

European Induction Support for Adult Learning Professionals

The Project Findings



Partners:



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Full doc can be found here: http://eisalp.eu/PDFs/Research%20report-EisAlp_EN.pdf

1. Summary of Project

Interest in prison education around Europe has been a topic of increased interest over recent years. Key to its development are the adult learning professionals who operate within these institutions and here it is vital that there is an emphasis placed on lifelong professional development. EIS ALP (European Induction Support for Adult Learning Professionals to the Correctional Criminal Justice System) is a dynamic and innovative partnership dedicated to developing the education received by those in prison. The project aims to address the missing classification of what it is that defines a prison educator. EIS ALP seeks to do this by producing a standardised set of competencies for prison educators as well as an induction assistant and support materials relevant to complement this competency profile.

Observing a number of project databases, such as European Shared Treasure, it becomes apparent that ventures dedicated to adult learning professionals' training are uncommon. As a result the induction of adult learning professionals to correctional criminal justice systems is an area that holds huge potential for improvement. Here the need for international collaboration becomes imperative. The EIS ALP partnership aims to development effective learning professionals within the correctional criminal justice system by working with individuals before they enter institutions as well as throughout their careers. The competency profile, induction assistant and support materials will allow individual adult learning professionals to identify areas where they are strong as well as what they would like to develop. These can be developed using both the online induction training tools and the classroom training.

The project was designed with societal's sustainable development approach which offers an EU model not only through its results, but also through its responsible management approach. This has enabled cohesion between the project's 11 partners. Through this partnership EIS ALP looks to build a well-developed and functional adult learning system within the prison setting.

2. Partners

EI SALP brought together both public and private institutions that are directly in contact with end-users from 5 member countries, which include:

Romania

Centre for Promoting Lifelong Learning (CPIP) - ROM <http://cpip.ro/>



CPIP is the coordinator of the project and follows the motto: 'Learning throughout life is the key to keep up the pace!' The centre is a non-governmental and non-profit institution working to promote the culture of lifelong learning.

The Prison Officers' Training Centre Arad (CFSO Arad) - ROM

www.eisalp.eu/partners/the-prison-officers-training-centre-arad-ro



The Prison Officers Training Centre is a division facilitated by Arad Prison to provide the initial and ongoing training of Romanian prison staff, to ensure professional skills development, in line with specific duties. CFSO Arad is responsible for coordinating research on the competency profile.

European Network for the Promotion of a Responsible Economy (REPER 21) - ROM

<http://www.romaniapozitiva.ro/tag/reper-21/>



REPER21 aims to promote the concept of sustainable development through actions unfolded at organizational and individual levels. Since 2006, the association has developed a wide range of high quality projects. REPER 21 is responsible for ensuring the projects societal responsibility and quality.

Malta

The European Prison Education Association - Malta Branch - (MT)

<http://www.epeamalta.org/>



The European Prison Education Association is a non-governmental organisation made up of prison educators, administrators, governors, researchers and other professionals whose interests lie in promoting and developing education and related activities in prisons throughout Europe in accordance with the recommendations of the Council of Europe. EPEA is responsible for the development of support materials.

Corradino Correctional Facility - MT

<https://homeaffairs.gov.mt/en/The-Ministry/Pages/Contact-Details.aspx>

The Corradino Correctional Facility is the only civil prison in Malta. It strives to maintain order, control, discipline and a safe environment, while providing decent conditions and positive regimes which help address offending behaviour and prepare for release. It is worth noting here that CCF is no longer an active partner in the project, thus had no part in any dissemination activities.

Portugal

Innovative Prison System (IPS) - POR <http://www.prisonssystems.eu/>



IPS specialises in developing prison management solutions with an expertise in strategic consulting, training, e-learning consultancy and development of information technologies. IPS is responsible for the piloting of the induction support system.

National Association for Family Action (ANJAF) - POR

<http://www.anjaf.pt/home>



ANJAF is a non-profit association whose aim is to encourage solidarity between young people, their families and the community, in order to promote equality, justice and progress, by harmonized actions of economic, social and cultural development ensuring representation, participation and intervention.

