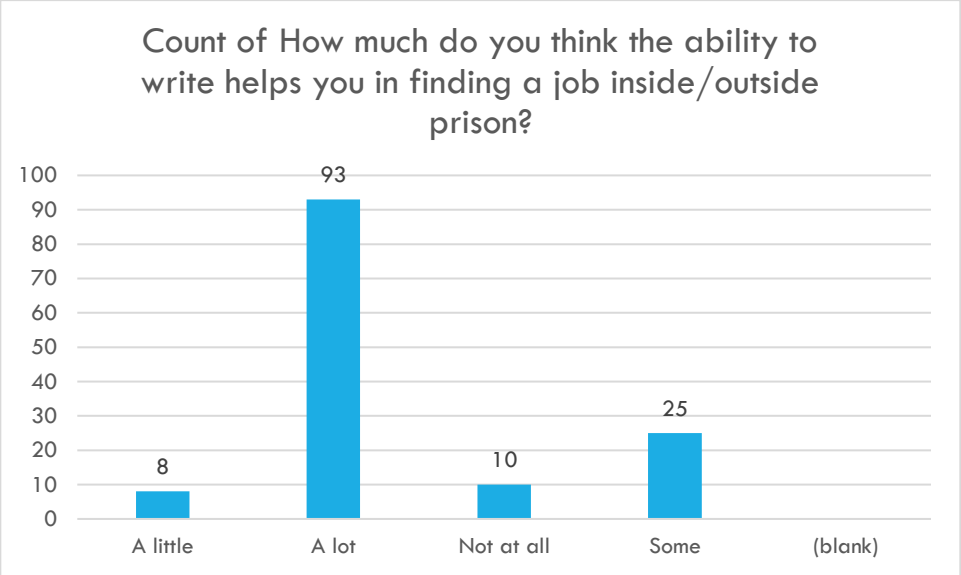
- A lot
- Some
- A little
- Not at all



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

Mark only one oval.

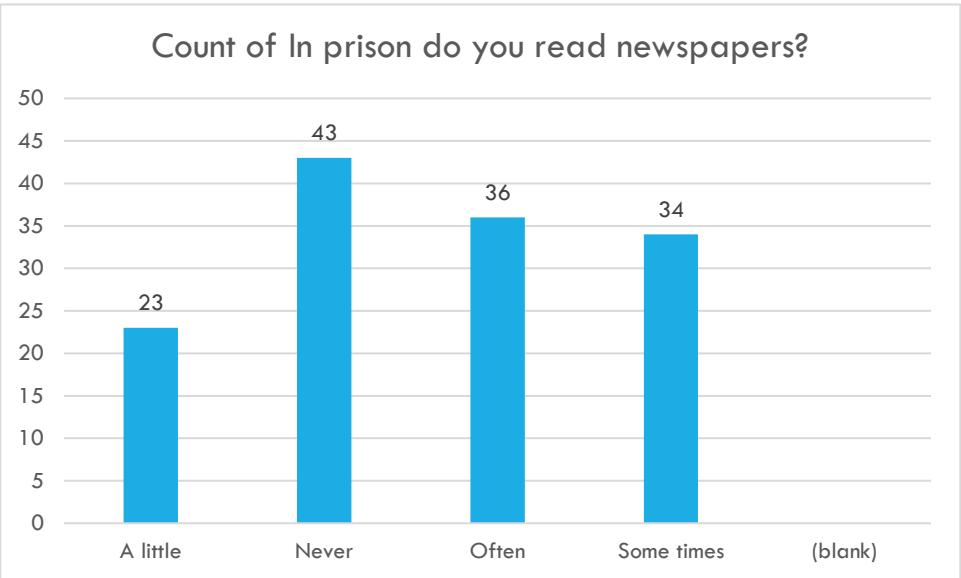
- A lot
- Some
- A little
- Not at all

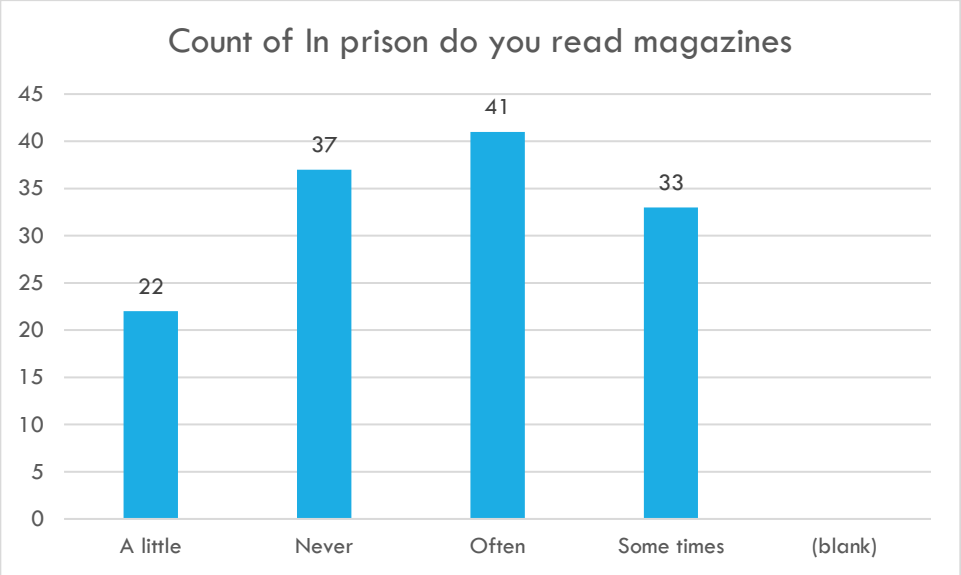


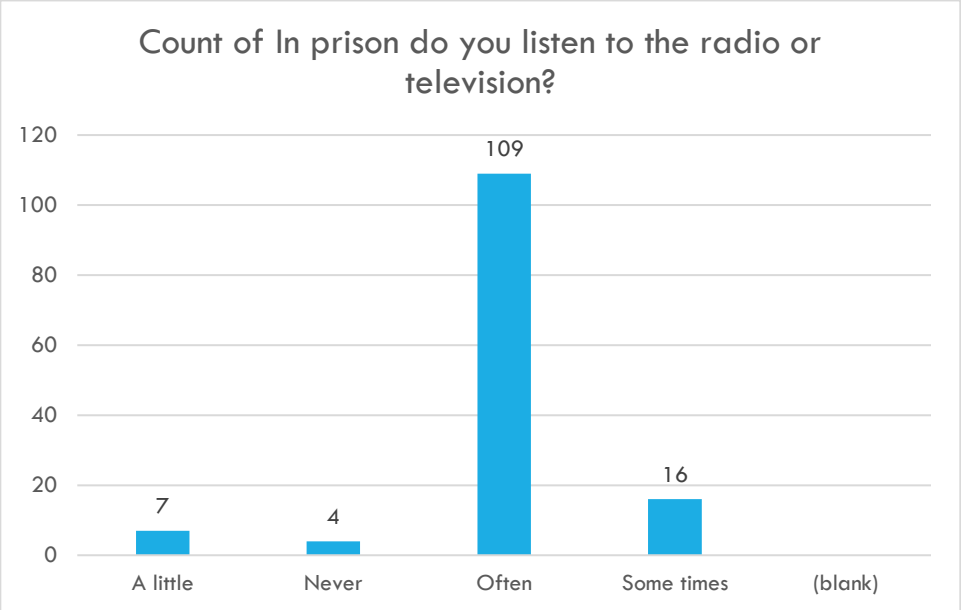
39. In prison do you

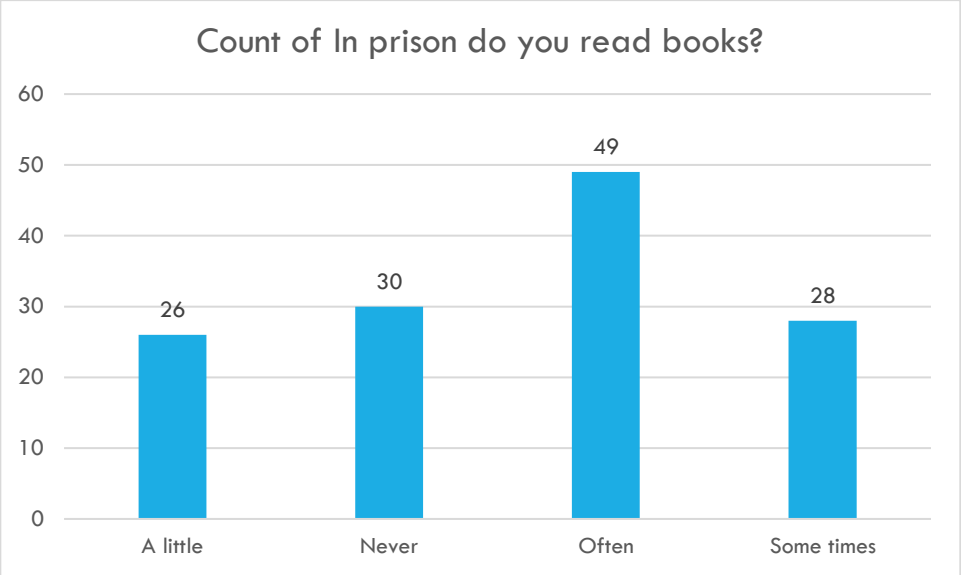
Mark only one oval per row.

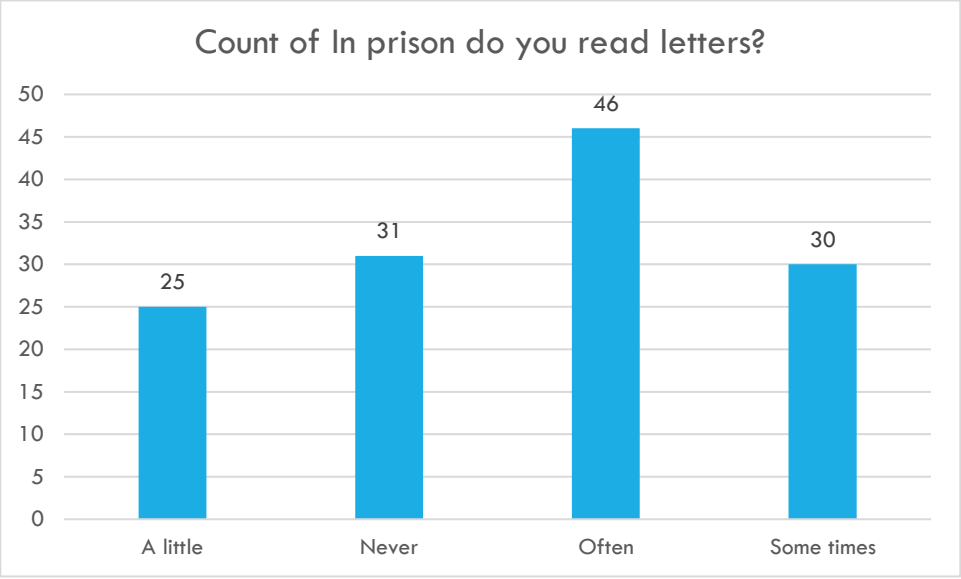
	Often	Some times	A little	Never
Read newspapers				
Read magazines				
Listen to the radio or television				
Read books				
Read letters				
Write letters				

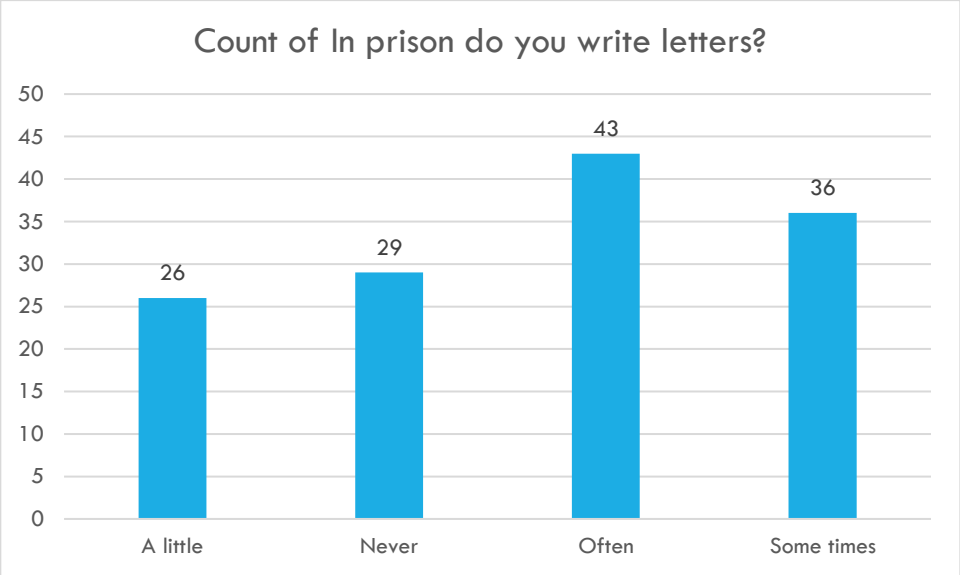



Count of In prison do you read magazines
45
40
35
30
25
20
15
10
5
0
22
37
41
33
A little
Never
Often
Some times
(blank)


Count of In prison do you listen to the radio or television?
120
100
80
60
40
20
0
7
4
109
16
A little
Never
Often
Some times
(blank)


Count of In prison do you read books?
60
50
40
30
20
10
0
26
30
49
28
A little
Never
Often
Some times

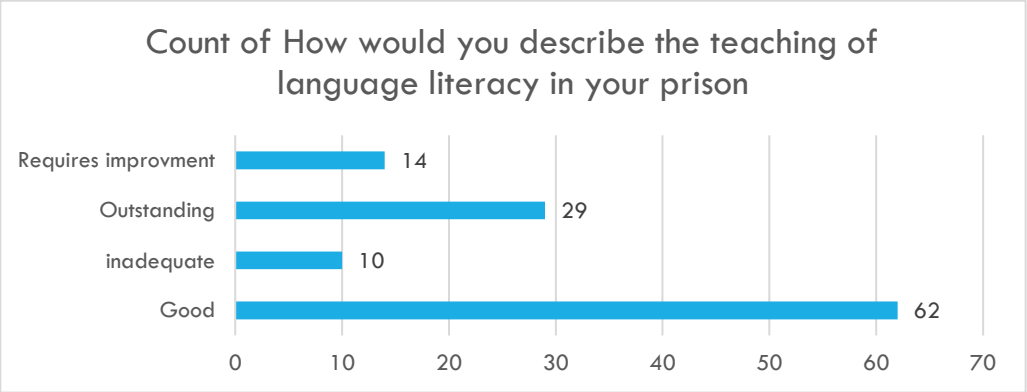

Count of In prison do you read letters?
50
45
40
35
30
25
20
15
10
5
0
25
31
46
30
A little
Never
Often
Some times



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

Mark only one oval.

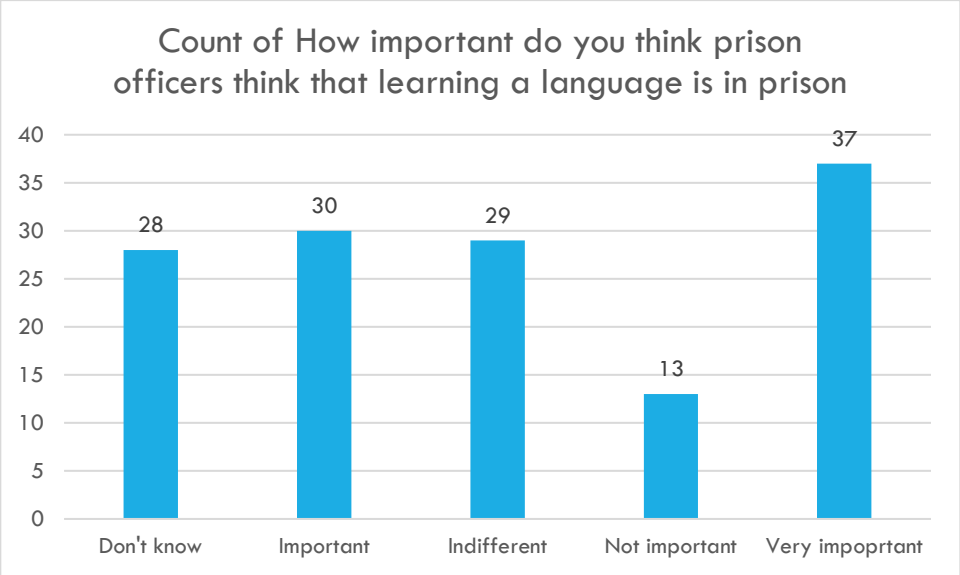
- Outstanding
- Good
- Requires improvment
- inadequate



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

Mark only one oval.

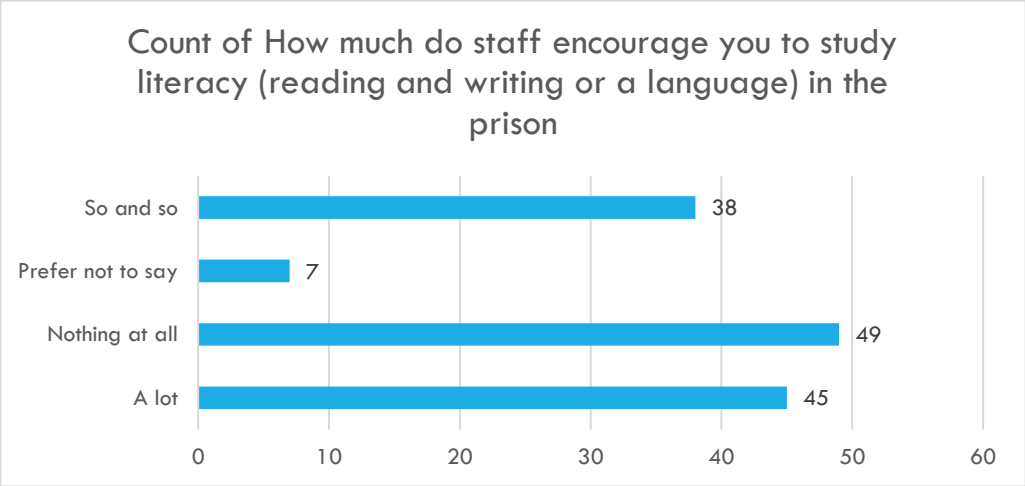
- Very impoprtant
- Important
- Indifferent
- Not important
- Don't know



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

Mark only one oval.

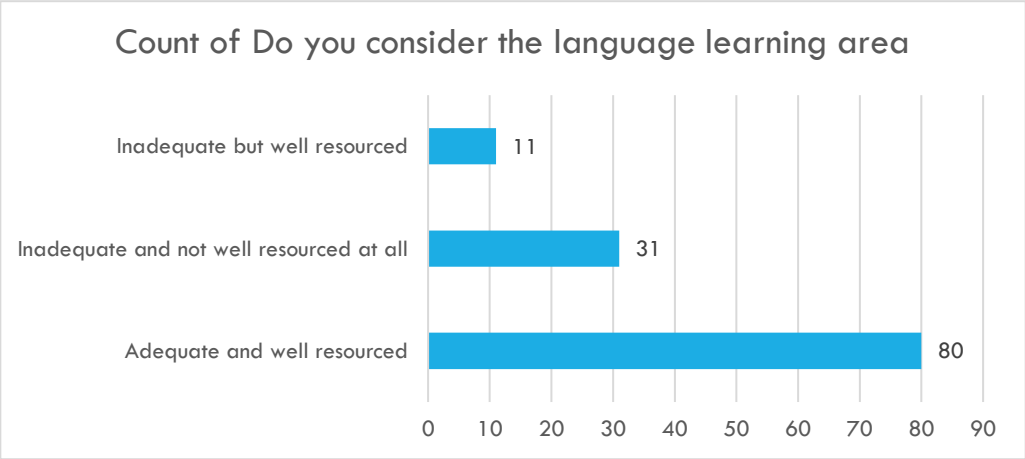
- A lot
- So and so
- Nothing at all
- Prefer not to say



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

Mark only one oval.

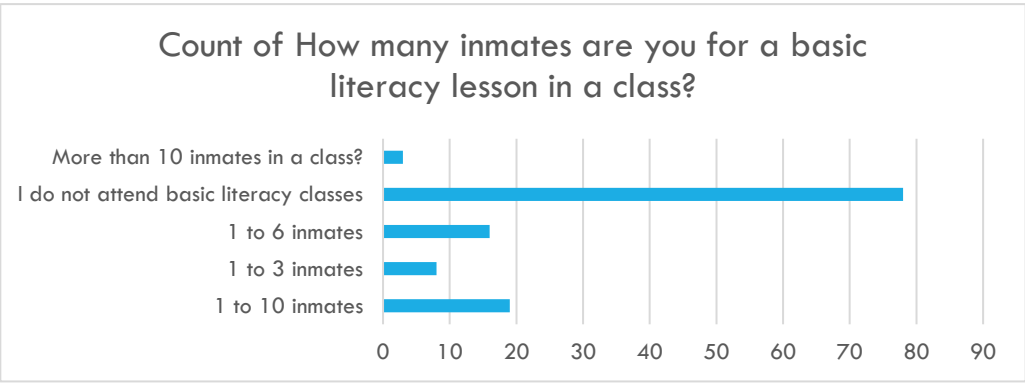
- Adequate and well resourced
- Inadequate but well resourced
- Inadequate and not well resourced at all



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**

A good communication between inmates helps to conflict prevention

Better communication in prison and later outside

Better confidence

Choose essential parts of the language

Classes in school - adequately educated lecturers

Communication without misunderstanding

Conversations with Mrs….

Development of the abilities

For ease of communication and getting information

French, Dutch

Good exercise for writing and reading.

Good patient teacher

Good question!

Good teacher

Good teacher

Good teachers

Helps to get on in life without anyone's help

I am gaining knowledge that I will be able to get a job easily

I do not attend basic literacy classes

I don't use my language in prison. I use it only on the phone.

I have learned punctuation

I have not attended any basic literacy classes within this prison

Improving speech

Increasing tuition level

Is for the benefit of the participant

It betters you for your release from prison.

It exists (presumably)

It helps you to reflect your mind and kill time

It is a good thing that everybody learns

It is out in simple terms

It is useful

It is very open - you can express yourself

It's educational

Knowing new things

Knowing to write and read

Learn, read - you will know more

Learning uneducated inmates to read and write

Mandatory

More professionalism

No experience

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.

Participants will speak better

Patient teacher who speaks Italian as well

Private

Progress in language knowledge and literacy

Relations with the community

The help given to those with additional learning needs

There are many illiterates so is good for them

They are more well behave after participating.

To be mandatory

To understand each other

Useful

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**

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

A better class

A better class

A creative and open attitude from the staff

Additional pc time

Benefits related to school

Better class

Better classroom

Classes need to be bigger, enabling more inmates to be taught at the same time. Scheduling is very slow.

Continuity

English language

Everybody should decide for himself, we are offered a variety of ways

Follow psi rules

Free lessons of Slovenian language and writing

Good results are rewarded

I noticed that a lot of Romani people does not pronounce Slovenian words correctly and that they cannot read or wright.

I think it is definitely good and useful

Introduce internet at the school

Involvement of specialists from educational system

Keep people of similar needs together

Lack of materials

Less abuse

Longer program/day

Management

More encouragement and motivation to get education.

More frequent lessons

More incentives ie money

More inmates

More interesting books

More lessons

More persons

More resources

More teachers

More teachers

More teaching hours

More time per day

New books to the library

No courses

No swearing

The modernization of literacy programs and the implementation of digital literacy

We need more lessons

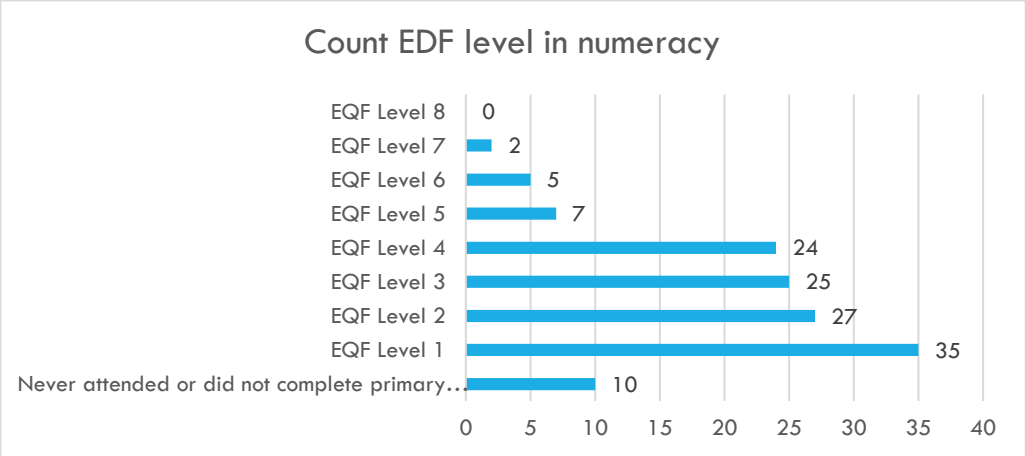
We need more teachers

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.

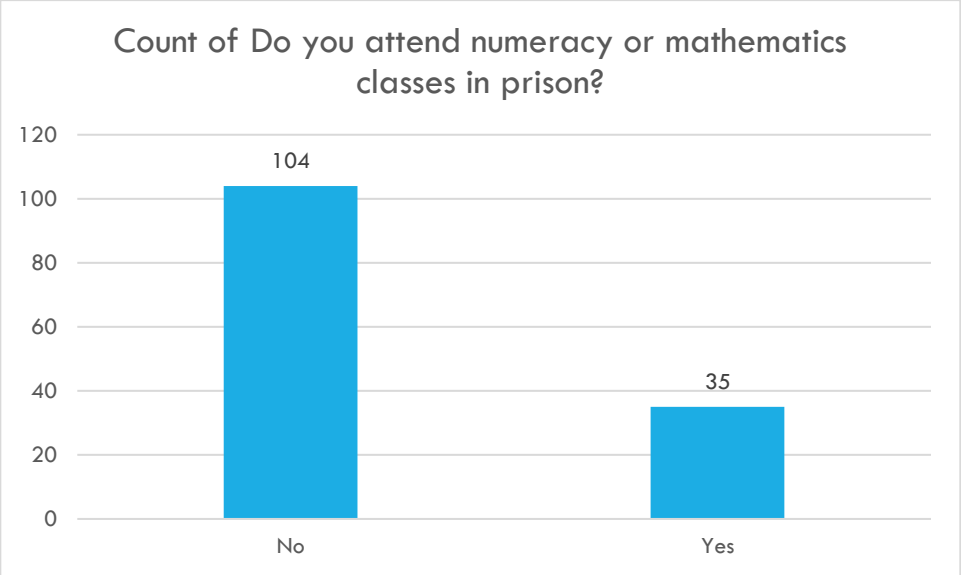
48. **Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?**
Mark only one oval.

- 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.

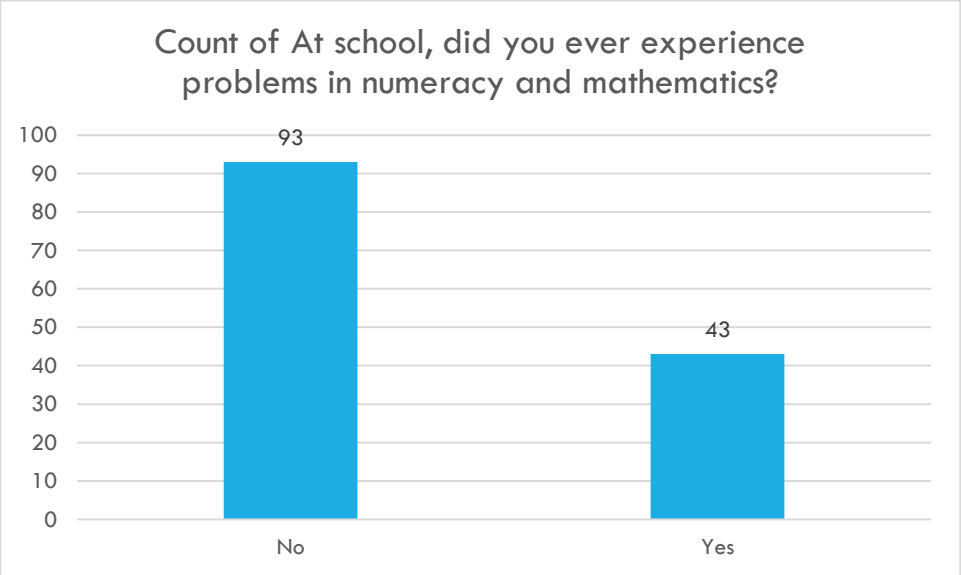
- Yes
- No



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?**

Because of the teacher

Concentration

Did not remember mathematics formulas

Did not understand long division, percentages and fractions. But I do now.

Division, multiply

Fractions, radicals, geometry

General problems

Geometry (3 inmates)

I didn't understood the procedures

I was in a non-exam maths group

In primary school

Long division

Mathematical functions, poor interpretation

Mathematics I did not understand

Multiplication table

Multiply, fractions, geometry

Not enough math class in school

Not very good at maths due to learning disability.

Nothing till now

Numbers are for me like hieroglyphics

Primary school

Problem solving and equations

Radicals

Radicals, geometry

Second class

Skipping school/courses

Spelling

To calculate

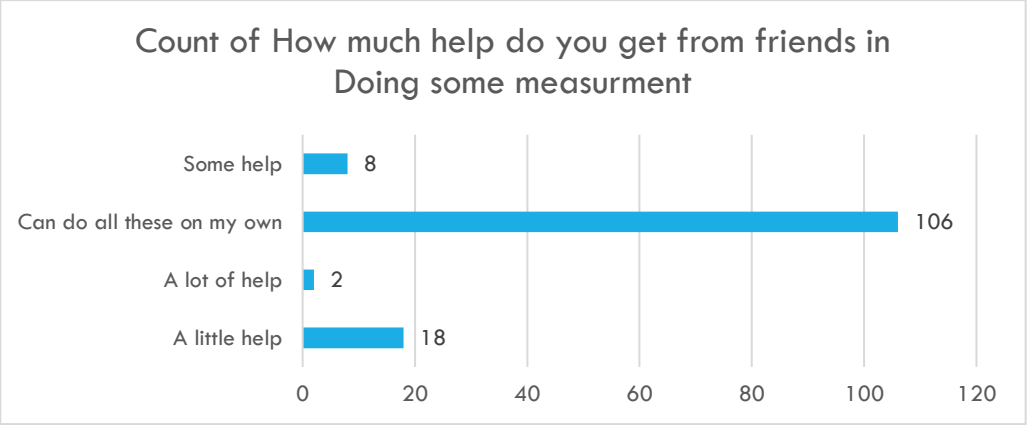
Trying to use division and times tables

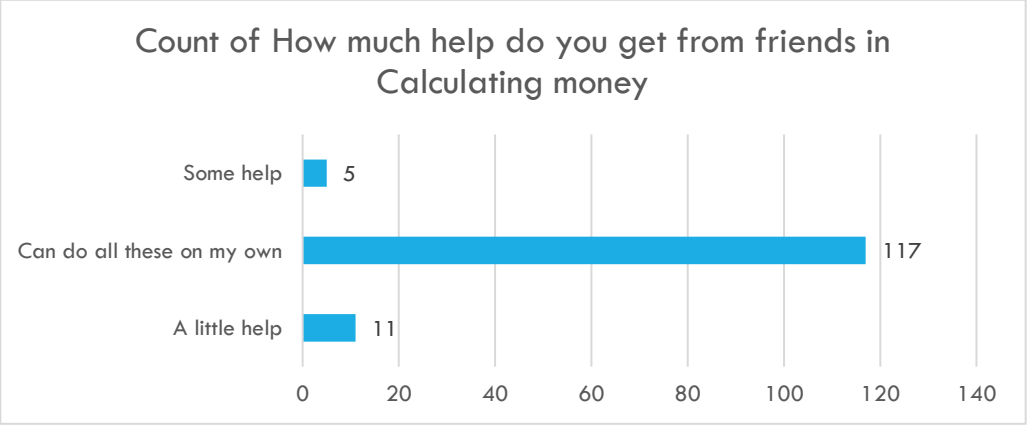
Undiagnosed dyscalculia. Problems with mental arithmetic

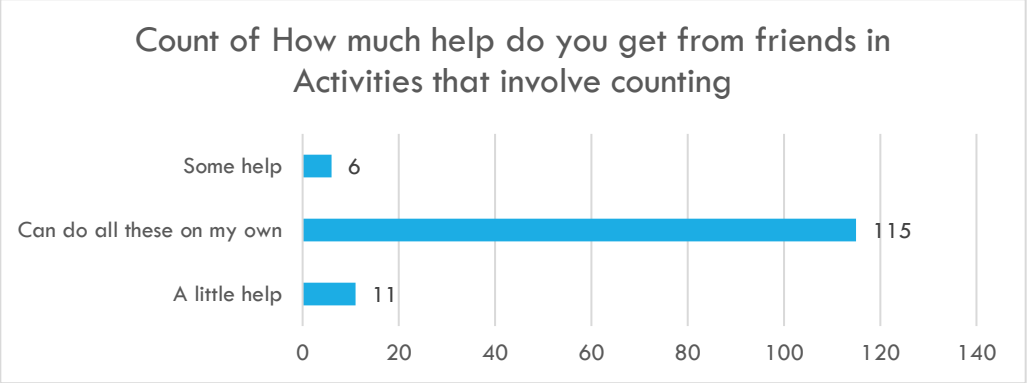
52. **How much help do you get from friends in**

Mark only one oval per row.

	A lot of help	Some help	A little help	Can do all these on my own
Doing some measurment	◯	◯	◯	◯
Calculating money	◯	◯	◯	◯
Activities that involve counting	◯	◯	◯	◯


Count of How much help do you get from friends in Doing some measurment
Some help
8
Can do all these on my own
106
A lot of help
2
A little help
18
0
20
40
60
80
100
120

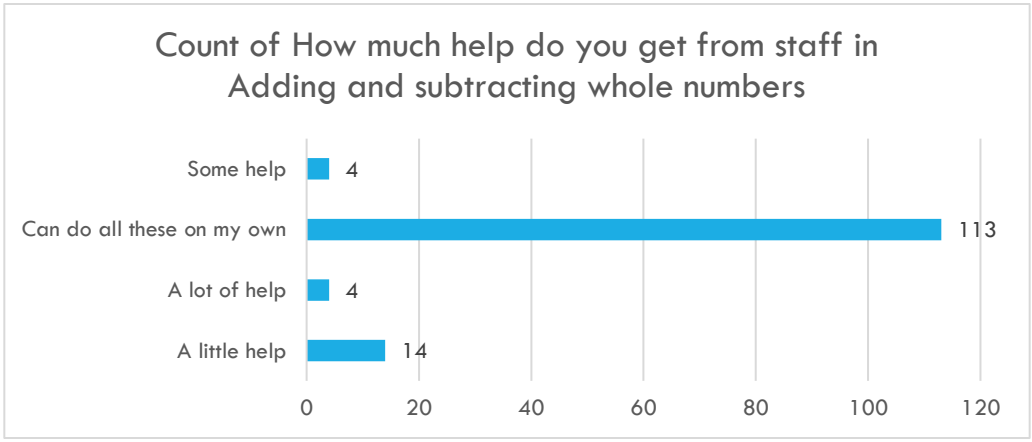

Count of How much help do you get from friends in Calculating money
Some help
5
Can do all these on my own
117
A little help
11
0
20
40
60
80
100
120
140

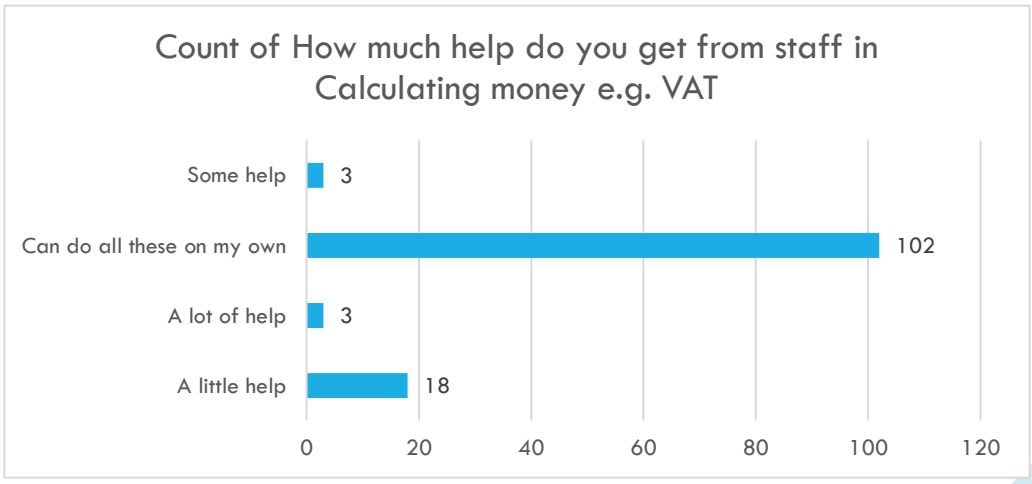

Count of How much help do you get from friends in Activities that involve counting
Some help
6
Can do all these on my own
115
A little help
11
0
20
40
60
80
100
120
140

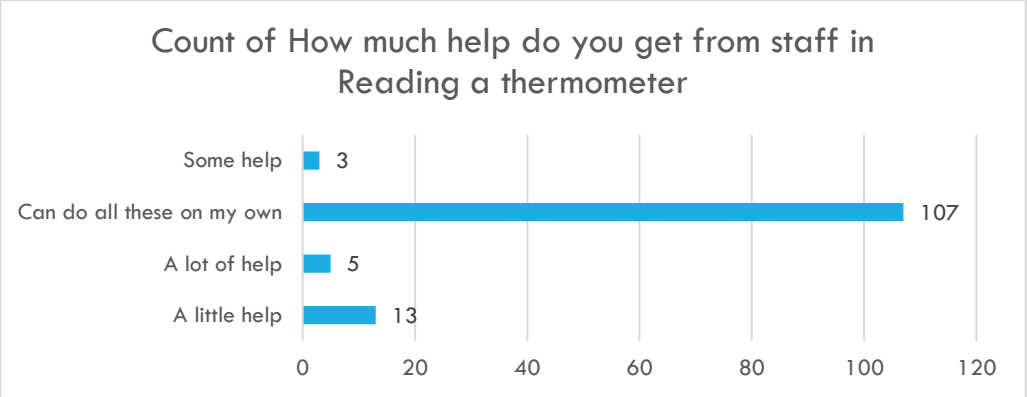
53. **How much help do you get from staff in**

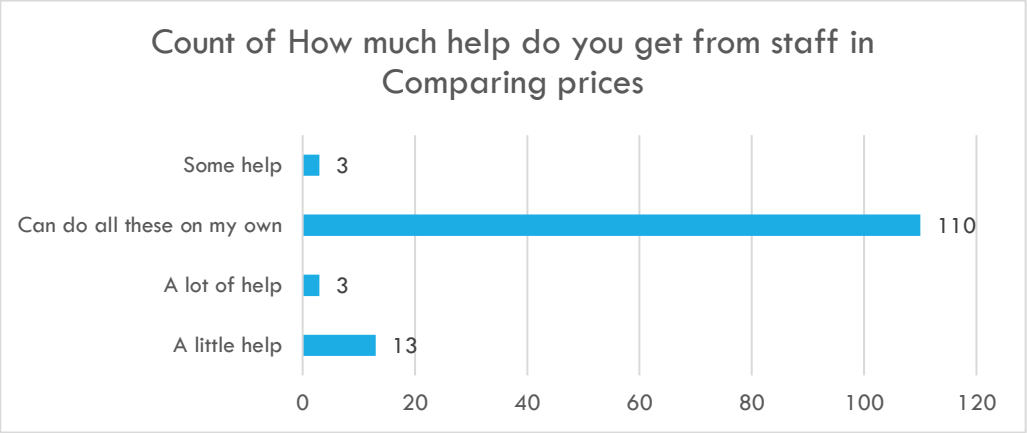
Mark only one oval per row.

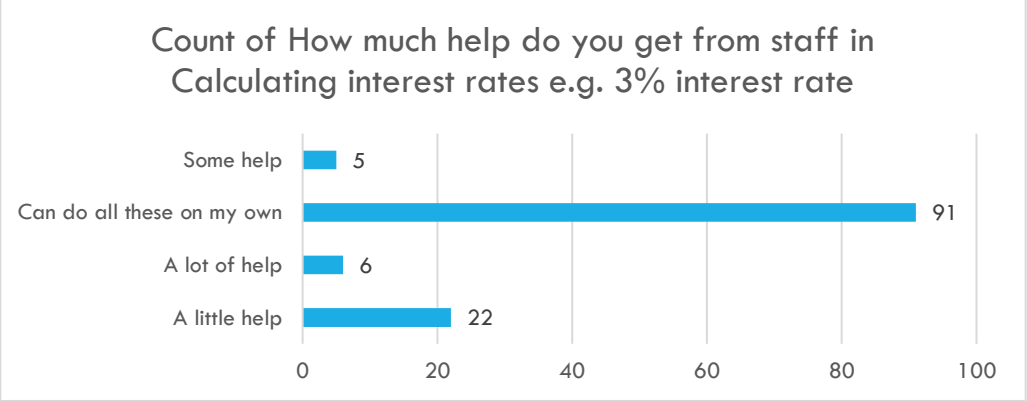
	A lot of help	Some help	A little help	Can do all these on my own
Adding and subtracting whole numbers				
Calculating money e.g. VAT				
Reading a thermometer				
Comparing prices				
Calculating interest rates e.g. 3% interest rate				
Calculating area e.g. area of a room				
Working with proportions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

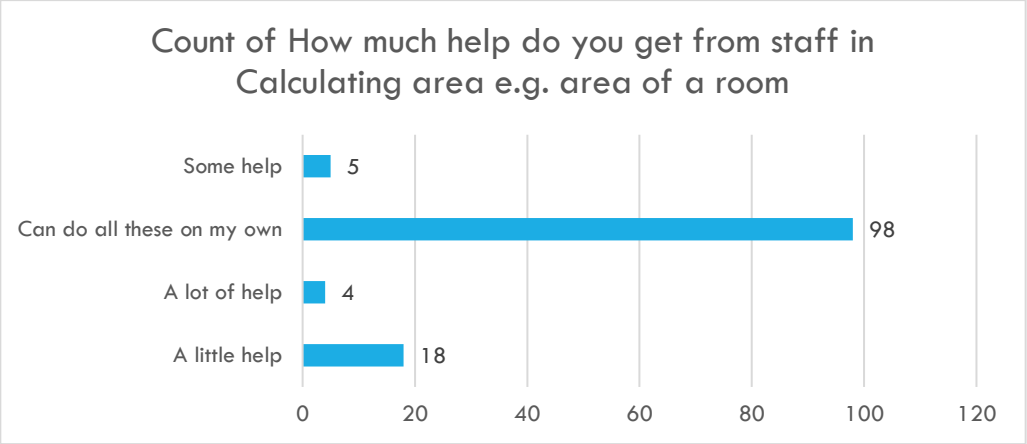


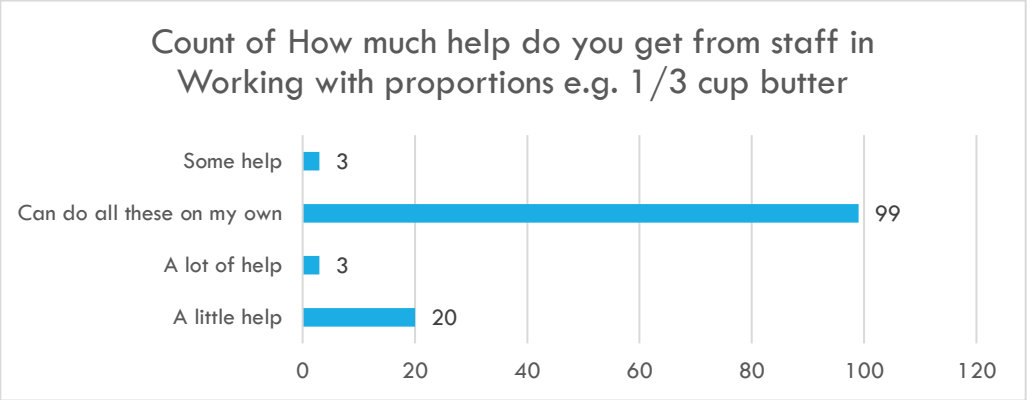


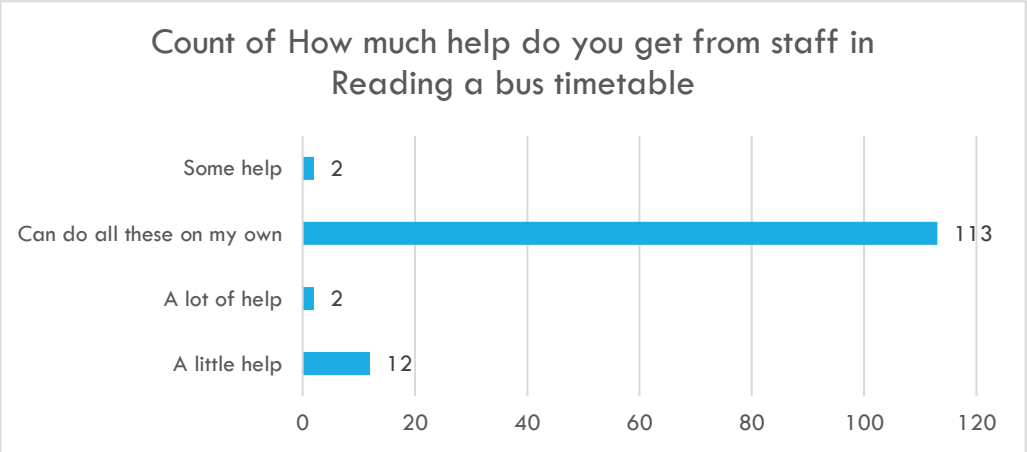

Count of How much help do you get from staff in Reading a thermometer
Some help
3
Can do all these on my own
107
A lot of help
5
A little help
13
0
20
40
60
80
100
120

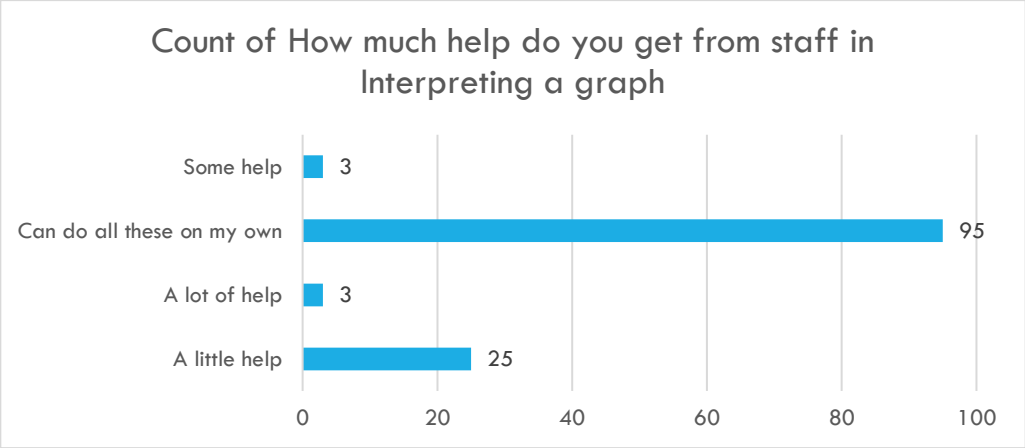

Count of How much help do you get from staff in Comparing prices
Some help
3
Can do all these on my own
110
A lot of help
3
A little help
13
0
20
40
60
80
100
120


Count of How much help do you get from staff in Calculating interest rates e.g. 3% interest rate
Some help
5
Can do all these on my own
91
A lot of help
6
A little help
22
0
20
40
60
80
100


Count of How much help do you get from staff in Calculating area e.g. area of a room
Some help
5
Can do all these on my own
98
A lot of help
4
A little help
18
0
20
40
60
80
100
120

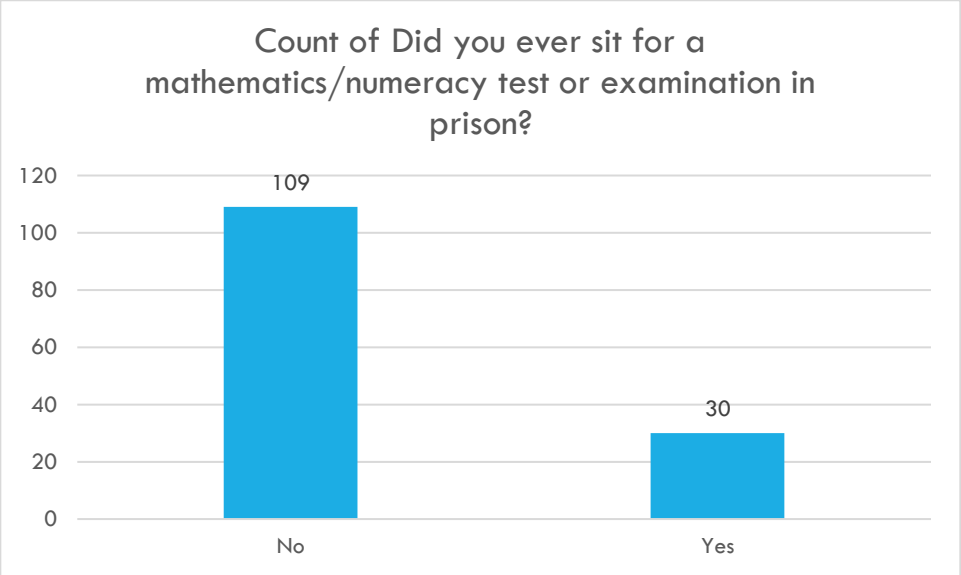

Count of How much help do you get from staff in Working with proportions e.g. 1/3 cup butter
Some help
3
Can do all these on my own
99
A lot of help
3
A little help
20
0
20
40
60
80
100
120


Count of How much help do you get from staff in Reading a bus timetable
Some help
2
Can do all these on my own
113
A lot of help
2
A little help
12
0
20
40
60
80
100
120



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)	Can't remember
BKSB	Computing

Functional Skills L2 Maths (City & Guilds)

Functional Skills level 1

Geometry

High school exams

Initial assessment

Level 1

Level 1 - diagnostic, Level 2 - diagnostic

Math test

Mathematic for 3rd year of catering school

Mathematical functions, percentages etc.

