

Transnational prison up-skilling guidance and training model

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CURRENTLY IN PILOTS ACROSS EUROPE

A transnational Erasmus + funded project

- Re-offending ex-offenders cost UK £15B p.a.
- Employed ex-offenders less likely to re-offend
- Jobs need skills
- c. 50% prisoners functionally illiterate
- Education opportunities limited and inconsistent
- SkillHUBS aims to change all that
- An innovative, customisable model for prison teaching and learning - vocationally-embedded short, informal courses, currently in pilot stage in 4 + prisons.
- Learning and Work Institute a key partner

<http://skillhubs.eu/>



Estera Mozain, SIAE, lead on the Individual Learner Record



Dr Lesley Crane, Learning & Work Institute, lead on the development of the SkillHUBS skills training methodologies' model & Curriculum Framework.

Zdenka Nanut Planinšek, CIK, lead on the Research methodologies.



“...the power of education is the most vital tool we have to encourage change within the individuals in prisons and to begin to transform the larger culture of the institution.”

(Inderbitzin, 2012, as cited in Auty *et al.*, 2016).

The SkillHUBS teaching and learning model

1. Development of three integrated methodologies: (a) researching employer skills needs and gap analysis; (b) developing context-specific, learner-centric teaching and learning approaches and programmes; (c) development of the Individual Learning Record.
2. Following a 5-day training session in May, the model is being piloted in Slovenia, Malta, Romania and Belgium until end December 2019.
3. Open access platform (EPALE) launches in September 2019
4. Early 2020, external programme evaluation with an international conference planned for the summer/

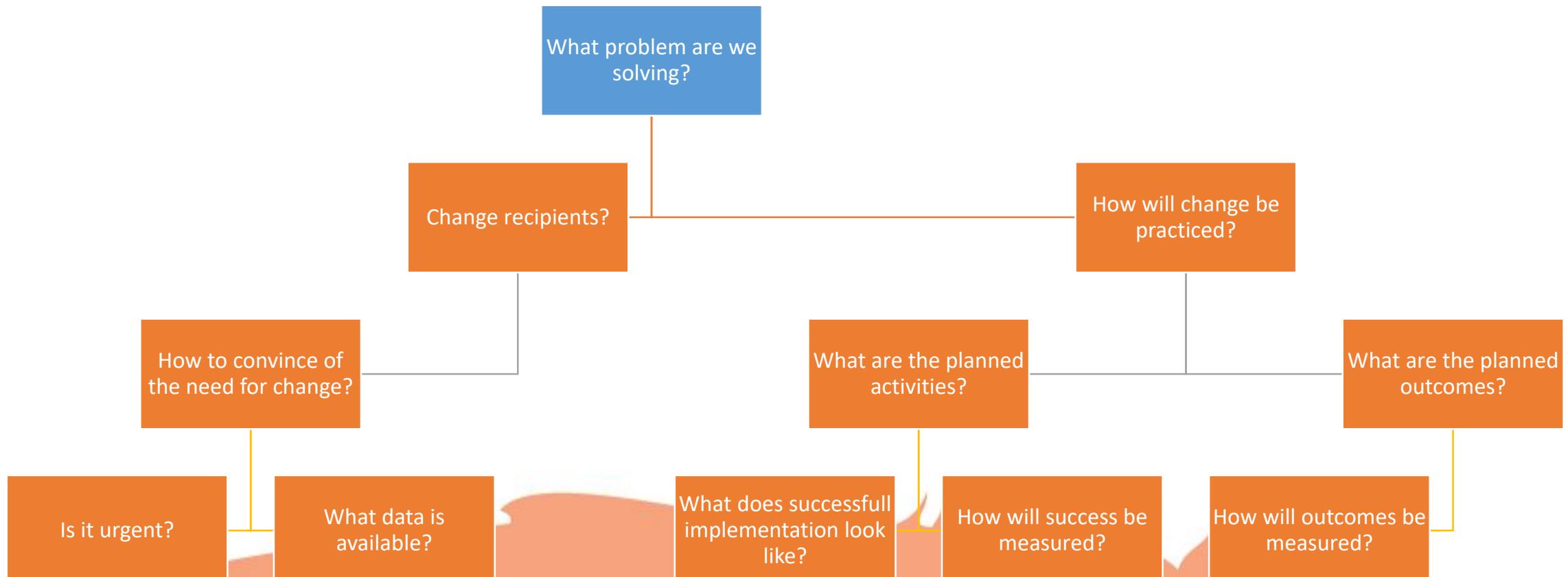
Core Foundation – a theory of change

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

(Champion & Noble (2016), Prisoners’ Education Trust)