Slovenia

Institute for European Research and Development (EUROCOOP) - SL

<http://www.eurocoop.si/index.php?lang=en>



EUROCOOP is a private non-profit organization focused on research and IT development within key social areas in today's Europe. Members of the institute participate in European projects in the fields of vulnerable social groups, social inclusion, gender equality, non-discrimination, universal human rights and the rights of children striving for empowerment. EUROCOOP is responsible for the development of the induction assistant.

Trebnje Centre for Education and Culture (CIK) - SL <http://www.ciktrebnje.si/>



CIK was established by the Trebnje municipality to promote and develop adult education. Their projects develop and encourage lifelong learning among different target groups, to raise the level of literacy, especially among the socially vulnerable.

United Kingdom

User Voice - UK <http://www.uservoice.org/>



User Voice is a charity run and led by ex-offenders. All of User Voice's work is peer – led and exists to challenge the system by making sure that the voices of current and ex-offenders are heard and used in improving criminal justice services. User Voice is responsible for dissemination and exploitation.

Learning Initiatives for Employment (LIFE) - UK <http://life-cic.com/>



LIFE works with private and public bodies for the delivery of entrepreneurship and educational programmes in the Criminal Justice System across the UK. LIFE run programmes using experienced experts including; entrepreneurs, teachers and trainers.

3. Methodology

In order to achieve the partnerships' objectives, the project was structured into 8 work packages, with different partners focussing on different activities, including management, research, development of learning content, piloting of materials, implementation and dissemination of results.

The work packages were distributed between partners, as shown below, and each was given a timeframe for completion as depicted in Figure 1:



Figure 1: The Work Package Schedule

The remainder of this report will concentrate on the three major outputs: competency profile, induction assistant and dissemination activities with information on partner involvement where possible.

3.1 Competency Profile

One of the fundamental aims of the partnership was to establish a set of standardised proficiencies that make up the ideal prison education professional. CFSO Arad was given the responsibility for developing this competency profile and their methodology for doing so was split into three main clusters:

Competence identification – All available information on the duties, tasks, responsibilities, roles and work environments related to the job were collected to identify the skills and the relevant skills, knowledge and attitudes required by adult learning professionals in the correctional criminal justice system.

Competence modelling – The collected data was analysed and split into 13 competence domains which were structured into 3 main categories: generic, specific and supportive as shown in the figure below:

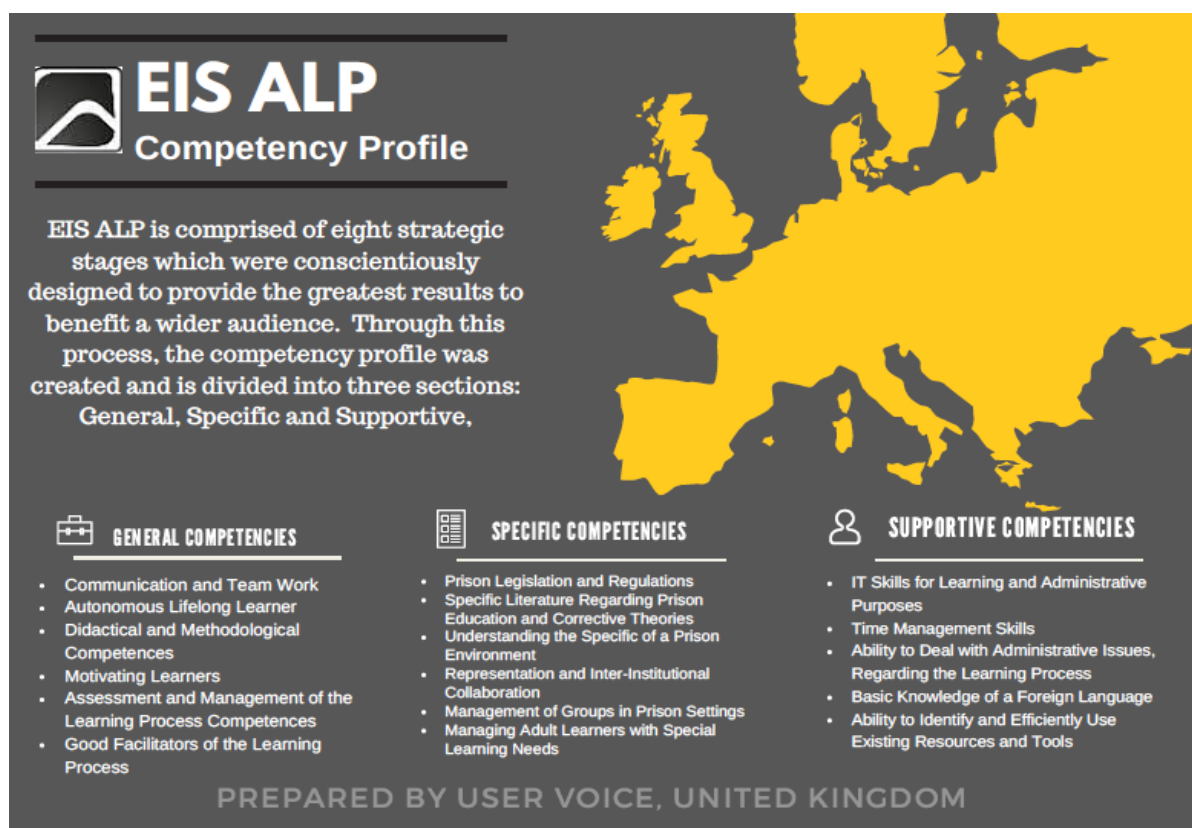


Figure 2: The Competency Profile Model

Competence assessment – In order to assure that the profile was complete, consistent and real, stakeholders at various levels within prison education were given a questionnaire designed to evaluate the importance of competencies on a scale from 1 to 5. Later, stakeholders were asked for feedback. The profile was also sent to partners for further feedback. Feedback reflected the need for 3 main categories and to split the indicators into knowledge, skills and attitudes.

For the full competency profile please see: http://eisalp.eu/PDFs/Research%20report-EisAlp_EN.pdf

4. Induction Assistant & development of support materials

To accompany the competency profile an induction assistant and support materials were developed. The induction assistant would enable individuals to self-assess in relation to the competency profile, plan personal development and provide learning solutions using a variety of support materials. The development of the Induction Assistant was coordinated by the Slovenian partner, EUROCOOP – Institute for European Research and Development, over a period of eleven months. They were responsible for the following activities:

- Developing an online environment for adult learning professionals designed to:
 - Assist in self-assessment of competences against the competence profile of adult learning professional in correctional criminal justice system;
 - Provide a learning solution (and induction program if needed) based on the assessment and support materials developed within the project and outside.
 - Provide a personal development planning tool which assists adult learning professionals to plan and evaluate progress.
- Validating the induction assistant in participating partner correctional criminal justice system. Where necessary translating the materials into their own language and where possible involving participation at national level.
- Supervising progress through the website and adapting the tool where necessary.

The development of support materials was coordinated by one of the Maltese partners, European Prison Education Association - EPEA. They were responsible for the following:

- Developing new support materials for adult learning professionals in English based on the competences profile of adult learning professionals in correctional criminal justice systems, under the format of adaptable modules, suitable for both online environment and frontal training.
- Exploiting already developed modular support materials from previous projects and training, integrating them into the induction support web-environment, connected to the competence profile of adult learning professionals in correctional criminal justice systems.
- Validating the support materials in participating partner countries, where necessary translating the materials into the local language.

- Supervising progress through the website and adapted the tool where necessary.

4.1 Piloting Induction Support Platform and Quality

Innovative Prison System (IPS) coordinated this over a period of 6 months and was responsible for the following activities:

- Bridging the competence profile of adult learning professionals in correctional criminal justice, online environment, combining new support and developed materials into a comprehensible induction support tool suitable for adult learning professionals and managers from correctional criminal justice facilities.
- Developing a selection of possible scenarios using the induction support tool; presented the final induction support product as a web-based tool available in off-line form; producing a brief clear manual to demonstrate the use of the induction analysis tool; and finally developing a brief evaluation tool for adult learning professionals who have undertaken the European Induction Support System programme including an equivalent tool for managers from correctional criminal justice facilities.