Mathematics level 2 (OCR)

Maths (2 inmates)

Maths level 2

Middle school (Math 1, 2, 3,... And + 2 program)

OCR level 1(2 inmates)

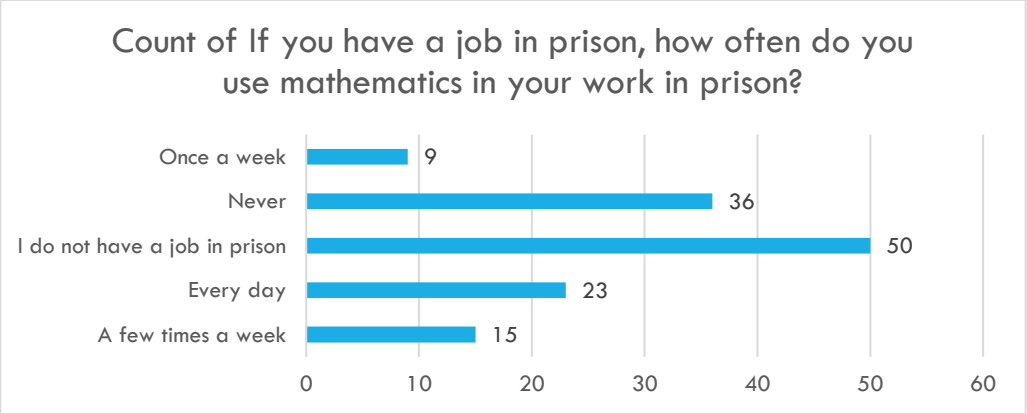
Passed, cannot remember name of certificate

Semester exam (2 inmates)

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

Mark only one oval.

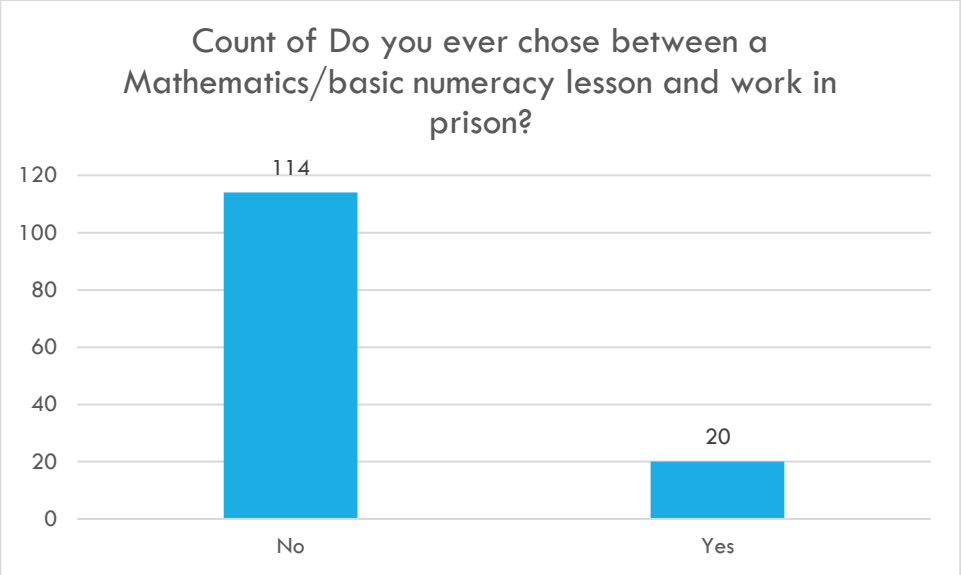
- ◯ I do not have a job in prison
- ◯ Every day
- ◯ A few times a week
- ◯ Once a week
- ◯ Never



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

Mark only one oval.

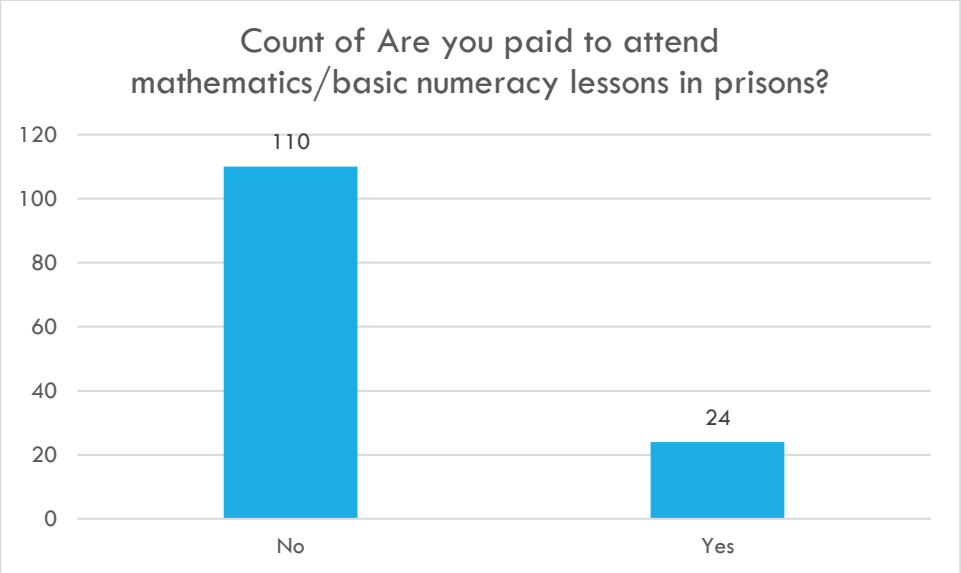
- ◯ Yes
- ◯ No



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

Mark only one oval.

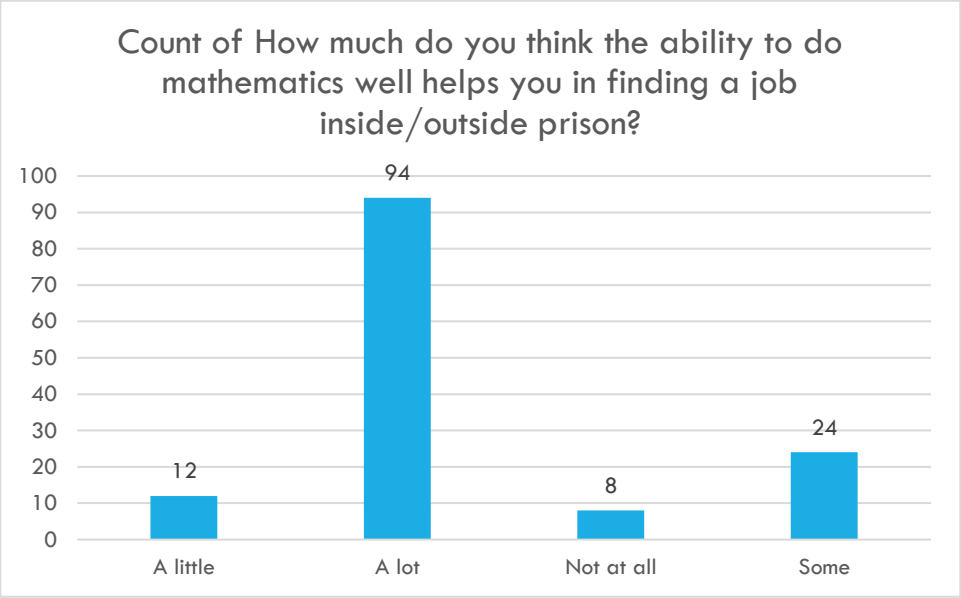
- Yes
- No



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.

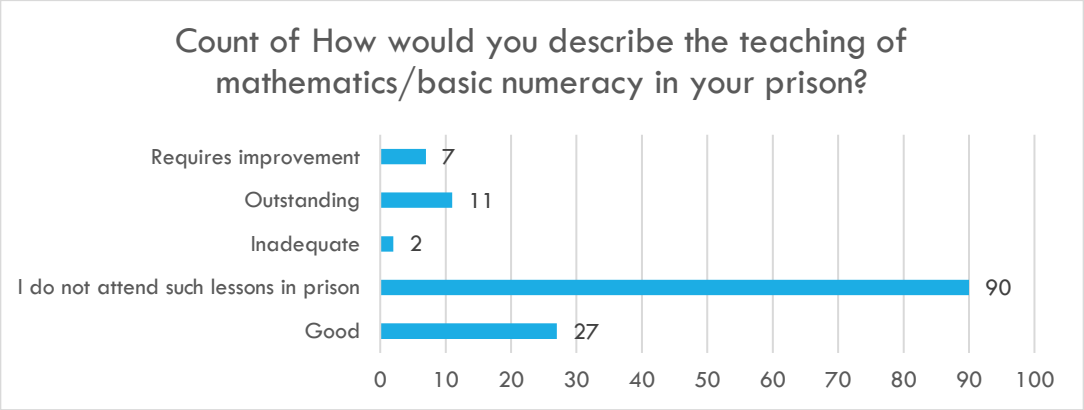
- A lot
- Some
- A little
- Not at all



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

Mark only one oval.

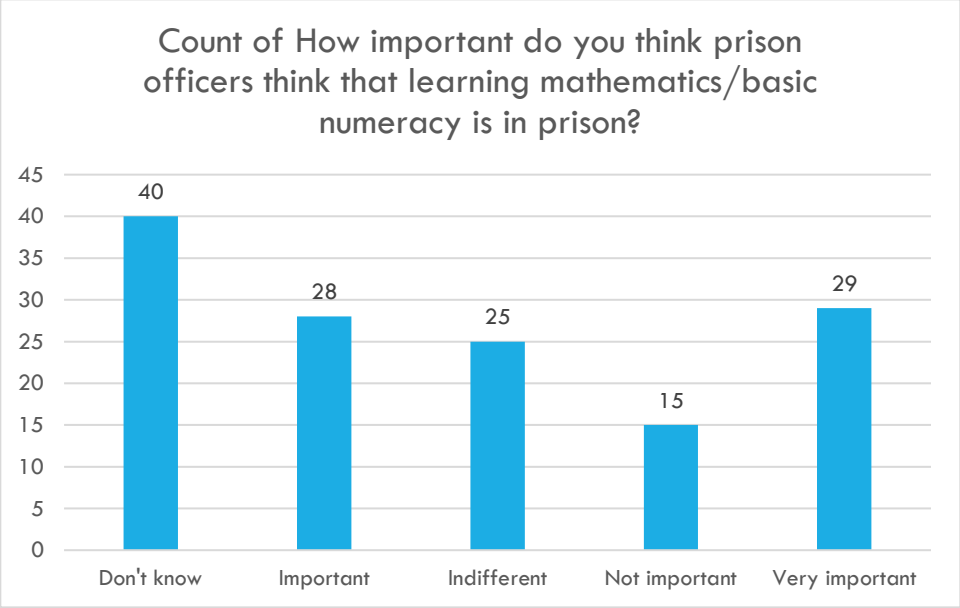
- I do not attend such lessons in prison
- Outstanding
- Good
- Requires improvement
- Inadequate



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

Mark only one oval.

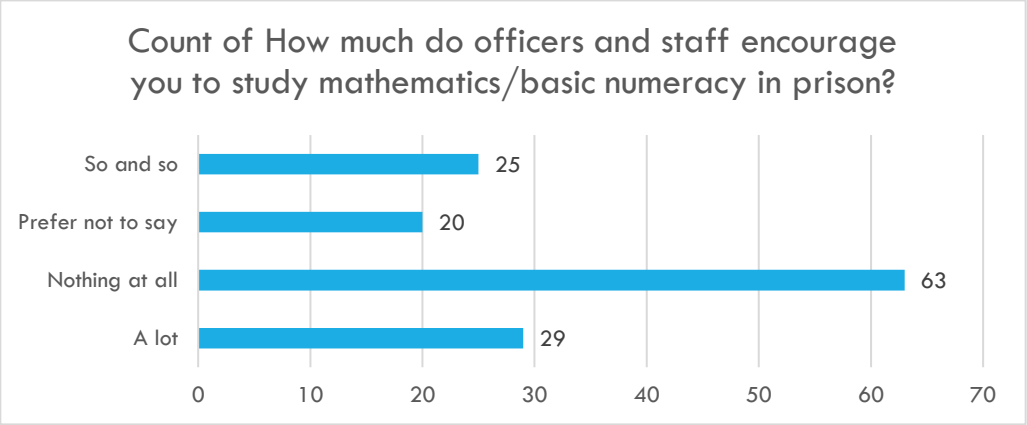
- Very important
- Important
- Indifferent
- Not important
- Don't know



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



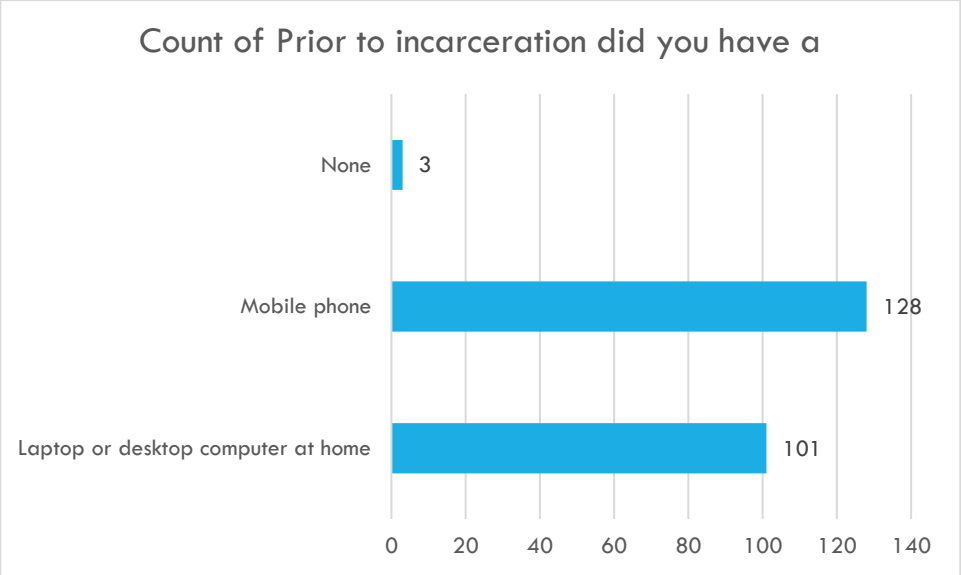
Part D: Digital Literacy

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.

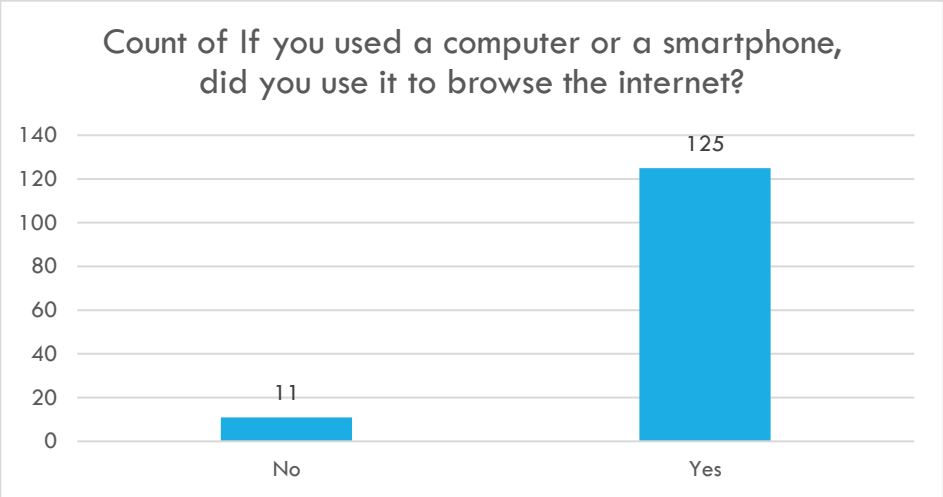
- [ ] Laptop or desktop computer at home
- [ ] Mobile phone
- [ ] Other: _____



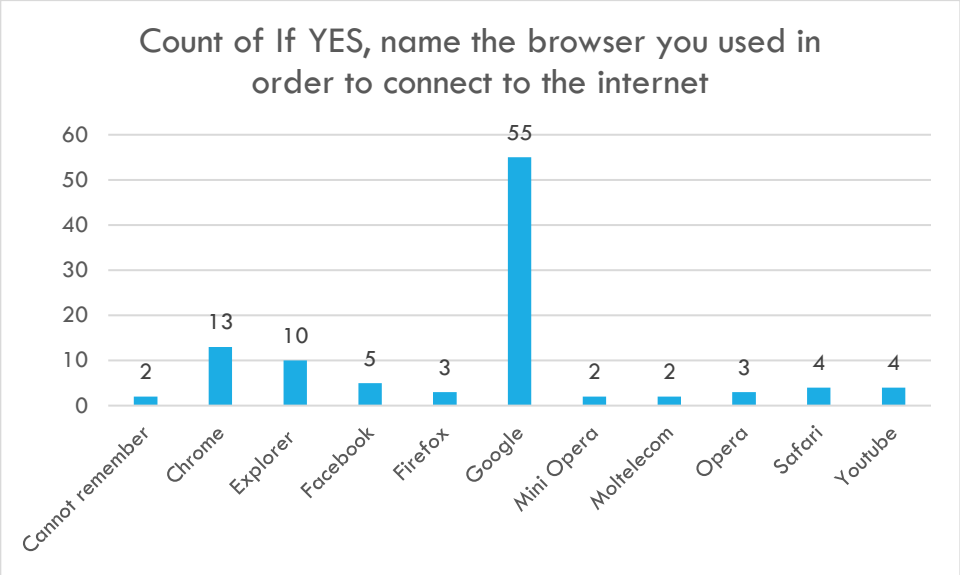
64. **If you used a computer or a smartphone, did you use it to browse the internet?**

Mark only one oval.

- Yes
- No



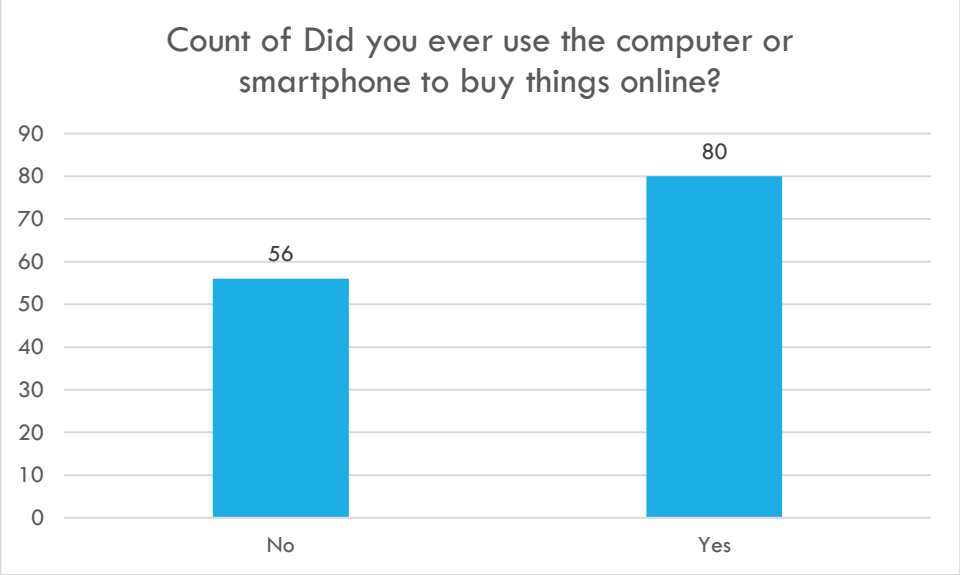
65. **If YES, name the browser you used in order to connect to the internet**



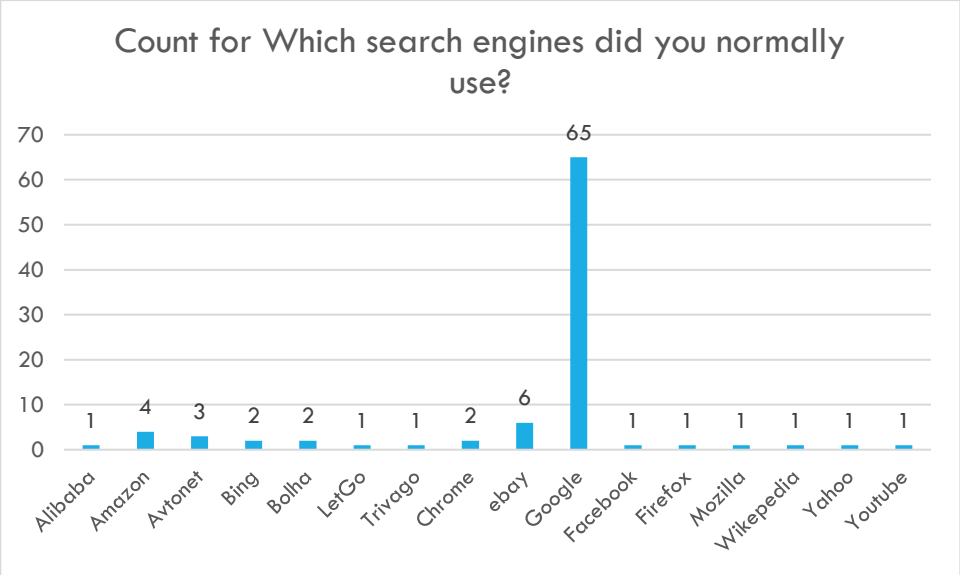
66. **Did you ever use the computer or smartphone to buy things online?**

Mark only one oval.

- Yes
- No



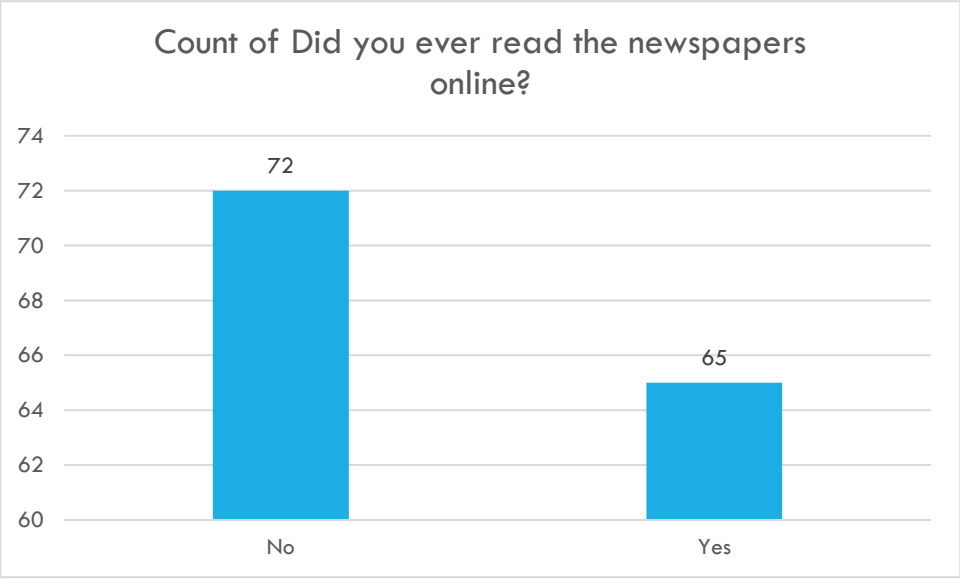
67. **Which search engines did you normally use?**



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

Mark only one oval.

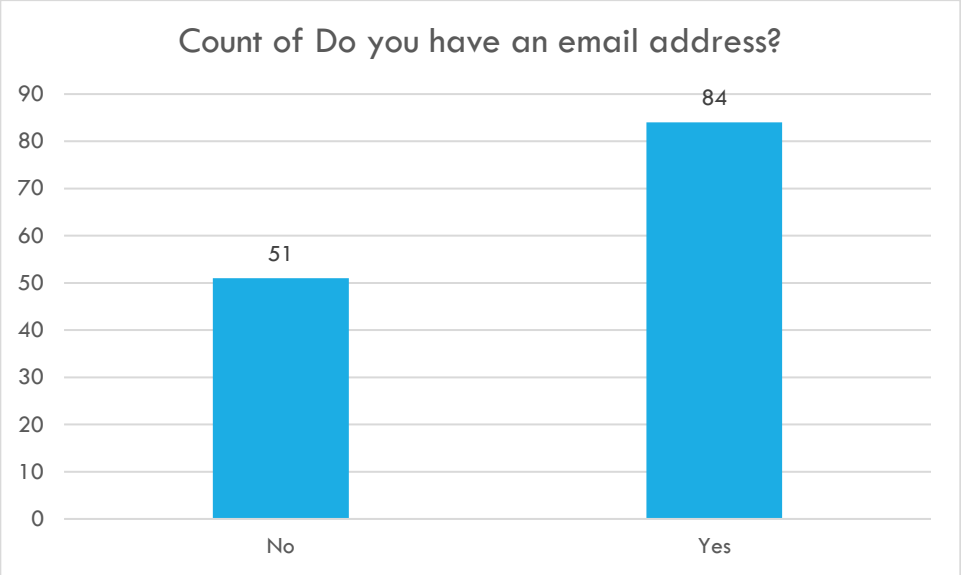
- Yes
- No



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

Mark only one oval.

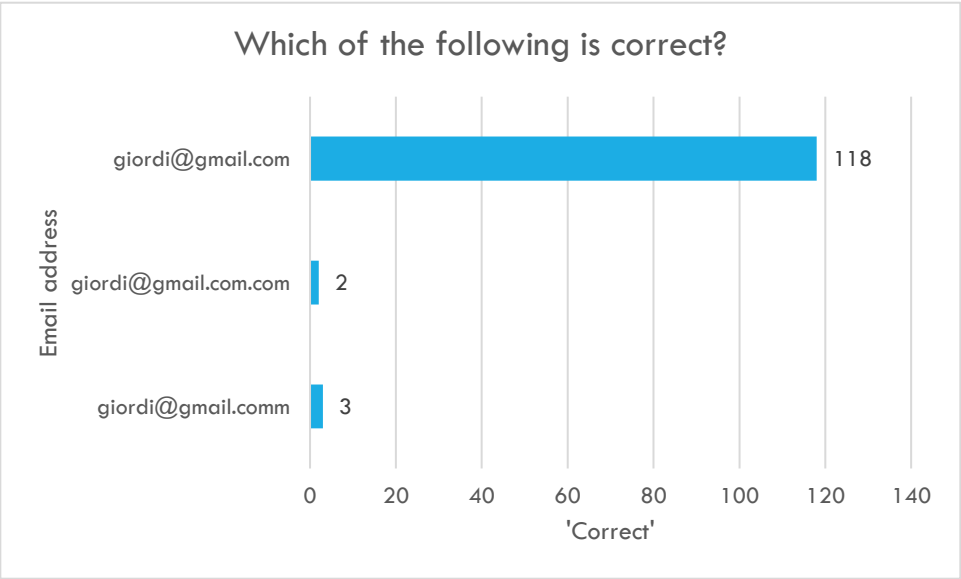
- Yes
- No



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

Mark only one oval per row.

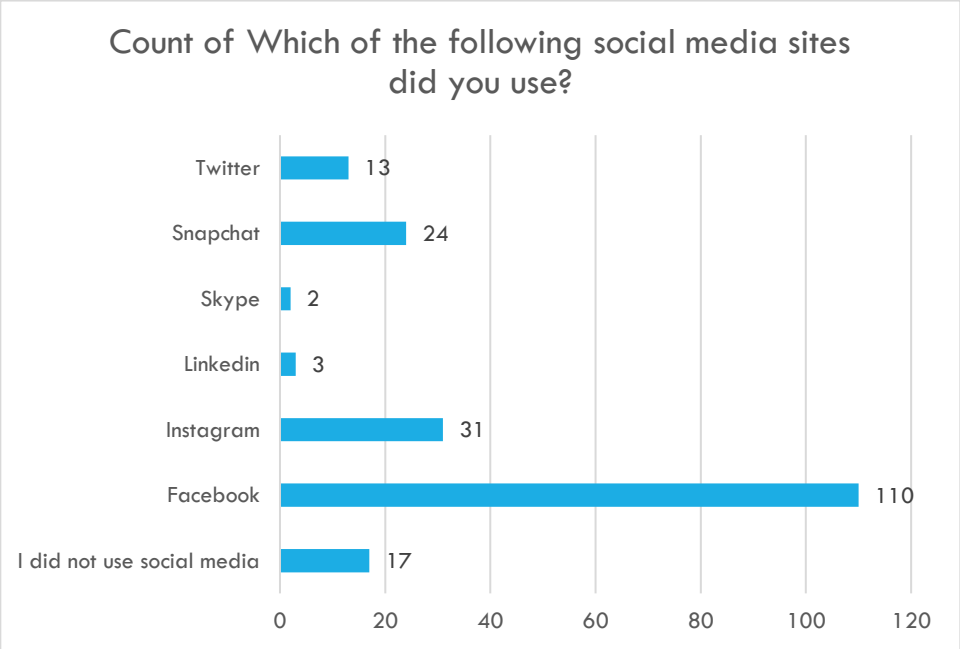
	Correct address
giordi@gmail.comm	
giordi@gmail.com.com	
giordi@gmail.com	



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

Badoo

Hi5

Youtube

Yahoo

Flick

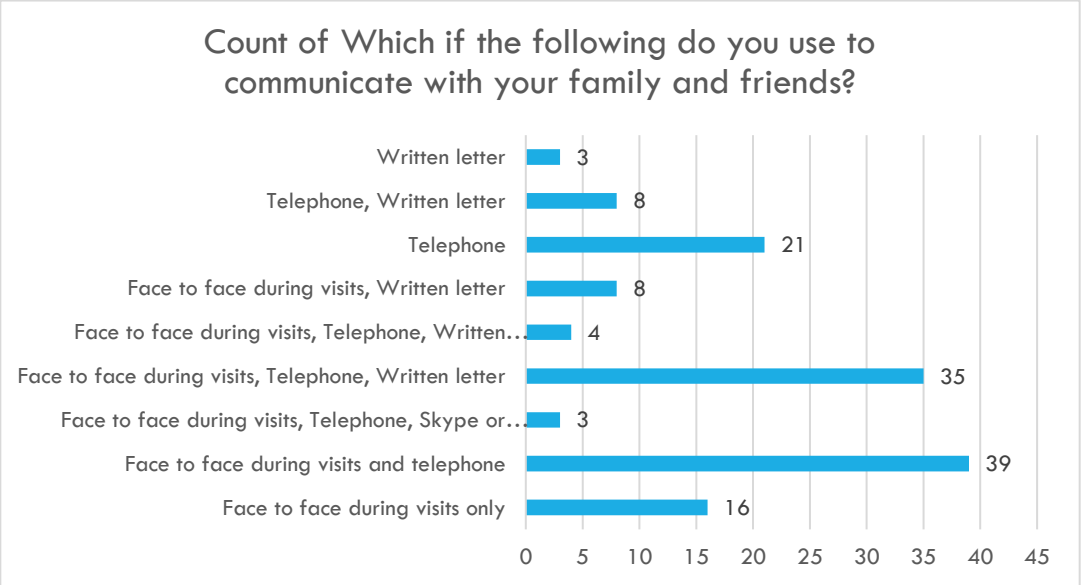
Omegel

ICQ

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.

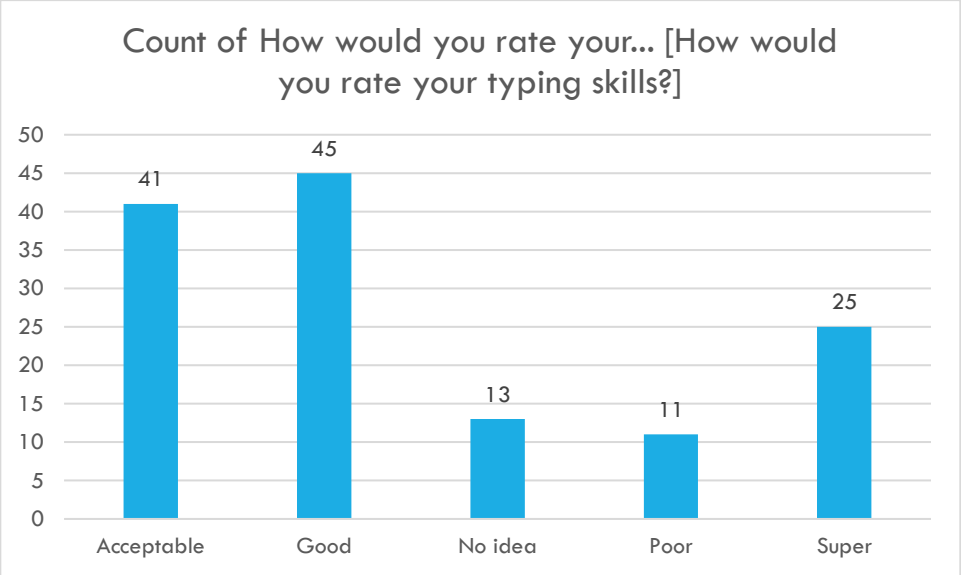
- [ ] Face to face during visits
- [ ] Telephone
- [ ] Written letter
- [ ] Skype or similar software

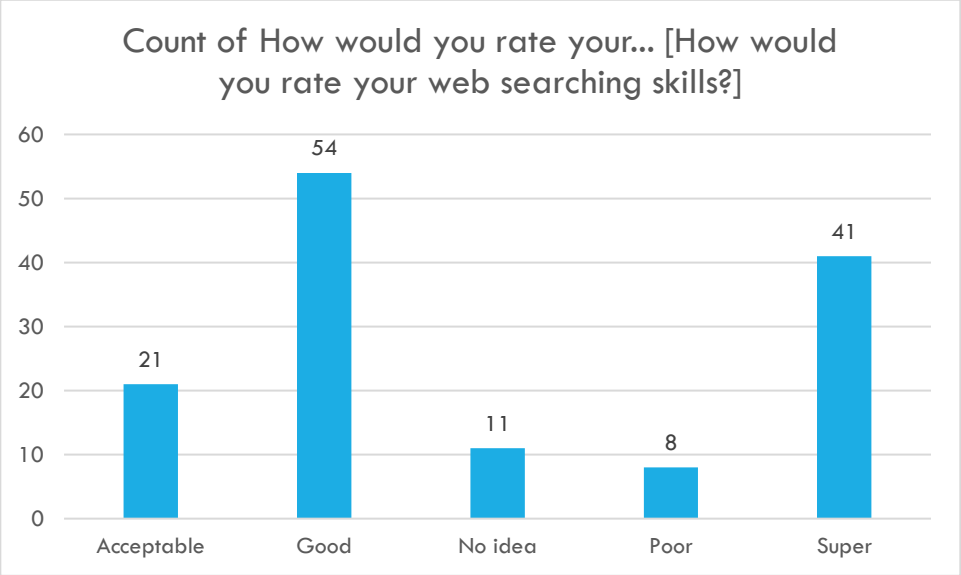


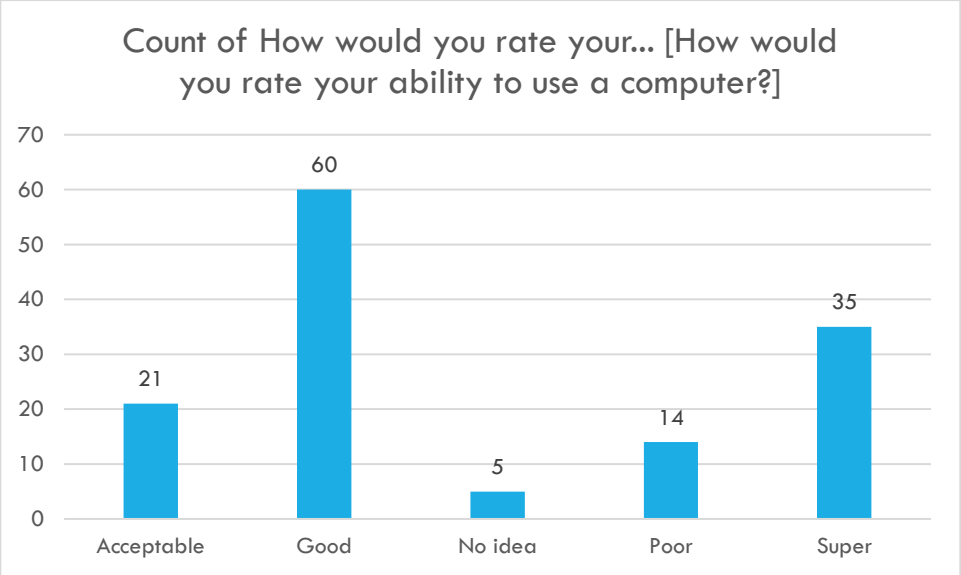
73. **How would you rate your...**

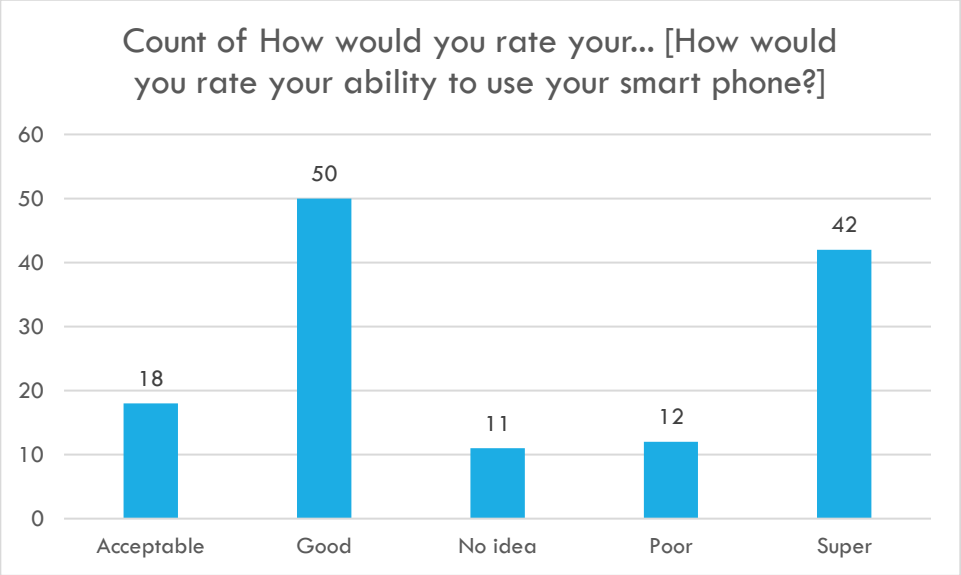
Mark only one oval per row.

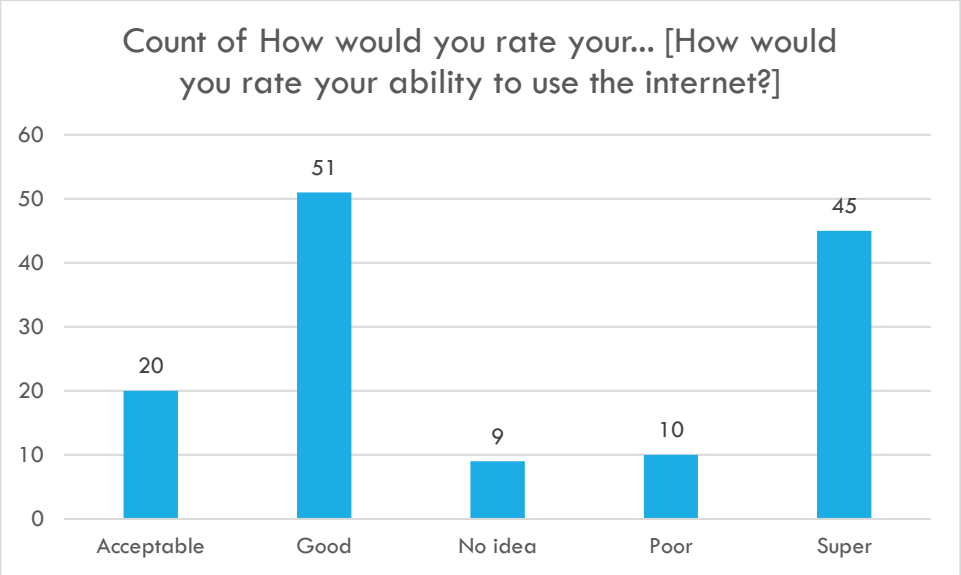
	No idea	Poor	Acceptable	Good	Super
How would you rate your typing skills?					
How would you rate your web searching skills?					
How would you rate your ability to use a computer?					
How would you rate your ability to use your smart phone?					
How would you rate your ability to use the internet?					
Transfer material from devices to the computer?					

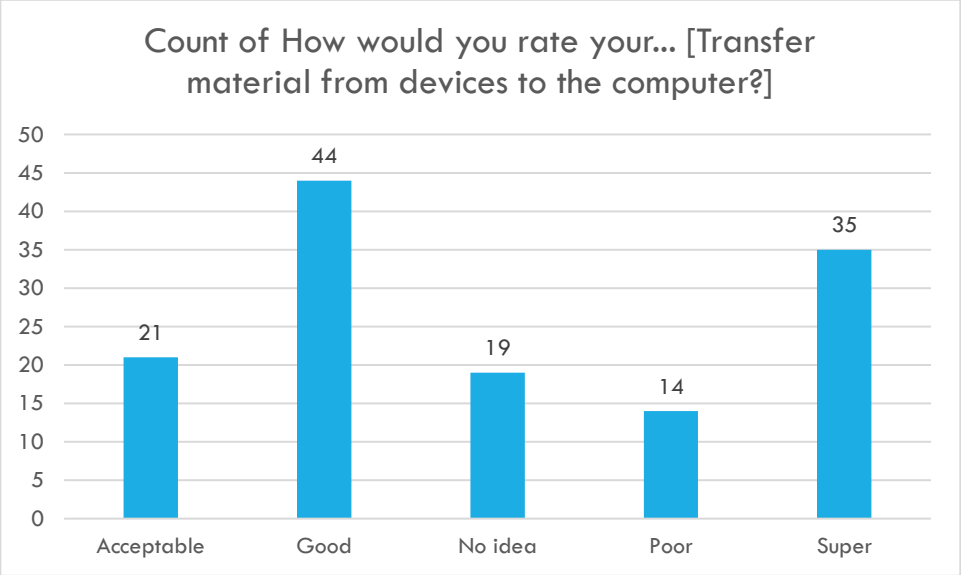

Count of How would you rate your... [How would you rate your typing skills?]
50
45
40
35
30
25
20
15
10
5
0
41
45
13
11
25
Acceptable
Good
No idea
Poor
Super


Count of How would you rate your... [How would you rate your web searching skills?]
60
50
40
30
20
10
0
21
54
11
8
41
Acceptable
Good
No idea
Poor
Super


Count of How would you rate your... [How would you rate your ability to use a computer?]
70
60
50
40
30
20
10
0
21
60
5
14
35
Acceptable
Good
No idea
Poor
Super


Count of How would you rate your... [How would you rate your ability to use your smart phone?]
60
50
40
30
20
10
0
18
50
11
12
42
Acceptable
Good
No idea
Poor
Super

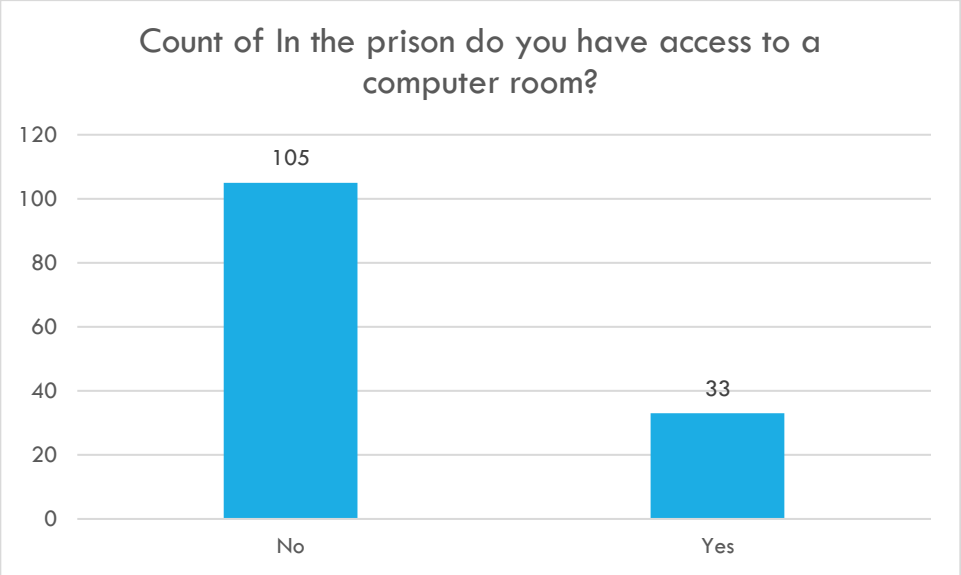




74. **In the prison do you have access to a computer room?**

Mark only one oval.