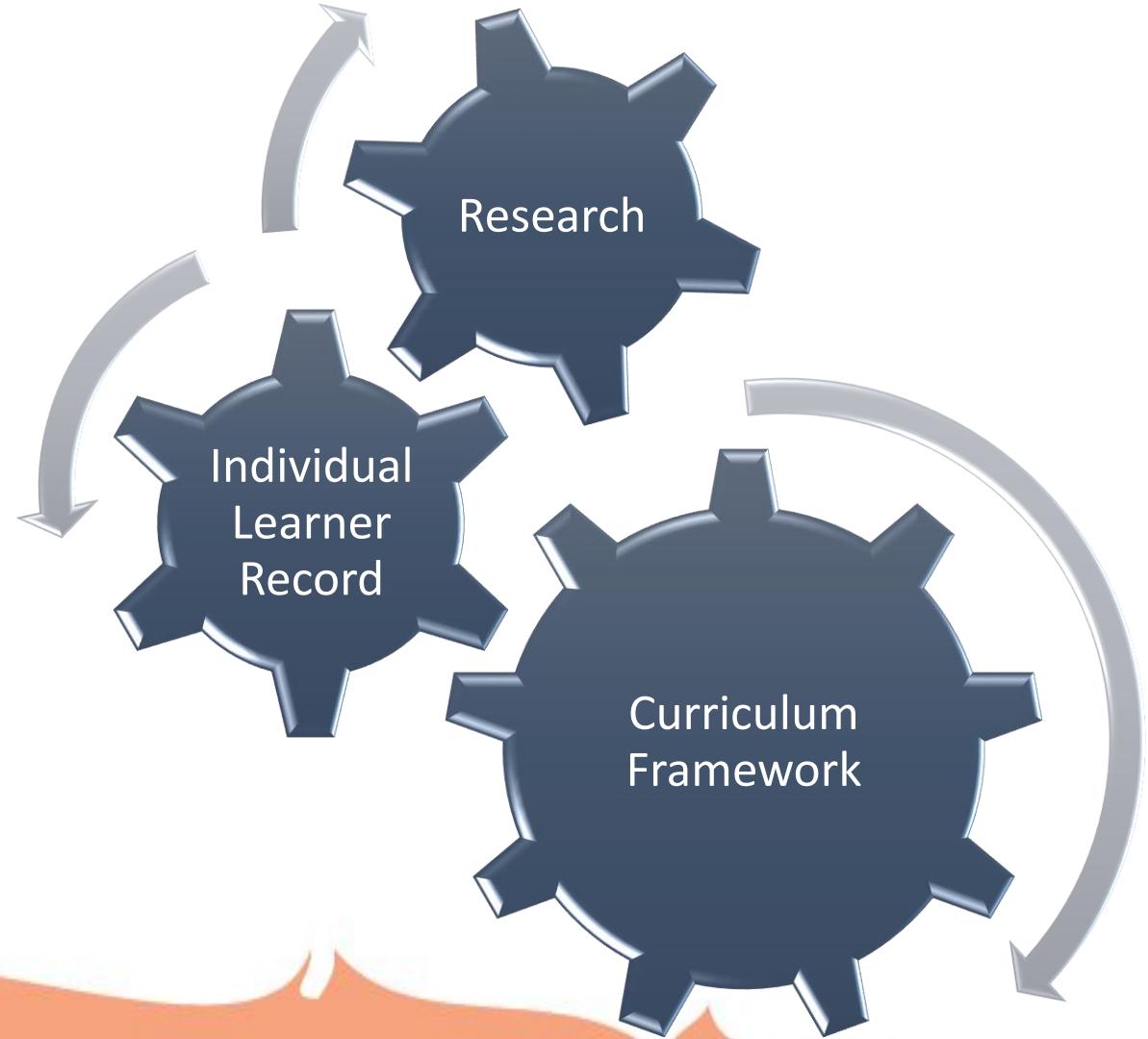
Planning for change – *why change?*



What assumptions are we making?