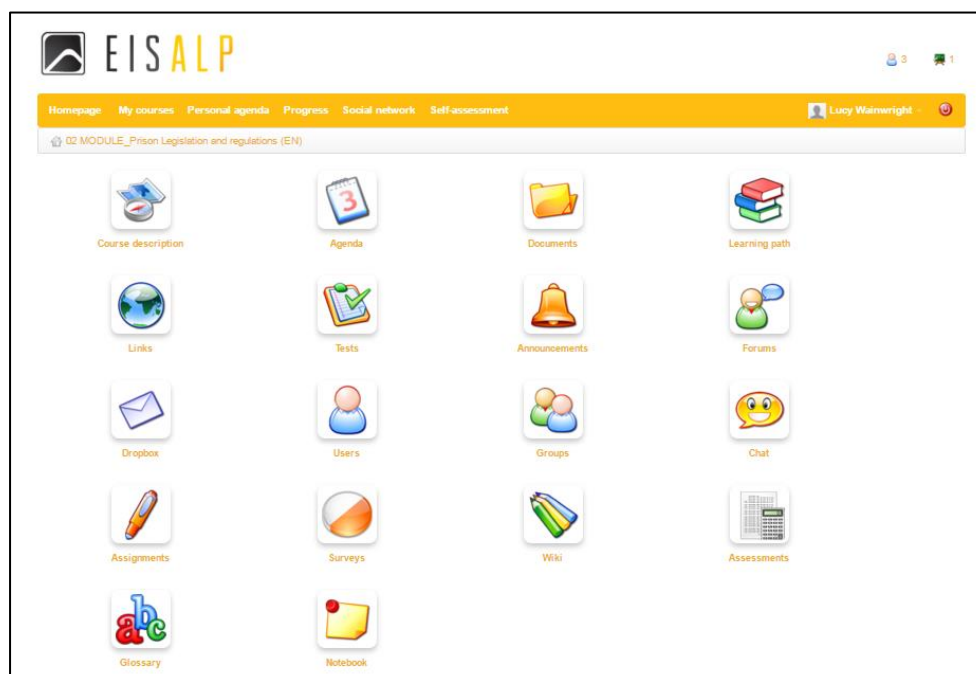


Figure 3: The Induction Support Platform

5. Dissemination & Promotion of the Project

Throughout the project each partner was responsible for promoting EIS ALP and informing stakeholders of its progress and development. A brief description of each partner's key contributions can be found below:

NB: Please note that there have been no dissemination activities reported by The European Prison Education Association - Malta Branch.

Centre for Promoting Lifelong Learning (CPIP) - ROM

In January 2014, CPIP used the official EIS ALP page to promote the project by creating a project Facebook group and posting a description of the project. CPIP's bids and tenders developer was invited to attend the Coordinators' meeting in Brussels. EIS ALP was disseminated to the present project managers. EIS ALP was also described in the Grundtvig Compendium 2013.

In February 2015, the managing director of CPIP gave a description of EIS ALP at the EPALE Conference in Bucharest.



Figure 4: The EPAL Conference, Bucharest

In October 2015, CPIP attended the “Let’s Talk and Walk Together” conference in Bucharest; the theme of the conference was juvenile justice: designing new futures. Here EIS ALP leaflets were distributed and the project was discussed. At the beginning and end of the project CPIP posted articles and left comments on blogs on the EPAL platform regarding the EIS ALP project.

The Prison Officers Training Centre Arad (CFSO Arad) – ROM

In February 2014, The Prison Officers Training Centre Arad included a description of the EIS ALP project in their annual report regarding the activity of Arad Prison in 2013. The director of Arad Prison presented the aims and objectives of EIS ALP as well as the responsibilities assumed by CFSO Arad to the regional management boards of Western Romanian penitentiaries. Additionally a short presentation of the EISALP project was posted on the website of the National Administration of Penitentiaries, Arad Prison section, making it available to the public.

In December 2015, CFSO Arad tested the support modules by inviting 13 specialists involved in adult prisoner education. Feedback was positive and supported developing

support materials for educators and volunteering programmes. The importance of flexible modules for use online or in class was highlighted. Discussing the materials it was suggested myths and prejudice around prison life and education should be considered and that this should be done via a discussion with specialists. The induction tools also received much interest.

European Network for the Promotion of A Responsible Economy (REPER 21) - ROM

In January and February 2014, REPER 21 identified 34 organisations suitable for communications who had all implemented projects relevant to EIS ALP. An article was also posted on the REPER 21 webpage describing EIS ALP's objectives and social responsibility. During this period REPER 21 also produced an e-version of the project leaflet as well as a description of the project in their newsletter and made both available on their website (www.societal.ro). The project leaflet was also distributed internally via e-mail.