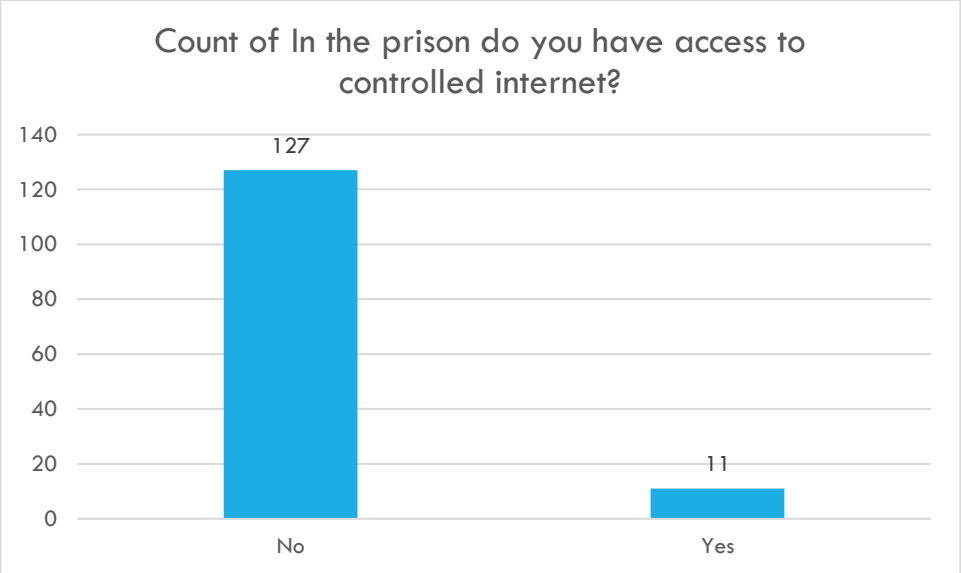
- Yes
- No



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

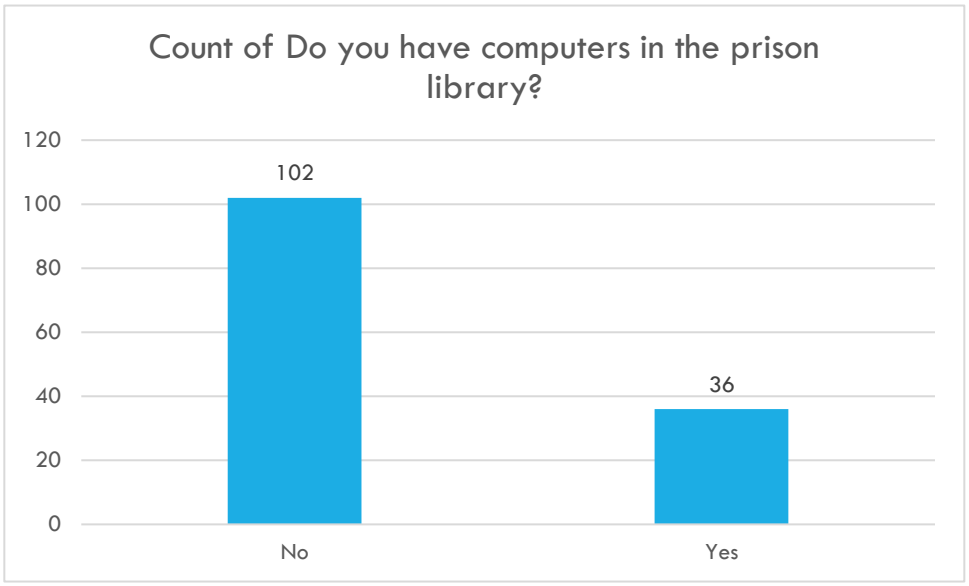
Mark only one oval.

- Yes
- No



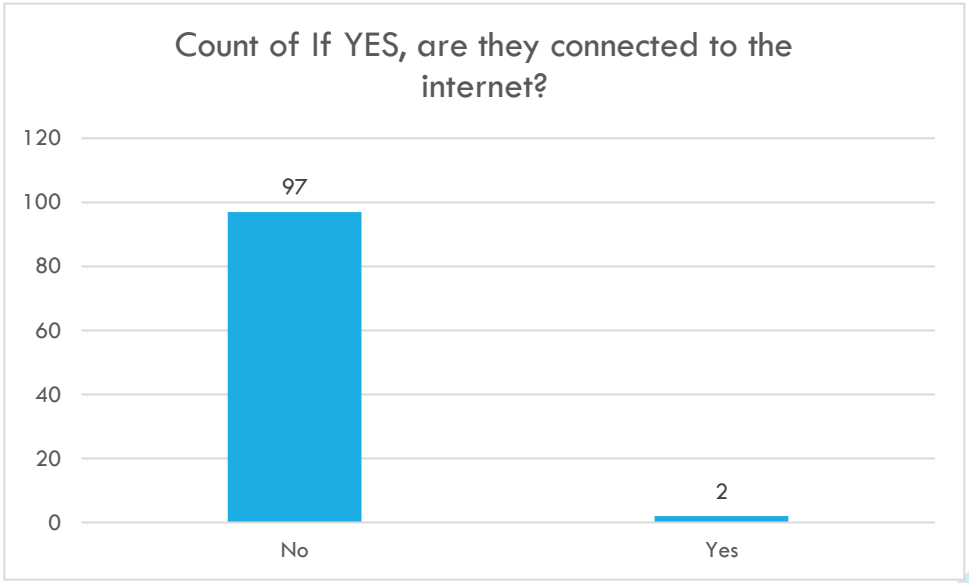
76. **Do you have computers in the prison library?**
Mark only one oval.

- Yes
- No



77. **If YES, are they connected to the internet?**
Mark only one oval.

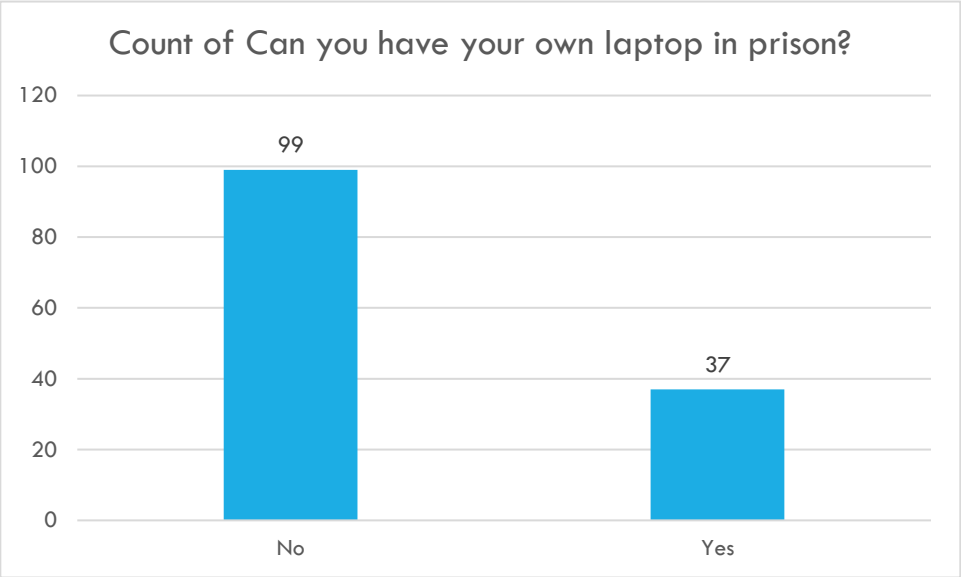
- Yes
- No



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

Mark only one oval.

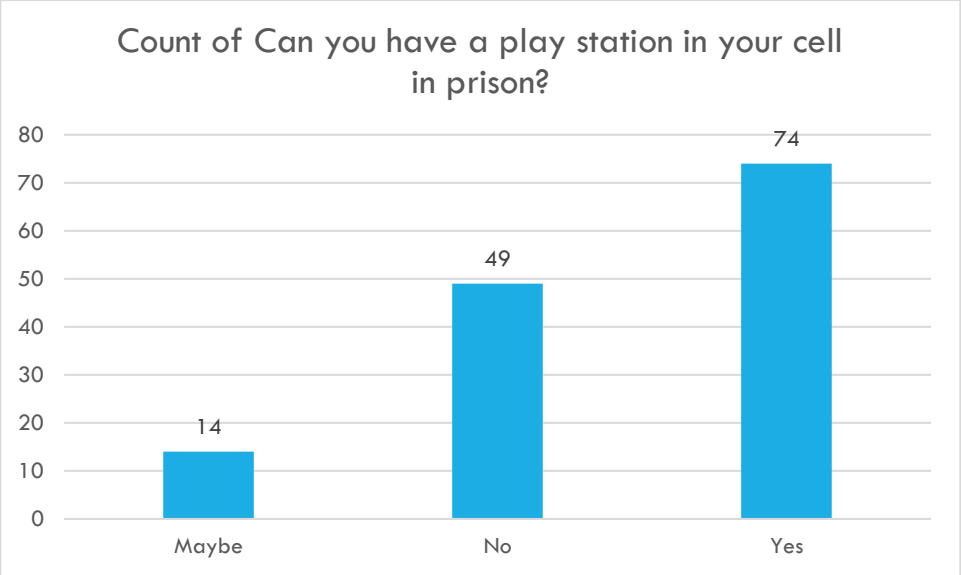
- Yes
- No



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

Mark only one oval.

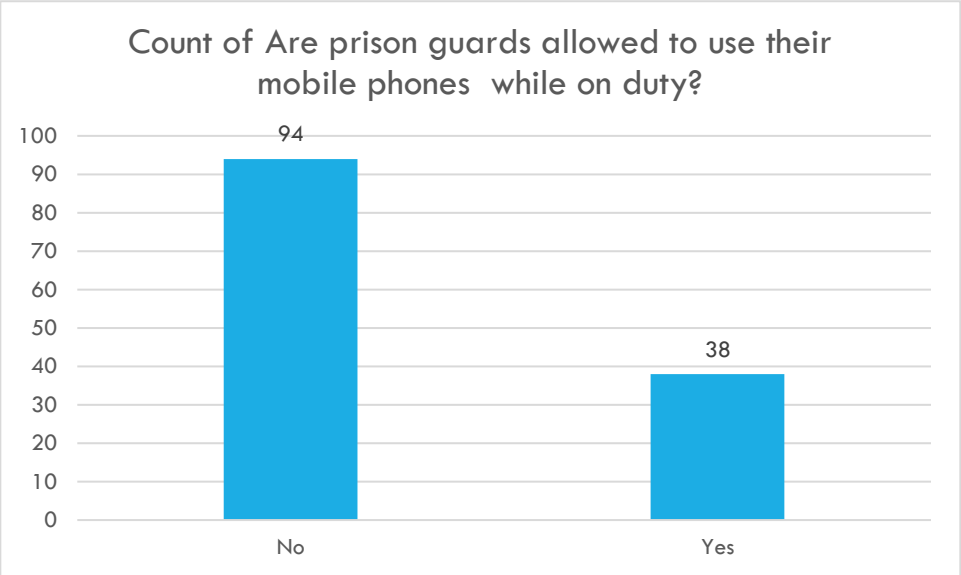
- Yes
- No
- Maybe



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

Mark only one oval.

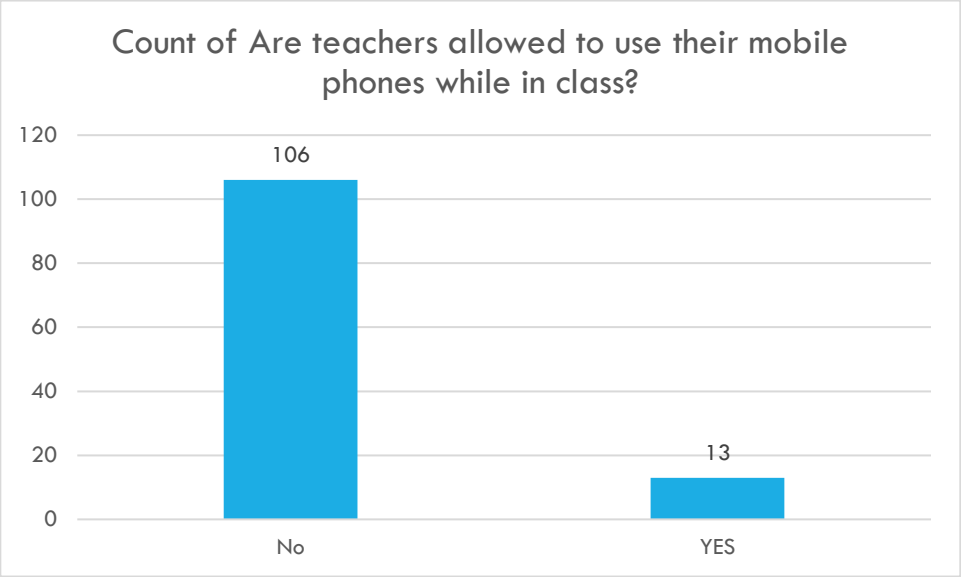
- Yes
- No



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

Mark only one oval.

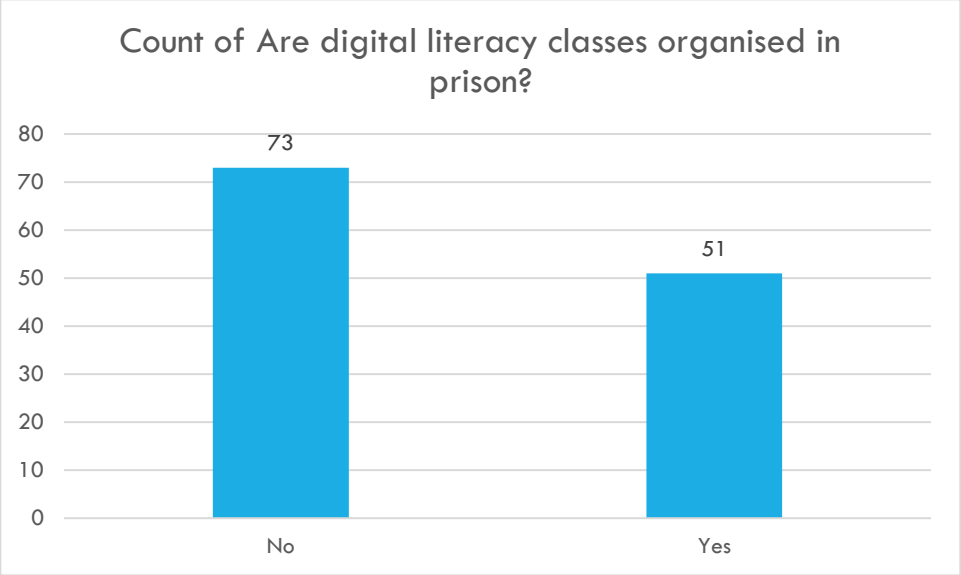
- yes
- No



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

Mark only one oval.

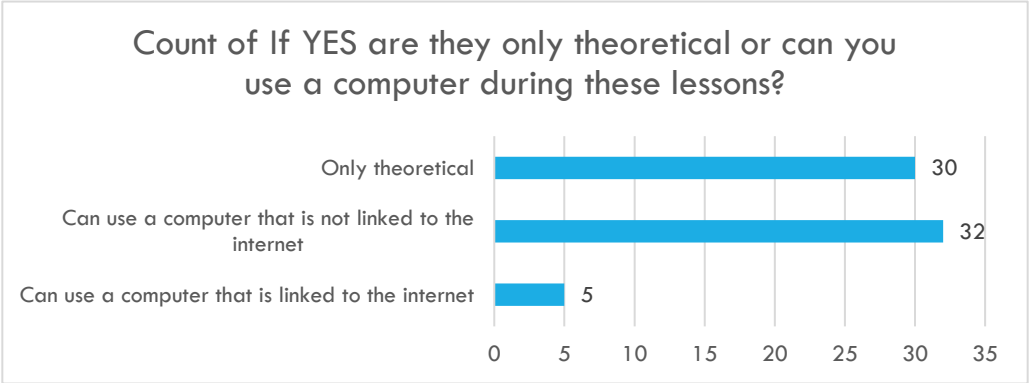
- Yes
- No



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

Mark only one oval.

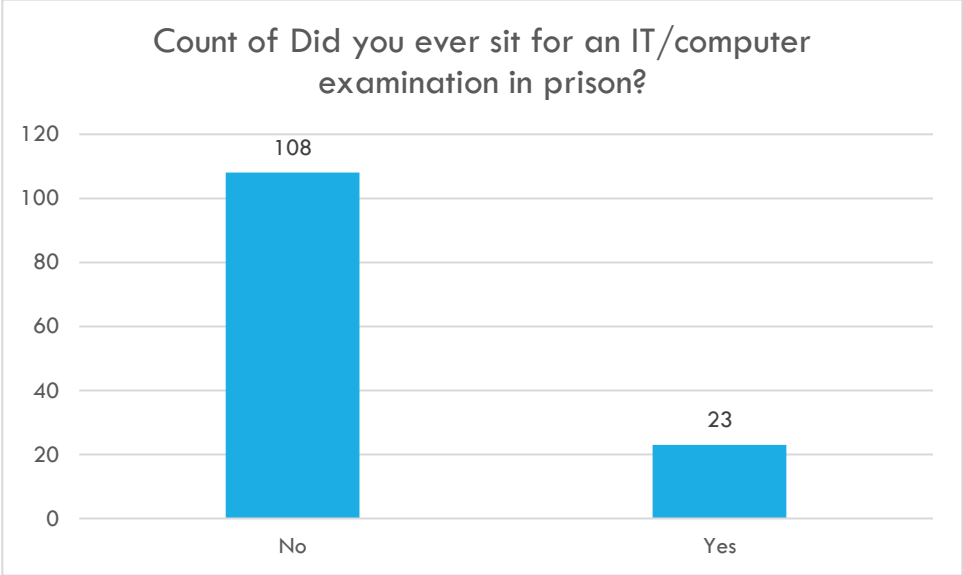
- Only theoretical
- Can use a computer that is not linked to the internet
- Can use a computer that is linked to the internet



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

Autocad

Clait / pitman word processing

Computer literacy course

English and maths

English Level 2

Excel

For writing, PDF creating

I.T.

Initial assessment

IT test (3 inmates)

ITQ Level 2

ITQ User Skills L1 & L2

ITQ User Skills Level 1

OCR L2

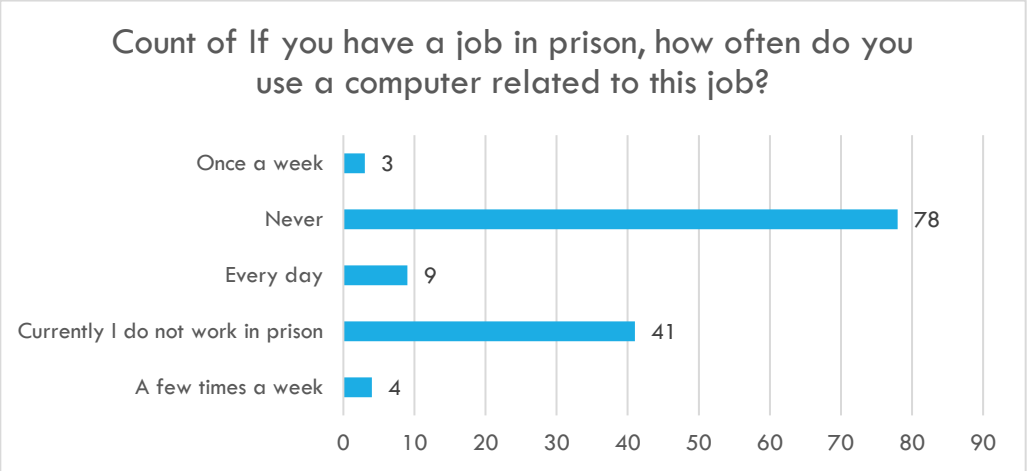
TIC (2 inmates)

Word

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

Mark only one oval.

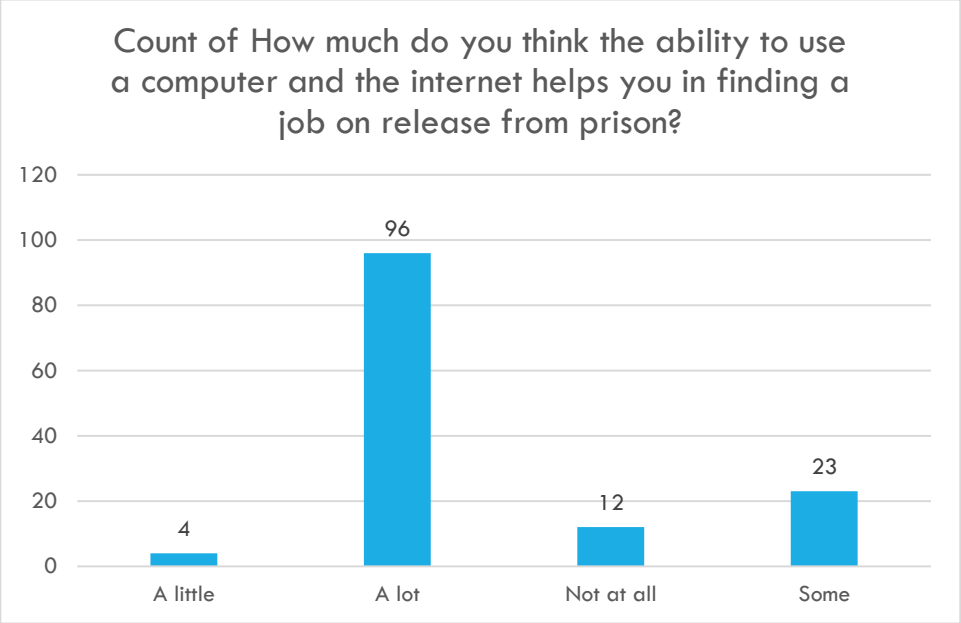
- Currently I do not work in prison
- Every day
- A few times a week
- Once a week
- Never



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.

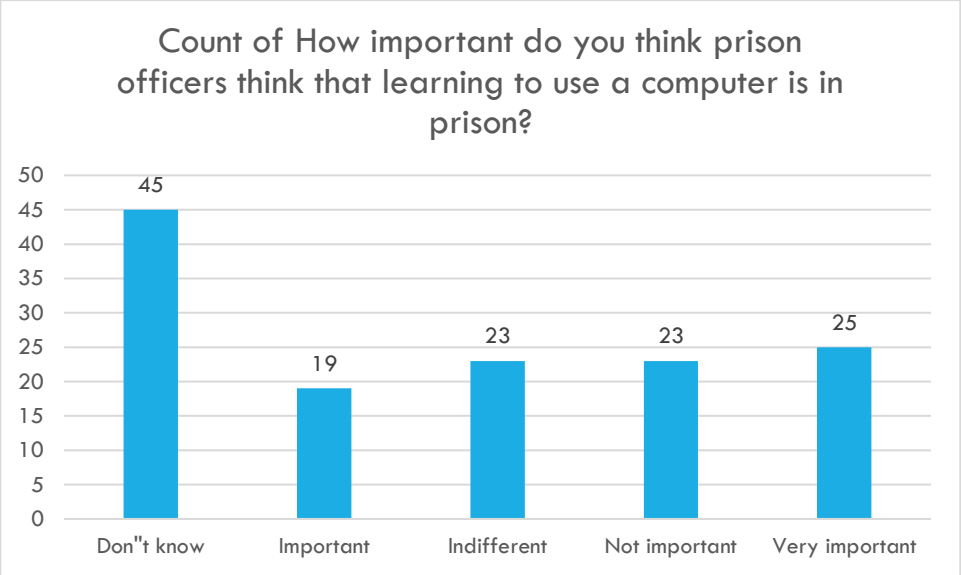
- [ ] A lot
- [ ] Some
- [ ] A little
- [ ] Not at all



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

Mark only one oval.

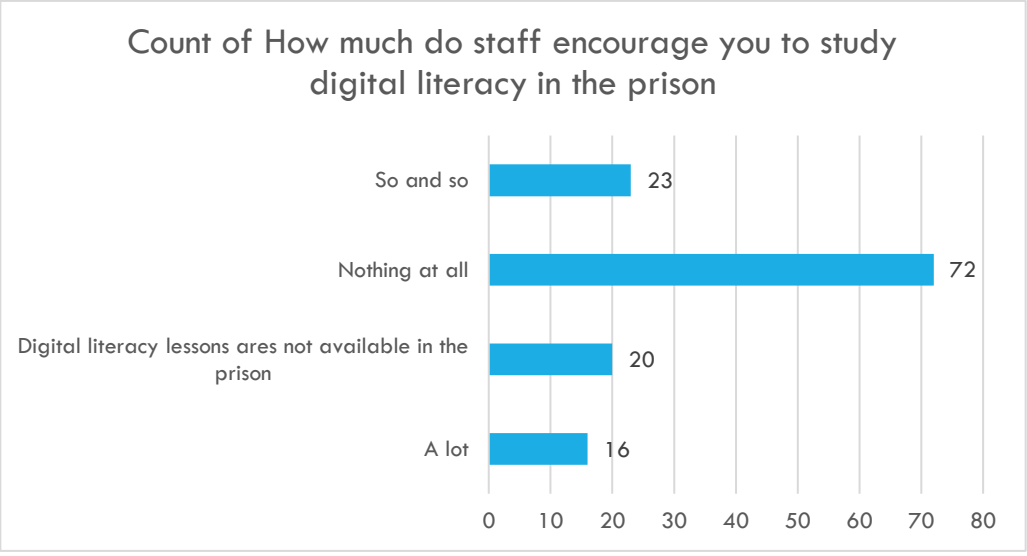
- ◯ Very important
- ◯ Important
- ◯ Indifferent
- ◯ Not important
- ◯ Don"t know



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

Mark only one oval.

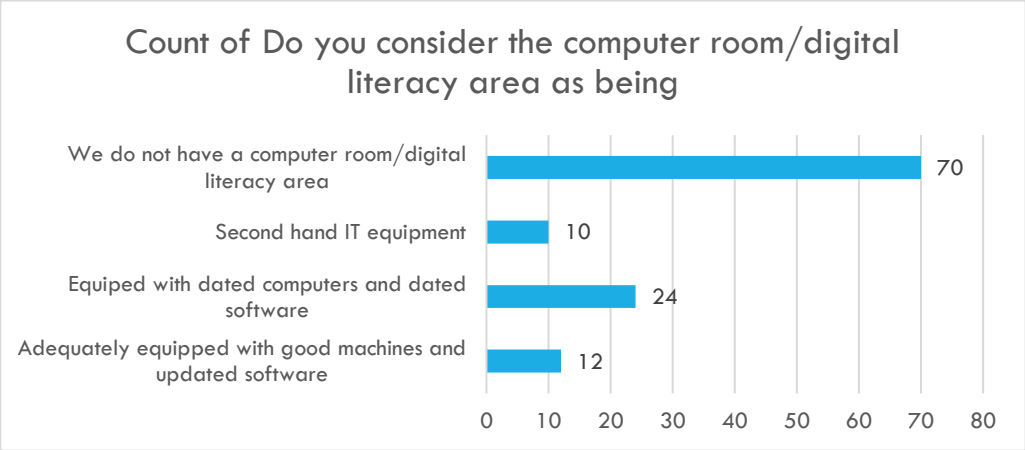
- Digital literacy lessons ares not available in the prison
- A lot
- So and so
- Nothing at all



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.**

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.

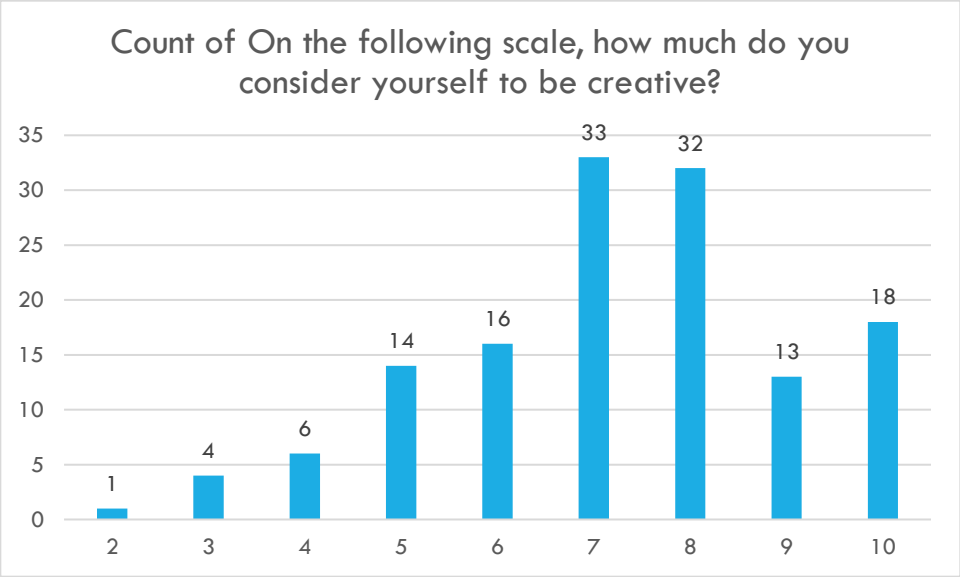
Part E: Critical and Creative thinking and Problem Solving skills

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?**

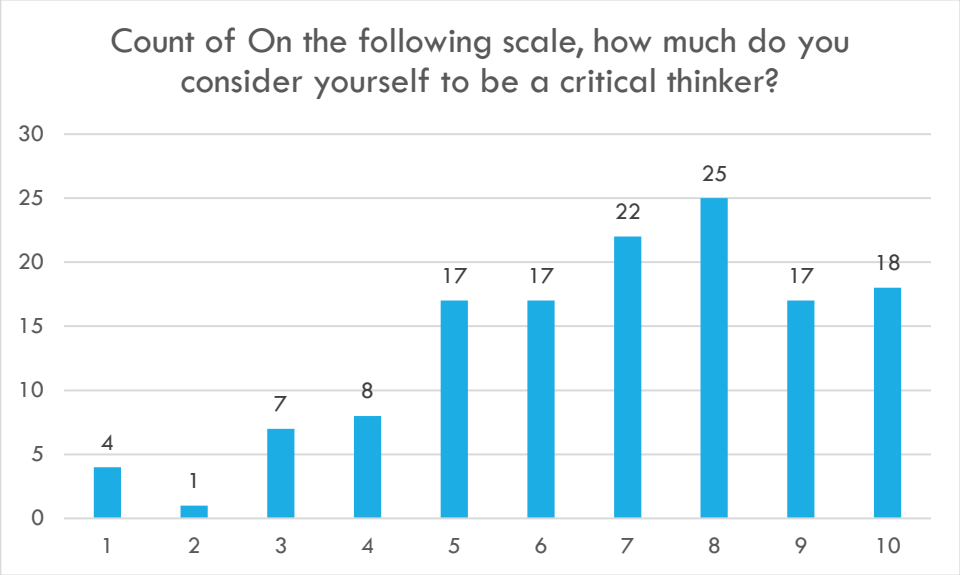
Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Least	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Maximum



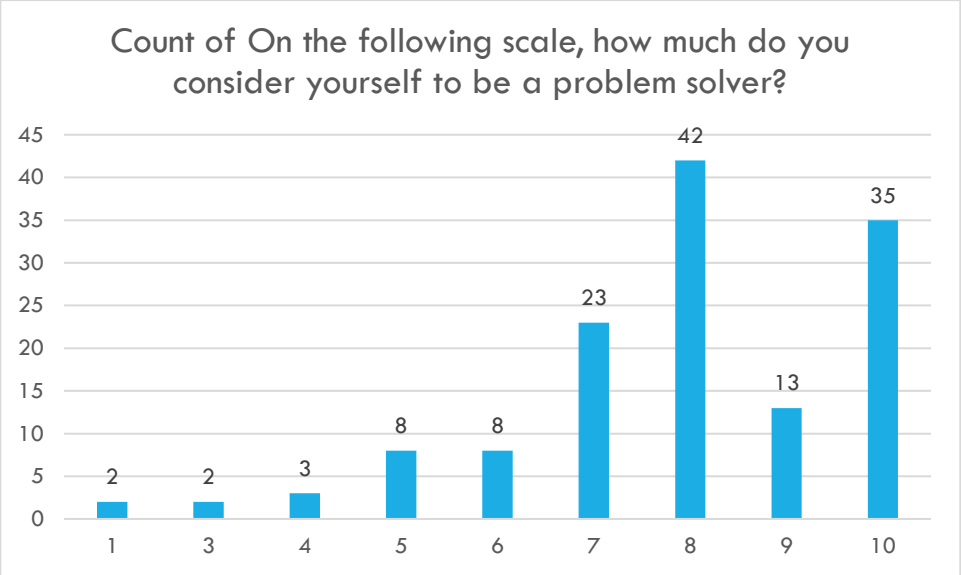
93. **On the following scale, how much do you consider yourself to be a critical thinker?**
Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Least	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Maximum



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

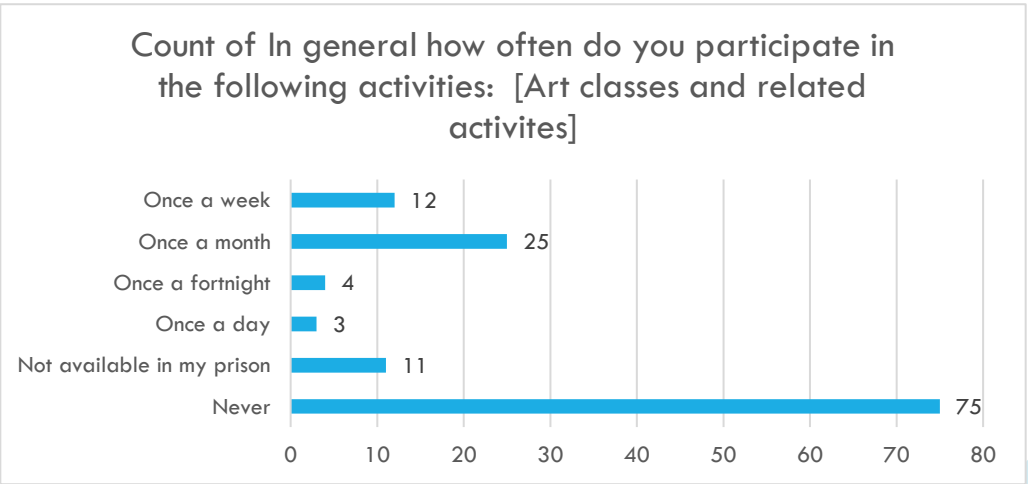
	1	2	3	4	5	6	7	8	9	10	
Least	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Maximum

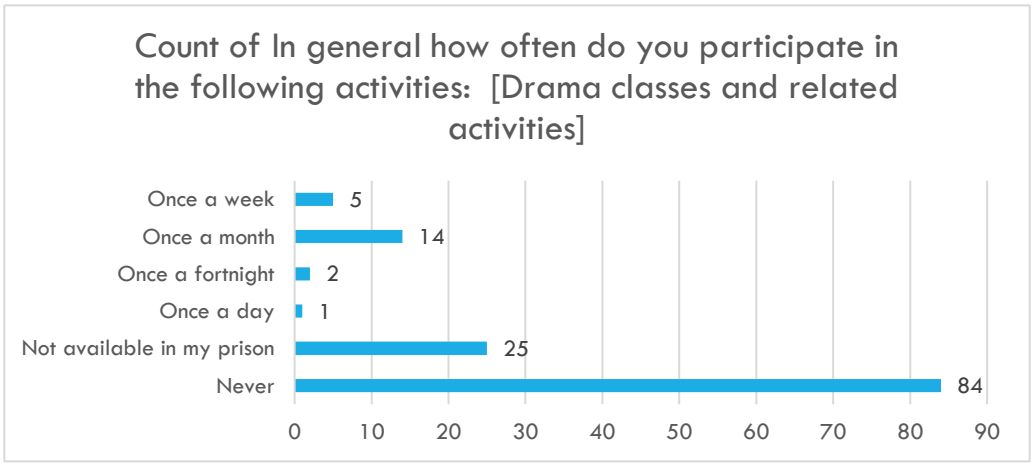


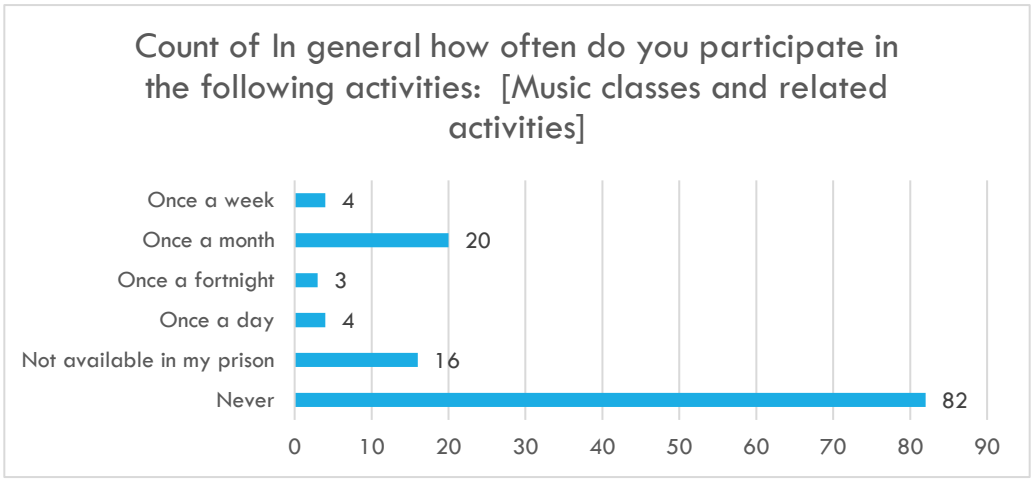
95. In general how often do you participate in the following activities:

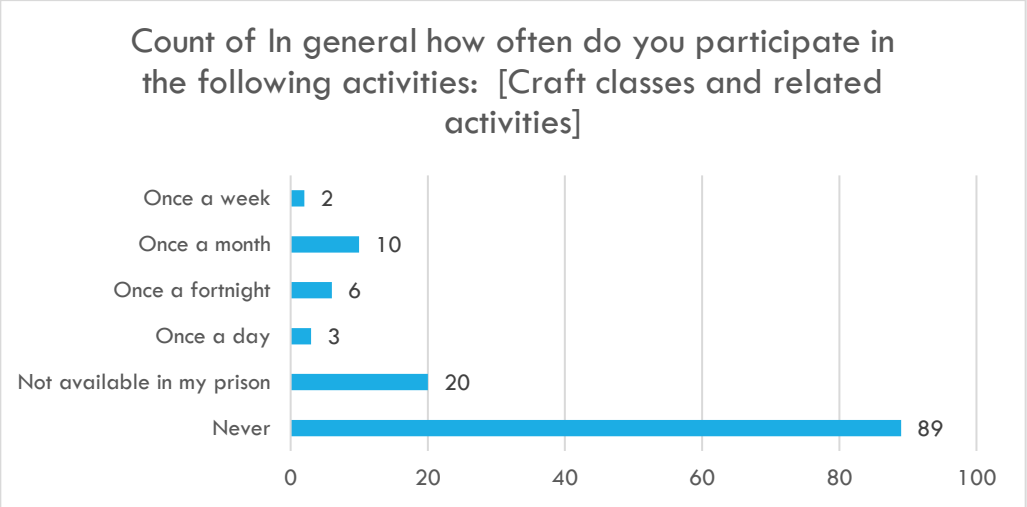
Mark only one oval per row.

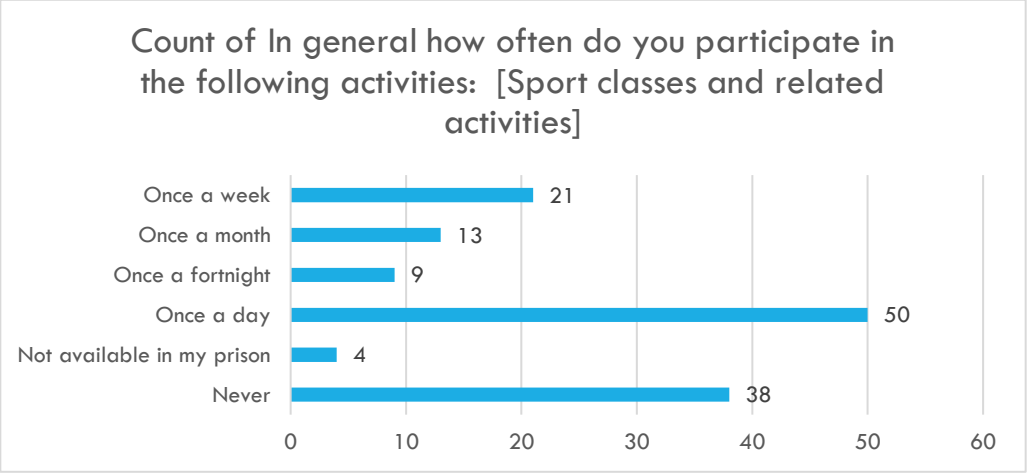
	Not available in my prison	Once a day	Once a week	Once a fortnight	Once a month	Never
Art classes and related activites						
Drama classes and related activities						
Music classes and related activities						
Craft classes and related activities						
Sport classes and related activities						




Count of In general how often do you participate in the following activities: [Drama classes and related activities]
Once a week
Once a month
Once a fortnight
Once a day
Not available in my prison
Never
5
14
2
1
25
84
0
10
20
30
40
50
60
70
80
90


Count of In general how often do you participate in the following activities: [Music classes and related activities]
Once a week
Once a month
Once a fortnight
Once a day
Not available in my prison
Never
4
20
3
4
16
82
0
10
20
30
40
50
60
70
80
90

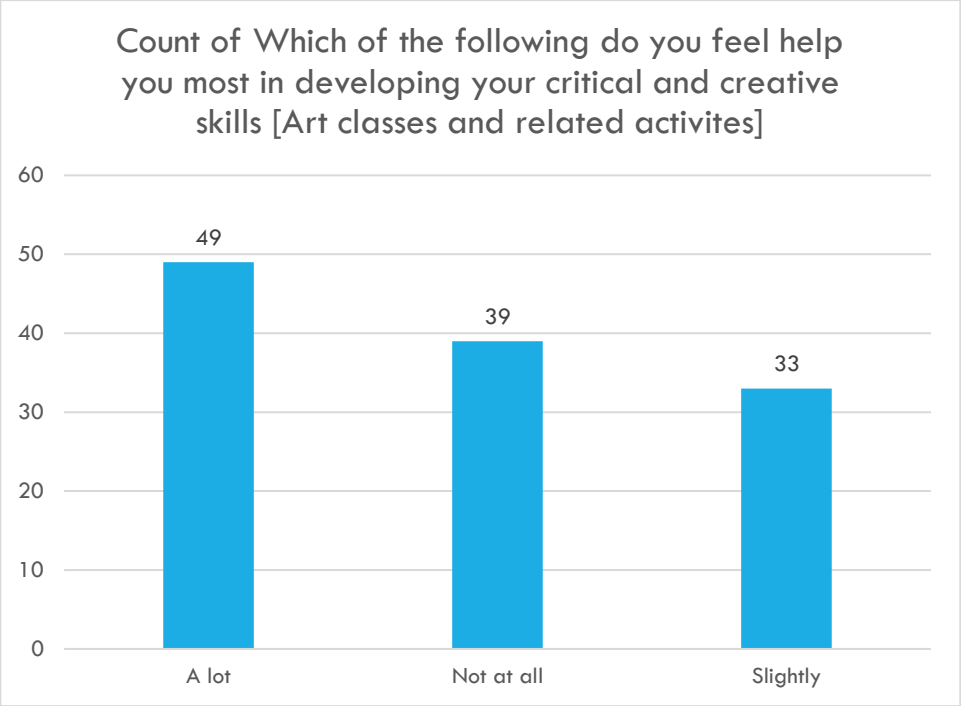


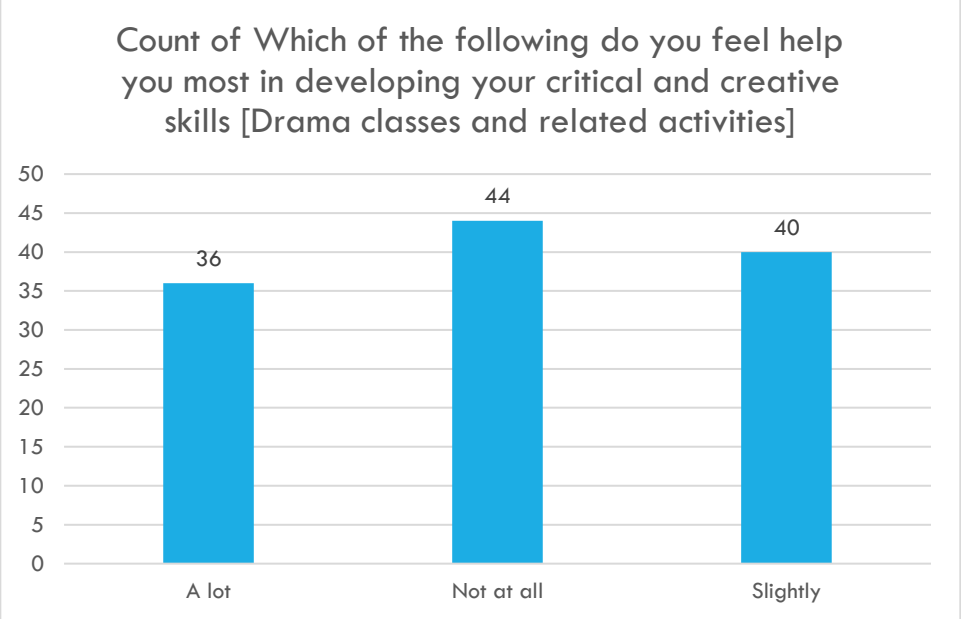


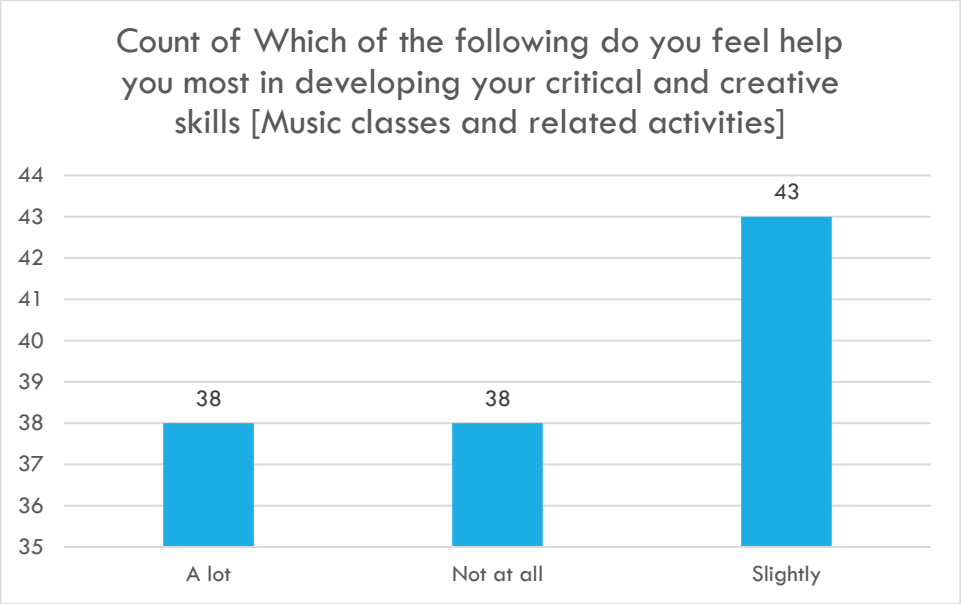
96. **Which of the following do you feel help you most in developing your critical and creative skills**

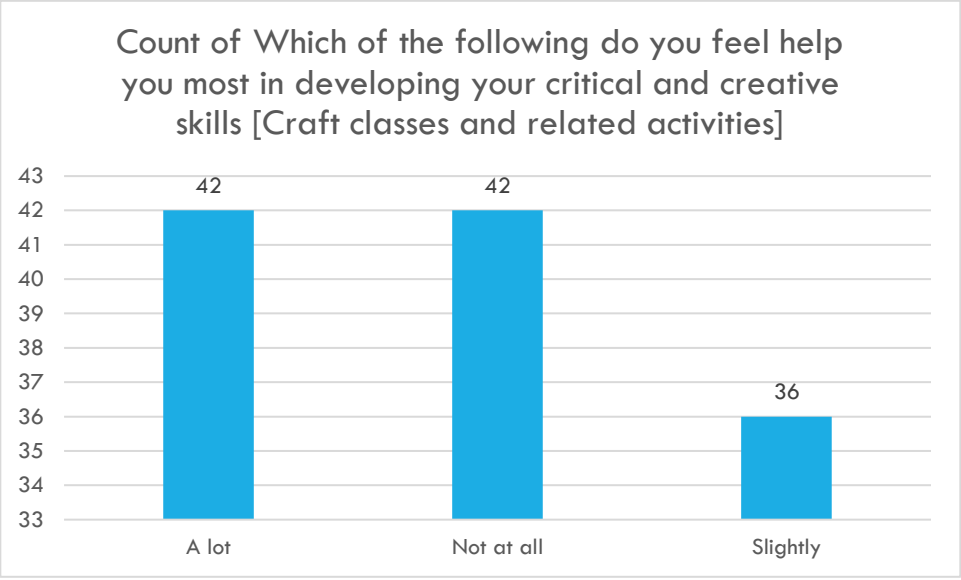
Mark only one oval per row.