Does this / will this solve the 'problem'

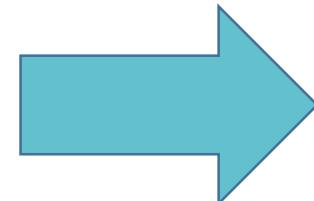
Three Integrated Methodologies



The Pilot Focus

Skill Topics

- Basic
 - Literacy
 - Numeracy
 - Digital / ICT
- Transversal
 - Complex Problem Solving
 - Critical Thinking
 - Creativity

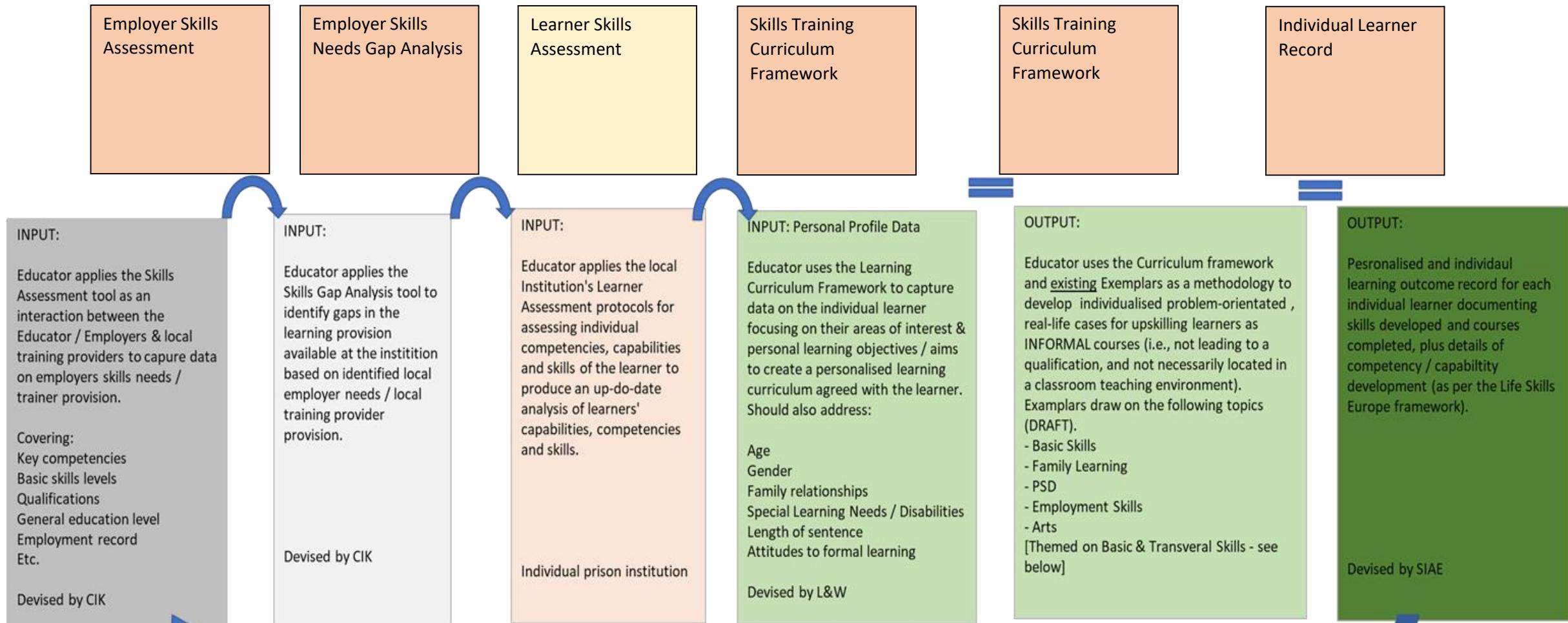


Learning Themes – **EXEMPLARS**

- Family Learning
- Employment Skills
- Personal Social Development
- Basic Workplace Skills
- Arts

Key Features

- To inform design and practice of Informal Learning Experiences
- Vocational skills – upskilling & re-skilling
- Tailored to your context – people, environment, process
- A whole-person learning experience
- A co-creative model for teaching and learning
- A ‘Theory of Change’ approach
- Exemplars as resources and references
- SKILLS = SKILLS + KNOWLEDGE + ATTITUDES