Innovative Prison System (IPS) - POR

In January 2014, a board member of IPS met a representative of the Prison Services and the director of Prison Tires to raise this faculty's awareness of the EIS ALP project and to push for the project to function at a national partnership level. The IPS Facebook page also posted a link to "*Effective Induction for Prison Teachers Programme*", a pdf document. They also coordinated the third project meeting in Lisbon (January 2015) where the progress of the project and online platform were discussed between partners. Figure 5 below shows this meeting:

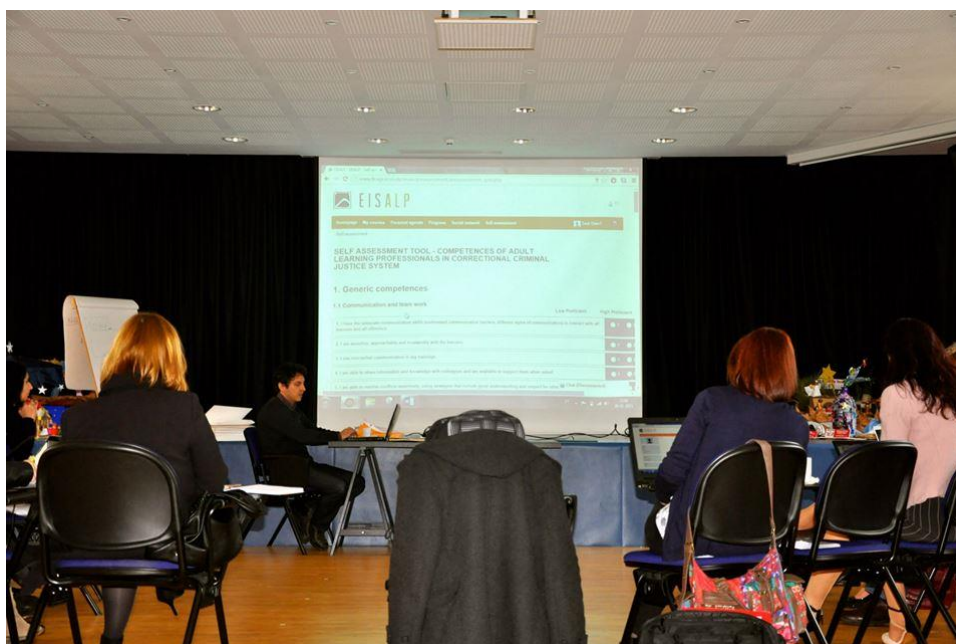


Figure 5: Lisbon Partner Meeting

National Association for Family Action (ANJAF) - POR

In February 2014, ANJAF presented EI SALP to the General Directorate of Rehabilitation and Prison Services through an e-mail and sending a brief description of the project, a poster and asking for a meeting to discuss the project further.

In partnership with IPS, ANJAF have scheduled a workshop introducing the key themes and content of the project as well as the EIS ALP platform.

EISALP
EUROPEAN INDICTION SUPPORT FOR ADULT LEARNING PROFESSIONALS TO THE
CORRECTIONAL CRIMINAL JUSTICE SYSTEM - EISALP

CURSO DE INICIAÇÃO
CONTEXTO EDUCATIVO E FORMATIVO EM MEIO PRISIONAL

Uma formação desenvolvida no âmbito do Projecto EISALP, que visa preparar Professores, Formadores e Estudantes que iniciaram ou estão interessados em iniciar atividade em meio prisional.

11 DE FEVEREIRO E 18 DE FEVEREIRO
DAS 10H00 AS 13H00

ORGANIZAÇÃO:
IPS
ANJAF

INSCRIÇÕES LIMITADAS A 12 PESSOAS
INSCRIÇÕES GRATUITAS

FICHA DE INSCRIÇÃO:
clique para aceder

MAIS INFORMAÇÕES:
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1250-199 Lisboa
TLM.: +351 213 845 490
EMAIL: s.silva@anjaf.pt |
nuno.alvim@prisonssystem.eu

Partners: EISALP, CURTICOOP, IPS, ANJAF, USERVOICE

Figure 6: Poster Promoting Workshops

Trebnje Centre for Education and Culture (CIK) - SL

In October 2013, CIK Trebnje distributed an annual brochure describing planned activities, including EIS ALP, to various institutions, partners, individuals and stakeholders. Later a description of EIS ALP with links to the official webpage was included on their own website.