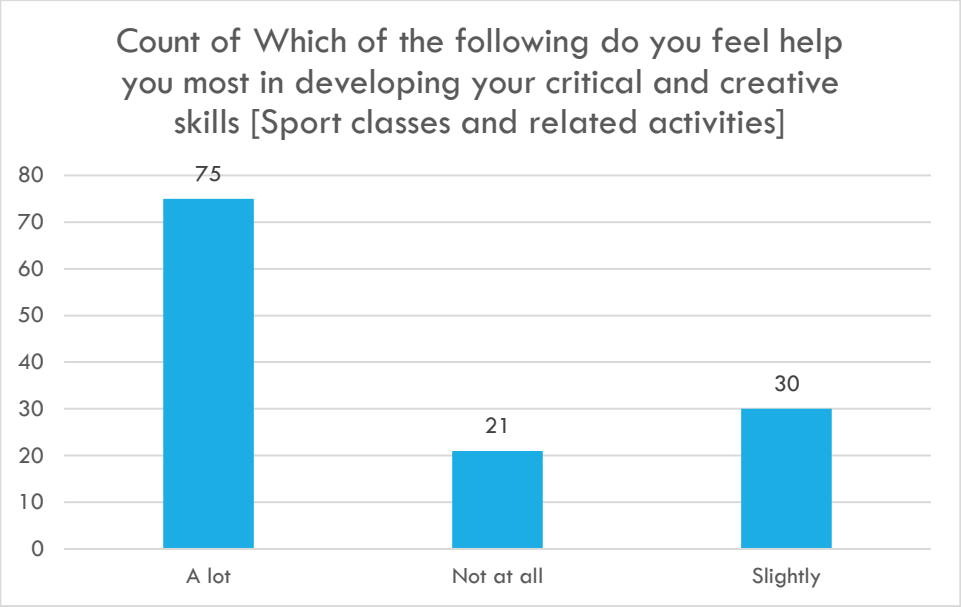
	Not at all	Slightly	A lot
Art classes and related activites			
Drama classes and related activities			
Music classes and related activities			
Craft classes and related activities			
Sport classes and related activities			


Count of Which of the following do you feel help you most in developing your critical and creative skills [Art classes and related activites]
60
50
40
30
20
10
0
49
39
33
A lot
Not at all
Slightly


Count of Which of the following do you feel help you most in developing your critical and creative skills [Drama classes and related activities]
50
45
40
35
30
25
20
15
10
5
0
36
44
40
A lot
Not at all
Slightly


Count of Which of the following do you feel help you most in developing your critical and creative skills [Music classes and related activities]
44
43
42
41
40
39
38
37
36
35
38
38
43
A lot
Not at all
Slightly

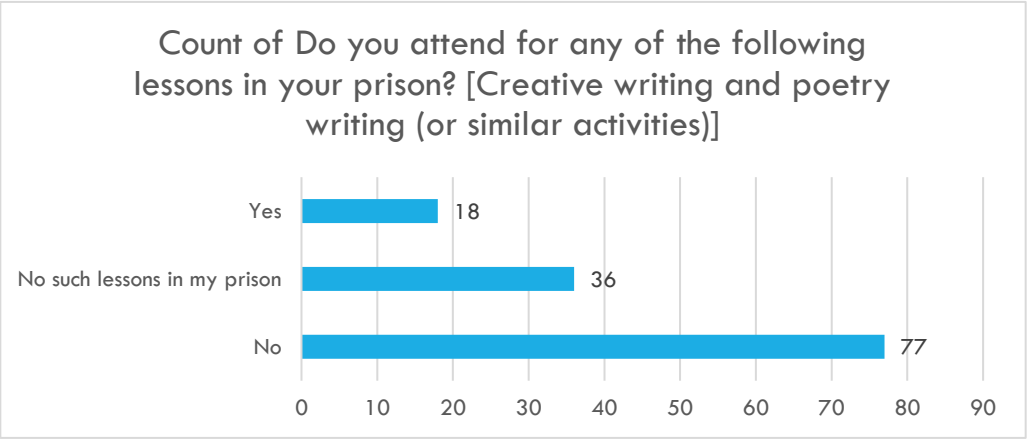

Count of Which of the following do you feel help you most in developing your critical and creative skills [Craft classes and related activities]
43
42
41
40
39
38
37
36
35
34
33
42
42
36
A lot
Not at all
Slightly

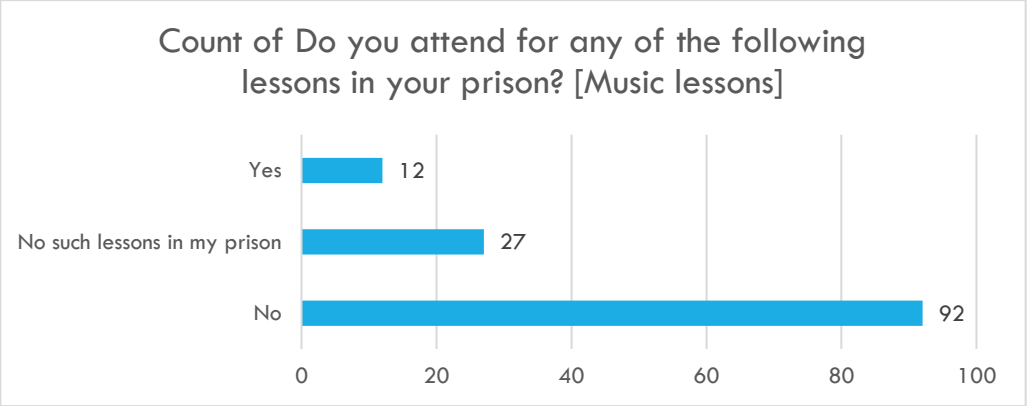


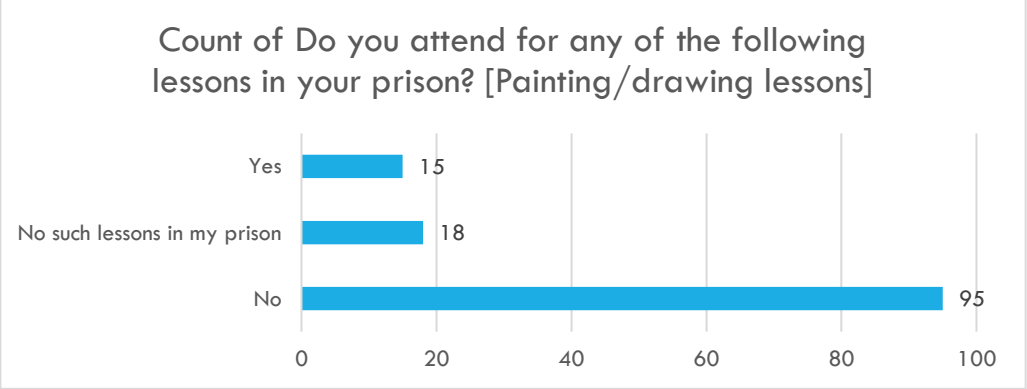
97. Do you attend for any of the following lessons in your prison?

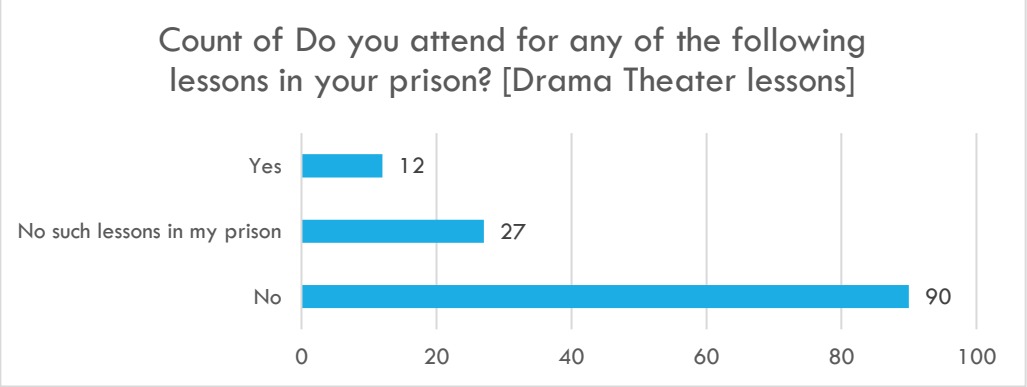
Mark only one oval per row.

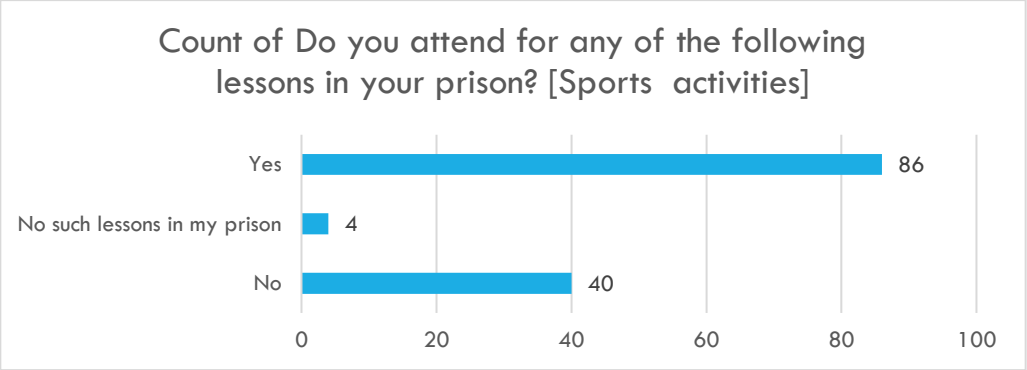
	No such lessons in my prison	Yes	No
Creative writing and poetry writing (or similar activities)			
Music lessons			
Painting/drawing lessons			
Drama Theater lessons			
Sports activities			




Count of Do you attend for any of the following lessons in your prison? [Music lessons]
Yes
12
No such lessons in my prison
27
No
92
0
20
40
60
80
100


Count of Do you attend for any of the following lessons in your prison? [Painting/drawing lessons]
Yes
15
No such lessons in my prison
18
No
95
0
20
40
60
80
100

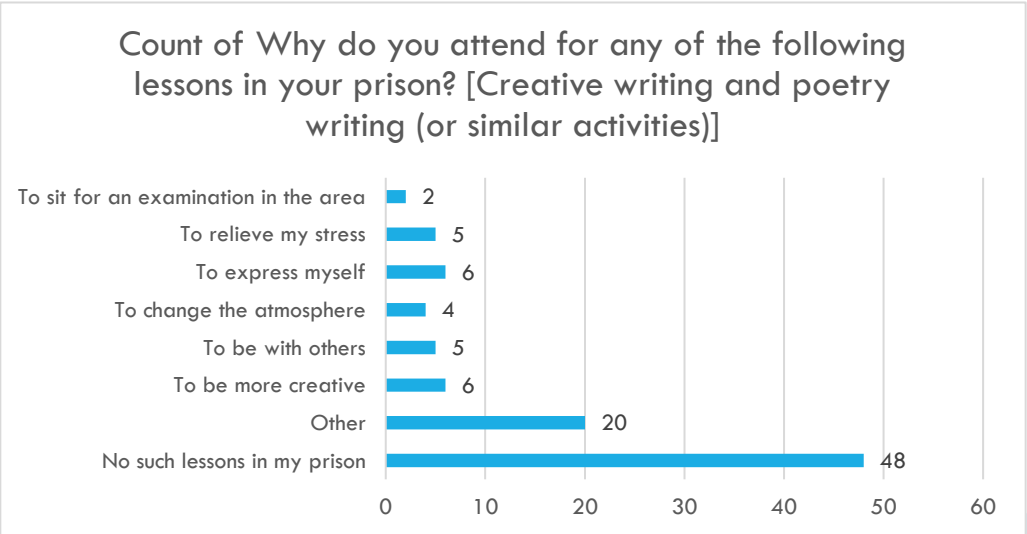

Count of Do you attend for any of the following lessons in your prison? [Drama Theater lessons]
Yes
12
No such lessons in my prison
27
No
90
0
20
40
60
80
100

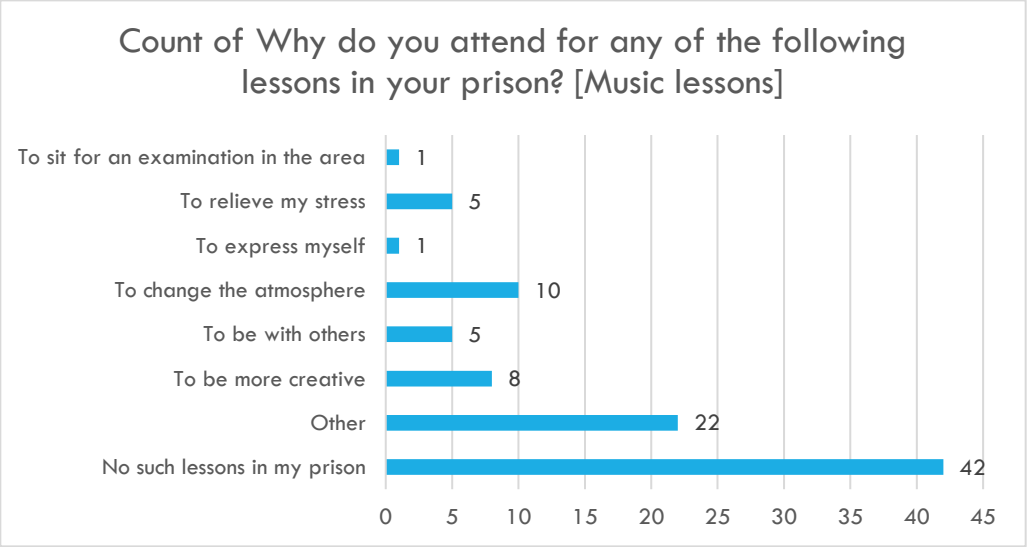


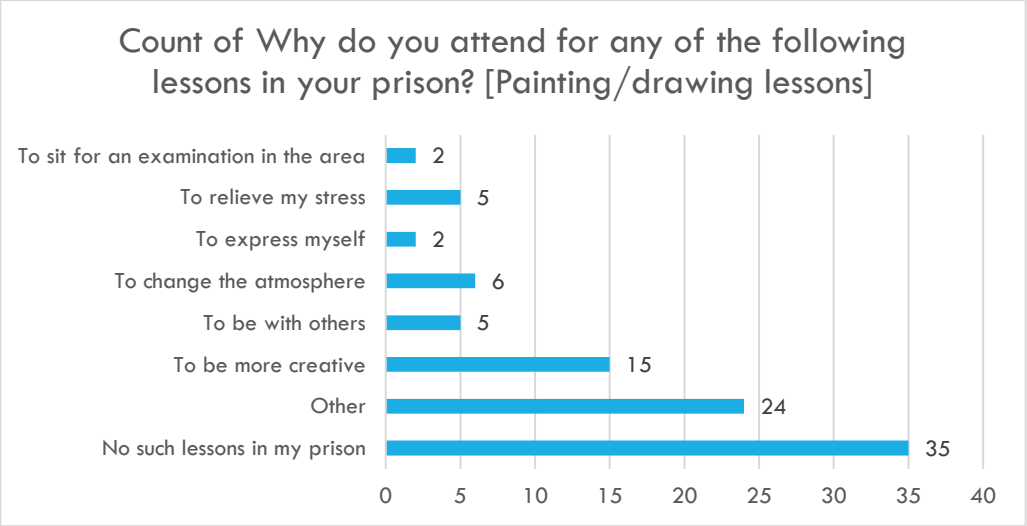
98. Why do you attend for any of the following lessons in your prison?

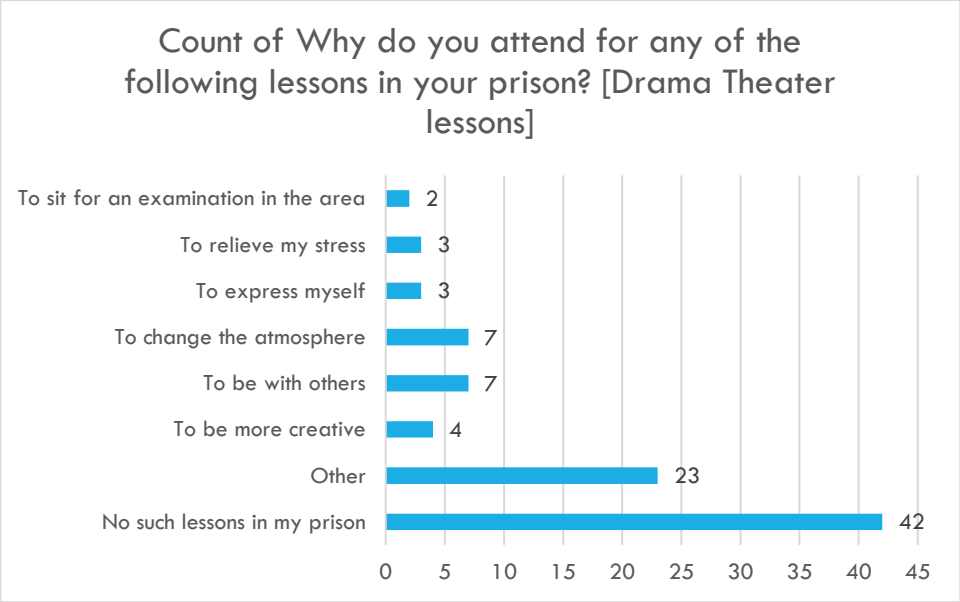
Mark only one oval per row.

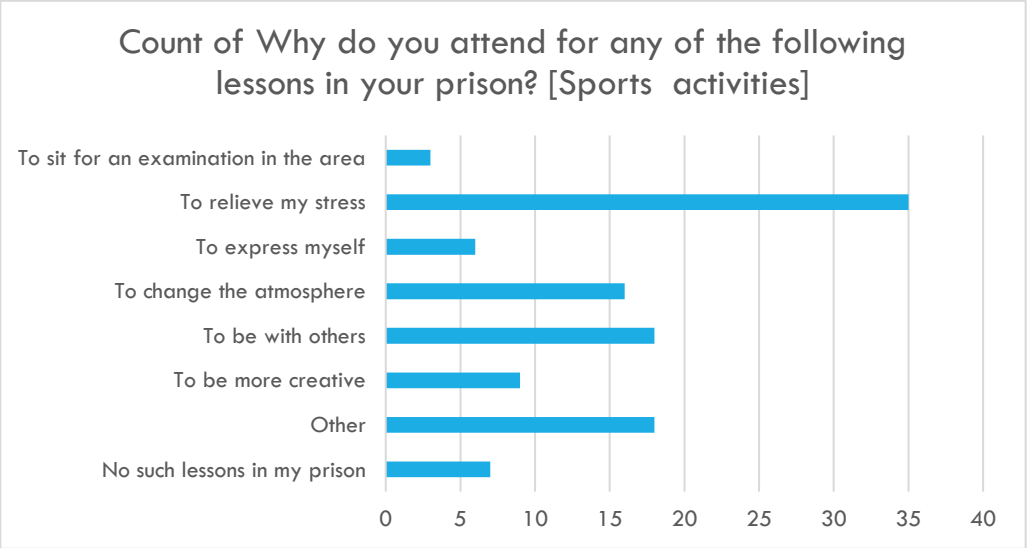
	No such lessons in my prison	To express myself	To relieve my stress	To be more creative	To change the atmosphere	To be with others	To sit for an examination in the area	Other
Creative writing and poetry writing (or similar activities)								
Music lessons								
Painting/drawing lessons								
Drama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




Count of Why do you attend for any of the following lessons in your prison? [Music lessons]
To sit for an examination in the area
To relieve my stress
To express myself
To change the atmosphere
To be with others
To be more creative
Other
No such lessons in my prison
1
5
1
10
5
8
22
42
0 5 10 15 20 25 30 35 40 45


Count of Why do you attend for any of the following lessons in your prison? [Painting/drawing lessons]
To sit for an examination in the area
To relieve my stress
To express myself
To change the atmosphere
To be with others
To be more creative
Other
No such lessons in my prison
2
5
2
6
5
15
24
35
0 5 10 15 20 25 30 35 40

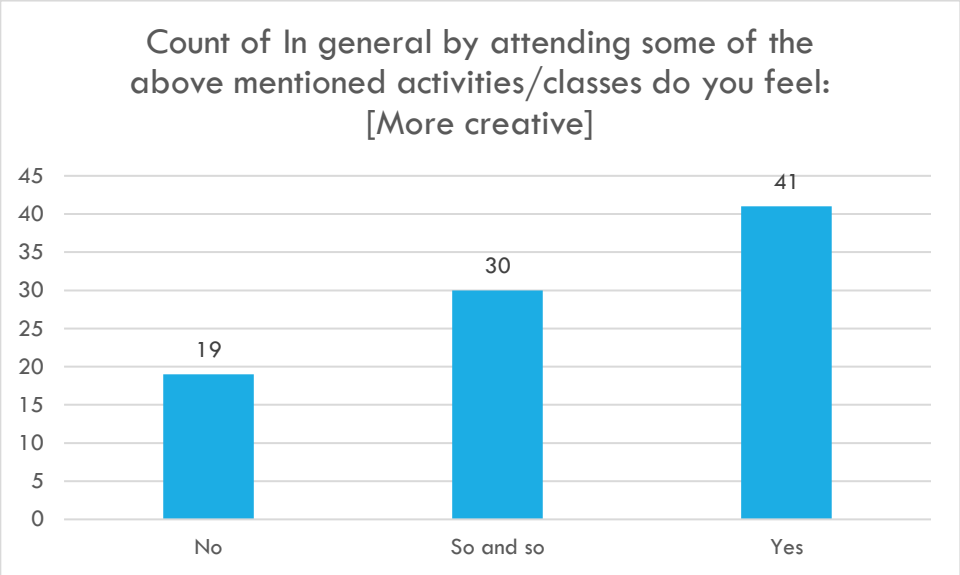

Count of Why do you attend for any of the following lessons in your prison? [Drama Theater lessons]
To sit for an examination in the area
To relieve my stress
To express myself
To change the atmosphere
To be with others
To be more creative
Other
No such lessons in my prison
2
3
3
7
7
4
23
42
0 5 10 15 20 25 30 35 40 45

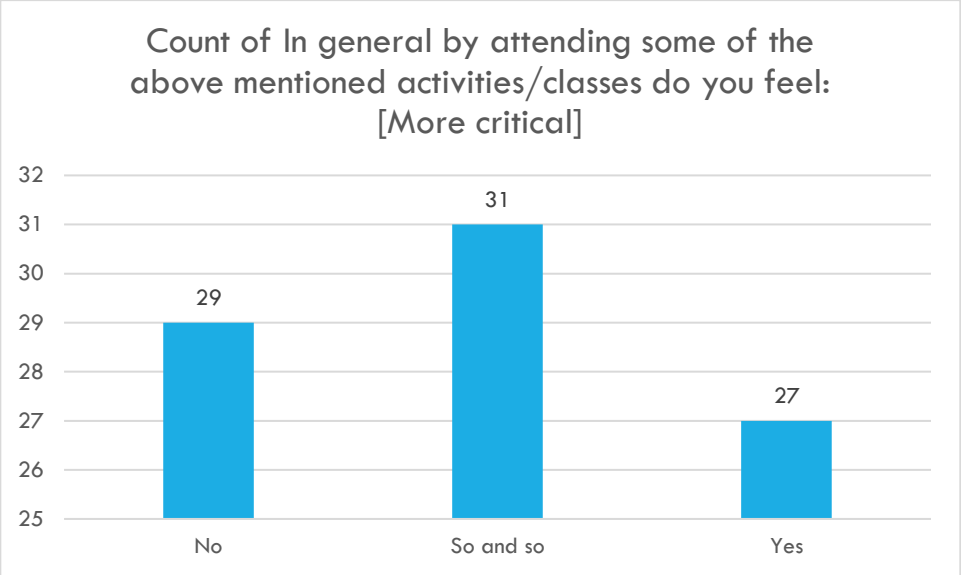

Count of Why do you attend for any of the following lessons in your prison? [Sports activities]
To sit for an examination in the area
To relieve my stress
To express myself
To change the atmosphere
To be with others
To be more creative
Other
No such lessons in my prison
0 5 10 15 20 25 30 35 40

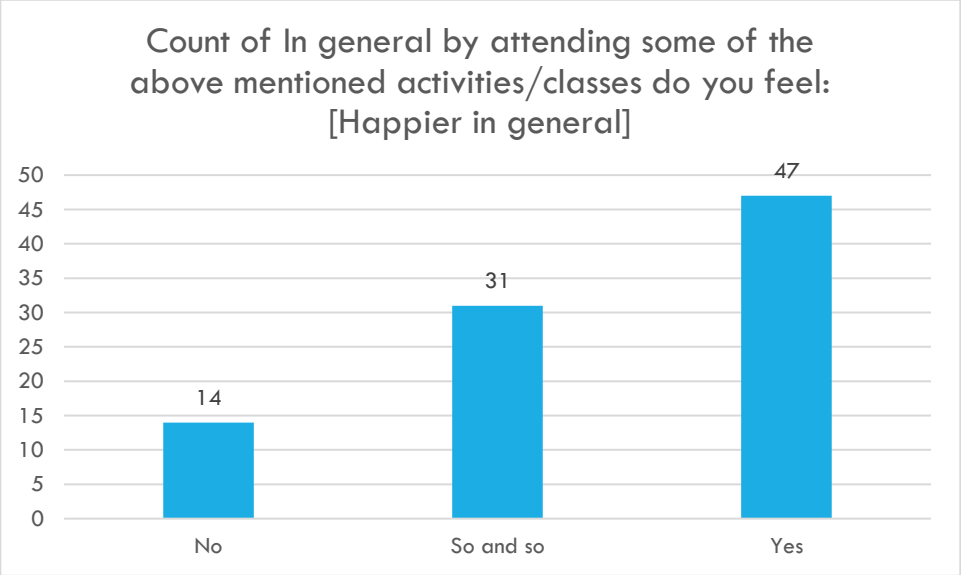
99. In general by attending some of the above mentioned activities/classes do you feel:

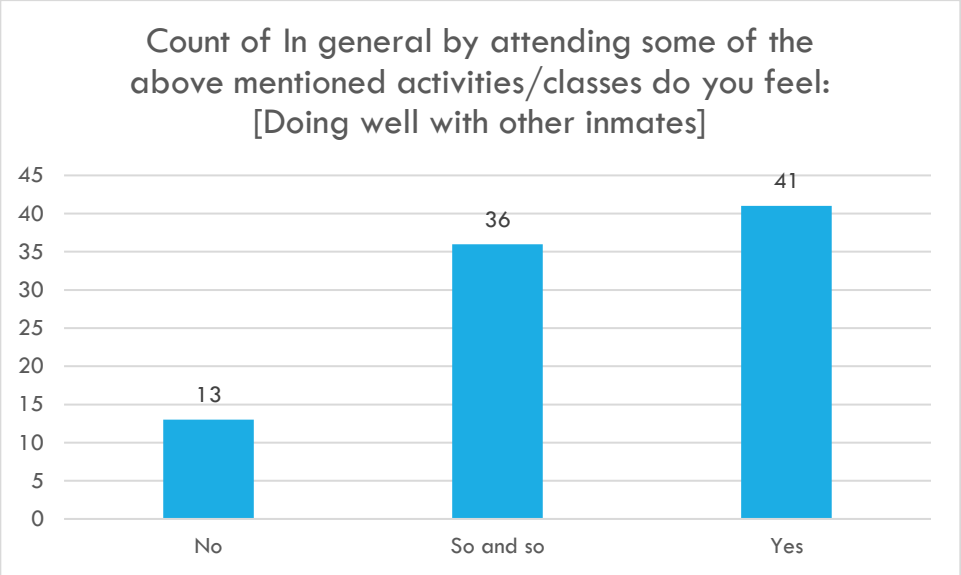
Mark only one oval per row.

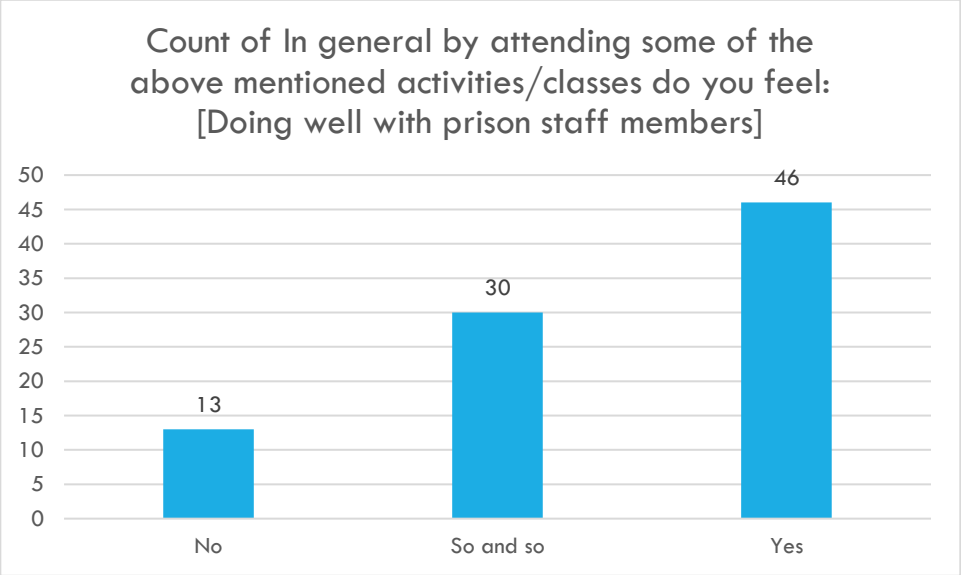
	No	So and so	Yes
I do not attend any classes in these area			
More creative			
More critical			
Happier in general			
Doing well with other inmates			
Doing well with prison staff members			
Better with family members			
More self confident			
Making more friends			
Highly motivated			
Not wasting my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

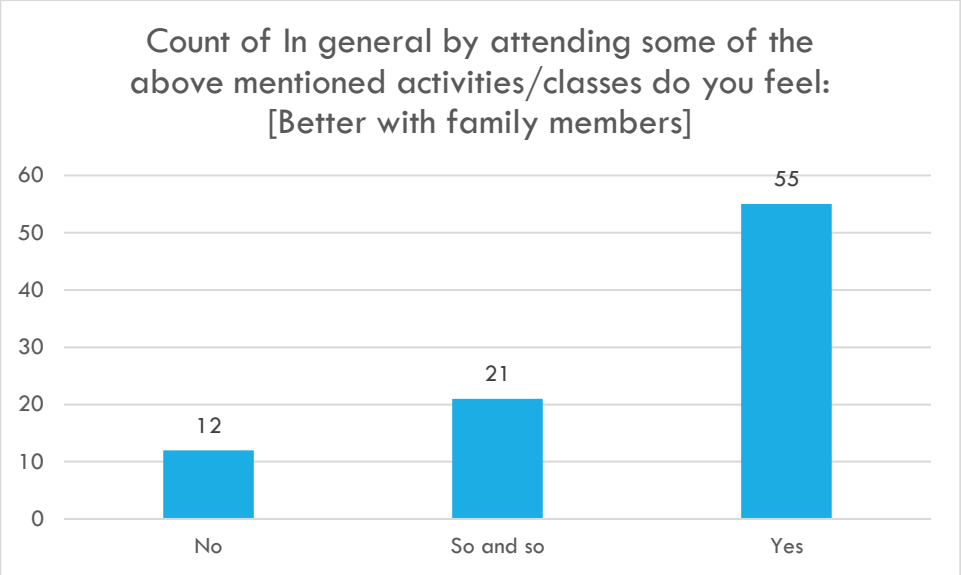


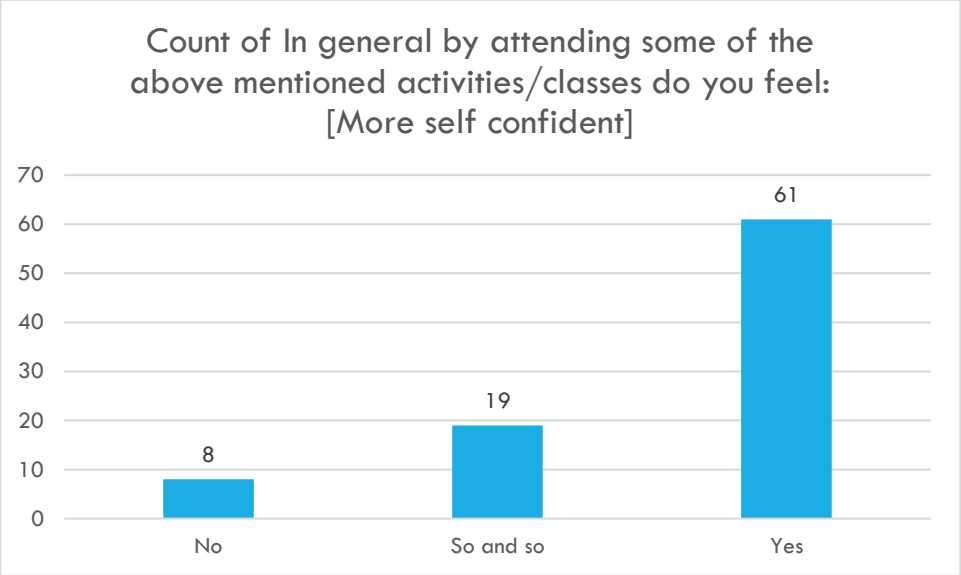

Count of In general by attending some of the above mentioned activities/classes do you feel: [More critical]
32
31
30
29
28
27
26
25
29
31
27
No
So and so
Yes

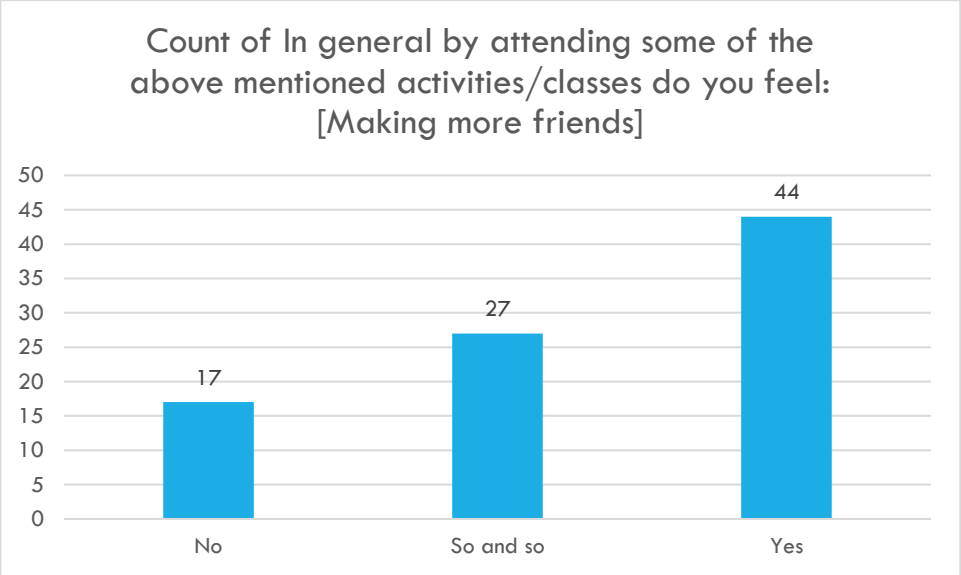

Count of In general by attending some of the above mentioned activities/classes do you feel: [Happier in general]
50
45
40
35
30
25
20
15
10
5
0
14
31
47
No
So and so
Yes

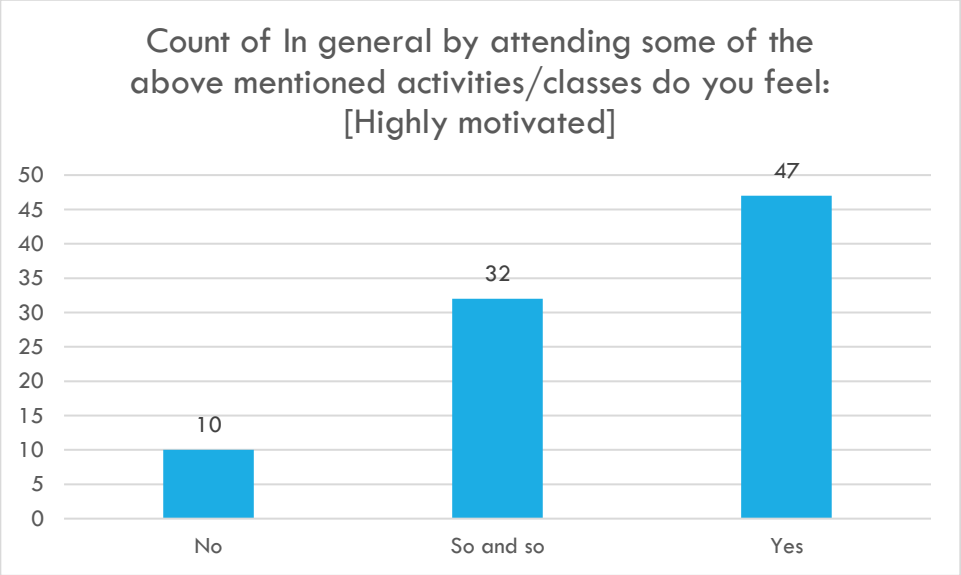

Count of In general by attending some of the above mentioned activities/classes do you feel: [Doing well with other inmates]
45
40
35
30
25
20
15
10
5
0
13
36
41
No
So and so
Yes

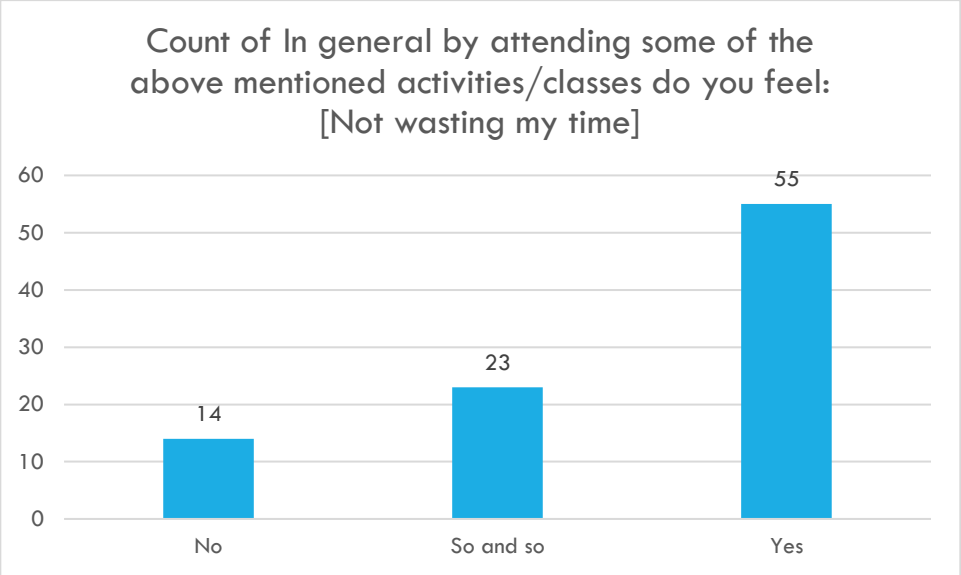

Count of In general by attending some of the above mentioned activities/classes do you feel: [Doing well with prison staff members]
50
45
40
35
30
25
20
15
10
5
0
13
30
46
No
So and so
Yes


Count of In general by attending some of the above mentioned activities/classes do you feel: [Better with family members]
60
50
40
30
20
10
0
12
21
55
No
So and so
Yes


Count of In general by attending some of the above mentioned activities/classes do you feel: [More self confident]
70
60
50
40
30
20
10
0
8
19
61
No
So and so
Yes


Count of In general by attending some of the above mentioned activities/classes do you feel: [Making more friends]
50
45
40
35
30
25
20
15
10
5
0
17
27
44
No
So and so
Yes

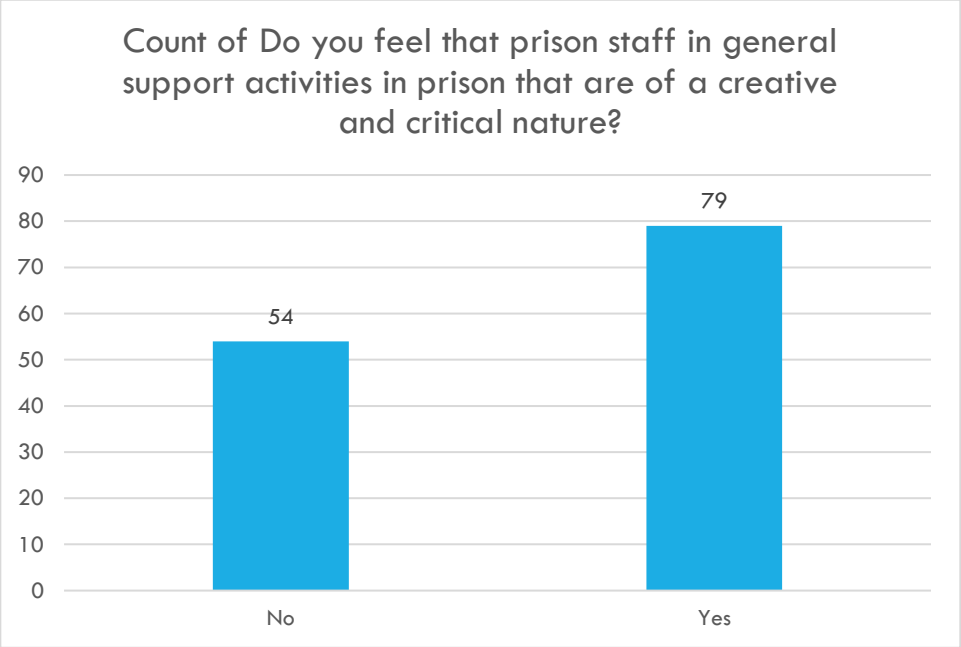

Count of In general by attending some of the above mentioned activities/classes do you feel: [Highly motivated]
50
45
40
35
30
25
20
15
10
5
0
10
32
47
No
So and so
Yes



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**

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 wonna 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.[9] Towards the end of the document the Council identifies three challenges to the facilitating of competence-based education, traingng 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.

[9] 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

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 g 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 or 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 inmate. 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.

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

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 seems 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 suggest 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 easy 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	☐	No	☐
I have been given sufficient time to consider whether or not to participate in this study.	Yes	☐	No	☐
I agree to take part in the study.	Yes	☐	No	☐
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	☐	No	☐
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	☐	No	☐
I agree that the information given and the transcripts will be kept in a safe place and used for this project only.	Yes	☐	No	☐
I understand that my participation in this study is confidential. There will be no material which could identify me personally.	Yes	☐	No	☐
I understand my responsibilities as a participant.	Yes	☐	No	☐
I know who to contact if I have further questions about the study.	Yes	☐	No	☐

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

Participant's name	**Participant's signature**	**Date**

Researcher's name	**Researcher's signature**	**Date**

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 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

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.

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 _____ 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



UPSKILLING INMATES Skill HUBS

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: _____

Part 1: Inmate's background

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
◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

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**

_____

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**

_____

Education History

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

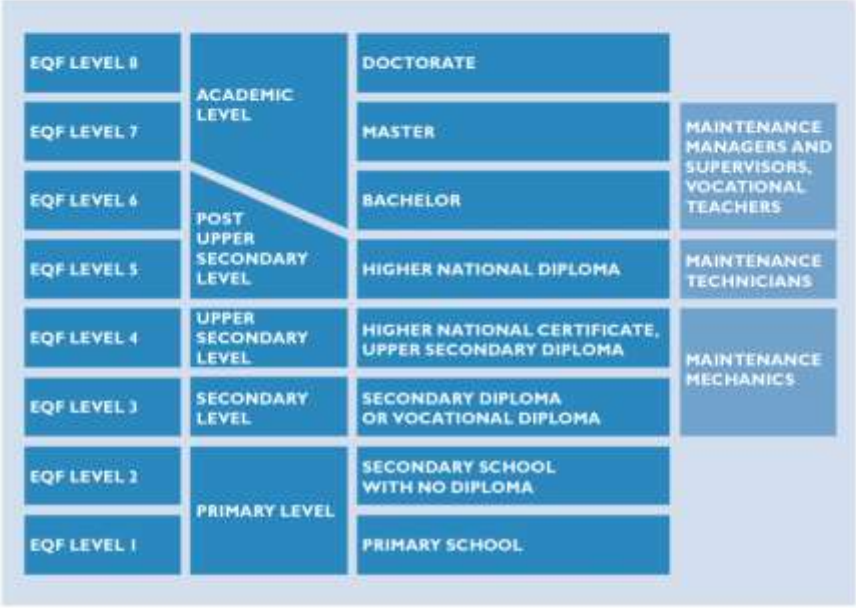
18. **Up to which level of schooling did you attend school?**
Mark only one oval.

- ◯ 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



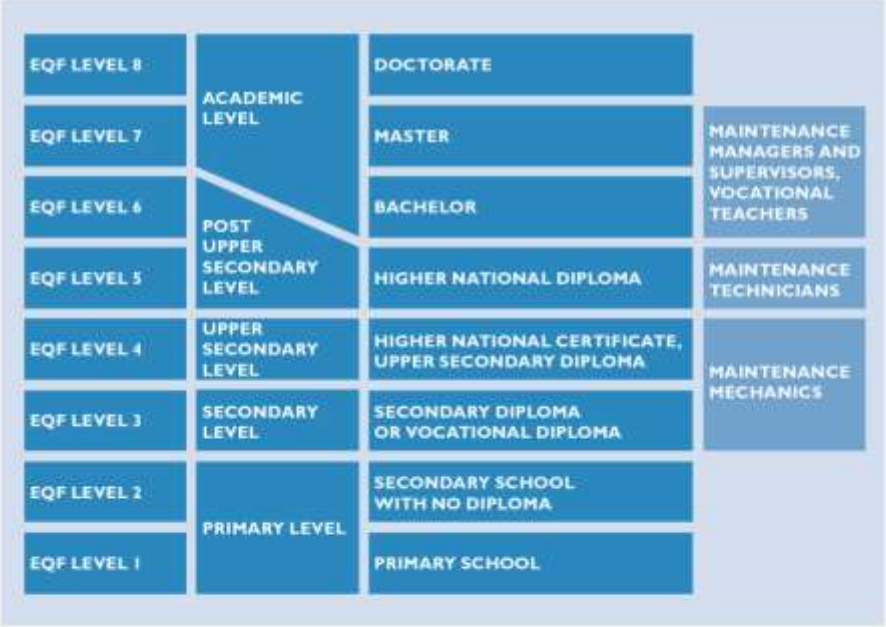
PART B: Basic and general literacy

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)

European Education Framework



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?	◯	◯	◯
Improve your writing skills?	◯	◯	◯
Improve your reading skills?	◯	◯	◯
Improve your verbal skills?	◯	◯	◯

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?**

_____

_____

_____

_____

_____

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	◯	◯	◯	◯
Reading letters	◯	◯	◯	◯
Writing letters or notes	◯	◯	◯	◯
Understanding written information	◯	◯	◯	◯

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	◯	◯	◯	◯
Reading letters	◯	◯	◯	◯
Writing letters or notes	◯	◯	◯	◯
Understanding written information	◯	◯	◯	◯

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

◯ Yes
◯ No

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

_____

_____

_____

_____

_____

29. **How often do you make use of the library?**
Mark only one oval.