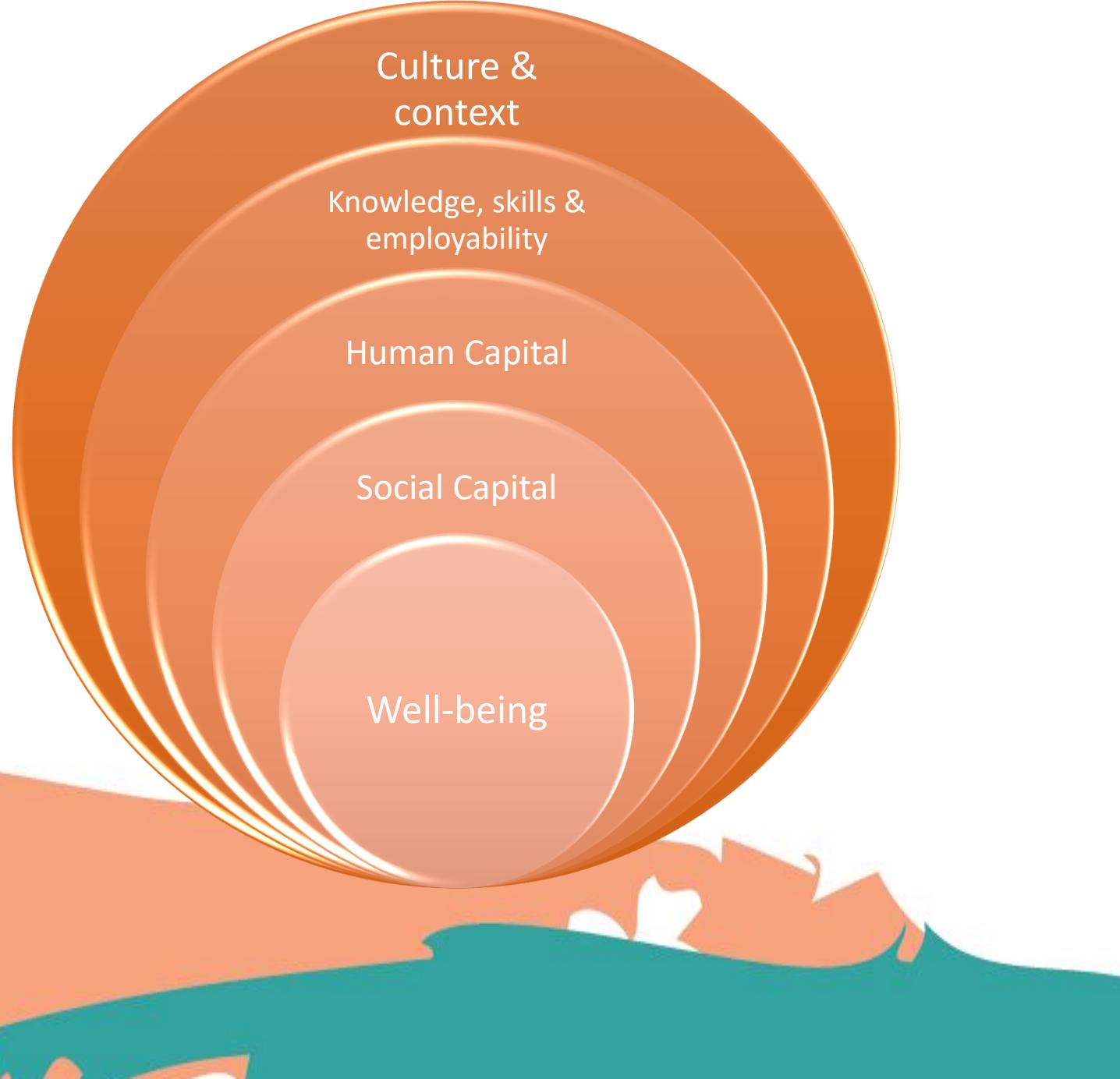
ALL OF THESE METHODOLOGIES ARE FOCUSED ON:

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

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

Key Outcomes

Theory of Change



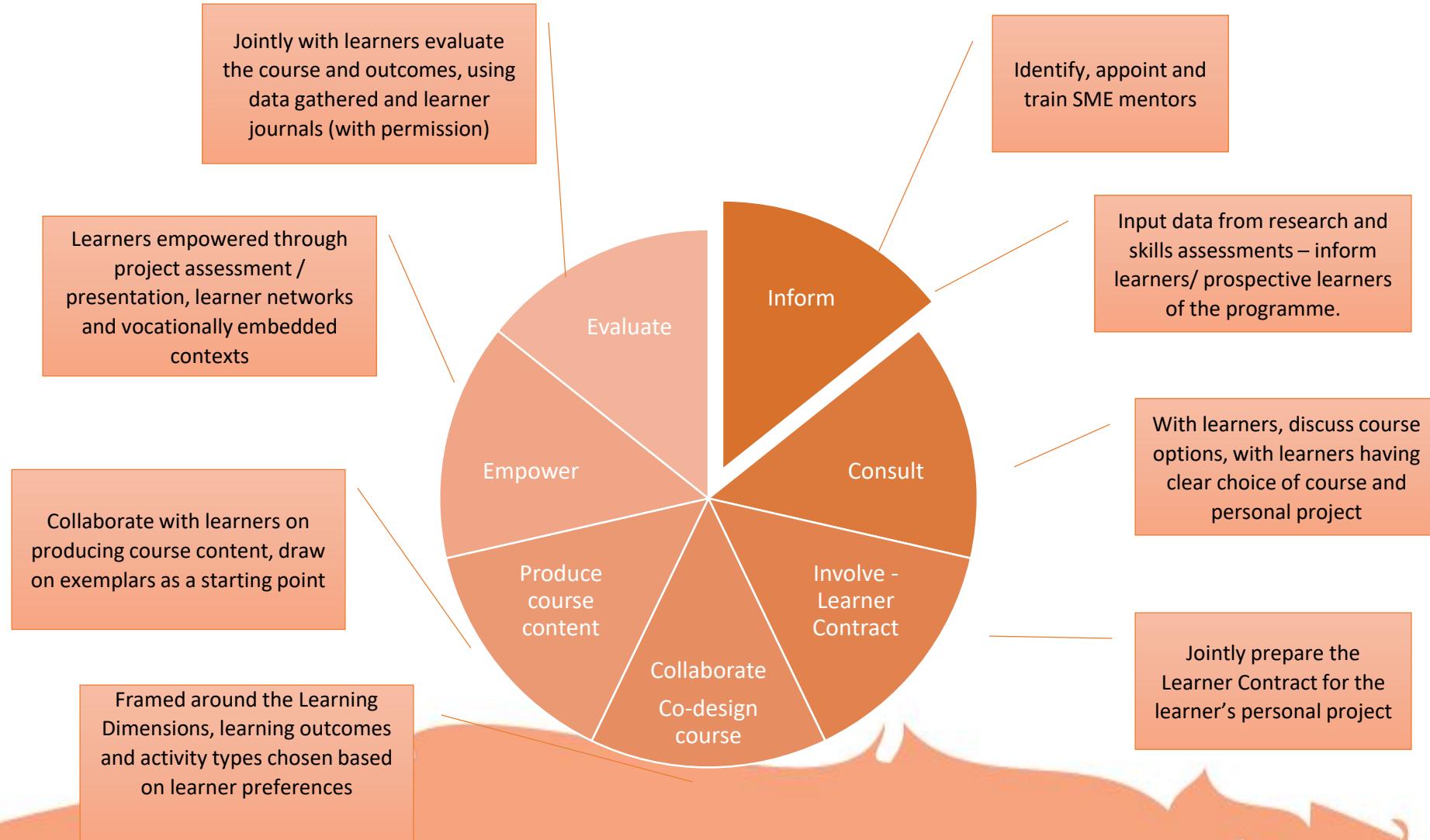
“(I)in prison education, learners can be exposed to different ways of thinking and lifestyle choices. This can serve to develop meaningful concepts of a possible future self with education acting as a ‘hook’ into new ways of being and encourages new identities.”