In April 2014, CIK Trebnje presented EIS ALP to 16 members of Grundtvig mobility and also visited the prison ZPKZ Dob. From March to May 2014 CIK Trebnje presented EIS ALP to representatives of Primary School for Adult: the employment institution of Slovenia and The Centre for Social Work.

In September 2014, CIK Trebnje presented EIS ALP and developed materials to regional employment agencies, experts in the field of prison education and later with 24 prison teachers.

In June 2014, CIK Trebnje posted a short description of EIS ALP via an e-newspaper on the municipality Trebnje website. 1200 printed versions were also distributed to residents in different institutions within municipality Mokronog-Trebelno. EIS ALP was also presented to a national Association of Slovenian Adult Education Centres' directors.

In March 2015, an interview with the director of CIK Trebnje about the main activities of all international projects (including EIS ALP) was published in an e-newspaper and printed newspaper in Dolenjska, Posavje and Bela Krajina. The following month EIS ALP was presented to 17 prison teachers.

In May 2015, CIK Trebnje distributed an EIS ALP leaflet and brochure at regional *Festival for You..*



Figure 7: EIS ALP Brochure

In August 2015, CIK Trebnje presented EIS ALP and developed materials to regional employment agencies, experts that work in the field of adult education and education in prison and later to representatives of ZPKZ Dob Prison. Experts and organizers were invited to co-operate on workshops and web applications. CIK Trebnje also distributed an EISALP leaflet and brochure at Farewell to Summer Festival. The following month EIS ALP was presented to 17 prison teachers. Those present were asked to participate in workshops, test web applications and give feedback to improve the modules and the application.

All of EUROCOOP's activities were disseminated by CIK Trebnje.

User Voice - UK

In January 2014, User Voice launched a social media promotion of the project creating official EIS ALP Facebook, Twitter and LinkedIn pages. EIS ALP was also presented to HMP Oakwood prison. User Voice visited HMP Rochester in January 2016 and conducted focus groups with prison education staff discussing the training modules, materials and competencies. Feedback was more positive from management than tutors. The online platform was also presented.

In February 2016, User Voice attended HMYOI Cookham Wood and conducted a focus group with young offenders being asked to reflect on what they believed to be important attributes and skills held by a prison educator as well as their views on how lessons should be constructed. User Voice signed up to EPALE and shared information in relation to both focus groups and the topic of prison educators. This report will also be available on EPALE. Due to prison regulations concerning photography and recording equipment coming into the prison, there are no images available for either focus group.

Learning Initiatives for Employment (LIFE) - UK

In January 2014, LIFE presented EIS ALP to HMP Featherstone, HMP Drake Hall and HMP Oakwood Prison where feedback was received and the WP2 form was agreed. WP2 was discussed specifically at HMP Featherstone and HMP Drake Hall.

In December 2015, LIFE held an event at Birmingham City University and invited key stakeholders to discuss the online platform before its completion. Feedback for the platform was positive and there was agreement for the need of key competencies. It was however argued that the platform would be too time consuming to complete and it would not be accessed due to this. It was also argued there was a lack of actual accreditation to the platform and this was a potential concern.

6. Competency Follow up and Discussion

HMP Rochester

On the 26th and 29th of January 2016 User Voice facilitated focus groups with prison education professionals from HMP Rochester. Those in attendance ranged from senior team leaders to course tutors and discussion focussed on the EIS ALP projects competency profile, online platform and training modules as well as the prison's current methods. Feedback reflected that from the earlier focus groups done by LIFE at Birmingham City University.

Resources were noted as a key part of prison education by staff at all levels. The idea of sharing resources online was welcomed by senior team leaders and tutors alike however it was acknowledged that difficulties may arise. This may be in relation to the actual use of online resources in a prison setting with limited equipment but also in the sharing of resources. There were concerns about the copyright legislation surrounding resources gained from their educational resource contracts, furthermore it was mentioned how generally prisons are protective over resources they have developed themselves.