- ◯ Once a week
- ◯ Once a forthnight
- ◯ 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**

_____

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				
Read magazines				
Listen to the radio or television				
Read books				
Read letters				
Write letters				

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**

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

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

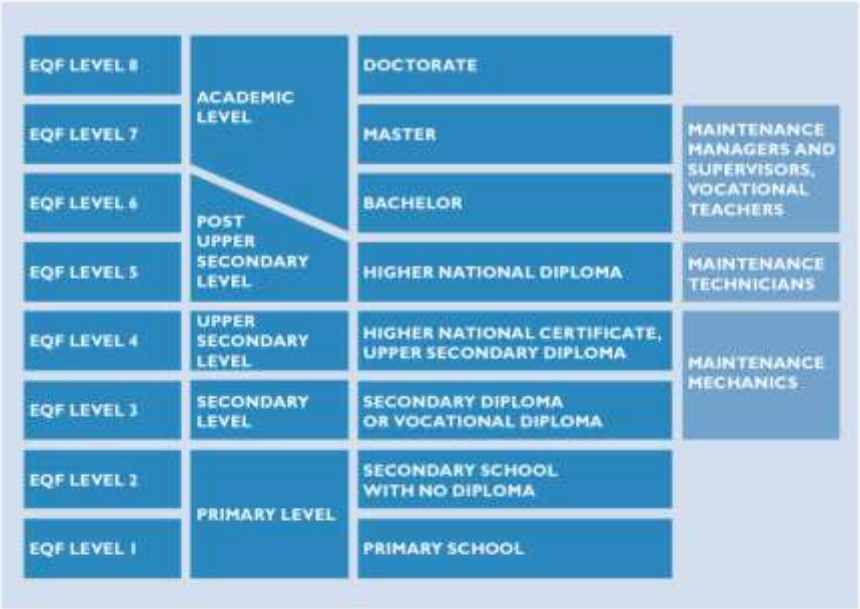
Part C: Basic Numeracy

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



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?**

_____

_____

_____

_____

_____

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 measurment	◯	◯	◯	◯
Calculating money	◯	◯	◯	◯
Activities that involve counting	◯	◯	◯	◯

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	◯	◯	◯	◯
Calculating money e.g. VAT	◯	◯	◯	◯
Reading a thermometer	◯	◯	◯	◯
Comparing prices	◯	◯	◯	◯
Calculating interest rates e.g. 3% interest rate	◯	◯	◯	◯
Calculating area e.g. area of a room	◯	◯	◯	◯
Working with proportions e.g. 1/3 cup butter	◯	◯	◯	◯
Reading a bus timetable	◯	◯	◯	◯
Interpreting a graph	◯	◯	◯	◯
Prefer not to say	◯	◯	◯	◯

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	◯
giordi@gmail.com.com	◯
giordi@gmail.com	◯

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?	◯	◯	◯	◯	◯
How would you rate your web searching skills?	◯	◯	◯	◯	◯
How would you rate your ability to use a computer?	◯	◯	◯	◯	◯
How would you rate your ability to use your smart phone?	◯	◯	◯	◯	◯
How would you rate your ability to use the internet?	◯	◯	◯	◯	◯
Transfer material from devices to the computer?	◯	◯	◯	◯	◯

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 ares 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.**

_____

_____

_____

_____

_____

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	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	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	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	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	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	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 activites	◯	◯	◯	◯	◯	◯
Drama classes and related activities	◯	◯	◯	◯	◯	◯
Music classes and related activities	◯	◯	◯	◯	◯	◯
Craft classes and related activities	◯	◯	◯	◯	◯	◯
Sport 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 activites	◯	◯	◯
Drama classes and related activities	◯	◯	◯
Music classes and related activities	◯	◯	◯
Craft classes and related activities	◯	◯	◯
Sport classes and related activities	◯	◯	◯

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)			
Music lessons			
Painting/drawing lessons			
Drama Theater lessons			
Sports activities			

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)								
Music lessons								
Painting/drawing lessons								
Drama Theater lessons								
Sports activities								

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			
More creative			
More critical			
Happier in general			
Doing well with other inmates			
Doing well with prison staff members			
Better with family members			
More self confident			
Making more friends			
Highly motivated			
Not wasting my time			

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**

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

103. **Code (for CoRRS only)**

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.

Powered by Google Forms

Appendix 3: Results by Country

Belgium

joseph.giordmaina@um.edu.mt

Edit this form

10 responses

View all responses Publish analytics

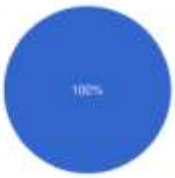
Summary

[Image]

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

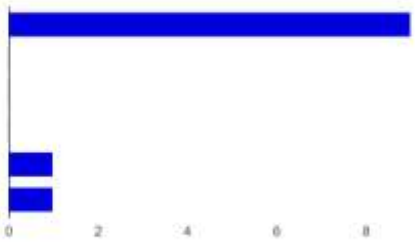
PART A: General Information

Country



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

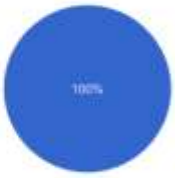
Type of Prison



Closed prison	9	90%
Open prison	0	0%

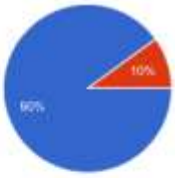
Semi-open prison	0	0%
Sentenced inmates only	0	0%
On remand inmates only	1	10%
Sentenced and on remand inmates	1	10%

Level of Security



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

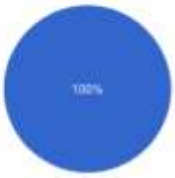
Who provides education in this prison



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

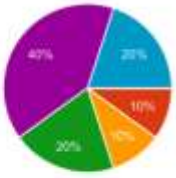
Part 1: Inmate's background

Sex



Male	10	100%
Female	0	0%
Other	0	0%

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

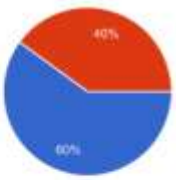
Dutch

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%

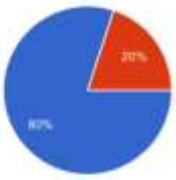
What is your estimated earliest date of release:



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%

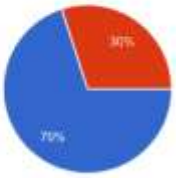
Employment

Did you ever work prior to incarceration?



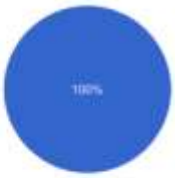
YES	8	80%
NO	2	20%

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?

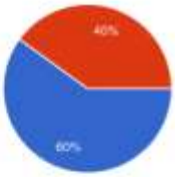


Full time employment	7	100%
Part-time employment	0	0%

If YES, please write your last job

Call Center
Leathcoordinator
Garbageman
Demolition, construction
independent renovation
telemarketing

Are you presently working in prison?



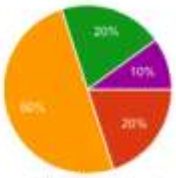
Yes	6	60%
No	4	40%

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?



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?

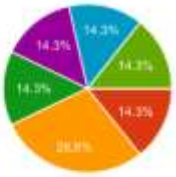


Never attended or did not complete primary schooling	0	0%
EQF Level 1 (Primary education)	2	20%
EQF Level 2 (Basic Secondary Education)	3	30%
EQF Level 3 (Secondary education with a school leaving certificate)	2	20%
EQF Level 4 (Upper Secondary level)	1	10%
EQF Level 5 (Post Secondary level)	1	10%
EQF 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

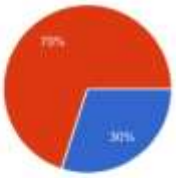
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



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%

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%

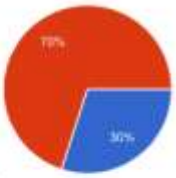
Improve your verbal skills? [If YES, do you feel that these classes (please tick)]



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%

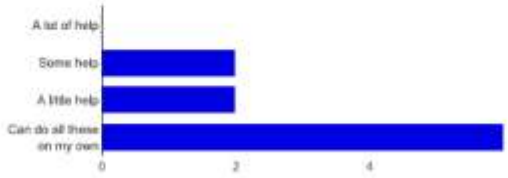


;?

spelling

writing

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

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



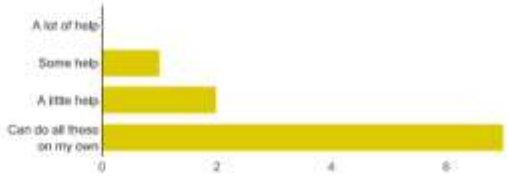
A lot of help	0	0%
Some help	0	0%
A little help	1	10%
Can do all these on my own	9	90%

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



A lot of help	0	0%
Some help	1	10%
A little help	2	20%
Can do all these on my own	7	70%

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



A lot of help	0	0%
Some help	1	10%
A little help	2	20%
Can do all these on my own	7	70%

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



A lot of help	0	0%
Some help	3	30%
A little help	3	30%
Can do all these on my own	4	40%

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



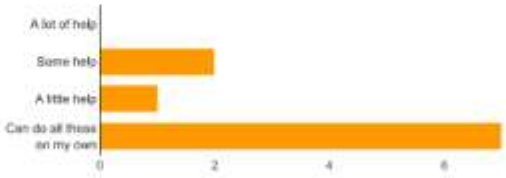
A lot of help	0	0%
Some help	1	10%
A little help	1	10%
Can do all these on my own	8	80%

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%

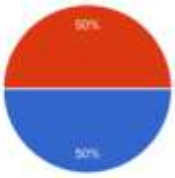
Understanding written information [How much help do you get from staff in]



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

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

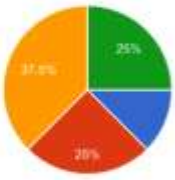
English

How often do you make use of the library?



Once a week 4 40%
Once a forthnight 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%

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

Sleep!

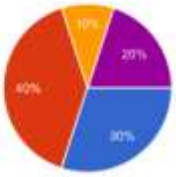
Spanish for self-study

NO ANGEL

Heartblood, Battle of Kings

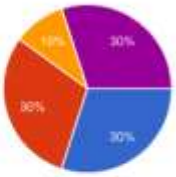
sciences the great exploration

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



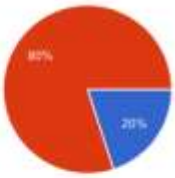
Currently I do NOT work in prison	3	30%
Every day	4	40%
A few times a week	1	10%
Once a week	0	0%
Never	2	20%

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



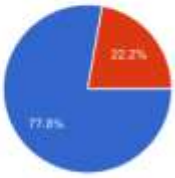
Currently I do not work in prison	3	30%
Every day	3	30%
A few times a week	1	10%
Once a week	0	0%
Never	3	30%

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



Yes	2	20%
No	8	80%

Are you paid for attending lessons in prisons?



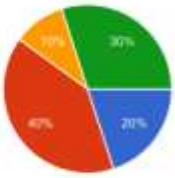
Yes	7	77.8%
No	2	22.2%

Are you paid for work in prison?



Yes	8	88.9%
No	1	11.1%

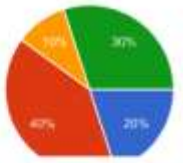
How much do you think the ability to read helps you in finding a job inside/outside prison?



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%





Often	1	11.1%
Some times	2	22.2%
A little	1	11.1%
Never	5	55.6%

Read magazines [In prison do you]



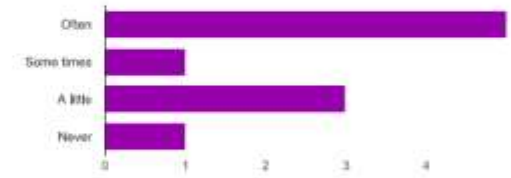
Often	1	10%
Some times	3	30%
A little	3	30%
Never	3	30%

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



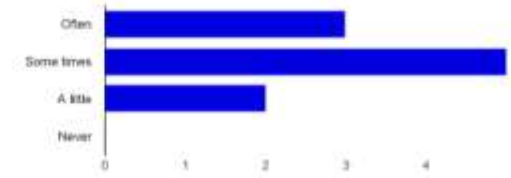
Often	9	90%
Some times	1	10%
A little	0	0%
Never	0	0%

Read books [In prison do you]



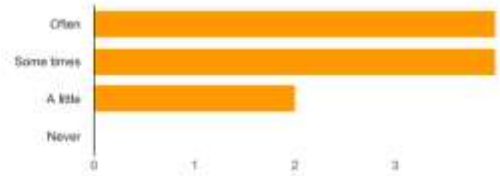
Often	5	50%
Some times	1	10%
A little	3	30%
Never	1	10%

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]

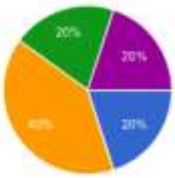


How would you describe the teaching of language literacy in your prison



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



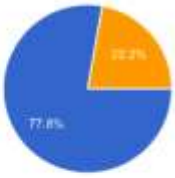
Very impoprtant	2	20%
Important	0	0%
Indifferent	4	40%
Not important	2	20%
Don't know	2	20%

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%

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

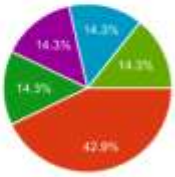
Existence of different levels

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

no courses

Part C: Basic Numeracy

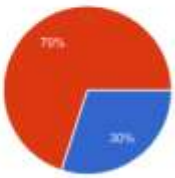
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?



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?

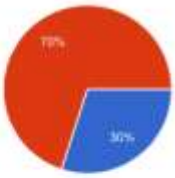


Yes	3	30%
No	7	70%

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

Yes	3	30%

No 7 70%



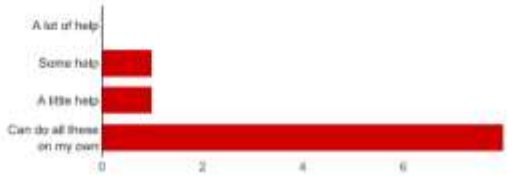
If YES - can you please describe these problems?

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]



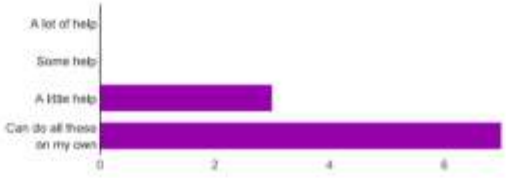
A lot of help	0	0%
Some help	0	0%
A little help	1	10%
Can do all these on my own	9	90%

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%

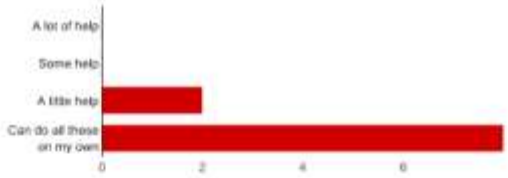
Can do all these on my own **8** 80%

Reading a thermometer [How much help do you get from staff in]



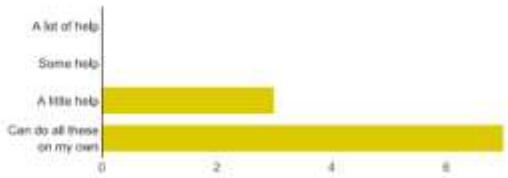
A lot of help **0** 0%
Some help **0** 0%
A little help **2** 20%
Can do all these on my own **8** 80%

Comparing prices [How much help do you get from staff in]



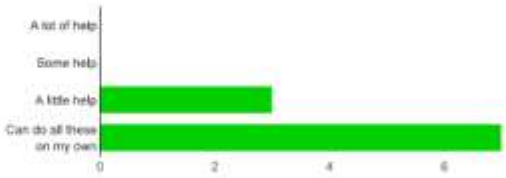
A lot of help **0** 0%
Some help **0** 0%
A little help **2** 20%
Can do all these on my own **8** 80%

Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



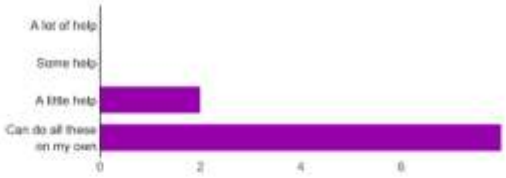
A lot of help	0	0%
Some help	0	0%
A little help	3	30%
Can do all these on my own	7	70%

Calculating area e.g. area of a room [How much help do you get from staff in]



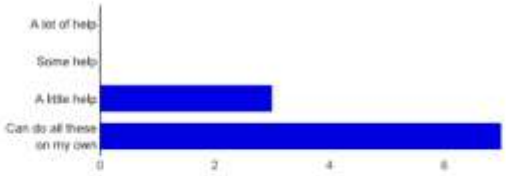
A lot of help	0	0%
Some help	0	0%
A little help	3	30%
Can do all these on my own	7	70%

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]



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%

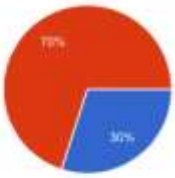
Prefer not to say [How much help do you get from staff in]



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?

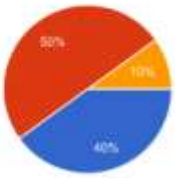
Yes	3	30%
No	7	70%



)?

geometry

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%

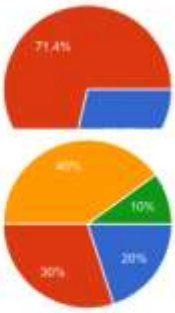
Do you ever chose between a Mathematics/basic numeracy lesson and work in prison?



Yes	1	11.1%
No	8	88.9%

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

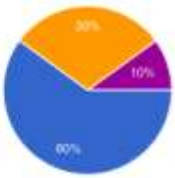
Yes	2	28.6%
No	5	71.4%



ıatics well helps you in finding a

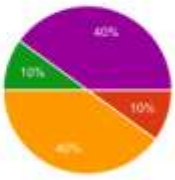
A lot	2	20%
Some	3	30%
A little	4	40%
Not at all	1	10%

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%

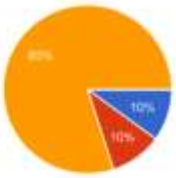
How important do you think prison officers think that learning mathematics/basic numeracy is in prison?



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%



So and so	1	10%
Nothing at all	8	80%
Prefer not to say	0	0%

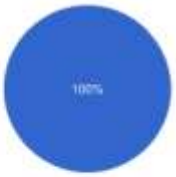
Part D: Digital Literacy

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

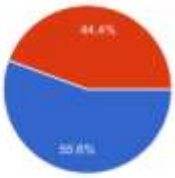
internet explorer

google

Safari

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

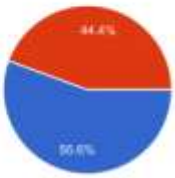
Yes	5	55.6%
No	4	44.4%



google, firefox

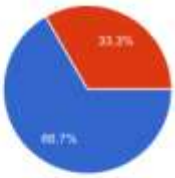
ebay

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?]

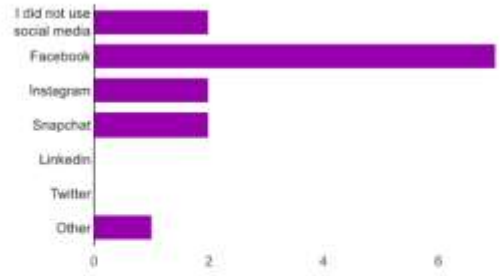
No responses yet for this question.

giordi@gmail.com [Which of the following is correct?]



Correct address	9	100%

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...]



Acceptable	3	37.5%
Good	2	25%
Super	1	12.5%

How would you rate your web searching skills? [How would you rate your...]



No idea	1	12.5%
Poor	0	0%
Acceptable	1	12.5%
Good	4	50%
Super	2	25%

How would you rate your ability to use a computer? [How would you rate your...]



No idea	0	0%
Poor	1	12.5%

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...]



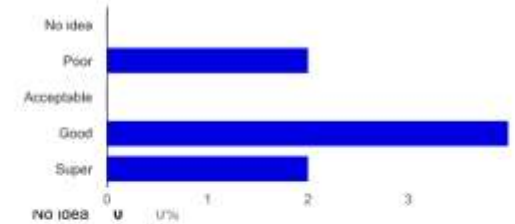
No idea	1	12.5%
Poor	1	12.5%
Acceptable	1	12.5%
Good	4	50%
Super	1	12.5%

How would you rate your ability to use the internet? [How would you rate your...]



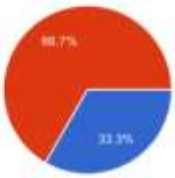
No idea	0	0%
Poor	0	0%
Acceptable	2	25%
Good	3	37.5%
Super	3	37.5%

Transfer material from devices to the computer? [How would you rate your...]



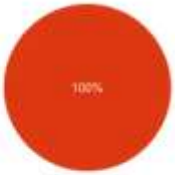
No idea	0	0%
Poor	2	25%
Acceptable	0	0%
Good	4	50%
Super	2	25%

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



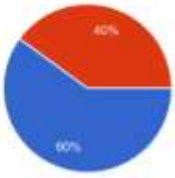
Yes	3	33.3%
No	6	66.7%

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%

If YES, are they connected to the internet?



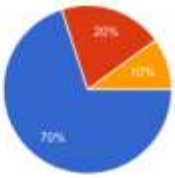
Yes	1	12.5%
No	7	87.5%

Can you have your own laptop in prison?



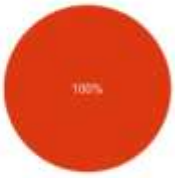
Yes	0	0%
No	9	100%

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



Yes	7	70%
No	2	20%
Maybe	1	10%

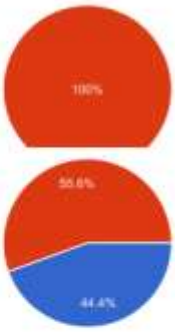
Are prison guards allowed to use their mobile phones while on duty?



Yes	0	0%
No	9	100%

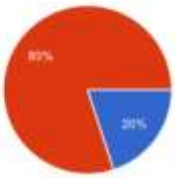
Are teachers allowed to use their mobile phones while in class?

Yes	0	0%
No	10	100%



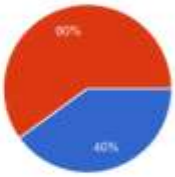
Yes	4	44.4%
No	5	55.6%

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?



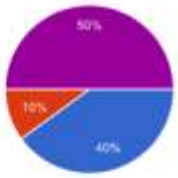
Yes	4	40%
No	6	60%

If YES, which examination(s)?

excel

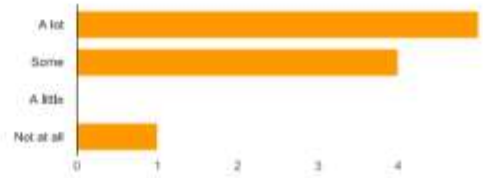
autocad

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



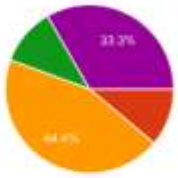
Currently I do not work in prison	4	40%
Every day	1	10%
A few times a week	0	0%
Once a week	0	0%
Never	5	50%

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



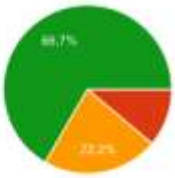
A lot	5	50%
Some	4	40%
A little	0	0%
Not at all	1	10%

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



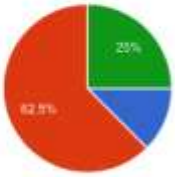
Very important	0	0%
Important	1	11.1%
Indifferent	4	44.4%
Not important	1	11.1%
Don"t know	3	33.3%

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



0%
11.1%
22.2%
66.7%

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



Adequately equipped with good machines and updated software	1	12.5%
Equiped 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

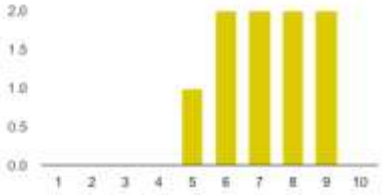
Part E: Critical and Creative thinking and Problem Solving skills

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



9	1	11.1%
Maximum: 10	0	0%

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



Least: 1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	1	11.1%
6	2	22.2%
7	2	22.2%
8	2	22.2%
9	2	22.2%
Maximum: 10	0	0%

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



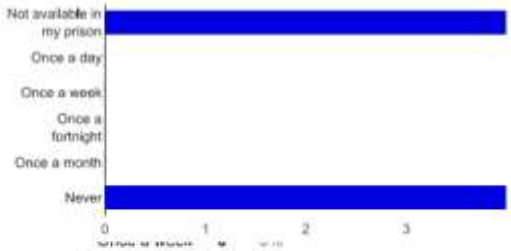
5	1	11.1%
6	1	11.1%
7	2	22.2%
8	3	33.3%
9	0	0%
Maximum: 10	2	22.2%

Art classes and related activites [In general how often do you participate in the following activities:]



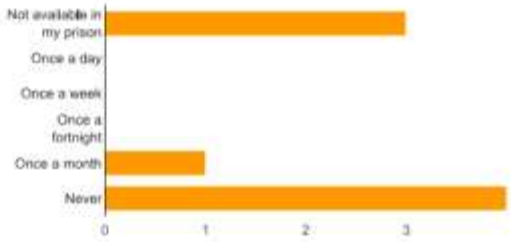
Not available in my prison	1	12.5%
Once a day	0	0%
Once a week	2	25%
Once a fortnight	0	0%
Once a month	1	12.5%
Never	4	50%

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



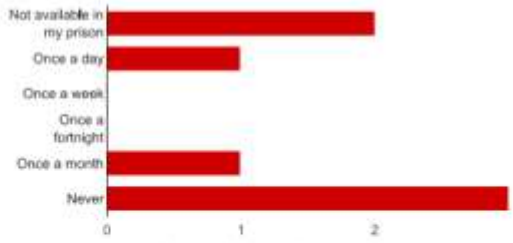
Once a fortnight	0	0%
Once a month	0	0%
Never	4	50%

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



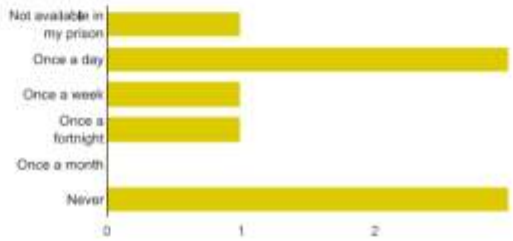
Not available in my prison	3	37.5%
Once a day	0	0%
Once a week	0	0%
Once a fortnight	0	0%
Once a month	1	12.5%
Never	4	50%

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



Never 3 42.9%

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 activites [Which of the following do you feel help you most in developing your critical and creative skills]



Not at all	3	50%
Slightly	1	16.7%
A lot	2	33.3%

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]



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?]



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?]



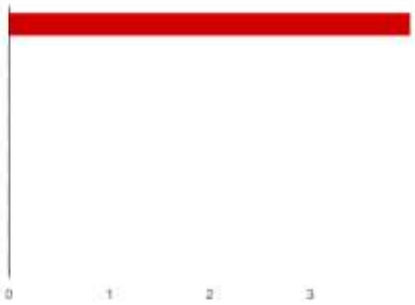
No such lessons in my prison	3	37.5%
Yes	0	0%
No	5	62.5%

Sports activities [Do you attend for any of the following lessons in your prison?]



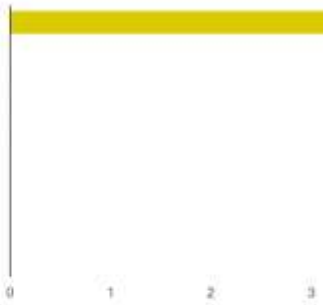
No such lessons in my prison	1	11.1%
Yes	2	22.2%
No	6	66.7%

Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]



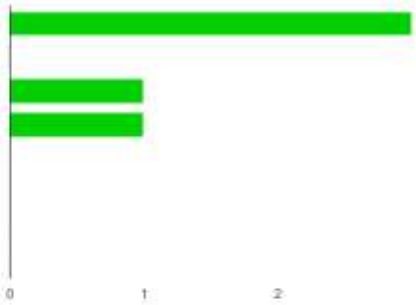
No such lessons in my prison	4	100%
To express myself	0	0%
To relieve my stress	0	0%
To be more creative	0	0%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	0	0%

Music lessons [Why do you attend for any of the following lessons in your prison?]



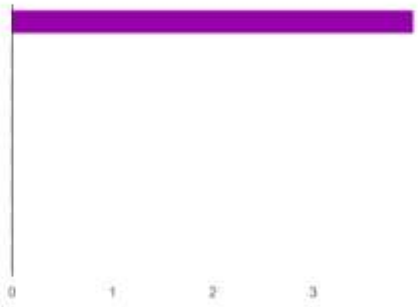
To express myself	0	0%
To relieve my stress	0	0%
To be more creative	0	0%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	0	0%

Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]



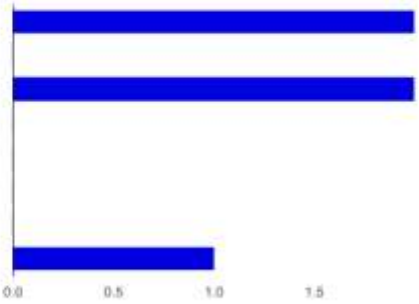
No such lessons in my prison	3	60%
To express myself	0	0%
To relieve my stress	1	20%
To be more creative	1	20%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	0	0%

Drama Theater lessons [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%

Sports activities [Why do you attend for any of the following lessons in your prison?]



No such lessons in my prison	2	40%

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:]



No	3	60%
So and so	1	20%
Yes	1	20%

More critical [In general by attending some of the above mentioned activities/classes do you feel:]



No	3	75%
So and so	1	25%
Yes	0	0%

Happier in general [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%

Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]



No	3	75%
So and so	1	25%
Yes	0	0%

Doing well with prison staff members [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%

Better with family members [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%

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:]



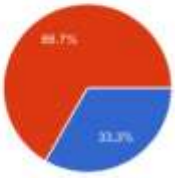
No	4	100%
So and so	0	0%
Yes	0	0%

Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]



No	3	75%
So and so	1	25%
Yes	0	0%

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



Yes	3	33.3%
No	6	66.7%

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

Moldova

joseph.giordmaina@um.edu.mt

Edit this form

25 responses

View all responses Publish analytics

Summary

[Image]

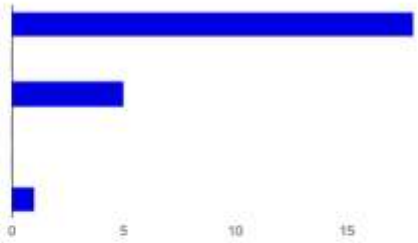
THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

PART A: General Information

Country

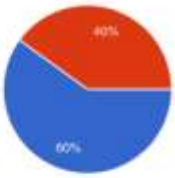
No responses yet for this question.

Type of Prison



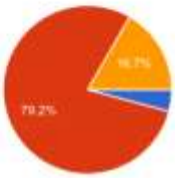
Closed prison	18	75%
Open prison	0	0%
Semi-open prison	5	20.8%
Sentenced inmates only	0	0%
On remand inmates only	0	0%
Sentenced and on remand inmates	1	4.2%

Level of Security



High security	**12**	60%
Medium Security	**8**	40%
Low security	**0**	0%
Mixed levels of security	**0**	0%

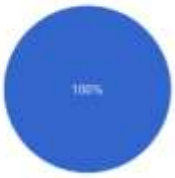
Who provides education in this prison



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

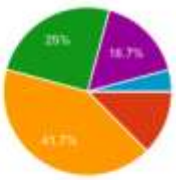
Sex



Male	**24**	100%
Female	**0**	0%
Other	**0**	0%

Age

14 -16	**0**	0%



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

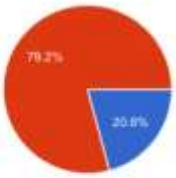
Moldavian

Romanian

Russian

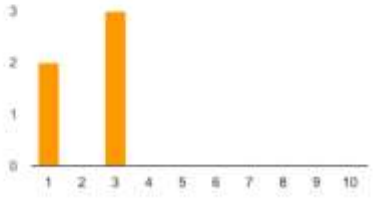
Bulgarian

Have you been in prison before?



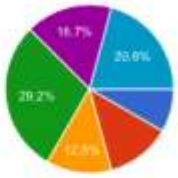
YES	5	20.8%
NO	19	79.2%

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%

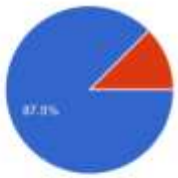
What is your estimated earliest date of release:



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%

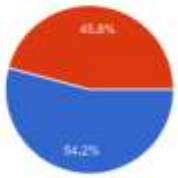
Employment

Did you ever work prior to incarceration?



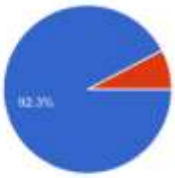
YES	21	87.5%
NO	3	12.5%

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?

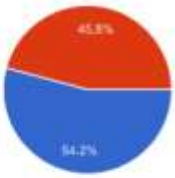


Full time employment	12	92.3%
Part-time employment	1	7.7%

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?



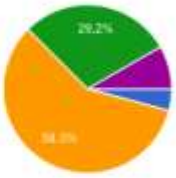
Yes	13	54.2%
No	11	45.8%

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

maintenance
librarian
sentry
prison library
cleaning
Pontator
Construction

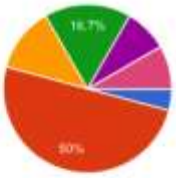
Education History

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?

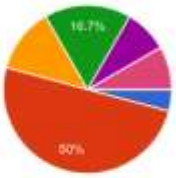


Never attended or did not complete primary schooling	1	4.2%
EQF Level 1 (Primary education)	12	50%
EQF Level 2 (Basic Secondary Education)	3	12.5%
EQF Level 3 (Secondary education with a school leaving certificate)	4	16.7%
EQF Level 4 (Upper Secondary level)	2	8.3%
EQF Level 5 (Post Secondary level)	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

PART B: Basic and general literacy

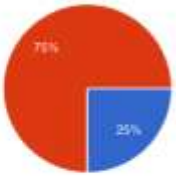
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



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)]



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)]



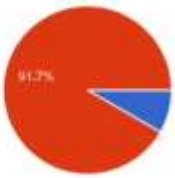
Yes	6	85.7%
No	0	0%
Don't know	1	14.3%

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%

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?

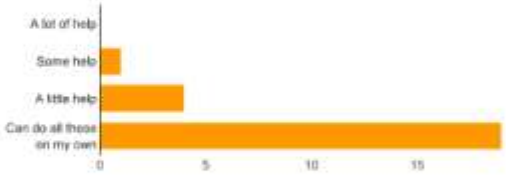
No responses yet for this question.

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%

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%

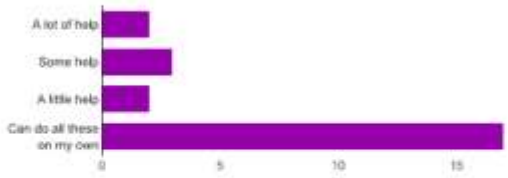
Filling out forms in prisons [How much help do you get from staff in]



A lot of help	8	33.3%
Some help	3	12.5%
A little help	6	25%

Can do all these on my own **7** 29.2%

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



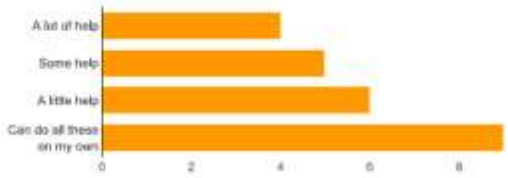
A lot of help	**2**	8.3%
Some help	**3**	12.5%
A little help	**2**	8.3%
Can do all these on my own	**17**	70.8%

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%

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?

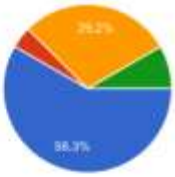


Yes	3	12.5%
No	21	87.5%

If YES - which examination(s)?

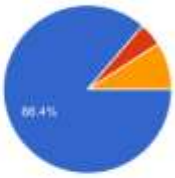
Semester exam

How often do you make use of the library?



Once a week	14	58.3%
Once a forthnight	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

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

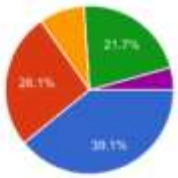
Courtesans/Dora Levi Mossanen

Seneca

Stars in the sky

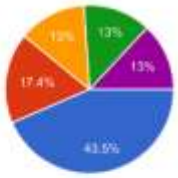
Robert Kiosake

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



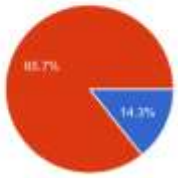
Currently I do NOT work in prison	9	39.1%
Every day	6	26.1%
A few times a week	2	8.7%
Once a week	5	21.7%
Never	1	4.3%

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



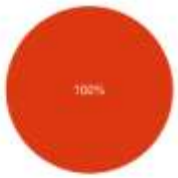
Never	3	13%

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



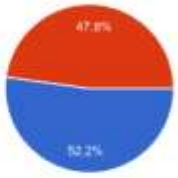
Yes	3	14.3%
No	18	85.7%

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%



Not at all	0	0%

: you in finding a job inside/outside

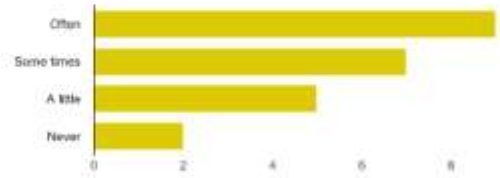
A lot	16	66.7%
Some	6	25%
A little	2	8.3%
Not at all	0	0%

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%

Never 2 8.7%

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



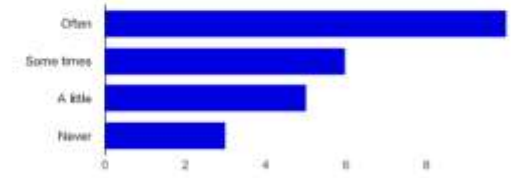
Often	20	87%
Some times	2	8.7%
A little	0	0%
Never	1	4.3%

Read books [In prison do you]



Often	11	45.8%
Some times	9	37.5%
A little	2	8.3%
Never	2	8.3%

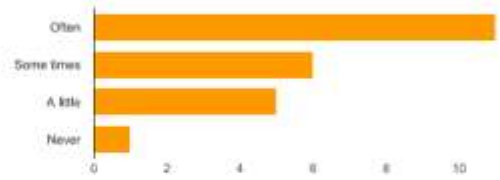
Read letters [In prison do you]



Often 10 41.7%

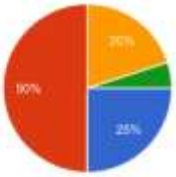
Some times	6	25%
A little	5	20.8%
Never	3	12.5%

Write letters [In prison do you]



Often	11	47.8%
Some times	6	26.1%
A little	5	21.7%
Never	1	4.3%

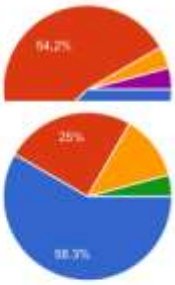
How would you describe the teaching of language literacy in your prison



Outstanding	5	25%
Good	10	50%
Requires improvment	4	20%
inadequate	1	5%

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

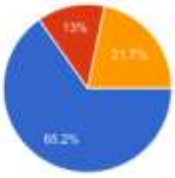
Very impoprtant	9	37.5%
Important	13	54.2%
Indifferent	1	4.2%
Not important	0	0%
Don't know	1	4.2%



acy (reading and writing or a

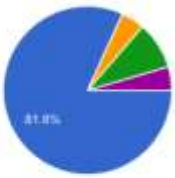
A lot	14	58.3%
So and so	6	25%
Nothing at all	3	12.5%
Prefer not to say	1	4.2%

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%

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

a good comunication 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

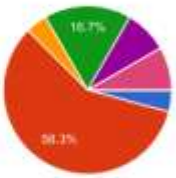
the modernization of literacy programs and the implementation of digital literacy

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)?



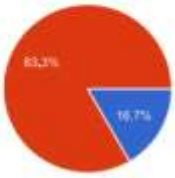
Never attended or did not complete primary schooling	1	4.2%
EQF Level 1 (Primary education)	14	58.3%
EQF Level 2 (Basic Secondary Education)	1	4.2%
EQF Level 3 (Secondary education with a school leaving certificate)	4	16.7%
EQF Level 4 (Upper Secondary level)	2	8.3%

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

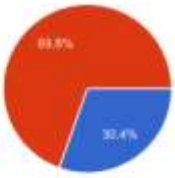
Do you attend numeracy or mathematics classes in prison?

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

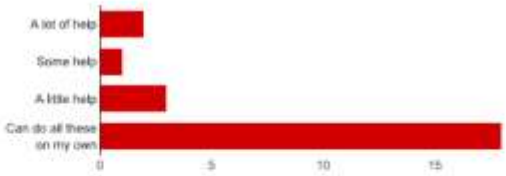
geometry

Radicals, geometry

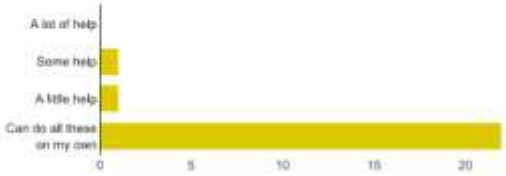
PROBLEM SOLVING AND EQUATIONS

Because of the teacher

Doing some measurment [How much help do you get from friends in]

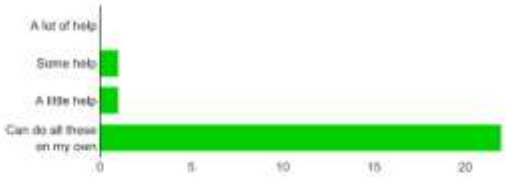


Calculating money [How much help do you get from friends in]



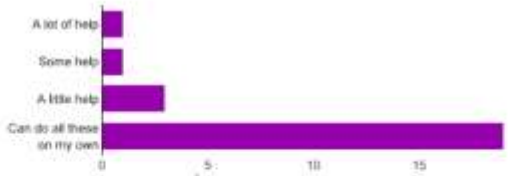
A lot of help	0	0%
Some help	1	4.2%
A little help	1	4.2%
Can do all these on my own	22	91.7%

Activities that involve counting [How much help do you get from friends in]



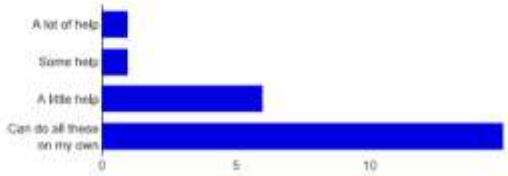
A lot of help	0	0%
Some help	1	4.2%
A little help	1	4.2%
Can do all these on my own	22	91.7%

Adding and subtracting whole numbers [How much help do you get from staff in]



A little help	3	12.5%
Can do all these on my own	19	79.2%

Calculating money e.g. VAT [How much help do you get from staff in]



A lot of help	1	4.3%
Some help	1	4.3%
A little help	6	26.1%
Can do all these on my own	15	65.2%

Reading a thermometer [How much help do you get from staff in]



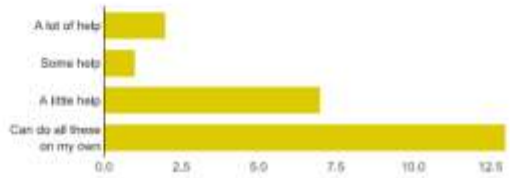
A lot of help	1	4.3%
Some help	1	4.3%
A little help	2	8.7%
Can do all these on my own	19	82.6%

Comparing prices [How much help do you get from staff in]



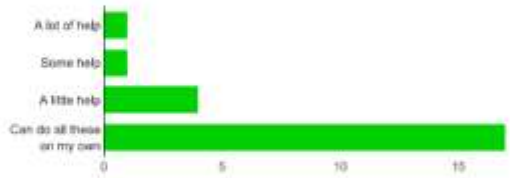
A lot of help	1	4.3%
Some help	0	0%
A little help	3	13%
Can do all these on my own	19	82.6%

Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



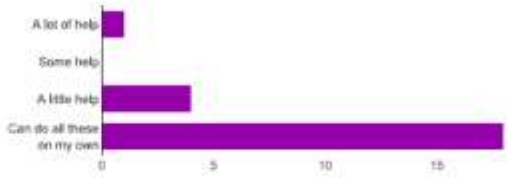
A lot of help	2	8.7%
Some help	1	4.3%
A little help	7	30.4%
Can do all these on my own	13	56.5%

Calculating area e.g. area of a room [How much help do you get from staff in]



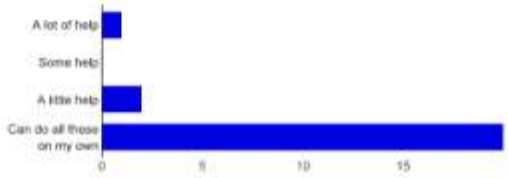
A lot of help	1	4.3%
Some help	1	4.3%
A little help	4	17.4%
Can do all these on my own	17	73.9%

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%

A little help	7	29.2%
Can do all these on my own	16	66.7%

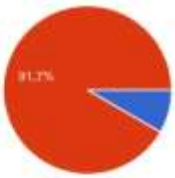
Prefer not to say [How much help do you get from staff in]



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%

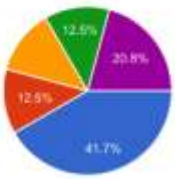


If YES - can you please name the examination(s)?

semester exam

Semester exam

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



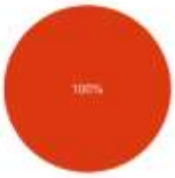
I do not have a job in prison	10	41.7%
Every day	3	12.5%
A few times a week	3	12.5%
Once a week	3	12.5%
Never	5	20.8%

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



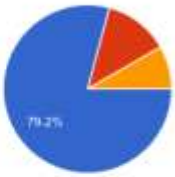
Yes	2	8.3%
No	22	91.7%

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



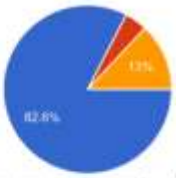
Yes	0	0%
No	23	100%

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



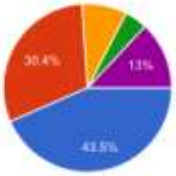
A lot	19	79.2%
Some	3	12.5%
A little	2	8.3%
Not at all	0	0%

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



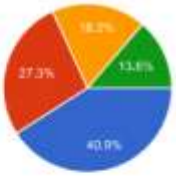
Requires improvement	0	0%
Inadequate	0	0%

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

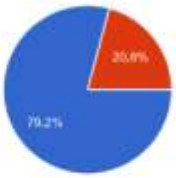
Prior to incarceration did you have a



Laptop or desktop computer at home	15	62.5%

Mobile phone	23	95.8%
Other	0	0%

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

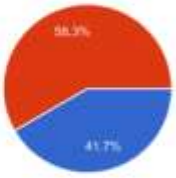


Yes	19	79.2%
No	5	20.8%

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
mozila, 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

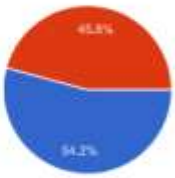
Gugal

bing

Google, Wikepedia

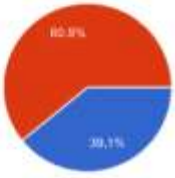
Index, Google

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?]



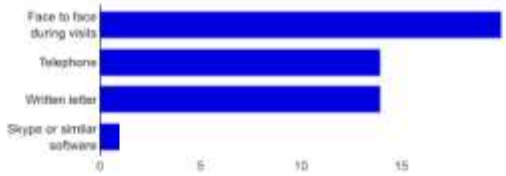
Correct address	23	100%

Which of the following social media sites did you use?



Facebook	15	68.2%
Instagram	5	22.7%
Snapchat	0	0%
Linkedin	0	0%
Twitter	7	31.8%
Other	1	4.5%

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



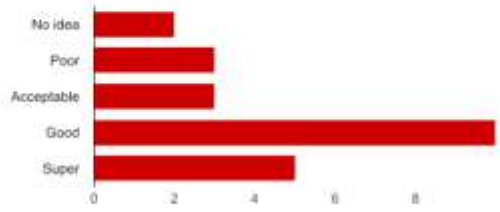
Face to face during visits	20	83.3%
Telephone	14	58.3%
Written letter	14	58.3%
Skype or similar software	1	4.2%

How would you rate your typing skills? [How would you rate your...]



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...]