(Szifirs *et al.*, 2018)



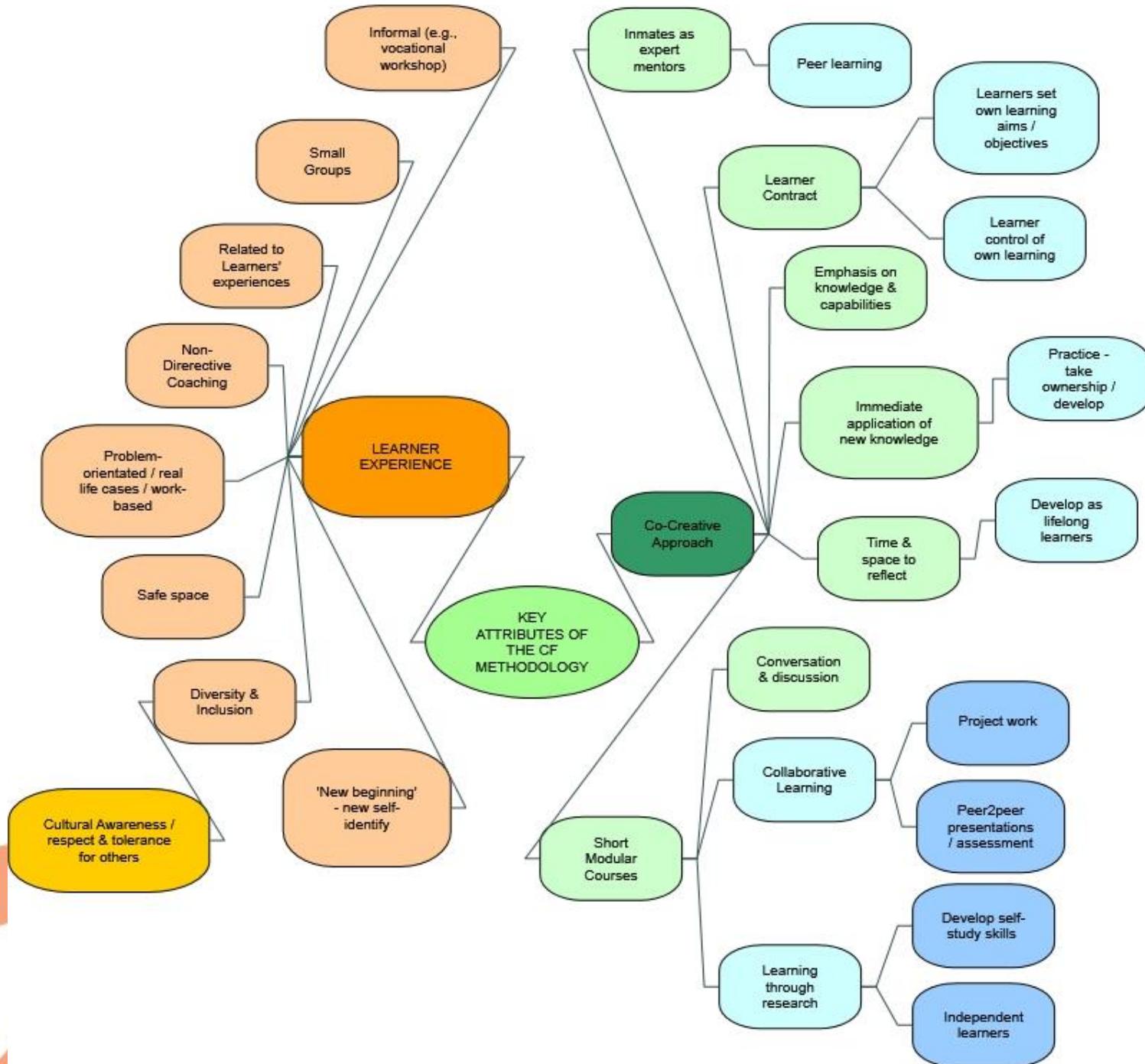
Features of adult learning

- Learners' unique experiences shape what and how they learn
- Learning builds on existing knowledge & experience
- The learner's personal motivations to learn – knowing what they are
- Self-directed, autonomous learners
- Benefit through learning how to learn
- Most learning in response to real-life problems
- Learning as embedded to action & reflection
- Reflection helps the learner see things in new ways – unique to them



The Skills Training Curriculum Framework methodological Engine

CORE ATTRIBUTES



Individual Learner Record

1. Designed to integrate with and support the participatory approach where learners co-develop their own learning programmes and content.
2. Personal records of achievement and attainment: explicitly demonstrate accomplishments and competencies.
3. Supports the individual in their applications for work ‘through the gate’.
4. Draws on, and is based on the Learner Contract (Curriculum Framework).

CONCLUSIONS AND NEXT STEPS

Action: Join the SkillHUBS open access practitioner community platform available in September.

Action: Share and network

Dr Lesley Crane