It was recognised by tutors and team leaders that training modules needed to consider how tutors must plan and teach lessons for 3.5 hours without a break. The focus groups described how keeping the class engaged for this long is a real struggle, especially for those just starting in the profession. For both the tutors and the senior team leaders there was an agreement that the hours required to complete each module would be difficult to fit in around the hectic schedules of prison educators, this was also emphasised in the LIFE focus groups.

For the senior team leaders there was great enthusiasm for the project, as a result of recent high staff turnover a stronger induction program such as the one put forward in EIS ALP would be very welcome. It was added that modules could be extremely useful as refresher courses to assist those who needed them. A further suggestion was an exercise to be a learner for a day in a prison setting to help them further tailor their class delivery. One important factor that the group wanted EIS ALP to consider was that in each of their classes there is one prisoner who adopts the role of teaching assistant and the tutors agreed that training to help make the best use of these individuals would be a great addition to the program.

The senior team leaders strongly agreed with many aspects of the competency profile, in particular EIS ALP's placed importance on the skills required to manage learners with special needs. Here there was detailed discussion on the many different requirements that offenders had such as the issues those on methadone programs had staying focused and how teachers could adapt to their needs.

It was interesting to note the difference in responses from the course tutors. Whilst speaking positively about the aims of the project there was a general feeling that many of the themes explored in the training modules were better learnt "on the job". This being said the group asserted that modules such as the introduction to correctional legislation and prison rules would be useful tools for preparation. The tutors were also in agreement that it was vital for prison educators to be consulted when developing the modules.

HMP Cookham Wood

On the 18th of February 2016 User Voice facilitated a focus group with young offenders from HMP Cookham Wood. Young offenders were asked to reflect on the competency profile and to discuss how they would like to see lessons organised. This session enabled us to raise awareness within the prison and to gather feedback for the conference. From this focus group one of the most important factors identified by the young service-users was the ability for the prison educators to be able to communicate effectively with them. It was identified that by speaking to them on the same level enhanced the learning process and encouraged the service-users to engage in lessons.

There was also some concern that prison educators were perceived as not being as intelligent as teachers on the outside. This could be explained by the young service –users interpretation that being able to teach in UK prisons does not require a teaching qualification resulting in teachers being perceived as less intelligent to teachers working in a non-prison education. It was also identified that certain subjects required different type of teaching. Such as the focus group identifying that in a woodwork lesson the teaching was a lot more relaxed in relation to core subjects. When discussing the environment, the group were in consensus that classrooms were completely different to school due to the fact that it is in a prison setting. Resources were also perceived to be poor, service-users were unable to carry out research and heavily relied on prison educators to do this in their own time and then bring it into the prison. This very rarely happened in this particular prison due to prison educators having a heavy workload.

7. Final Thoughts

The last section of the report will be devoted to the impact and wider functions of the tools developed by EIS ALP.

7.1 Potential uses of key competences

The potential uses for the competency profile is vast including at an individual level application of the profile which concerns self-evaluation and training opportunities. Learning professionals can look at the profile to identify their strengths and weaknesses as well as their readiness to work in prison. From a broader perspective, the developed competence profile represents a step forward in the research regarding prison education and learning professionals. This is reached by integrating previous study with the knowledge of professionals already working in the correctional setting. This has created a bridge between theory and practice, enhancing the usefulness of the end product.

7.2 Wider Impacts

By formulating a set of competencies for prison educators, as well as developing an induction assistant and training materials to aid the development of these competencies, EIS ALP aims to further professionalize correctional education. The tools developed by the project will help to both prepare educators for working in the prison setting and then to assist with competency enhancement throughout their careers as well as competency standardization across all prison educators. This has a number of key benefits for those enrolling in prison educational courses. Educators will be better able to produce a stimulating environment that takes into account both the various constraints of education in a prison setting as well as the wide variety of needs of the service-users. By improving the quality of prison teachers it will give service-users a vital positive experience of education which for many has been absent. The introduction of fellow prisoners taking on the role of a teaching assistant and teachers agreeing to be trained in utilising these individuals would be beneficial to the overall program. It will open the prison setting to a life-long learning culture. The final outcome will be better educated offenders, with higher chances of successful reintegration in terms of being work ready and motivated to further develop themselves, making use of a more professional and confident prison educator staff.

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