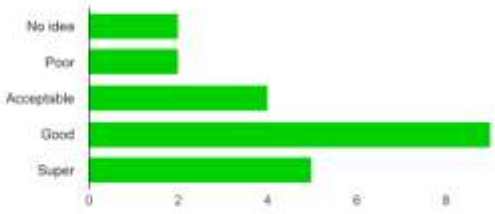
No idea	2	8.7%
Poor	3	13%
Acceptable	3	13%
Good	10	43.5%
Super	5	21.7%

How would you rate your ability to use a computer? [How would you rate your...]



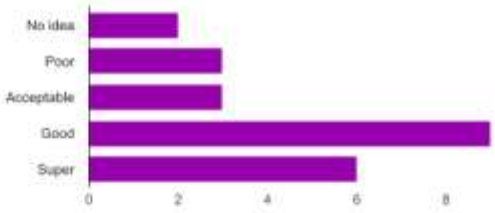
No idea	1	4.3%
Poor	3	13%
Acceptable	5	21.7%
Good	11	47.8%
Super	3	13%

How would you rate your ability to use your smart phone? [How would you rate your...]



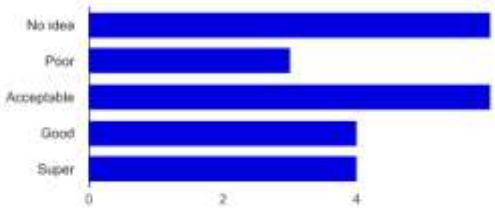
No idea	2	9.1%
Poor	2	9.1%
Acceptable	4	18.2%
Good	9	40.9%
Super	5	22.7%

How would you rate your ability to use the internet? [How would you rate your...]



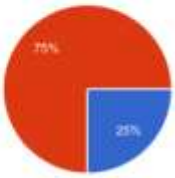
No idea	2	8.7%
Poor	3	13%
Acceptable	3	13%
Good	9	39.1%
Super	6	26.1%

Transfer material from devices to the computer? [How would you rate your...]



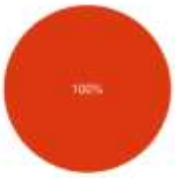
In the prison do you have access to a computer room?

Yes	6	25%
No	18	75%



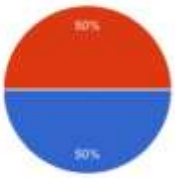
In the prison do you have access to controlled internet?

Yes	0	0%
No	24	100%



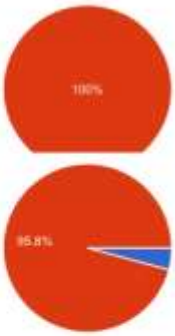
Do you have computers in the prison library?

Yes	12	50%
No	12	50%



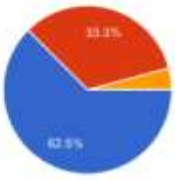
If YES, are they connected to the internet?

Yes	0	0%
No	17	100%



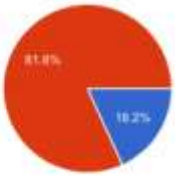
Yes	1	4.2%
No	23	95.8%

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



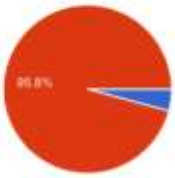
Yes	15	62.5%
No	8	33.3%
Maybe	1	4.2%

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



Yes	4	18.2%
No	18	81.8%

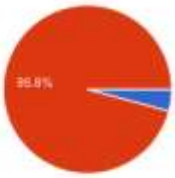
Are teachers allowed to use their mobile phones while in class?



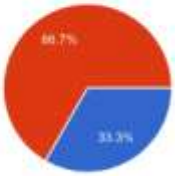
YES	1	4.2%
No	23	95.8%

Are digital literacy classes organised in prison?

Yes	1	4.2%
No	23	95.8%



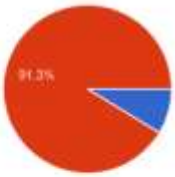
If YES are they only theoretical or can you use a computer during these lessons?



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%

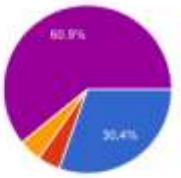


If YES, which examination(s)?

TIC

IT test

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



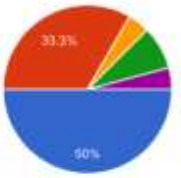
Never **14** 60.9%

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



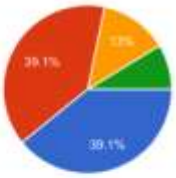
A lot	**15**	65.2%
Some	**4**	17.4%
A little	**0**	0%
Not at all	**4**	17.4%

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

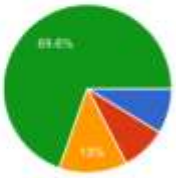


Very important	**12**	50%
Important	**8**	33,3%
Indifferent	**1**	4,2%
Not important	**2**	8,3%
Don"t know	**1**	4,2%

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



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



Adequately equipped with good machines and updated software	2	8.7%
Equiped 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

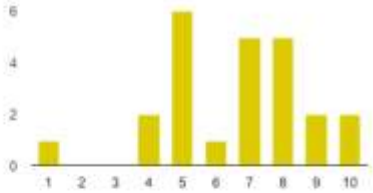
Part E: Critical and Creative thinking and Problem Solving skills

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



3	**0**	0%
4	**2**	8.3%
5	**4**	16.7%
6	**2**	8.3%
7	**3**	12.5%
8	**6**	25%
9	**5**	20.8%
Maximum: 10	**2**	8.3%

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



Least: 1	**1**	4.2%
2	**0**	0%
3	**0**	0%
4	**2**	8.3%
5	**6**	25%
6	**1**	4.2%
7	**5**	20.8%
8	**5**	20.8%
9	**2**	8.3%
Maximum: 10	**2**	8.3%

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



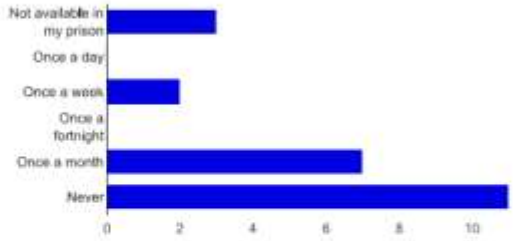
Least: 1	**0**	0%
2	**0**	0%
3	**0**	0%
4	**0**	0%
5	**3**	12.5%
6	**3**	12.5%
7	**3**	12.5%
8	**7**	29.2%
9	**2**	8.3%
Maximum: 10	**6**	25%

Art classes and related activites [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%

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



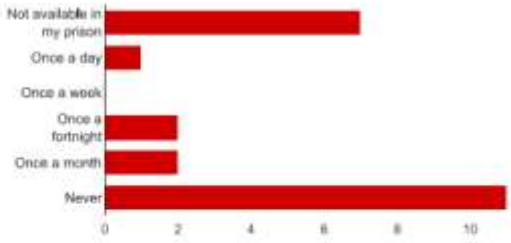
Not available in my prison	3	13%
Once a day	0	0%
Once a week	2	8.7%
Once a fortnight	0	0%
Once a month	7	30.4%
Never	11	47.8%

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



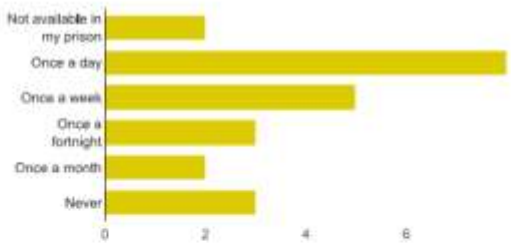
Not available in my prison	3	13%
Once a day	0	0%
Once a week	2	8.7%
Once a fortnight	0	0%
Once a month	8	34.8%
Never	10	43.5%

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 activites [Which of the following do you feel help you most in developing your critical and creative skills]



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]



A lot	5	21.7%

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?]



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?]



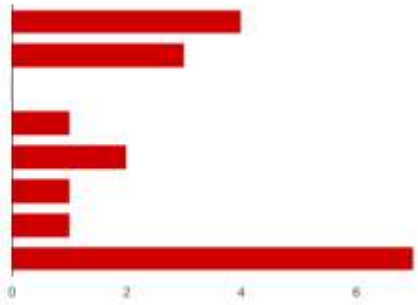
No such lessons in my prison	6	27.3%
Yes	4	18.2%
No	12	54.5%

Sports activities [Do you attend for any of the following lessons in your prison?]



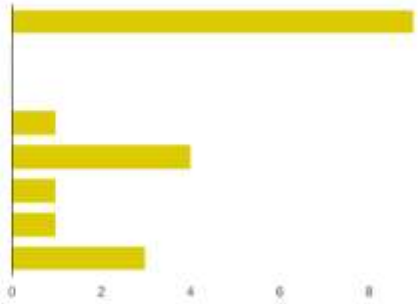
No such lessons in my prison	0	0%
Yes	19	90.5%
No	2	9.5%

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%

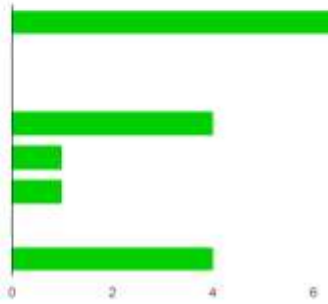
Music lessons [Why do you attend for any of the following lessons in your prison?]



No such lessons in my prison	9	47.4%

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?]



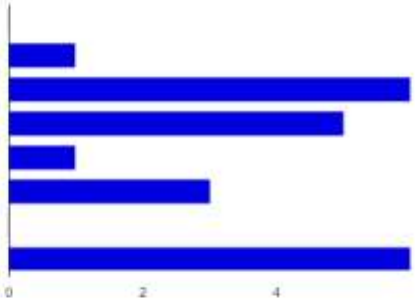
No such lessons in my prison	8	44.4%
To express myself	0	0%
To relieve my stress	0	0%
To be more creative	4	22.2%
To change the atmosphere	1	5.6%
To be with others	1	5.6%
To sit for an examination in the area	0	0%
Other	4	22.2%

Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]



To sit for an examination in the area	1	0.0%
Other	4	22.2%

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	1	4.5%
To relieve my stress	6	27.3%
To be more creative	5	22.7%
To change the atmosphere	1	4.5%
To be with others	3	13.6%
To sit for an examination in the area	0	0%
Other	6	27.3%

I do not attend any classes in these area [In general by attending some of the above mentioned activities/classes do you feel:]



No	5	31.3%
So and so	6	37.5%
Yes	5	31.3%

More creative [In general by attending some of the above mentioned activities/classes do you feel:]



No	2	10%
So and so	6	30%
Yes	12	60%

More critical [In general by attending some of the above mentioned activities/classes do you feel:]



No	5	26.3%
So and so	8	42.1%
Yes	6	31.6%

Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]



Yes	**15**	78.9%

Doing well with other inmates [In general by attending some of the above mentioned activities/classes do you feel:]



No	**2**	10.5%
So and so	**9**	47.4%
Yes	**8**	42.1%

Doing well with prison staff members [In general by attending some of the above mentioned activities/classes do you feel:]



No	**1**	5.3%
So and so	**6**	31.6%
Yes	**12**	63.2%

Better with family members [In general by attending some of the above mentioned activities/classes do you feel:]



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%

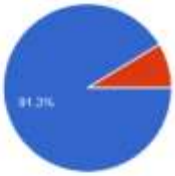
Yes 12 63.2%

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.

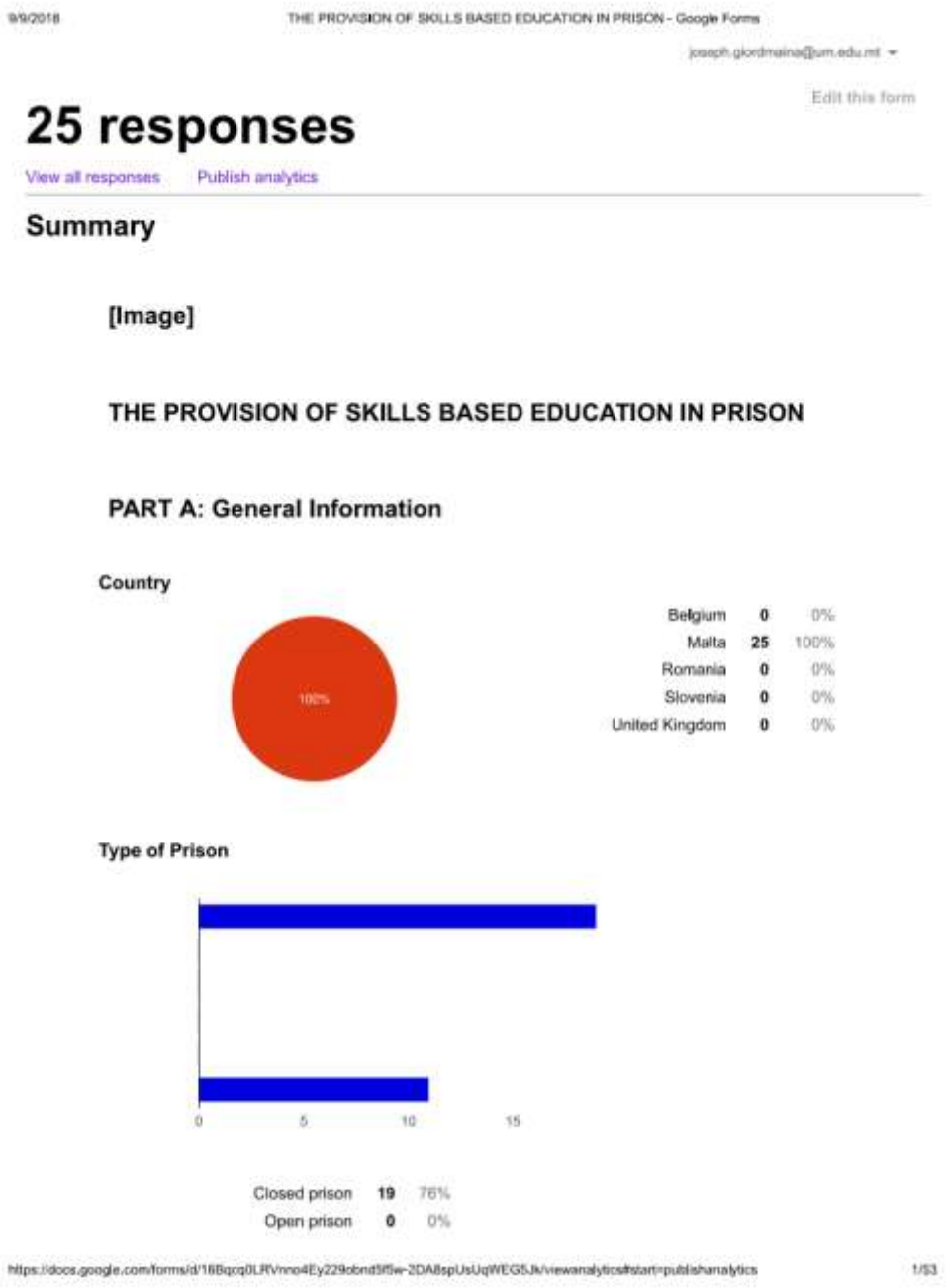
Give one suggestion on how best to promote critical and creative thinking in prison

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.

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%

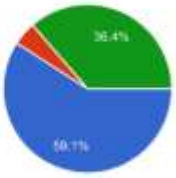
Type of Prison

Closed prison	19	76%
Open prison	0	0%

https://docs.google.com/forms/d/16Bqcq0LRVnno4Ey229obnd5f5w-2DA8spUsUqWEG5Jk/viewanalytics#start=publishanalytics 1/53

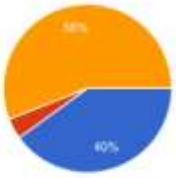
Semi-open prison	0	0%
Sentenced inmates only	0	0%
On remand inmates only	0	0%
Sentenced and on remand inmates	11	44%

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%



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

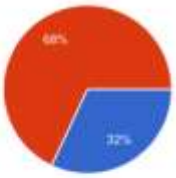
Please write your mother tongue

Maltese
English
Polish
Maltese/English
Maltese, English
Estonian
Madinka
Romania
Italian
Romanian
French

Have you been in prison before?

YES	8	32%

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:

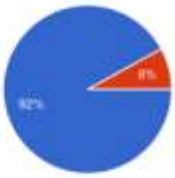


Don't know	5	20%
In less than six months	5	20%
In between seven months and a year	3	12%
In between 1 and 2 years	5	20%
In between 2 and 5 years	3	12%
In more than 5 years	4	16%

Employment

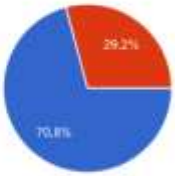
Did you ever work prior to incarceration?

YES	23	92%
NO	2	8%

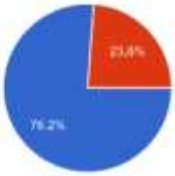


u in employment?

YES	17	70.8%
NO	7	29.2%



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



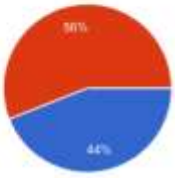
Full time employment	16	76.2%
Part-time employment	5	23.8%

If YES, please write your last job

Truck driver
Yard Coorinator 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

Labourer
Accountant
Dishwasher
truck rdriver
Mason
Driver
Chef
Taxi driver
anything

Are you presently working in prison?



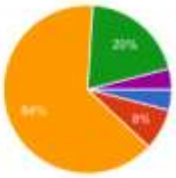
Yes	11	44%
No	14	56%

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

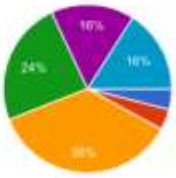
Education History

Up to which level of schooling did you attend school?



	1	4%
	2	8%
	16	64%
	5	20%
University level	1	4%

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

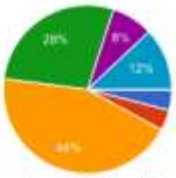


Never attended or did not complete primary schooling	1	4%
EQF Level 1 (Primary education)	1	4%
EQF Level 2 (Basic Secondary Education)	9	36%
EQF Level 3 (Secondary education with a school leaving certificate)	6	24%
EQF Level 4 (Upper Secondary level)	4	16%
EQF Level 5 (Post Secondary level)	4	16%
EQF 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

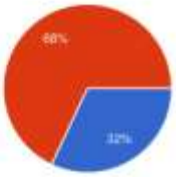
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



:hooling	1	4%
ucation)	1	4%
ucation)	11	44%
EQF Level 3 (Secondary education with a school leaving certificate)	7	28%
EQF Level 4 (Upper Secondary level)	2	8%
EQF Level 5 (Post Secondary level)	3	12%
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 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)]



No	0	0%
Don't know	0	0%

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



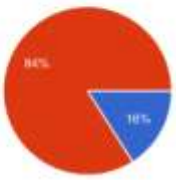
Yes	8	100%
No	0	0%
Don't know	0	0%

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



Yes	8	100%
No	0	0%
Don't know	0	0%

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



YES	4	16%
NO	21	84%

If YES - can you please describe these problems?

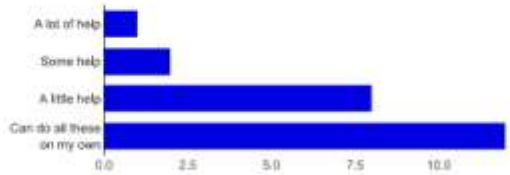
I am half blind

Bil-Malti

Ikun hem xi kelma ma nkunx naf xi tfisse ezatt u ma nkunx nista nfittixha

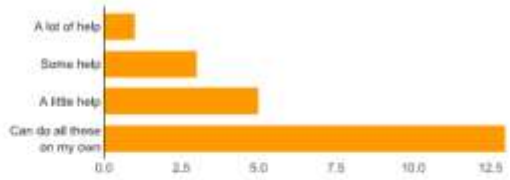
slow reader

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



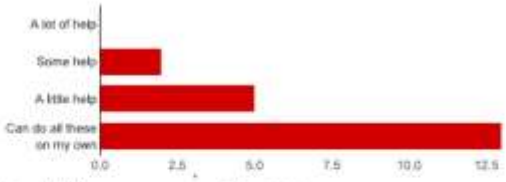
A lot of help	1	4.3%
Some help	2	8.7%
A little help	8	34.8%
Can do all these on my own	12	52.2%

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



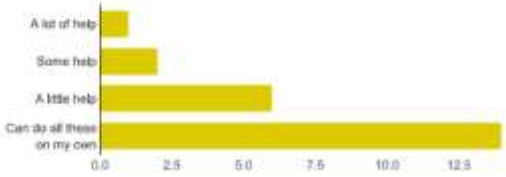
A lot of help	1	4.5%
Some help	3	13.6%
A little help	5	22.7%
Can do all these on my own	13	59.1%

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



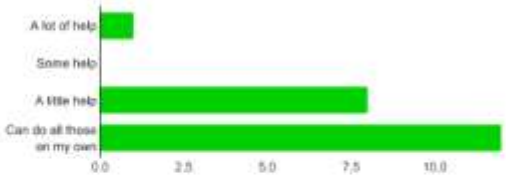
Can do all these on my own 13 65%

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



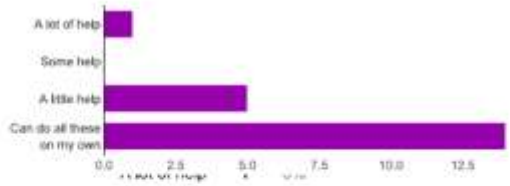
A lot of help	1	4.3%
Some help	2	8.7%
A little help	6	26.1%
Can do all these on my own	14	60.9%

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



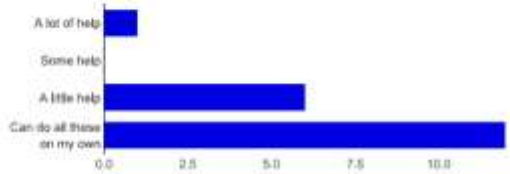
A lot of help	1	4.8%
Some help	0	0%
A little help	8	38.1%
Can do all these on my own	12	57.1%

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



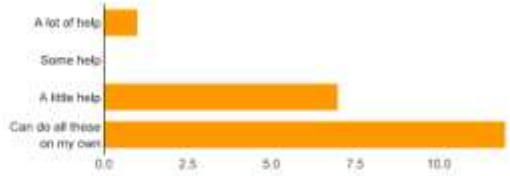
Some help	0	0%
A little help	5	25%
Can do all these on my own	14	70%

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



A lot of help	1	5.3%
Some help	0	0%
A little help	6	31.6%
Can do all these on my own	12	63.2%

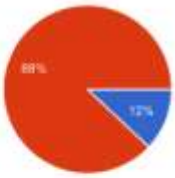
Understanding written information [How much help do you get from staff in]



A lot of help	1	5%
Some help	0	0%
A little help	7	35%
Can do all these on my own	12	60%

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

Yes	3	12%
No	22	88%



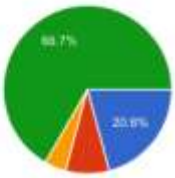
If YES - which examination(s)?

Russian O'Level, English

English O'Level

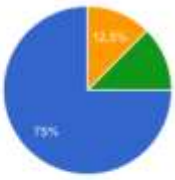
French

How often do you make use of the library?



Once a week	5	20.8%
Once a forthnight	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-Tfajla tat-Tempju

Sfidi ta Trevor Zahra

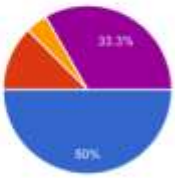
Plurel ta Trevor Zahra

Nelson Mandera

In Their Wisdom -CP Snow

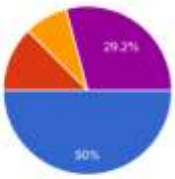
cant remember

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?

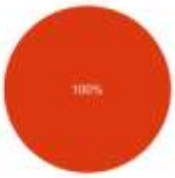


Currently I do not work in prison	12	50%
Every day	3	12.5%
A few times a week	2	8.3%
Once a week	0	0%
Never	7	29.2%

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

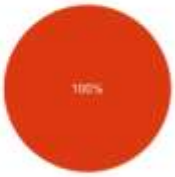
Yes	0	0%

No	24	100%



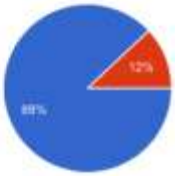
Are you paid for attending lessons in prisons?

Yes	0	0%
No	25	100%



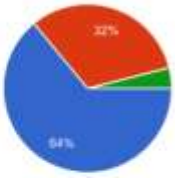
Are you paid for work in prison?

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%





Often	1	4%
Some times	1	4%
A little	3	12%
Never	20	80%

Read magazines [In prison do you]



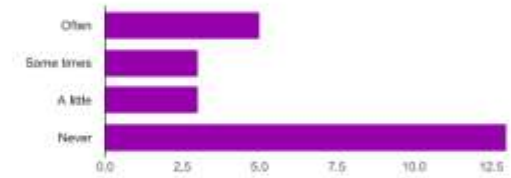
Often	1	4.2%
Some times	2	8.3%
A little	3	12.5%
Never	18	75%

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



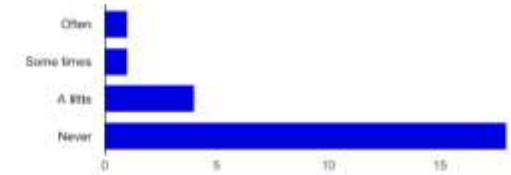
Often	22	88%
Some times	3	12%
A little	0	0%
Never	0	0%

Read books [In prison do you]



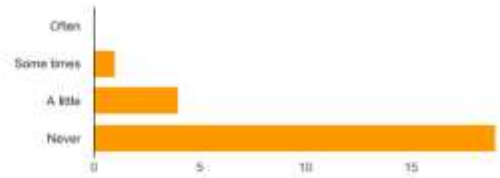
Often	5	20.8%
Some times	3	12.5%
A little	3	12.5%
Never	13	54.2%

Read letters [In prison do you]

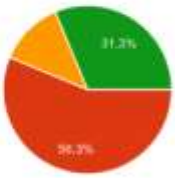


Often	1	4.2%
Some times	1	4.2%
A little	4	16.7%
Never	18	75%

Write letters [In prison do you]

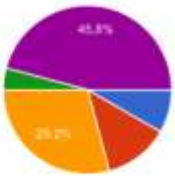


How would you describe the teaching of language literacy in your prison



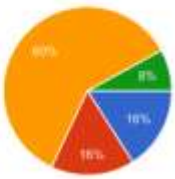
Outstanding	0	0%
Good	9	56.3%
Requires improvment	2	12.5%
inadequate	5	31.3%

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



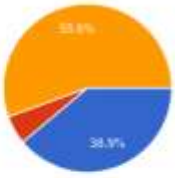
Very impoprtant	2	8.3%
Important	3	12.5%
Indifferent	7	29.2%
Not important	1	4.2%
Don't know	11	45.8%

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



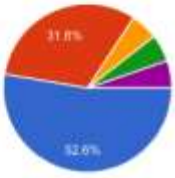
A lot	4	16%
So and so	4	16%
Nothing at all	15	60%
Prefer not to say	2	8%

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 tifloka fuqha

Le ta

Tezizti?!

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

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 jewl?

More frequent lessons

introduce internet at the school

better classroom

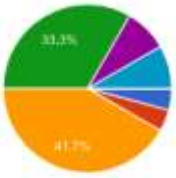
more interesting books

more lessons

ok

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)?

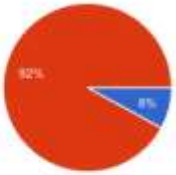


Never attended or did not complete primary schooling	1	4.2%
EQF Level 1 (Primary education)	1	4.2%
EQF Level 2 (Basic Secondary Education)	10	41.7%
EQF Level 3 (Secondary education with a school leaving certificate)	8	33.3%
EQF Level 4 (Upper Secondary level)	2	8.3%
EQF Level 5 (Post Secondary level)	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

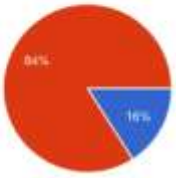
Do you attend numeracy or mathematics classes in prison?

Yes	2	8%
No	23	92%



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

Yes	4	16%
No	21	84%



If YES - can you please describe these problems?

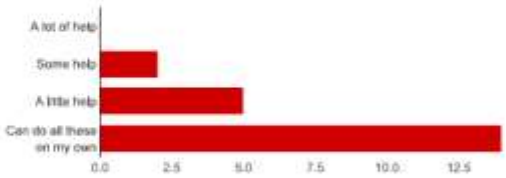
Fil long division perezempju

Division, multiply

Generali

Il-maths l-aktar batut, F'kollox

Doing some measurment [How much help do you get from friends in]



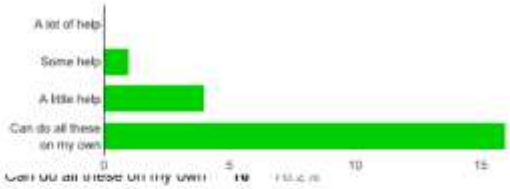
A lot of help	0	0%
Some help	2	9.5%
A little help	5	23.8%
Can do all these on my own	14	66.7%

Calculating money [How much help do you get from friends in]



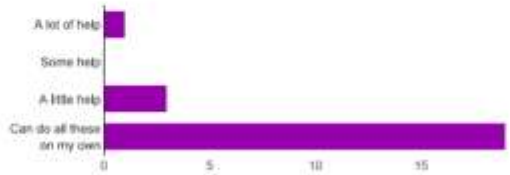
A lot of help	0	0%
Some help	1	4.8%
A little help	4	19%
Can do all these on my own	16	76.2%

Activities that involve counting [How much help do you get from friends in]



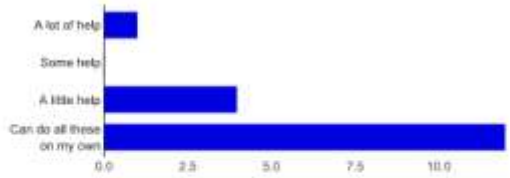
Can do all these on my own 19

Adding and subtracting whole numbers [How much help do you get from staff in]



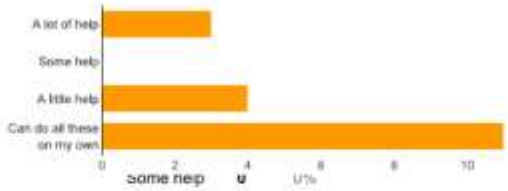
A lot of help	1	4.3%
Some help	0	0%
A little help	3	13%
Can do all these on my own	19	82.6%

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]



Some help	0	0%
A little help	4	22.2%
Can do all these on my own	11	61.1%

Comparing prices [How much help do you get from staff in]



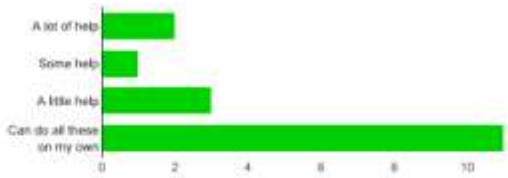
A lot of help	1	4.8%
Some help	0	0%
A little help	4	19%
Can do all these on my own	16	76.2%

Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



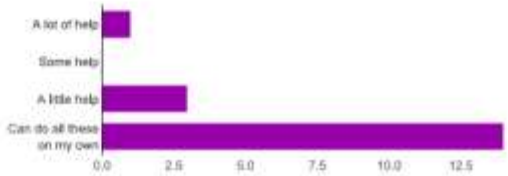
A lot of help	2	12.5%
Some help	1	6.3%
A little help	4	25%
Can do all these on my own	9	56.3%

Calculating area e.g. area of a room [How much help do you get from staff in]



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%

Interpreting a graph [How much help do you get from staff in]



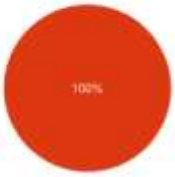
A lot of help	2	11.8%
Some help	0	0%
A little help	4	23.5%
Can do all these on my own	11	64.7%

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?

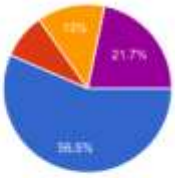


Yes	0	0%
No	25	100%

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

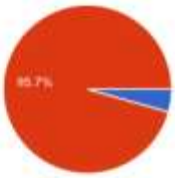
No responses yet for this question.

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



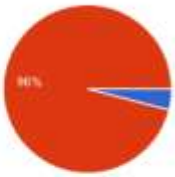
I do not have a job in prison	13	56.5%
Every day	2	8.7%
A few times a week	3	13%
Once a week	0	0%
Never	5	21.7%

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



Yes	1	4.3%
No	22	95.7%

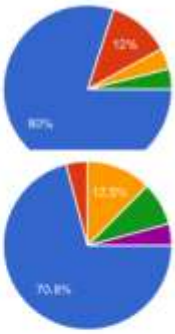
Are you paid to attend mathematics/basic numeracy lessons in prisons?



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?

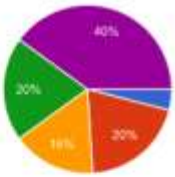
A lot	20	80%
Some	3	12%
A little	1	4%
Not at all	1	4%



natics/basic numeracy in your

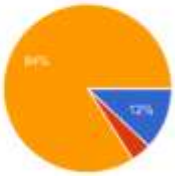
I do not attend such lessons in prison	17	70.8%
Outstanding	1	4.2%
Good	3	12.5%
Requires improvement	2	8.3%
Inadequate	1	4.2%

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%

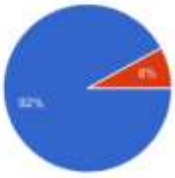
Part D: Digital Literacy

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?

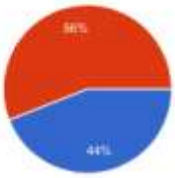


Yes	23	92%
No	2	8%

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?

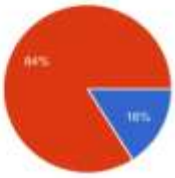


Yes	11	44%
No	14	56%

Which search engines did you normally use?

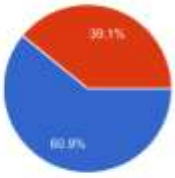
google
ebay
Google
Google, Yahoo
Google, YouTube
Google, Wikipedia
Bing, Google,
amazon uk
amazon
alibaba
dont know

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%

giordi@gmail.com.com [Which of the following is correct?]



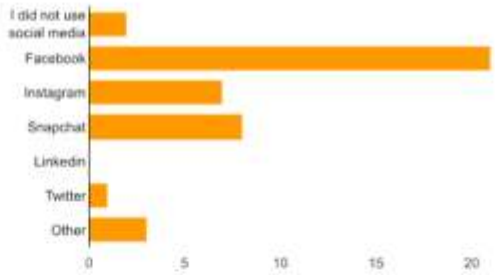
Correct address **1** 100%

giordi@gmail.com [Which of the following is correct?]



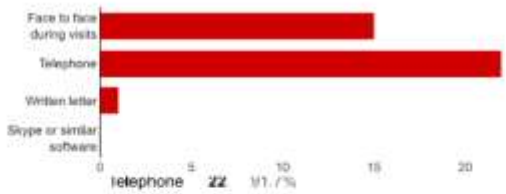
Correct address **15** 100%

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



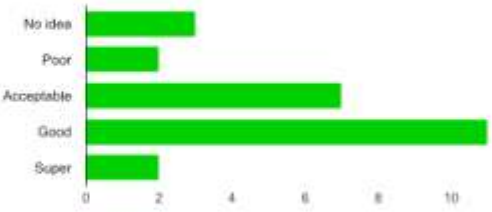
Telephone	22	91.7%
Written letter	1	4.2%
Skype or similar software	0	0%

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%

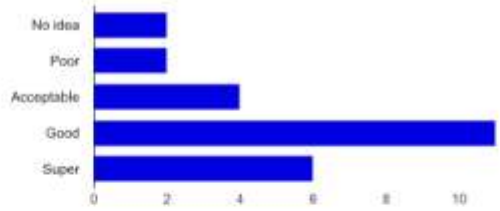
Super	2	8%

How would you rate your ability to use a computer? [How would you rate your...]



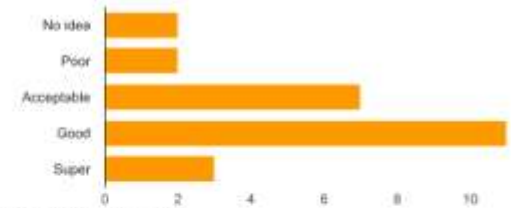
No idea	2	8%
Poor	4	16%
Acceptable	7	28%
Good	10	40%
Super	2	8%

How would you rate your ability to use your smart phone? [How would you rate your...]



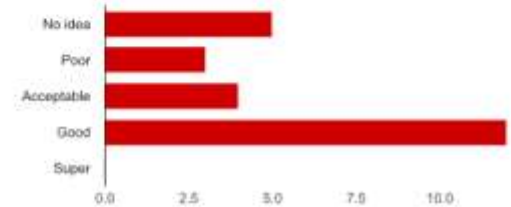
No idea	2	8%
Poor	2	8%
Acceptable	4	16%
Good	11	44%
Super	6	24%

How would you rate your ability to use the internet? [How would you rate your...]



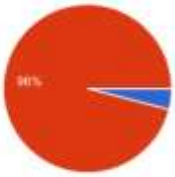
Acceptable	7	28%
Good	11	44%
Super	3	12%

Transfer material from devices to the computer? [How would you rate your...]



No idea	5	20.8%
Poor	3	12.5%
Acceptable	4	16.7%
Good	12	50%
Super	0	0%

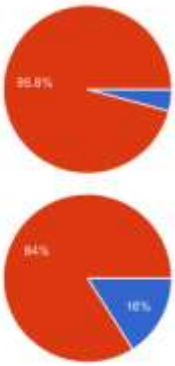
In the prison do you have access to a computer room?



Yes	1	4%
No	24	96%

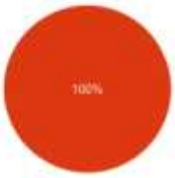
In the prison do you have access to controlled internet?

Yes	1	4.2%
No	23	95.8%



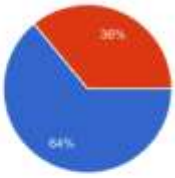
Yes	4	16%
No	21	84%

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%

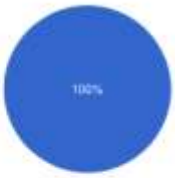
Can you have a play station in your cell in prison?



Yes	24	96%
No	1	4%
Maybe	0	0%

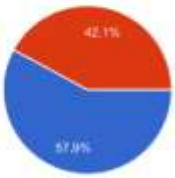
Are prison guards allowed to use their mobile phones while on duty?

Yes	24	100%
No	0	0%



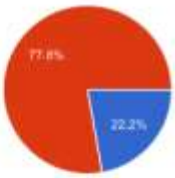
Are teachers allowed to use their mobile phones while in class?

YES	11	57.9%
No	8	42.1%

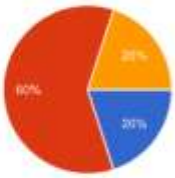


Are digital literacy classes organised in prison?

Yes	4	22.2%
No	14	77.8%

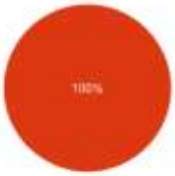


If YES are they only theoretical or can you use a computer during these lessons?



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%

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

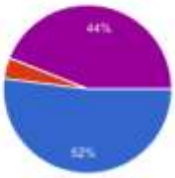


Yes	0	0%
No	18	100%

If YES, which examination(s)?

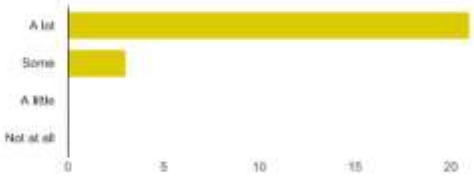
Applied for ECDL but was never called

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



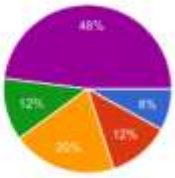
Currently I do not work in prison	13	52%
Every day	1	4%
A few times a week	0	0%
Once a week	0	0%
Never	11	44%

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



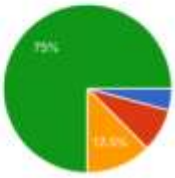
A lot	21	87.5%
Some	3	12.5%
A little	0	0%
Not at all	0	0%

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



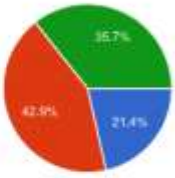
Very important	2	8%
Important	3	12%
Indifferent	5	20%
Not important	3	12%
Don"t know	12	48%

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



Digital literacy lessons ares 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%
Equiped 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%

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

Jaghmlu l 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?



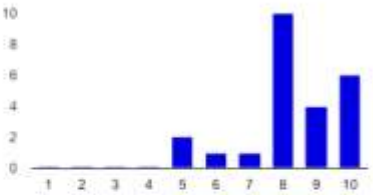
Least: 1	**0**	0%
2	**0**	0%
3	**0**	0%
4	**0**	0%
5	**2**	8%
6	**4**	16%
7	**8**	32%
8	**7**	28%
9	**2**	8%
Maximum: 10	**2**	8%

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%

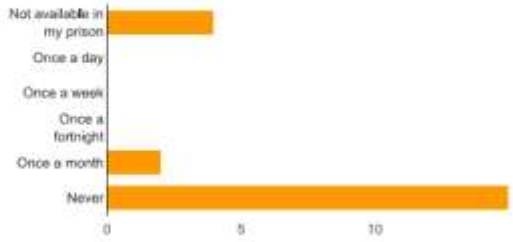
On the following scale, how much do you consider yourself to be a problem solver?



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%

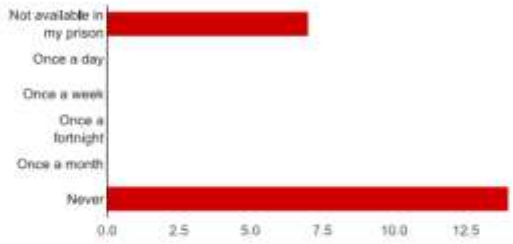
9	4	16.7%
Maximum: 10	6	25%

Art classes and related activites [In general how often do you participate in the following activities:]



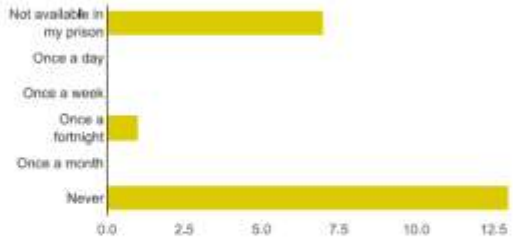
Not available in my prison	4	19%
Once a day	0	0%
Once a week	0	0%
Once a fortnight	0	0%
Once a month	2	9.5%
Never	15	71.4%

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%

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%

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 activites [Which of the following do you feel help you most in developing your critical and creative skills]



Not at all	4	23.5%
Slightly	4	23.5%
A lot	9	52.9%

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	4	23.5%
Slightly	5	29.4%
A lot	8	47.1%

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%



ing do you feel help you



Not at all	3	17.6%
Slightly	5	29.4%
A lot	9	52.9%

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	1	5.3%
Slightly	3	15.8%
A lot	15	78.9%

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	11	52.4%
Yes	0	0%
No	10	47.6%

Music lessons [Do you attend for any of the following lessons in your prison?]



Yes	1	4.8%
No	12	57.1%

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?]



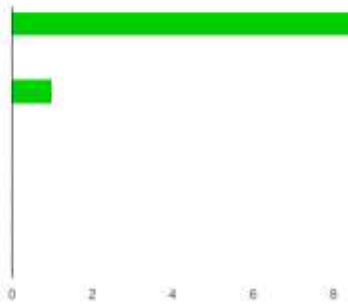
No such lessons in my prison	7	33.3%
Yes	0	0%
No	14	66.7%

Sports activities [Do you attend for any of the following lessons in your prison?]



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?]

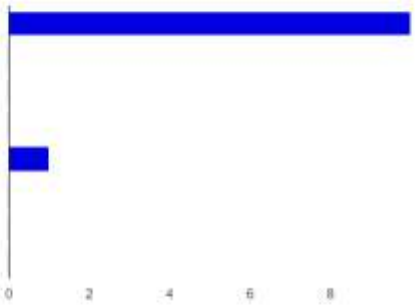


No such lessons in my prison	10	90.9%
To express myself	0	0%
To relieve my stress	1	9.1%
To be more creative	0	0%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	0	0%

Music lessons [Why do you attend for any of the following lessons in your prison?]



Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]



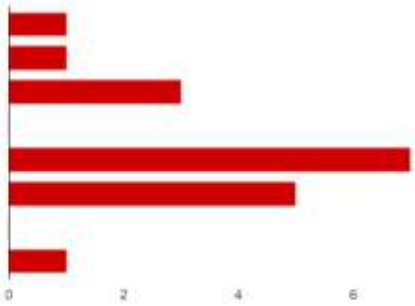
No such lessons in my prison	**10**	90.9%
To express myself	**0**	0%
To relieve my stress	**0**	0%
To be more creative	**0**	0%
To change the atmosphere	**1**	9.1%
To be with others	**0**	0%
To sit for an examination in the area	**0**	0%
Other	**0**	0%

Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]



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%

Sports activities [Why do you attend for any of the following lessons in your prison?]



No such lessons in my prison	1	5.6%
To express myself	1	5.6%
To relieve my stress	3	16.7%
To be more creative	0	0%
To change the atmosphere	7	38.9%
To be with others	5	27.8%
To sit for an examination in the area	0	0%
Other	1	5.6%

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:]



No	1	20%
So and so	1	20%
Yes	3	60%

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:]



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:]



No	2	40%
So and so	0	0%
Yes	3	60%

More self confident [In general by attending some of the above mentioned activities/classes do you feel:]



No	0	0%
So and so	1	20%
Yes	4	80%

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:]

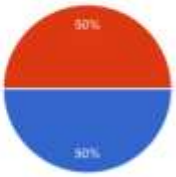


No	0	0%
So and so	2	28.6%
Yes	5	71.4%

Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]



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 uffiċjal li jieħu ħsieb 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 ħafna kurraġġ 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!

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



Romania

giordi9945@gmail.com

35 responses

Summary

[Image]

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

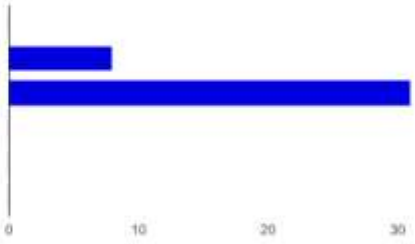
PART A: General Information

Country



Belgium	0	0%
Malta	0	0%
Romania	35	100%
Slovenia	0	0%
United Kingdom	0	0%

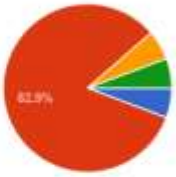
Type of Prison



Closed prison	0	0%
Open prison	8	22.9%
Semi-open prison	31	88.6%

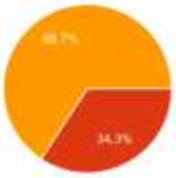
Sentenced inmates only	0	0%
On remand inmates only	0	0%
Sentenced and on remand inmates	0	0%

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

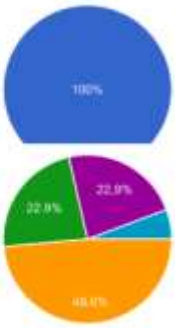


Outside provider (s)	0	0%
In-house provision	12	34.3%
Mixed provision	23	65.7%
Other	0	0%

Part 1: Inmate's background

Sex

Male	35	100%
Female	0	0%
Other	0	0%



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%

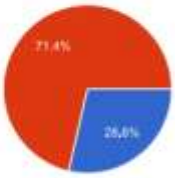
Nationality

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%

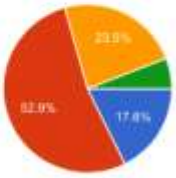
If YES, how many times?

1	6	50%
2	2	16.7%
3	3	25%



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

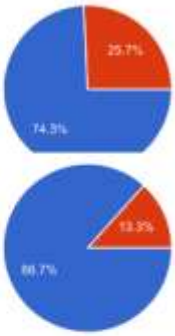
Did you ever work prior to incarceration?



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%



rt-time employment?

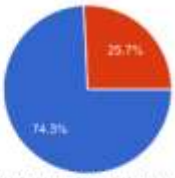
Full time employment	**26**	86.7%
Part-time employment	**4**	13.3%

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%



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

shoe making
cleaning
maintenance
educational helper
Shoe maker
volunteering at monestery
Cleaning
household work
sentry
mattresses (cutting the sponge)
sewing shoes
support help for educational activities
atending school
Support for educationa activities

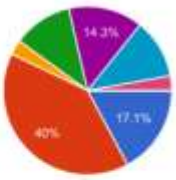
Education History

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%

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.

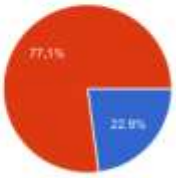


Never attended or did not complete primary schooling	6	17.1%
EQF Level 1 (Primary education)	14	40%
EQF Level 2 (Basic Secondary Education)	1	2.9%
EQF Level 3 (Secondary education with a school leaving certificate)	4	11.4%
EQF Level 4 (Upper Secondary level)	5	14.3%

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%

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%

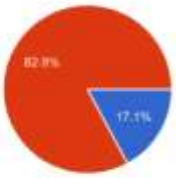
Improve your verbal skills? [If YES, do you feel that these classes (please tick)]



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%



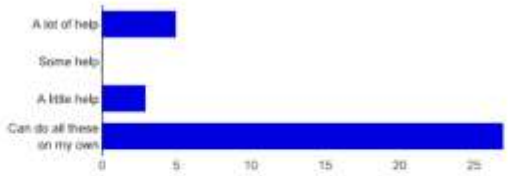
If YES - can you please describe these problems?

-

writing difficulties

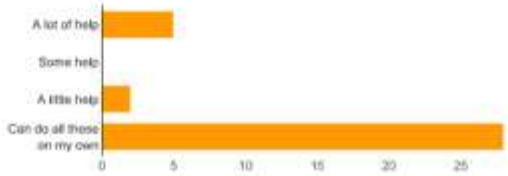
I read slow

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



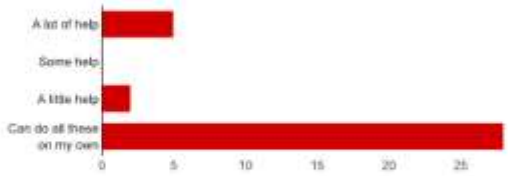
A lot of help	5	14.3%
Some help	0	0%
A little help	3	8.6%
Can do all these on my own	27	77.1%

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



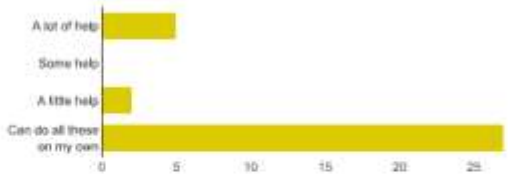
A lot of help	5	14.3%
Some help	0	0%
A little help	2	5.7%
Can do all these on my own	28	80%

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



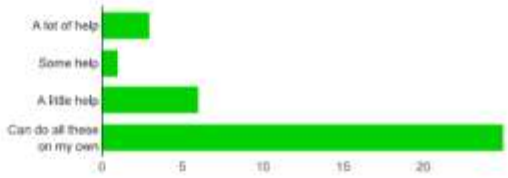
A lot of help	5	14.3%
Some help	0	0%
A little help	2	5.7%
Can do all these on my own	28	80%

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



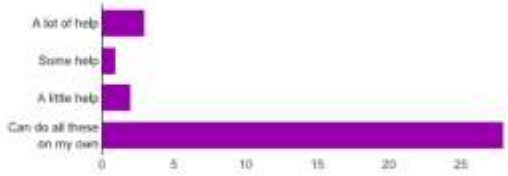
A lot of help	5	14.7%
Some help	0	0%
A little help	2	5.9%
Can do all these on my own	27	79.4%

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%

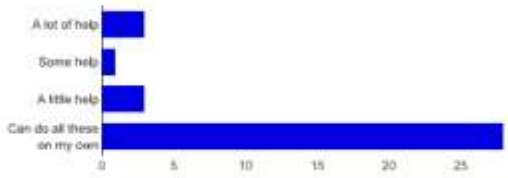
Reading letters [How much help do you get from staff in]



A lot of help	3	8.8%
Some help	1	2.9%
A little help	2	5.9%

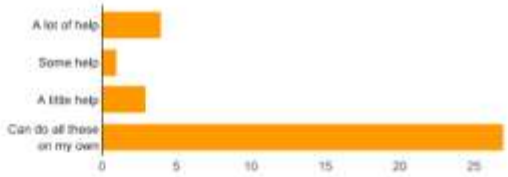
Can do all these on my own **28** 82.4%

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



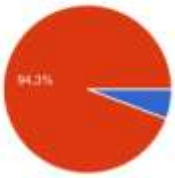
A lot of help	**3**	8.6%
Some help	**1**	2.9%
A little help	**3**	8.6%
Can do all these on my own	**28**	80%

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?



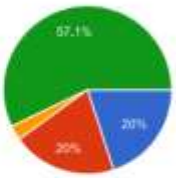
Yes	**2**	5.7%
No	**33**	94.3%

If YES - which examination(s)?

-

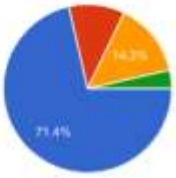
literature

How often do you make use of the library?



Once a week	7	20%
Once a forthnight	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 form 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

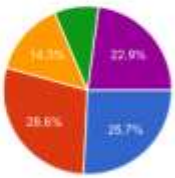
the hero

War in Germany and Austria

Books about wars and psychology

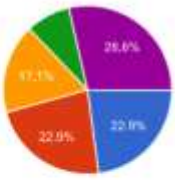
Poetry

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%

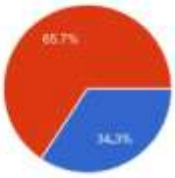
Do you ever have to chose between a language lesson and work in prison?

Yes	10	28.6%
No	25	71.4%



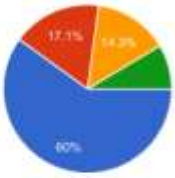
Yes	4	11.4%
No	31	88.6%

Are you paid for work in prison?



Yes	12	34.3%
No	23	65.7%

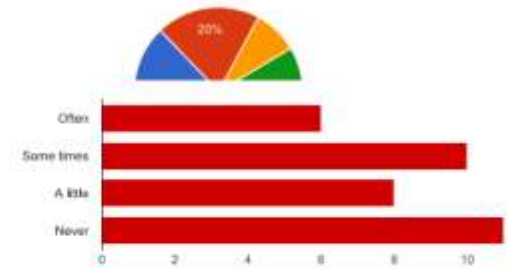
How much do you think the ability to read helps you in finding a job inside/outside prison?



A lot	21	60%
Some	6	17.1%
A little	5	14.3%
Not at all	3	8.6%

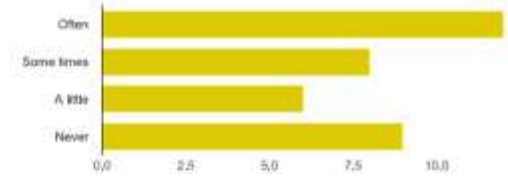
How much do you think the ability to write helps you in finding a job inside/outside prison?

A lot	22	62.9%
Some	7	20%
A little	3	8.6%
Not at all	3	8.6%



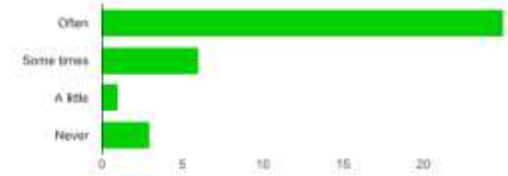
Often	6	17.1%
Some times	10	28.6%
A little	8	22.9%
Never	11	31.4%

Read magazines [In prison do you]



Often	12	34.3%
Some times	8	22.9%
A little	6	17.1%
Never	9	25.7%

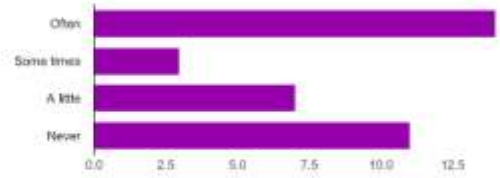
Listen to the radio or television [In prison do you]



Often	25	71.4%
Some times	6	17.1%

A little	1	2.9%
Never	3	8.6%

Read books [In prison do you]



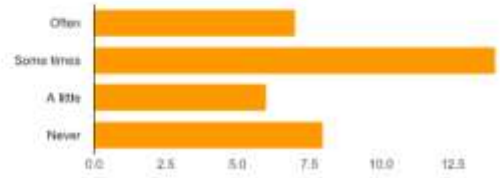
Often	14	40%
Some times	3	8.6%
A little	7	20%
Never	11	31.4%

Read letters [In prison do you]



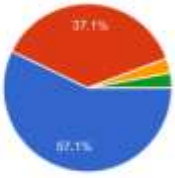
Often	9	25.7%
Some times	10	28.6%
A little	8	22.9%
Never	8	22.9%

Write letters [In prison do you]



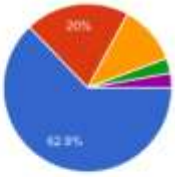
Often	7	20%
Some times	14	40%
A little	6	17.1%
Never	8	22.9%

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



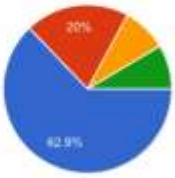
Outstanding	20	57.1%
Good	13	37.1%
Requires improvment	1	2.9%
inadequate	1	2.9%

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



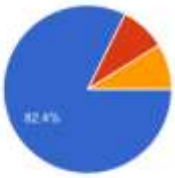
Very impoprtant	22	62.9%
Important	7	20%
Indifferent	4	11.4%
Not important	1	2.9%
Don't know	1	2.9%

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



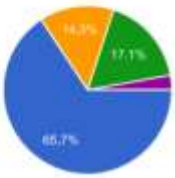
A lot	22	62.9%
So and so	7	20%
Nothing at all	3	8.6%
Prefer not to say	3	8.6%

Do you consider the language learning area



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 mendatory

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

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

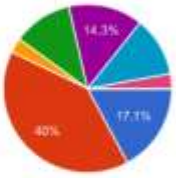
a creative and open attitude from the staff

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)?



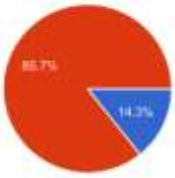
Never attended or did not complete primary schooling	6	17.1%
EQF Level 1 (Primary education)	14	40%
EQF Level 2 (Basic Secondary Education)	1	2.9%
EQF Level 3 (Secondary education with a school leaving certificate)	4	11.4%
EQF Level 4 (Upper Secondary level)	5	14.3%

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

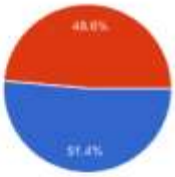
Do you attend numeracy or mathematics classes in prison?

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?

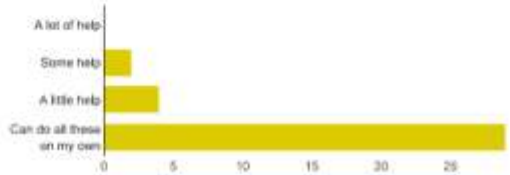
-
in primary school
multiplication table
primary school
second class
Geometry
numbers are for me like hieroglyphics
radicals
did not remember matematics formulas
to calculate

Doing some measurment [How much help do you get from friends in]



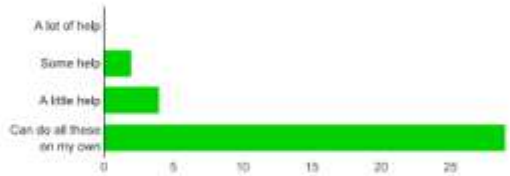
A lot of help	0	0%
Some help	3	8.6%
A little help	3	8.6%
Can do all these on my own	29	82.9%

Calculating money [How much help do you get from friends in]



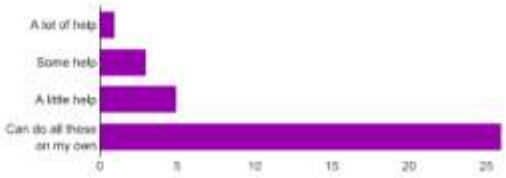
A lot of help	0	0%
Some help	2	5.7%
A little help	4	11.4%
Can do all these on my own	29	82.9%

Activities that involve counting [How much help do you get from friends in]



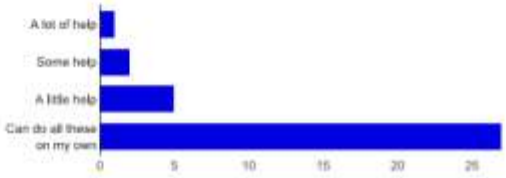
A lot of help	0	0%
Some help	2	5.7%
A little help	4	11.4%
Can do all these on my own	29	82.9%

Adding and subtracting whole numbers [How much help do you get from staff in]



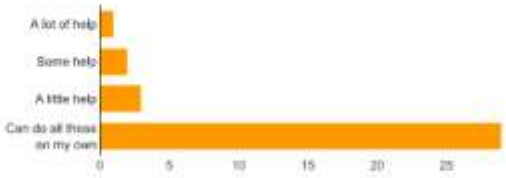
A lot of help	1	2.9%
Some help	3	8.6%
A little help	5	14.3%
Can do all these on my own	26	74.3%

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%

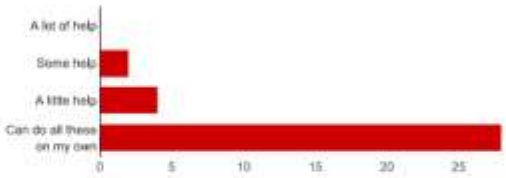
Reading a thermometer [How much help do you get from staff in]



A lot of help	1	2.9%
Some help	2	5.7%
A little help	3	8.6%

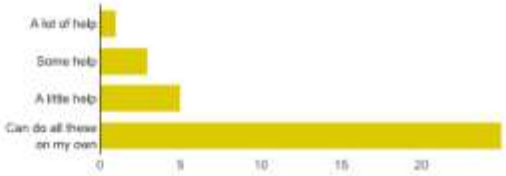
Can do all these on my own	29	82.9%

Comparing prices [How much help do you get from staff in]



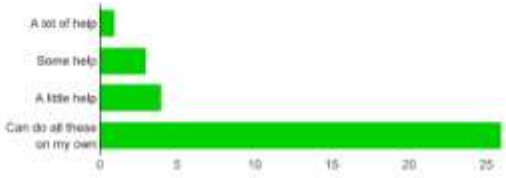
A lot of help	0	0%
Some help	2	5.9%
A little help	4	11.8%
Can do all these on my own	28	82.4%

Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



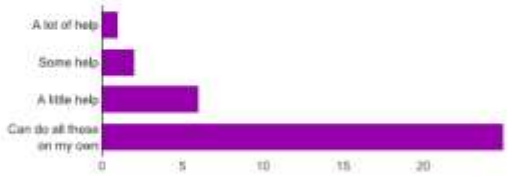
A lot of help	1	2.9%
Some help	3	8.8%
A little help	5	14.7%
Can do all these on my own	25	73.5%

Calculating area e.g. area of a room [How much help do you get from staff in]



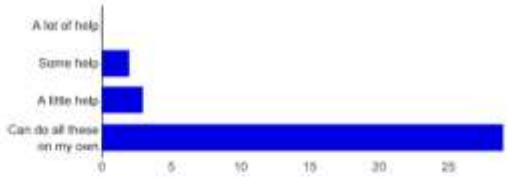
A lot of help	1	2.9%
Some help	3	8.8%
A little help	4	11.8%
Can do all these on my own	26	76.5%

Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]



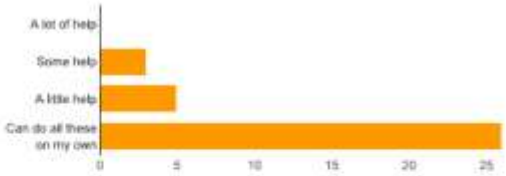
A lot of help	1	2.9%
Some help	2	5.9%
A little help	6	17.6%
Can do all these on my own	25	73.5%

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]

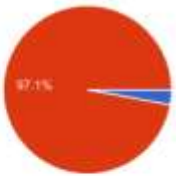


Prefer not to say [How much help do you get from staff in]



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?



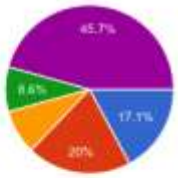
Yes	1	2.9%
No	34	97.1%

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

-

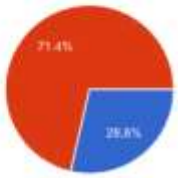
high school exams

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



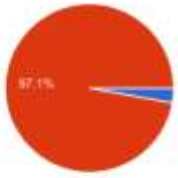
A few times a week	3	8.6%
Once a week	3	8.6%
Never	16	45.7%

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



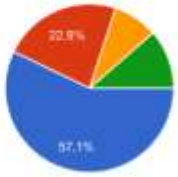
Yes	10	28.6%
No	25	71.4%

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



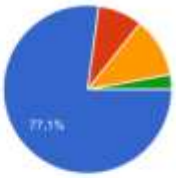
Yes	1	2.9%
No	34	97.1%

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



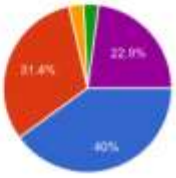
A lot	20	57.1%
Some	8	22.9%
A little	3	8.6%
Not at all	4	11.4%

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



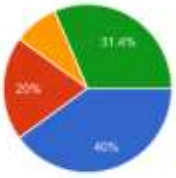
I do not attend such lessons in prison	27	77.1%
Outstanding	3	8.6%
Good	4	11.4%
Requires improvement	1	2.9%
Inadequate	0	0%

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



Other 3 8.6%

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

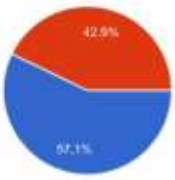


Yes 34 97.1%
No 1 2.9%

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

google
facebook
google crome
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?

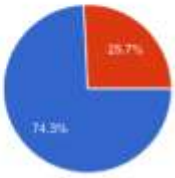


Yes 20 57.1%
No 15 42.9%

Which search engines did you normally use?

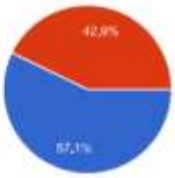
google
-
goougle
chrome
google, facebook
a lot
google.ro
program

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?]



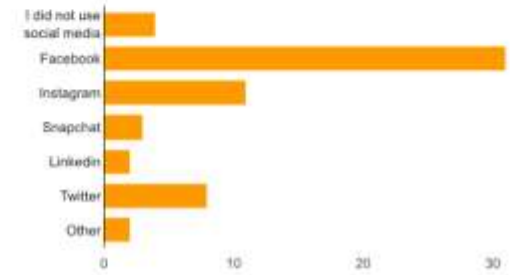
Correct address 1 100%

giordi@gmail.com [Which of the following is correct?]



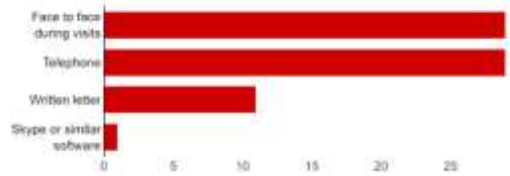
Correct address 32 100%

Which of the following social media sites did you use?



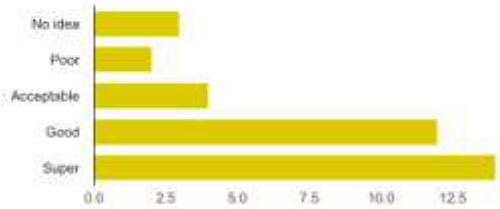
I did not use social media	4	11.4%
Facebook	31	88.6%
Instagram	11	31.4%
Snapchat	3	8.6%
Linkedin	2	5.7%
Twitter	8	22.9%
Other	2	5.7%

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



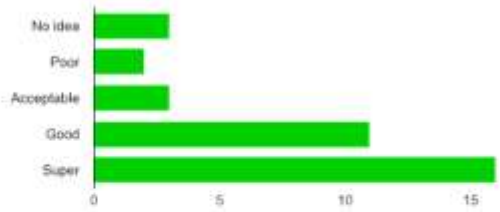
Face to face during visits	29	82.9%
Telephone	29	82.9%
Written letter	11	31.4%
Skype or similar software	1	2.9%

How would you rate your typing skills? [How would you rate your...]



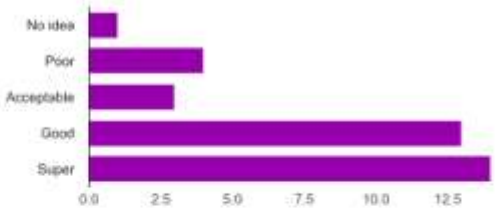
No idea	3	8.6%
Poor	2	5.7%
Acceptable	4	11.4%
Good	12	34.3%
Super	14	40%

How would you rate your web searching skills? [How would you rate your...]



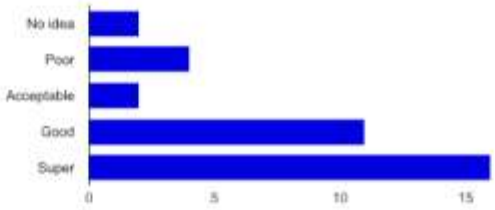
No idea	3	8.6%
Poor	2	5.7%
Acceptable	3	8.6%
Good	11	31.4%
Super	16	45.7%

How would you rate your ability to use a computer? [How would you rate your...]



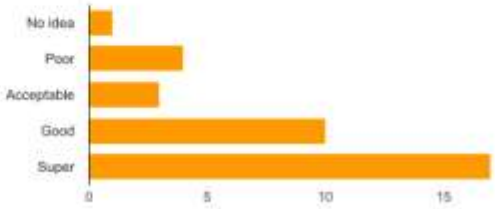
No idea	1	2.9%
Poor	4	11.4%
Acceptable	3	8.6%
Good	13	37.1%
Super	14	40%

How would you rate your ability to use your smart phone? [How would you rate your...]



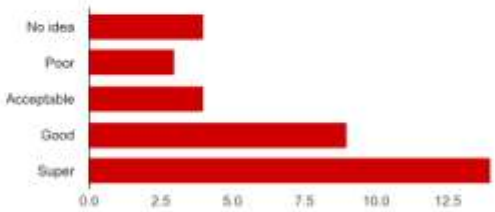
No idea	2	5.7%
Poor	4	11.4%
Acceptable	2	5.7%
Good	11	31.4%
Super	16	45.7%

How would you rate your ability to use the internet? [How would you rate your...]



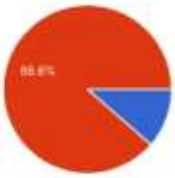
No idea	1	2.9%
Poor	4	11.4%
Acceptable	3	8.6%
Good	10	28.6%
Super	17	48.6%

Transfer material from devices to the computer? [How would you rate your...]



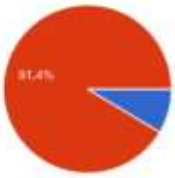
No idea	4	11.8%
Poor	3	8.8%
Acceptable	4	11.8%
Good	9	26.5%
Super	14	41.2%

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



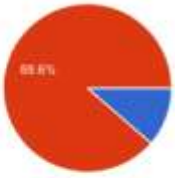
Yes	4	11.4%
No	31	88.6%

In the prison do you have access to controlled internet?



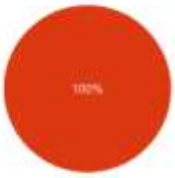
Yes	3	8.6%
No	32	91.4%

Do you have computers in the prison library?



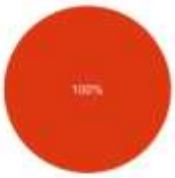
Yes	4	11.4%
No	31	88.6%

If YES, are they connected to the internet?



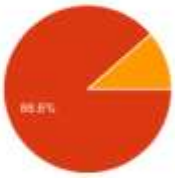
Yes	0	0%
No	31	100%

Can you have your own laptop in prison?



Yes	0	0%
No	34	100%

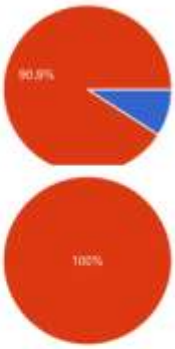
Can you have a play station in your cell in prison?



Yes	0	0%
No	31	88.6%
Maybe	4	11.4%

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

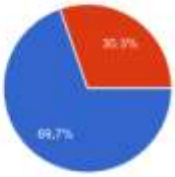
Yes	3	9.1%
No	30	90.9%



ı while in class?

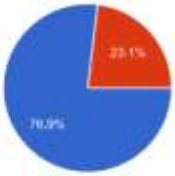
yes	**0**	0%
No	**34**	100%

Are digital literacy classes organised in prison?



Yes	**23**	69.7%
No	**10**	30.3%

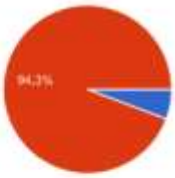
If YES are they only theoretical or can you use a computer during these lessons?



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?

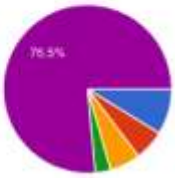
Yes	**2**	5.7%
No	**33**	94.3%



TIC

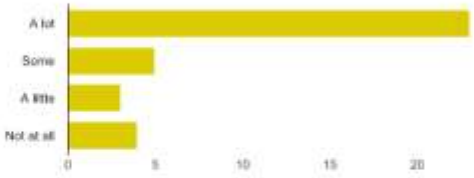
for writing, PDF creating

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



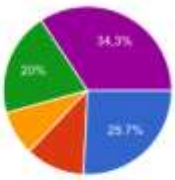
Currently I do not work in prison	3	8.8%
Every day	2	5.9%
A few times a week	2	5.9%
Once a week	1	2.9%
Never	26	76.5%

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



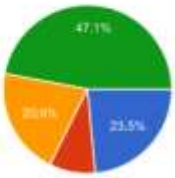
A lot	23	65.7%
Some	5	14.3%
A little	3	8.6%
Not at all	4	11.4%

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 ares 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.

-

To organize acomputer 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 autorities will give us the chanse to spent some time at the computer and online (to comunicate), 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

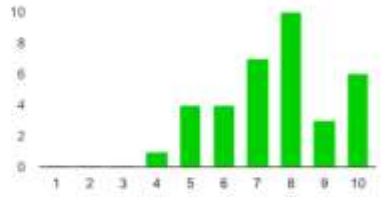
It would be great

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%

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%

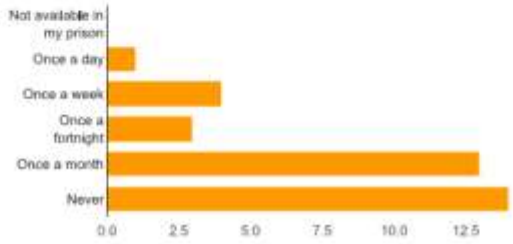
On the following scale, how much do you consider yourself to be a problem solver?



Least: 1	**1**	2.9%

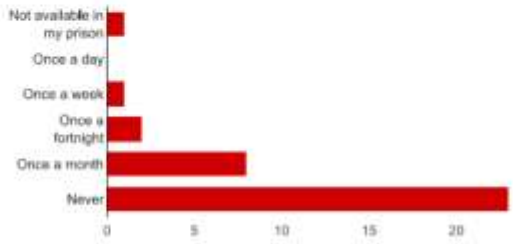
2	0	0%
3	0	0%
4	1	2.9%
5	0	0%
6	1	2.9%
7	6	17.1%
8	8	22.9%
9	4	11.4%
Maximum: 10	14	40%

Art classes and related activites [In general how often do you participate in the following activities:]



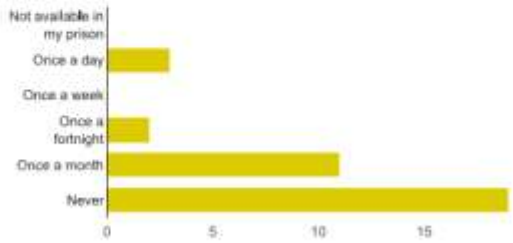
Not available in my prison	0	0%
Once a day	1	2.9%
Once a week	4	11.4%
Once a fortnight	3	8.6%
Once a month	13	37.1%
Never	14	40%

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



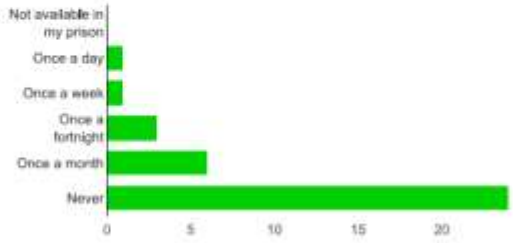
Not available in my prison	1	2.9%
Once a day	0	0%
Once a week	1	2.9%
Once a fortnight	2	5.7%
Once a month	8	22.9%
Never	23	65.7%

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%

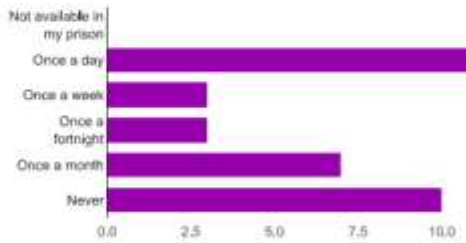
Craft classes and related activities [In general how often do you participate in the following activities:]



Not available in my prison	0	0%
Once a day	1	2.9%

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 activites [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]



Not at all	9	25.7%
Slightly	14	40%
A lot	12	34.3%

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	17.6%
Slightly	15	44.1%
A lot	13	38.2%

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	8	22.9%
Slightly	13	37.1%
A lot	14	40%

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	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?]



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?]



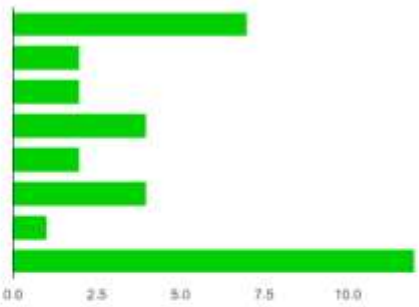
No such lessons in my prison	0	0%
Yes	6	17.6%
No	28	82.4%

Sports activities [Do you attend for any of the following lessons in your prison?]

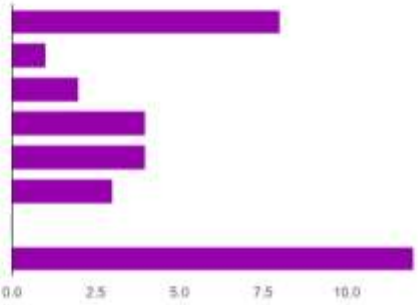


No such lessons in my prison	0	0%
Yes	26	78.8%
No	7	21.2%

Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]

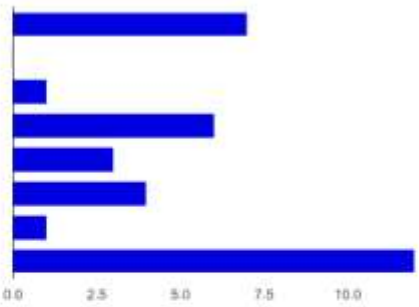


Music lessons [Why do you attend for any of the following lessons in your prison?]



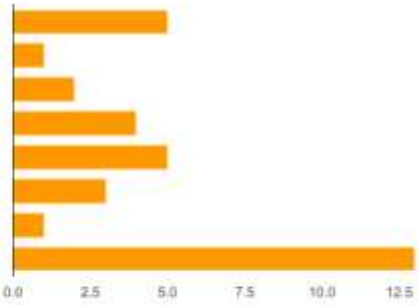
No such lessons in my prison	8	23.5%
To express myself	1	2.9%
To relieve my stress	2	5.9%
To be more creative	4	11.8%
To change the atmosphere	4	11.8%
To be with others	3	8.8%
To sit for an examination in the area	0	0%
Other	12	35.3%

Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]



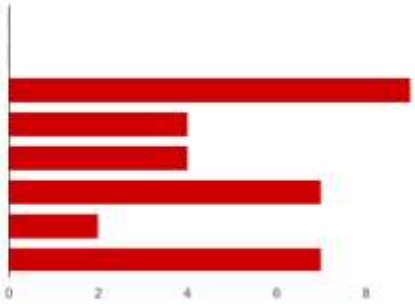
To be more creative	6	17.6%
To change the atmosphere	3	8.8%
To be with others	4	11.8%
To sit for an examination in the area	1	2.9%
Other	12	35.3%

Drama Theater lessons [Why do you attend for any of the following lessons in your prison?]



No such lessons in my prison	5	14.7%
To express myself	1	2.9%
To relieve my stress	2	5.9%
To be more creative	4	11.8%
To change the atmosphere	5	14.7%
To be with others	3	8.8%
To sit for an examination in the area	1	2.9%
Other	13	38.2%

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:]



So and so	16	47.1%
Yes	14	41.2%

More critical [In general by attending some of the above mentioned activities/classes do you feel:]



No	9	26.5%
So and so	15	44.1%
Yes	10	29.4%

Happier in general [In general by attending some of the above mentioned activities/classes do you feel:]



No	3	8.8%
So and so	19	55.9%
Yes	12	35.3%

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:]



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:]



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%

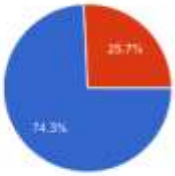
Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]



No	3	8.8%
So and so	11	32.4%

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, discutions, socializing, different exercises
changing something bad in somenthing good
differnt 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 coureses
organizing more informative cultural activities
more interactive courses
organizing training courses, more credited activities, offering credits to multiple participants
courses, discipline and respect

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



Slovenia

joseph.giordmaina@um.edu.mt

Edit this form

22 responses

View all responses Publish analytics

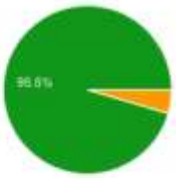
Summary

[Image]

THE PROVISION OF SKILLS BASED EDUCATION IN PRISON

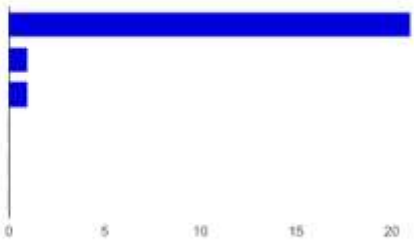
PART A: General Information

Country



Belgium	0	0%
Malta	0	0%
Romania	1	4.5%
Slovenia	21	95.5%
United Kingdom	0	0%

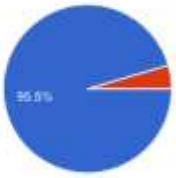
Type of Prison



Closed prison	21	95.5%
Open prison	1	4.5%

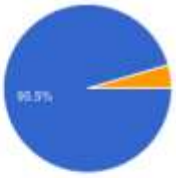
Semi-open prison	1	4.5%
Sentenced inmates only	0	0%
On remand inmates only	0	0%
Sentenced and on remand inmates	0	0%

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

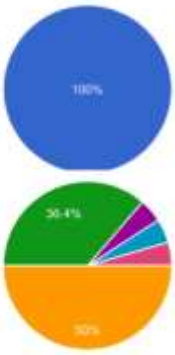


Outside provider (s)	21	95.5%
In-house provision	0	0%
Mixed provision	1	4.5%
Other	0	0%

Part 1: Inmate's background

Sex

Male	22	100%
Female	0	0%
Other	0	0%



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

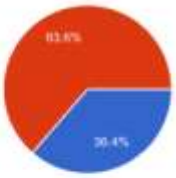
Slovene
Slovenian
Serbian
Croatian
Romani
Montenegro
slovene
Romanian

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%





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:

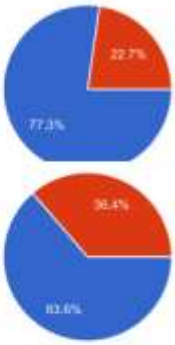


Don't know	0	0%
In less than six months	3	13.6%
In between seven months and a year	5	22.7%
In between 1 and 2 years	7	31.8%
In between 2 and 5 years	5	22.7%
In more than 5 years	2	9.1%

Employment

Did you ever work prior to incarceration?

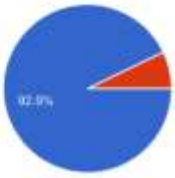
YES	17	77.3%
NO	5	22.7%



a 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

Frigollago cold logistic - storehouse

Jeklotronik d.o.o.

Murska Sobota Hospital-anesthesiologist; aesthetic surgery; military medicine

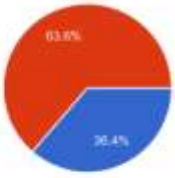
Taxi driver

automobile industry in the year 2013

Work in the production of game meat.

construction

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

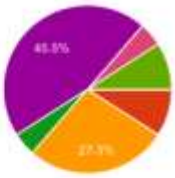
Education History

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?

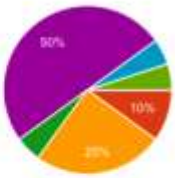


Never attended or did not complete primary schooling	0	0%
EQF Level 1 (Primary education)	2	9.1%
EQF Level 2 (Basic Secondary Education)	6	27.3%
EQF Level 3 (Secondary education with a school leaving certificate)	1	4.5%
EQF Level 4 (Upper Secondary level)	10	45.5%
EQF Level 5 (Post Secondary level)	0	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

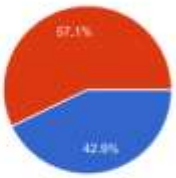
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the language of your native language.



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%

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)]



No	1	10%
Don't know	1	10%

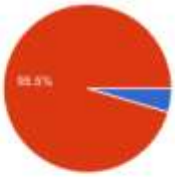
Improve your verbal skills? [If YES, do you feel that these classes (please tick)]



Yes	8	80%
No	0	0%
Don't know	2	20%

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?

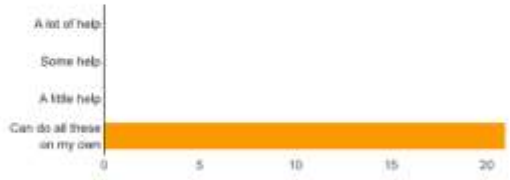
I dont't understand Slovenian language well but I speak slovenian fairly good

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



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]



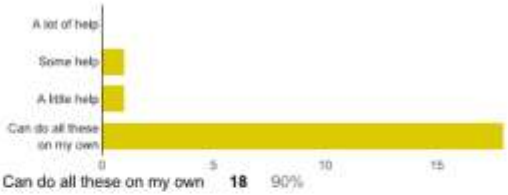
A lot of help	0	0%
Some help	0	0%
A little help	0	0%
Can do all these on my own	21	100%

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



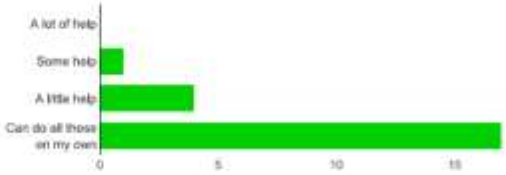
A lot of help	0	0%
Some help	0	0%
A little help	0	0%
Can do all these on my own	21	100%

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



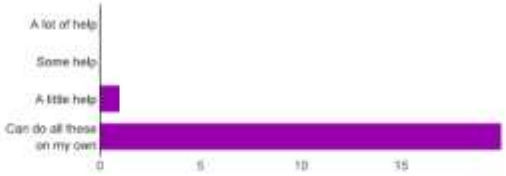
Can do all these on my own	**18**	90%

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



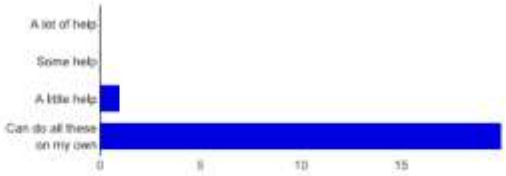
A lot of help	**0**	0%
Some help	**1**	4.5%
A little help	**4**	18.2%
Can do all these on my own	**17**	77.3%

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



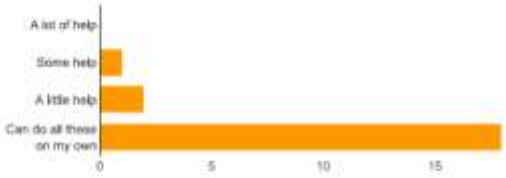
A lot of help	**0**	0%
Some help	**0**	0%
A little help	**1**	4.8%
Can do all these on my own	**20**	95.2%

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



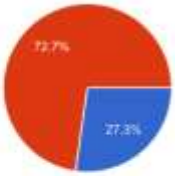
Some help	0	0%
A little help	1	4.8%
Can do all these on my own	20	95.2%

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



A lot of help	0	0%
Some help	1	4.8%
A little help	2	9.5%
Can do all these on my own	18	85.7%

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

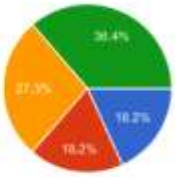
National vocational qualification

italian

in middle school in prison - english and foreign language II. - italian

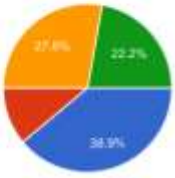
english

How often do you make use of the library?



Once a week	4	18.2%
Once a forthnight	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%

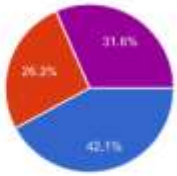
Mention the title of a book you borrowed from the library in this last month

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 - San Tzu
Gril ber-Survival; Reiki
The History of Slovenian Nation

Hitler's Diaries

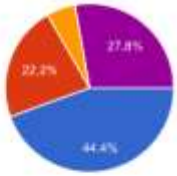
-

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%

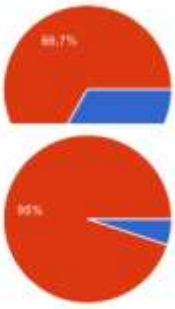
If you have a job in prison, how often do you WRITE as part of your current job in prison?



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%

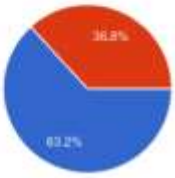
Do you ever have to chose between a language lesson and work in prison?

Yes	6	33.3%
No	12	66.7%



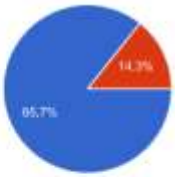
Yes	1	5%
No	19	95%

Are you paid for work in prison?



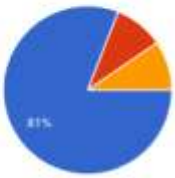
Yes	12	63.2%
No	7	36.8%

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



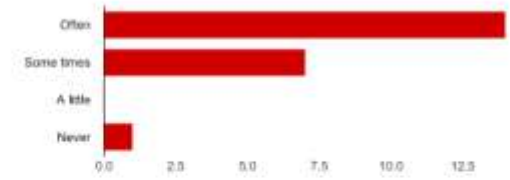
A lot	18	85.7%
Some	3	14.3%
A little	0	0%
Not at all	0	0%

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



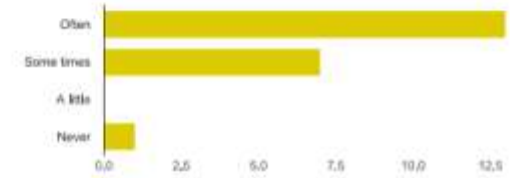
A lot	17	81%
Some	2	9.5%
A little	2	9.5%
Not at all	0	0%

Read newspapers [In prison do you]



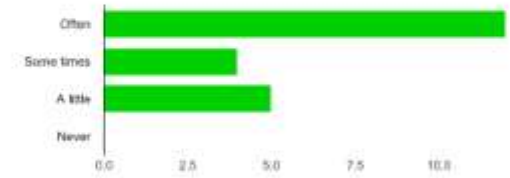
Often	14	63.6%
Some times	7	31.8%
A little	0	0%
Never	1	4.5%

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%

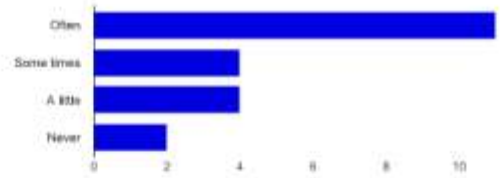
Never 0 0%

Read books [In prison do you]



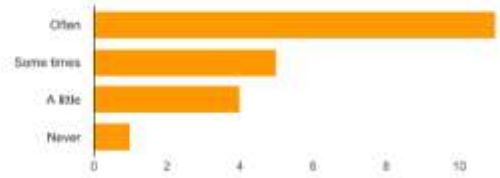
Often 6 28.6%
Some times 7 33.3%
A little 7 33.3%
Never 1 4.8%

Read letters [In prison do you]



Often 11 52.4%
Some times 4 19%
A little 4 19%
Never 2 9.5%

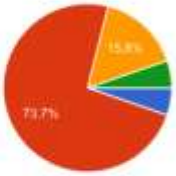
Write letters [In prison do you]



Often 11 52.4%

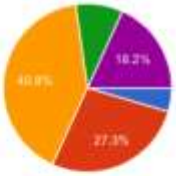
Some times	5	23.8%
A little	4	19%
Never	1	4.8%

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



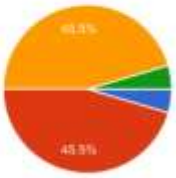
Outstanding	1	5.3%
Good	14	73.7%
Requires improvment	3	15.8%
inadequate	1	5.3%

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



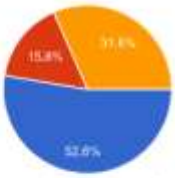
Very impoprtant	1	4.5%
Important	6	27.3%
Indifferent	9	40.9%
Not important	2	9.1%
Don't know	4	18.2%

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



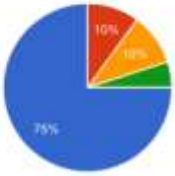
A lot	1	4.5%
So and so	10	45.5%
Nothing at all	10	45.5%
Prefer not to say	1	4.5%

Do you consider the language learning area



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 - adequatly 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 essentiall 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

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

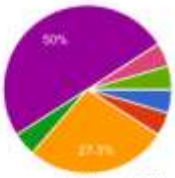
Continuity

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

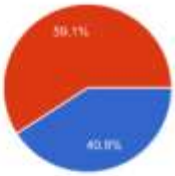
Using the following table, which level of the European Qualification Framework (EQF) have you reached in the area of numeracy (mathematics)?



hooling	1	4.5%
ucation)	1	4.5%
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)	11	50%
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)	1	4.5%
EQF Level 8 (PhD Level)	0	0%

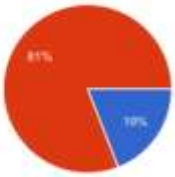
European Qualifications Framework

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?

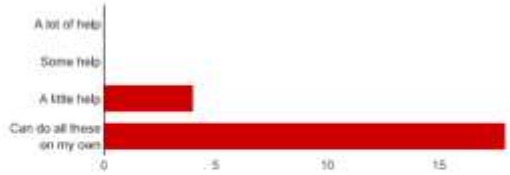
I didn't understood the procedures

Nothing till now

Not enough math class in school

mathematical functions, poor interpretation

Doing some measurment [How much help do you get from friends in]



A lot of help	0	0%
Some help	0	0%
A little help	4	18.2%
Can do all these on my own	18	81.8%

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	4.8%
Can do all these on my own	20	95.2%

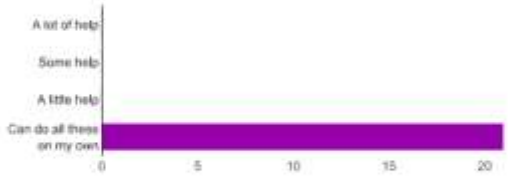
Activities that involve counting [How much help do you get from friends in]



A lot of help	0	0%

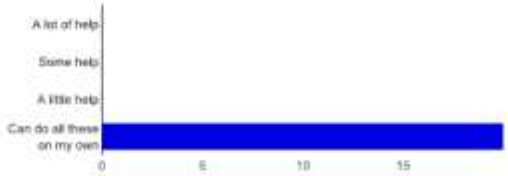
Some help	0	0%
A little help	2	9.5%
Can do all these on my own	19	90.5%

Adding and subtracting whole numbers [How much help do you get from staff in]



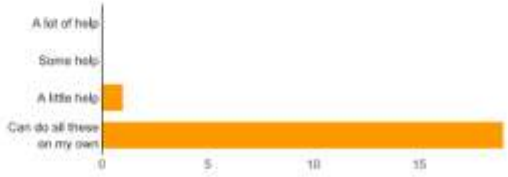
A lot of help	0	0%
Some help	0	0%
A little help	0	0%
Can do all these on my own	21	100%

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]



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]



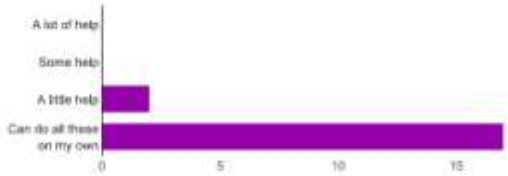
A lot of help	0	0%
Some help	0	0%
A little help	1	5%
Can do all these on my own	19	95%

Calculating area e.g. area of a room [How much help do you get from staff in]



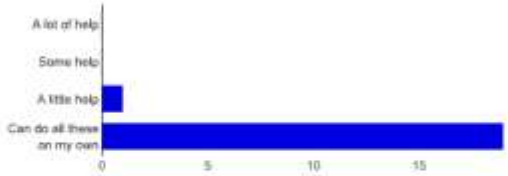
Can do all these on my own	17	89.5%

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]



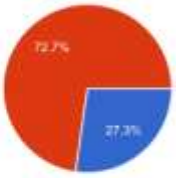
A lot of help	0	0%
Some help	0	0%
A little help	3	15.8%
Can do all these on my own	16	84.2%

Prefer not to say [How much help do you get from staff in]



A lot of help	0	0%
Some help	1	14.3%
A little help	0	0%
Can do all these on my own	6	85.7%

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

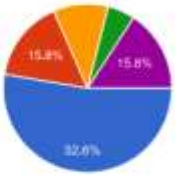
Middle school (Math 1, 2, 3,... and + 2 program)

mathematical functions, percentages etc.

Computing

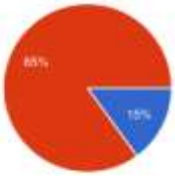
-

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



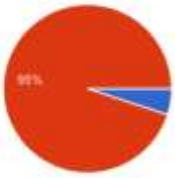
I do not have a job in prison	10	52.6%
Every day	3	15.8%
A few times a week	2	10.5%
Once a week	1	5.3%
Never	3	15.8%

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



Yes	3	15%
No	17	85%

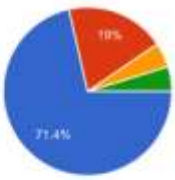
Are you paid to attend mathematics/basic numeracy lessons in prisons?



Yes	1	5%
No	19	95%

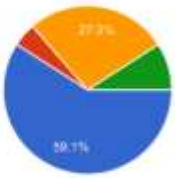
How much do you think the ability to do mathematics well helps you in finding a job inside/outside prison?

A lot	15	71.4%



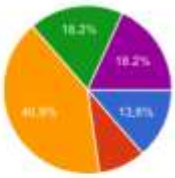
Some	4	19%
A little	1	4.8%
Not at all	1	4.8%

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



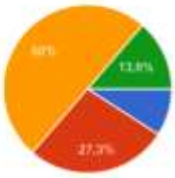
I do not attend such lessons in prison	13	59.1%
Outstanding	1	4.5%
Good	6	27.3%
Requires improvement	2	9.1%
Inadequate	0	0%

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%

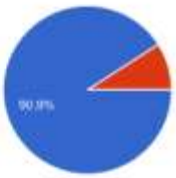
Part D: Digital Literacy

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?

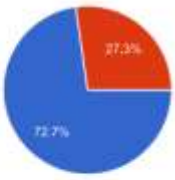


Yes	20	90.9%
No	2	9.1%

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
mozzila
facebook, youtube, avto.net
google, youtube
Youtube, fb, skype,...

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

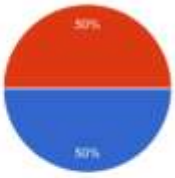


Yes	16	72.7%
No	6	27.3%

Which search engines did you normally use?

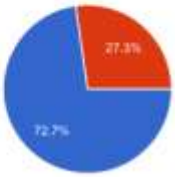
google
Google
Google, Mozilla
Bolha, LetGo, Trivago, etc.
Bolha
avtonet, bolha, mobile.de
mobile.de, mimovrste.com
mimovrste.com
najdi.si, mimovrste.si
avto.net
avto.net, bolha,...
-

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%

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?]

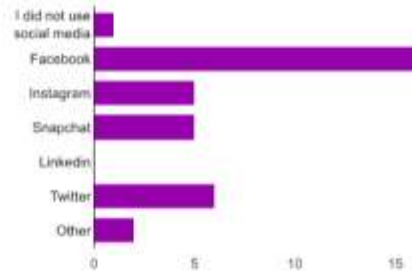
No responses yet for this question.

giordi@gmail.com [Which of the following is correct?]



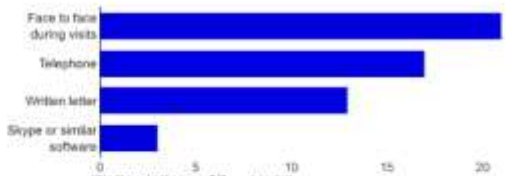
Correct address	**20**	100%

Which of the following social media sites did you use?



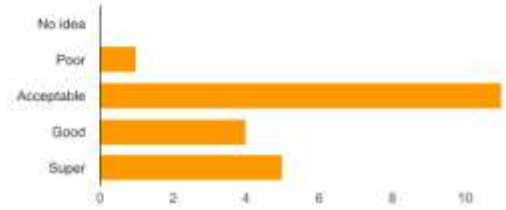
I did not use social media	**1**	4.8%
Facebook	**20**	95.2%
Instagram	**5**	23.8%
Snapchat	**5**	23.8%
Linkedin	**0**	0%
Twitter	**6**	28.6%
Other	**2**	9.5%

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



Written letter	13	59.1%
Skype or similar software	3	13.6%

How would you rate your typing skills? [How would you rate your...]



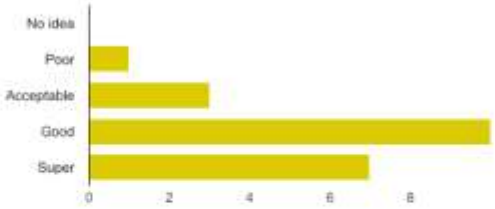
No idea	0	0%
Poor	1	4.8%
Acceptable	11	52.4%
Good	4	19%
Super	5	23.8%

How would you rate your web searching skills? [How would you rate your...]



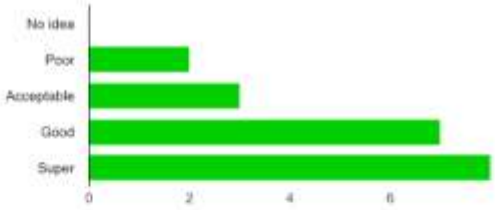
No idea	0	0%
Poor	0	0%
Acceptable	4	19%
Good	8	38.1%
Super	9	42.9%

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...]



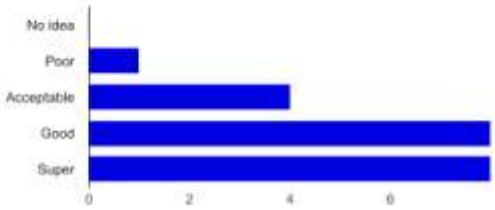
No idea	0	0%
Poor	2	10%
Acceptable	3	15%
Good	7	35%
Super	8	40%

How would you rate your ability to use the internet? [How would you rate your...]



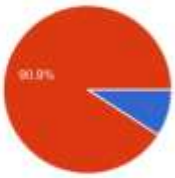
Good	9	42.9%
Super	10	47.6%

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%

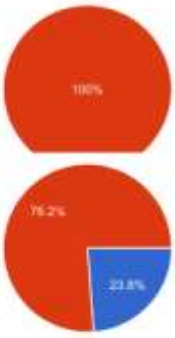
In the prison do you have access to a computer room?



Yes	2	9.1%
No	20	90.9%

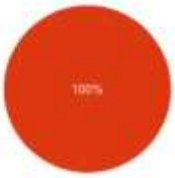
In the prison do you have access to controlled internet?

Yes	0	0%
No	22	100%



Yes	5	23.8%
No	16	76.2%

If YES, are they connected to the internet?



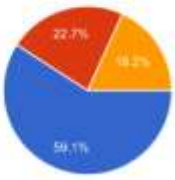
Yes	0	0%
No	16	100%

Can you have your own laptop in prison?



Yes	20	95.2%
No	1	4.8%

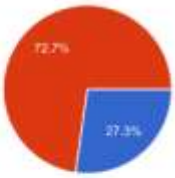
Can you have a play station in your cell in prison?



Yes	13	59.1%
No	5	22.7%
Maybe	4	18.2%

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

Yes	6	27,3%
No	16	72,7%



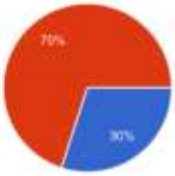
Are teachers allowed to use their mobile phones while in class?

yes	0	0%
No	20	100%

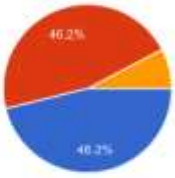


Are digital literacy classes organised in prison?

Yes	6	30%
No	14	70%



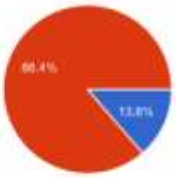
If YES are they only theoretical or can you use a computer during these lessons?



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?

Yes	3	13.6%
No	19	86.4%



If YES, which examination(s)?

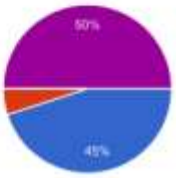
No

Word

Computer literacy course

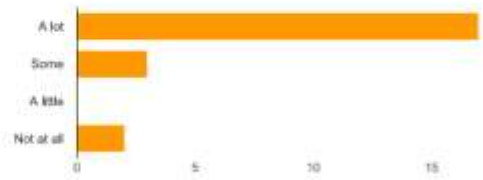
-

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%

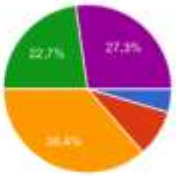
How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?



A lot	17	77.3%
Some	3	13.6%

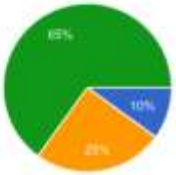
A little	0	0%
Not at all	2	9.1%

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



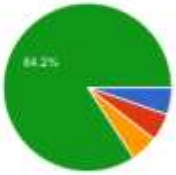
Very important	1	4.5%
Important	2	9.1%
Indifferent	8	36.4%
Not important	5	22.7%
Don"t know	6	27.3%

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



Digital literacy lessons ares 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%

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

Conrolled room for learning with conected 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 familyes (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%

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?



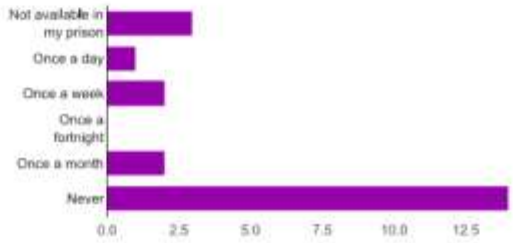
Least: 1	**1**	4.5%
2	**0**	0%
3	**1**	4.5%
4	**1**	4.5%
5	**1**	4.5%
6	**4**	18.2%
7	**3**	13.6%
8	**1**	4.5%
9	**3**	13.6%
Maximum: 10	**7**	31.8%

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



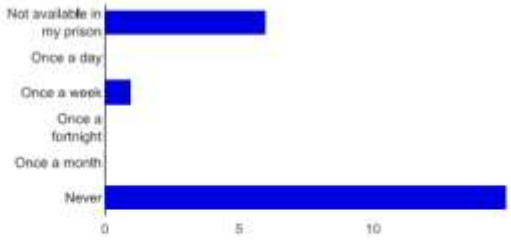
8	6	27.3%
9	2	9.1%
Maximum: 10	6	27.3%

Art classes and related activites [In general how often do you participate in the following activities:]

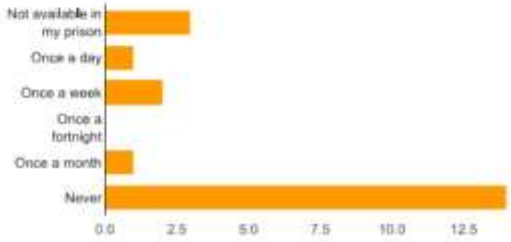


Not available in my prison	3	13.6%
Once a day	1	4.5%
Once a week	2	9.1%
Once a fortnight	0	0%
Once a month	2	9.1%
Never	14	63.6%

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

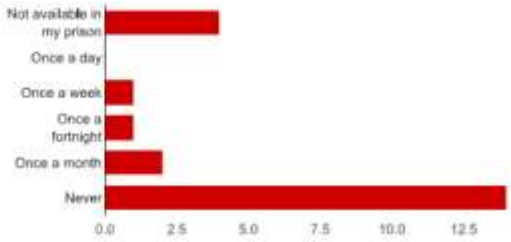


Music classes and related activities [In general how often do you participate in the following activities:]



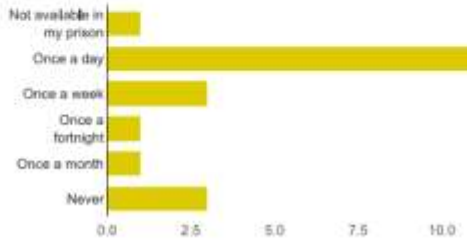
Not available in my prison	3	14.3%
Once a day	1	4.8%
Once a week	2	9.5%
Once a fortnight	0	0%
Once a month	1	4.8%
Never	14	66.7%

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



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 activites [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%

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]



Not at all	8	40%
Slightly	6	30%
A lot	6	30%

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	7	33.3%
Slightly	5	23.8%
A lot	9	42.9%

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%

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?]



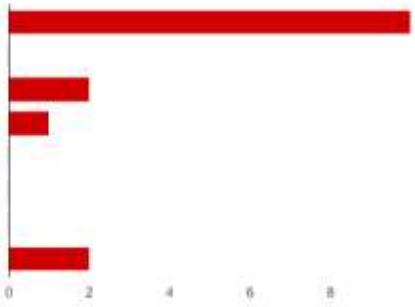
No such lessons in my prison	5	22.7%
Yes	2	9.1%
No	15	68.2%

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%

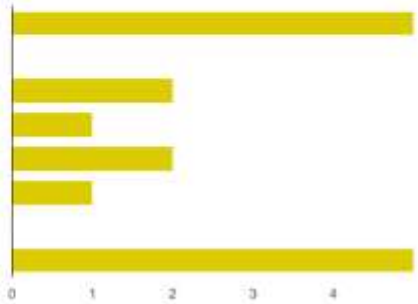
Creative writing and poetry writing (or similar activities) [Why do you attend for any of the following lessons in your prison?]



No such lessons in my prison	10	66.7%
To express myself	0	0%
To relieve my stress	2	13.3%

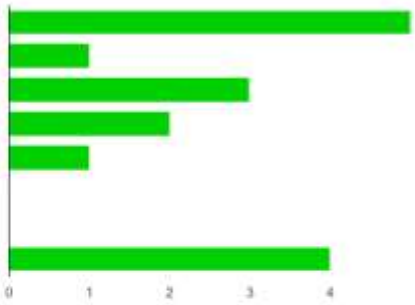
To be more creative	1	6.7%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	2	13.3%

Music lessons [Why do you attend for any of the following lessons in your prison?]

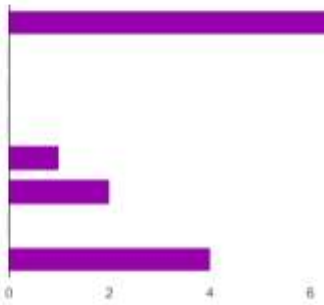


No such lessons in my prison	5	31.3%
To express myself	0	0%
To relieve my stress	2	12.5%
To be more creative	1	6.3%
To change the atmosphere	2	12.5%
To be with others	1	6.3%
To sit for an examination in the area	0	0%
Other	5	31.3%

Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]



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?]



To relieve my stress	10	50%
To be more creative	1	5%
To change the atmosphere	4	20%
To be with others	2	10%
To sit for an examination in the area	0	0%
Other	1	5%

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	56.3%
So and so	3	18.8%
Yes	4	25%

More creative [In general by attending some of the above mentioned activities/classes do you feel:]



No	4	22.2%

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%

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:]



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%

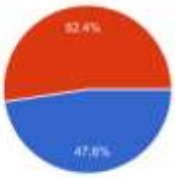
Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]



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%



There is not enough encouragement

Lack of encouragement, not enough talking, immediate sanctions withou 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 respectfull 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 oppinion 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 divices

flexibility by the use of teaching aids, they do not prohibit - they alove 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 wonna create.

I don't have one for now. Thank you very much.

I don't have any suggestion

More options for higher school and univerity

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

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 oppinion 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.

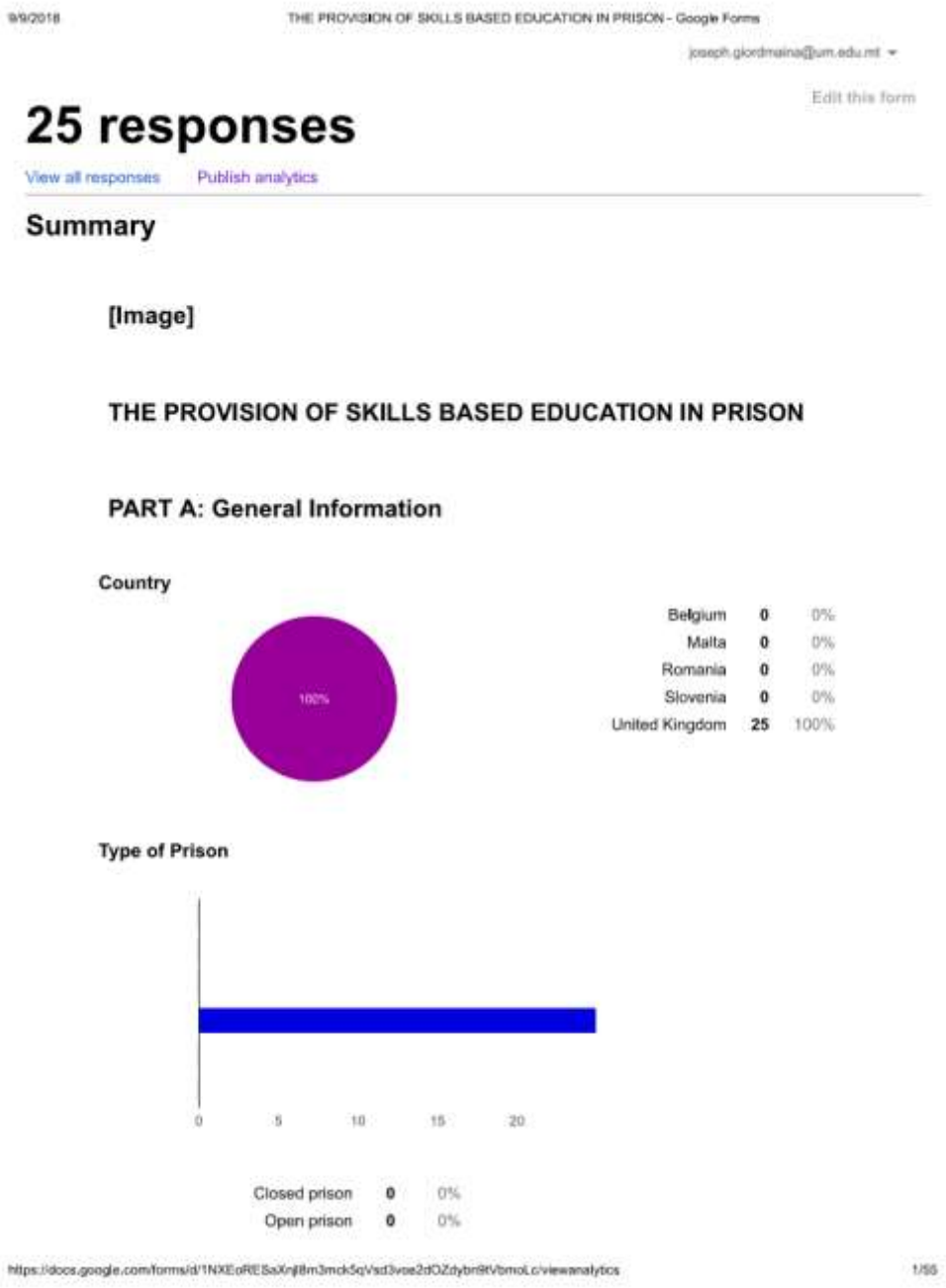
-

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



United Kingdom



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	0	0%
Romania	0	0%
Slovenia	0	0%
United Kingdom	25	100%

Type of Prison

0 5 10 15 20

Closed prison	0	0%
Open prison	0	0%

https://docs.google.com/forms/d/1NXEoRESaXnjl8m3mck5qVsd3vse2dOZdybn9tVbmoLc/viewanalytics 1/55

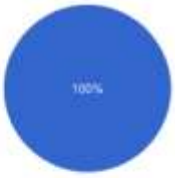
Semi-open prison	0	0%
Sentenced inmates only	25	100%
On remand inmates only	0	0%
Sentenced and on remand inmates	0	0%

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

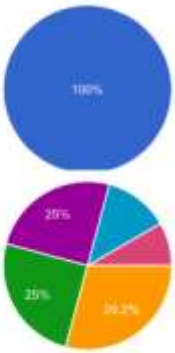


Outside provider (s)	25	100%
In-house provision	0	0%
Mixed provision	0	0%
Other	0	0%

Part 1: Inmate's background

Sex

Male	24	100%
Female	0	0%
Other	0	0%



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

English

Indian

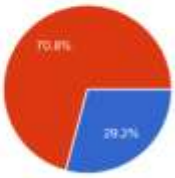
english

your mother tongue

It's in her mouth?

Talking crap

Have you been in prison before?



YES	7	29.2%
NO	17	70.8%

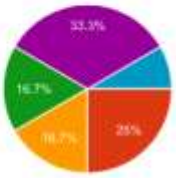
If YES, how many times?

1 2 28.6%



2	0	0%
3	1	14.3%
4	1	14.3%
5	1	14.3%
6	0	0%
7	0	0%
8	0	0%
9	0	0%
10	2	28.6%

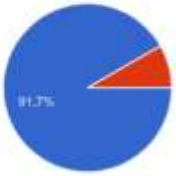
What is your estimated earliest date of release:



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

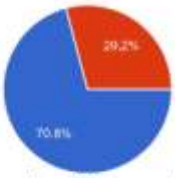
Did you ever work prior to incarceration?



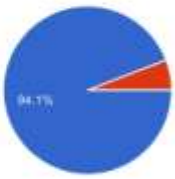
YES	22	91.7%
NO	2	8.3%

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

YES	17	70.8%
NO	7	29.2%



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



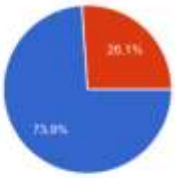
Full time employment	**16**	94.1%
Part-time employment	**1**	5.9%

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 supoervisor
wildlife photographer
Warehouseman
Computer Engineer
Builder security guard

Are you presently working in prison?

Yes	**17**	73.9%
No	**6**	26.1%



loyed in

Education

Practical cleaning skills, English level 2 and wing servery

Functional skills orderly for English E1-L2

Workshop

Kitchen worker

Orderly

Priviate

Practical cleaning

IT Orderly / Education

wing cleaning

Additional Learning Support Orderly

workshop B electricial components

gardens

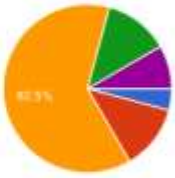
Orderly in Workshop 3

Wing work

Wing cleaner

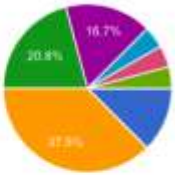
Education History

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%

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

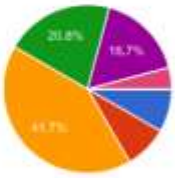


Never attended or did not complete primary schooling	3	12.5%
EQF Level 1 (Primary education)	0	0%
EQF Level 2 (Basic Secondary Education)	9	37.5%
EQF Level 3 (Secondary education with a school leaving certificate)	5	20.8%
EQF Level 4 (Upper Secondary level)	4	16.7%
EQF Level 5 (Post Secondary level)	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.

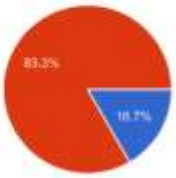


Never attended or did not complete primary schooling	2	8.3%
EQF Level 1 (Primary education)	2	8.3%
EQF Level 2 (Basic Secondary Education)	10	41.7%
EQF Level 3 (Secondary education with a school leaving certificate)	5	20.8%

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%

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



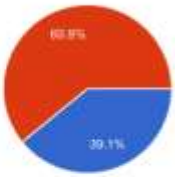
Yes	3	75%
No	0	0%
Don't know	1	25%

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

Misread words and in head add words to make sense sometimes

Struggle to see without yellow

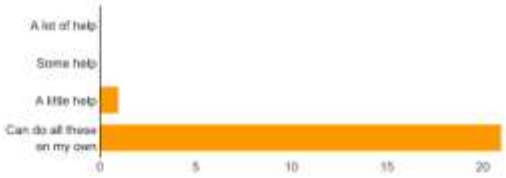
Dyslexia

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]



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]



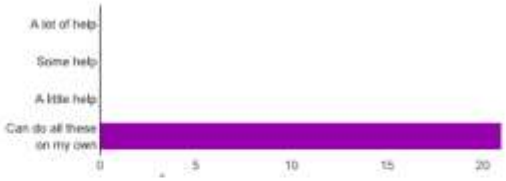
A lot of help	1	4.5%
Some help	1	4.5%
A little help	4	18.2%
Can do all these on my own	16	72.7%

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

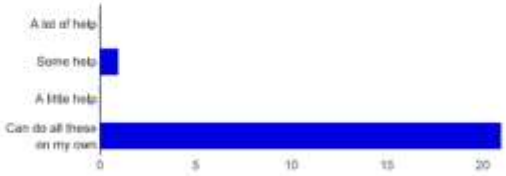


A lot of help	0	0%
Some help	0	0%
A little help	1	4.5%
Can do all these on my own	21	95.5%

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

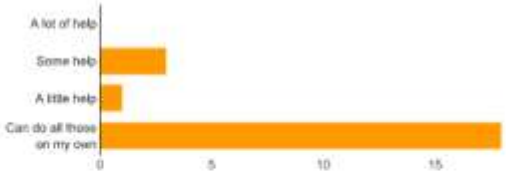


Writing letters or notes [How much help do you get from staff in]



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%

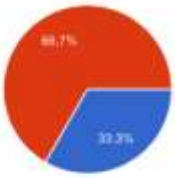
Understanding written information [How much help do you get from staff in]



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%

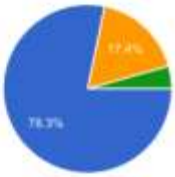
Did you ever sit for a language test/examination in prison?

Yes	8	33.3%
No	16	66.7%



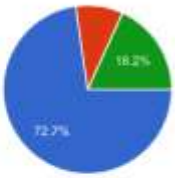
English L2
English
Initial assessment
English Level 1 and English 2
BKSB Level 2
English level 1 and 2
Basic English exam
Maths L1

How often do you make use of the library?



Once a week	18	78.3%
Once a forthnight	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

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

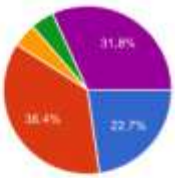
Sia - 1000 forms of fear

Lost Fleet = Dauntless

The blank space

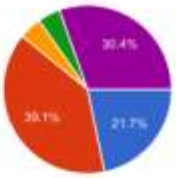
Never never

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



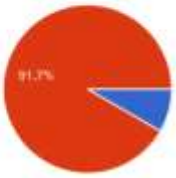
Currently I do NOT work in prison	5	22.7%
Every day	8	36.4%
A few times a week	1	4.5%
Once a week	1	4.5%
Never	7	31.8%

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



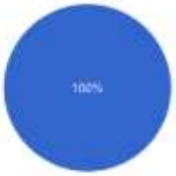
Never 7 30.4%

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



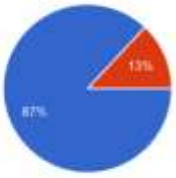
Yes 2 8.3%
No 22 91.7%

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%

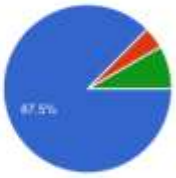
How much do you think the ability to read helps you in finding a job inside/outside prison?

A lot 22 91.7%
Some 1 4.2%
A little 0 0%



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%

Never 4 19%

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



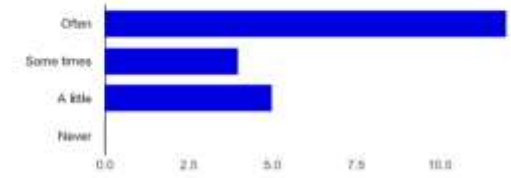
Often 22 95.7%
Some times 0 0%
A little 1 4.3%
Never 0 0%

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%

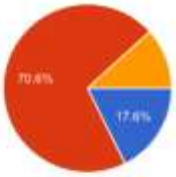
Some times	4	19%
A little	5	23.8%
Never	0	0%

Write letters [In prison do you]



Often	10	45.5%
Some times	6	27.3%
A little	6	27.3%
Never	0	0%

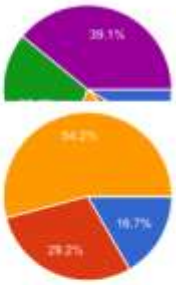
How would you describe the teaching of language literacy in your prison



Outstanding	3	17.6%
Good	12	70.6%
Requires improvment	2	11.8%
inadequate	0	0%

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

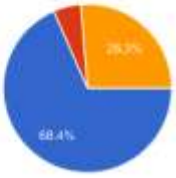
Very impoprtant	2	8.7%
Important	1	4.3%
Indifferent	4	17.4%
Not important	7	30.4%
Don't know	9	39.1%



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%

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

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

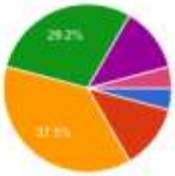
See last two questions for answer - Q45 & 46

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)?

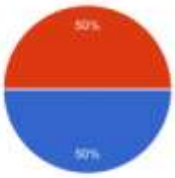


Never attended or did not complete primary schooling	1	4.2%
EQF Level 1 (Primary education)	3	12.5%
EQF Level 2 (Basic Secondary Education)	9	37.5%
EQF Level 3 (Secondary education with a school leaving certificate)	7	29.2%
EQF Level 4 (Upper Secondary level)	3	12.5%
EQF Level 5 (Post Secondary level)	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

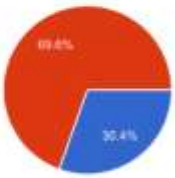
Do you attend numeracy or mathematics classes in prison?

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.

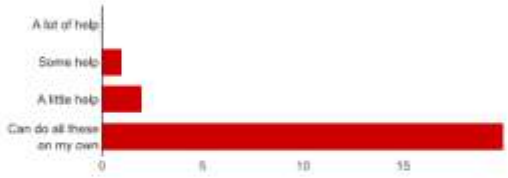
Not very good at maths due to learning disability.

I was in a non-exam maths group

Undiagnosed discalculia. Problems with mental arithmetic

Concentration

Doing some measurment [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%

Calculating money [How much help do you get from friends in]



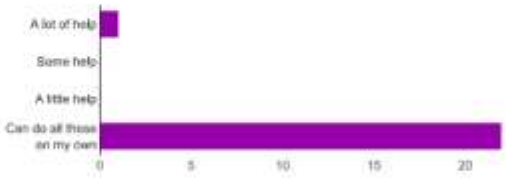
A lot of help	0	0%
Some help	1	4.3%
A little help	0	0%
Can do all these on my own	22	95.7%

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%

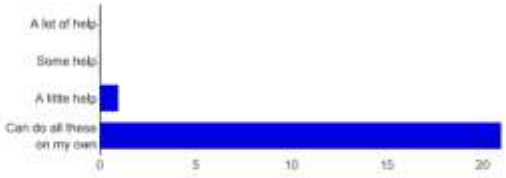
Adding and subtracting whole numbers [How much help do you get from staff in]



A lot of help	1	4.3%
Some help	0	0%
A little help	0	0%

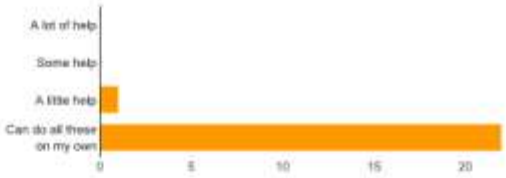
Can do all these on my own 22 95.7%

Calculating money e.g. VAT [How much help do you get from staff in]



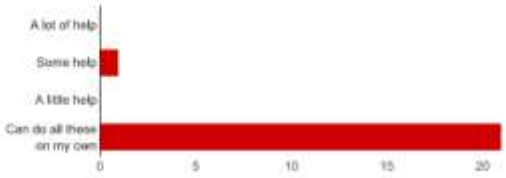
A lot of help	0	0%
Some help	0	0%
A little help	1	4.5%
Can do all these on my own	21	95.5%

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%

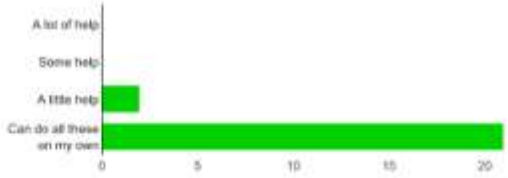
Some help	1	4.5%
A little help	0	0%
Can do all these on my own	21	95.5%

Calculating interest rates e.g. 3% interest rate [How much help do you get from staff in]



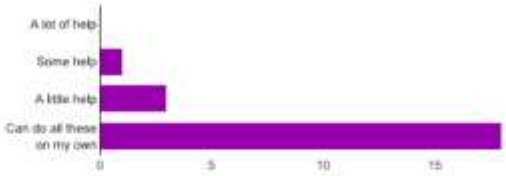
A lot of help	1	4.5%
Some help	0	0%
A little help	2	9.1%
Can do all these on my own	19	86.4%

Calculating area e.g. area of a room [How much help do you get from staff in]

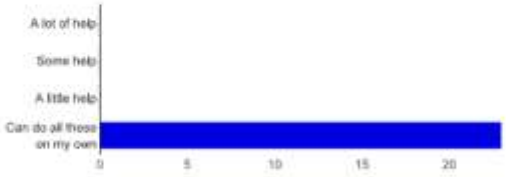


A lot of help	0	0%
Some help	0	0%
A little help	2	8.7%
Can do all these on my own	21	91.3%

Working with proportions e.g. 1/3 cup butter [How much help do you get from staff in]

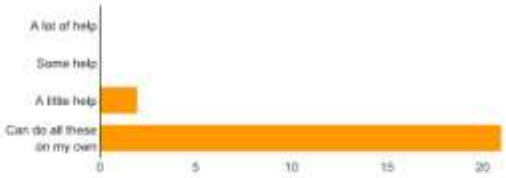


Reading a bus timetable [How much help do you get from staff in]



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]



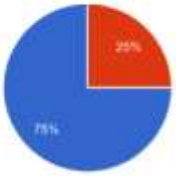
A lot of help	0	0%
Some help	0	0%
A little help	2	8.7%
Can do all these on my own	21	91.3%

Prefer not to say [How much help do you get from staff in]



A little help	0	0%
Can do all these on my own	15	93.8%

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)

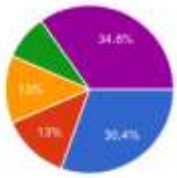
Functional Skills L2 Maths (City & Guilds)

Functional Skills level 1

Level 1 - diagnostic, Level 2 - diagnostic

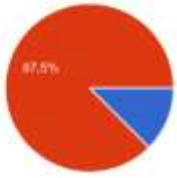
Level 1

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



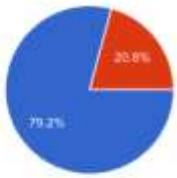
A few times a week	3	13%
Once a week	2	8.7%
Never	8	34.8%

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



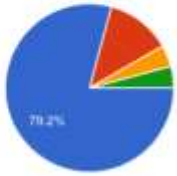
Yes	3	12.5%
No	21	87.5%

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



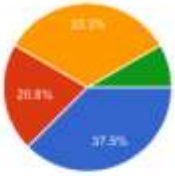
Yes	19	79.2%
No	5	20.8%

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



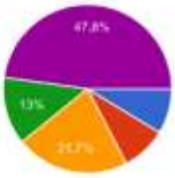
A lot	19	79.2%
Some	3	12.5%
A little	1	4.2%
Not at all	1	4.2%

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



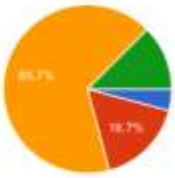
I do not attend such lessons in prison	9	37.5%
Outstanding	5	20.8%
Good	8	33.3%
Requires improvement	2	8.3%
Inadequate	0	0%

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%

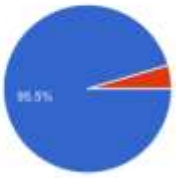
Part D: Digital Literacy

Prior to incarceration did you have a



Other 6 25%

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



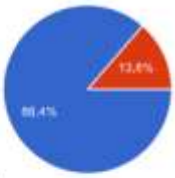
Yes 21 95.5%
No 1 4.5%

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%



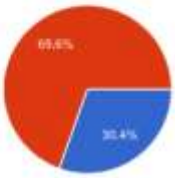
Amazon, Ebay, Google

Private

Google, Bing

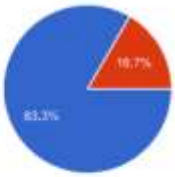
Ebay, Gumtree

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.comm [Which of the following is correct?]



Correct address	1	100%

giordi@gmail.com.com [Which of the following is correct?]

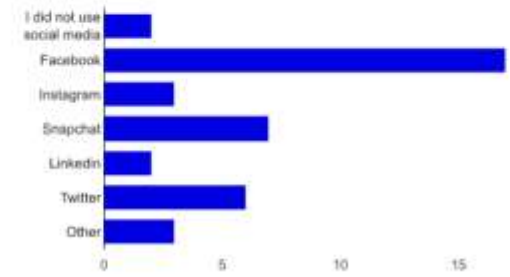
No responses yet for this question.

giordi@gmail.com [Which of the following is correct?]



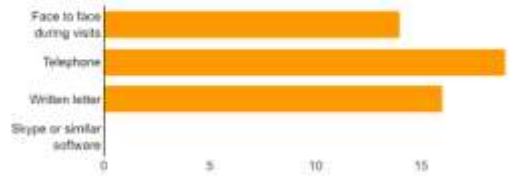
Correct address	20	100%

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%

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...]



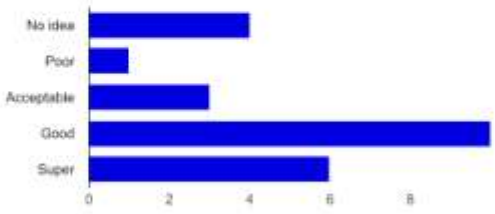
Good	10	41.7%
Super	9	37.5%

How would you rate your ability to use your smart phone? [How would you rate your...]



No idea	4	16.7%
Poor	1	4.2%
Acceptable	4	16.7%
Good	9	37.5%
Super	6	25%

How would you rate your ability to use the internet? [How would you rate your...]



No idea	4	16.7%
Poor	1	4.2%

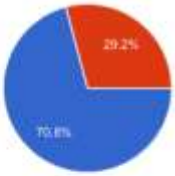
Acceptable	3	12.5%
Good	10	41.7%
Super	6	25%

Transfer material from devices to the computer? [How would you rate your...]



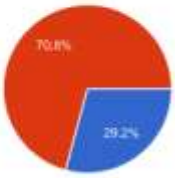
No idea	4	16.7%
Poor	2	8.3%
Acceptable	4	16.7%
Good	7	29.2%
Super	7	29.2%

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?

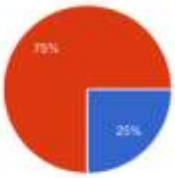


Yes	7	29.2%
No	17	70.8%

Do you have computers in the prison library?

Yes	6	25%

No	18	75%



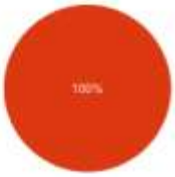
If YES, are they connected to the internet?

Yes	1	8.3%
No	11	91.7%



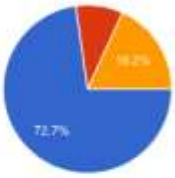
Can you have your own laptop in prison?

Yes	0	0%
No	24	100%



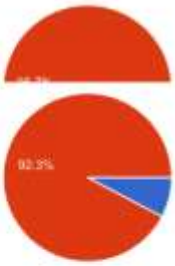
Can you have a play station in your cell in prison?

Yes	16	72.7%
No	2	9.1%
Maybe	4	18.2%



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

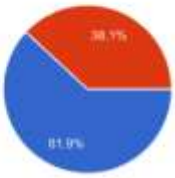
Yes	1	4.3%
No	22	95.7%



; while in class?

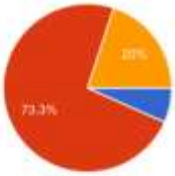
Yes	1	7.7%
No	12	92.3%

Are digital literacy classes organised in prison?



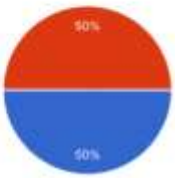
Yes	13	61.9%
No	8	38.1%

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%

If YES, which examination(s)?

IT

English Level 2

ITQ Level 2

Initial assessment

CLAIT / PITMAN WORD PROCESSING

ITQ User Skills L1 & L2

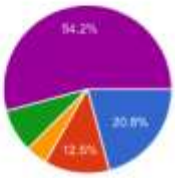
ITQ User Skills Level 1

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%

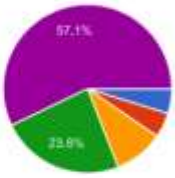
How much do you think the ability to use a computer and the internet helps you in finding a job on release from prison?



A lot	15	68.2%
Some	4	18.2%

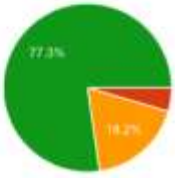
A little	1	4.5%
Not at all	2	9.1%

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



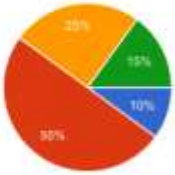
Very important	1	4.8%
Important	1	4.8%
Indifferent	2	9.5%
Not important	5	23.8%
Don"t know	12	57.1%

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



Digital literacy lessons ares 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%
Equiped 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%

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%

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%

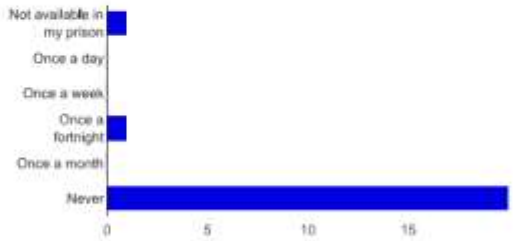
On the following scale, how much do you consider yourself to be a problem solver?



Least: 1	**0**	0%
2	**0**	0%
3	**1**	4.3%
4	**1**	4.3%
5	**2**	8.7%
6	**1**	4.3%

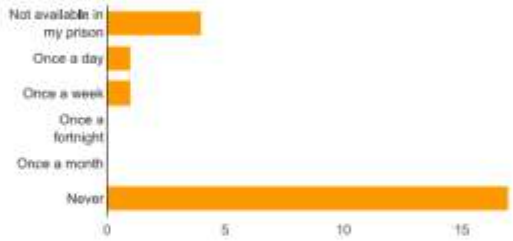
7	7	30.4%
8	9	39.1%
9	1	4.3%
Maximum: 10	1	4.3%

Art classes and related activites [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%

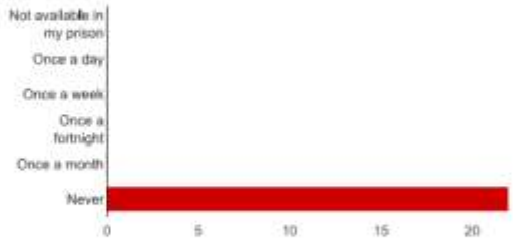
Drama classes and related activities [In general how often do you participate in the following activities:]



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%

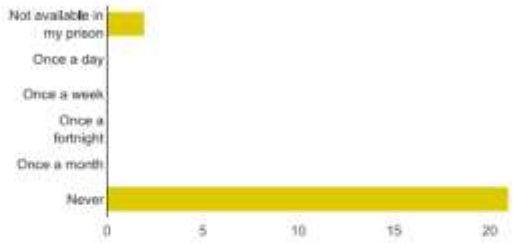
Once a month	0	0%
Never	17	73.9%

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



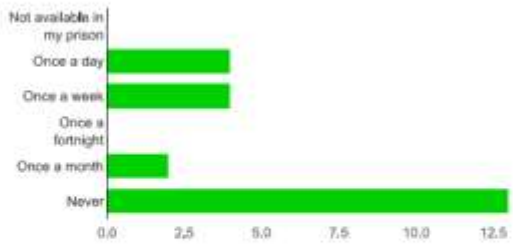
Not available in my prison	0	0%
Once a day	0	0%
Once a week	0	0%
Once a fortnight	0	0%
Once a month	0	0%
Never	22	100%

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%

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 activites [Which of the following do you feel help you most in developing your critical and creative skills]



Not at all	11	55%
Slightly	4	20%
A lot	5	25%

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%

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	11	55%
Slightly	6	30%
A lot	3	15%

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]



Not at all	6	30%
Slightly	6	30%
A lot	8	40%

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%

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?]



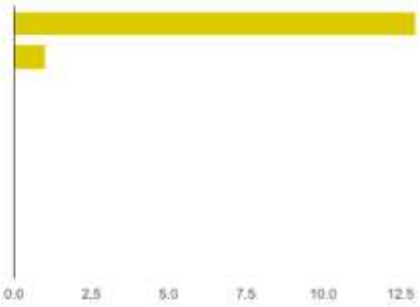
No such lessons in my prison	6	26.1%
Yes	0	0%
No	17	73.9%

Sports activities [Do you attend for any of the following lessons in your prison?]



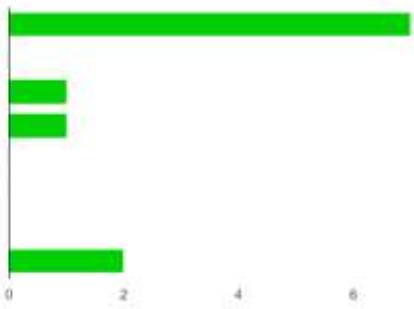
No such lessons in my prison	1	4.3%
Yes	9	39.1%
No	13	56.5%

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?]



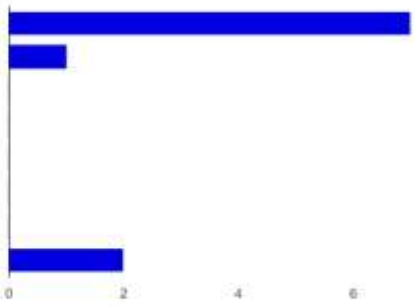
To be more creative	1	9.1%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	0	0%
Other	2	18.2%

Painting/drawing lessons [Why do you attend for any of the following lessons in your prison?]



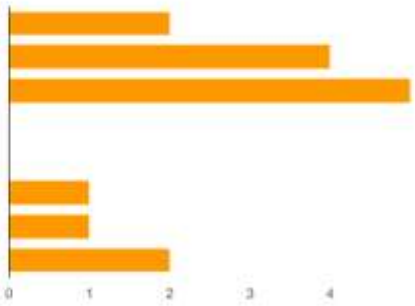
No such lessons in my prison	3	27.3%
To express myself	1	9.1%
To relieve my stress	0	0%
To be more creative	2	18.2%
To change the atmosphere	0	0%
To be with others	0	0%
To sit for an examination in the area	1	9.1%
Other	4	36.4%

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%

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:]



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%

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:]



No 2 20%
So and so 2 20%
Yes 6 60%

Highly motivated [In general by attending some of the above mentioned activities/classes do you feel:]



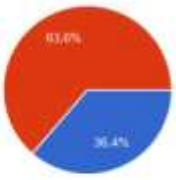
So and so	1	11.1%
Yes	7	77.8%

Not wasting my time [In general by attending some of the above mentioned activities/classes do you feel:]



No	1	9.1%
So and so	1	9.1%
Yes	9	81.8%

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

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 careless 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