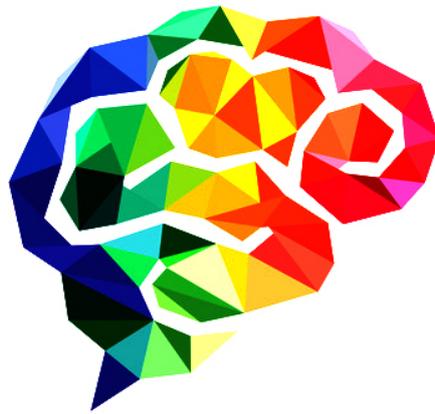


Creativity, the Connected Economy & Offenders

- Brief report on National Training Pilot -



Pictora
United Kingdom

July, 2017

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1. Introduction

The project Creativity, the Connected Economy and Offenders – CCEO, funded by Erasmus+ (2015-2017), brings together a group of European partners working in the criminal justice system - Pictora, LTD (UK) - coordinator; Associação Humanidades (PT), Panevezio Correction House (LT) and RIA - Resocializācijas un Integrācijas Asociācija (LV), that are passionate about exploring new approaches to support offenders in resettlement and to reduce the likelihood of reoffending, inputting a special skill set to the project¹.

CCEO aims to develop, test and mainstream across the EU, innovative new learning methodologies, approaches, tools/materials to support offenders/ex-offenders/individuals at risk of offending use creativity to access the Connected Economy.

Training methodologies/ materials/ tools developed by the partnership are tested with offenders/ ex-offenders/ people at risk of offending under National Training Pilots across all partner countries in order to evaluate their quality, adequacy and efficacy and also collect improvement feedback among participants.

The purpose of this report is to present the results of Training Pilots run in the UK by Pictora, in July/August 2016 and February/March 2017.

Prepared by Pictora evaluation member staff, responsible for data collection, processing and analysis, the report includes a brief overview on training pilots implementation framework – context and participants profile; training programme reference basis and adaptation; training pilots evaluation model - tools and methodologies and main evaluation results, followed by concluding notes and recommendations.

¹ Pictora is an innovative 'not for profit' Social Enterprise, bringing the therapeutic value of offender art together with the practical creativity of entrepreneurship and business enterprise skills, in order to support offenders in prison, "Through the Gate", and back into society. Pictora is reducing reoffending by engagement in arts and entrepreneurship through social enterprise. Associação Humanidades is a private, non for profit organisation aimed at social inclusion of disadvantaged groups, mainly youngsters and children. Develops an integrated approach to social problems based on innovative and flexible methodologies that promote empowerment of agents and learning facilities and resources that support educational and sociocultural activities contributing to the promotion of quality of life, equality of opportunities and equity between individuals and territories. The Panevezys Correction House is the only of Lithuania's 11 penal institutions enforcing custodial sentences imposed on female offenders. At present, an average of 300 inmates serve their term here, including women raising their children under the age of three years in the Mothers and babies unit. Educational opportunities and social rehabilitation programmes are being provided in the institution in order to help inmates to better prepare for life after release. Resocialization and Integration Association (RIA) is a Christian fellowship organisation dealing with ex-offenders through its community centres. RIA is an umbrella organisation for five independent charity organisations which provide support for people in crisis situation, mainly ex-offenders, former inmates, persons suffering from various addictions (alcohol, drugs, gambling), homeless persons and any other kind of marginalized individuals whom cannot adopt into regular social life. RIA through its member organisations provides everyday support to these persons and by various tools, to help them reintegrate back into social life and labour market. Currently altogether the RIA member organisations provide everyday support to approximately 150 – 200 persons per day, giving them overnight accommodation possibilities, food and training opportunities. All these activities are purely financed by donations and individual projects.

2. National Training Pilots

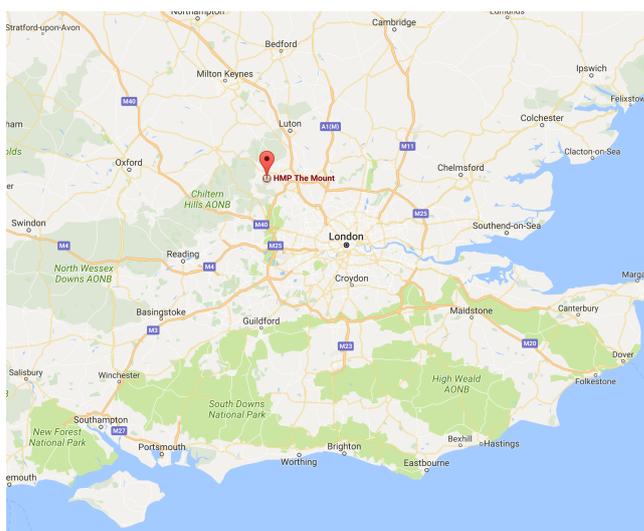
Pictora ran 2 pilot projects in HMP The Mount Prison.

2.1. Implementation framework

Both pilots were run in HMP The Mount Prison, which is a Category C Training prison built on the outskirts of Bovingdon village, Hertfordshire.

Following a large new build project, the prison now has a population of over 1000 prisoners. It is a hybrid training and resettlement prison, catering for a number of prisoners in the last six months of their sentence who are residents of Hertfordshire and surrounding areas.

National Pilots	Where	When	For how long	With whom
1	HMP The Mount	11 th , 25 th July 2016 8 th , 15 th , 22 nd , August 2016 20 th September 2016	6 days @ 2.15 hrs a session = 13hrs 30 mins	13 learners 1 trainer
2	HMP The Mount	25 th January 2017 1 st , 8 th , 15 th , 22 nd , February 2017 1 st March 2017	6 days @ 3 hrs a session = 18hrs	10 learners 1 trainer



Learners' features

For both pilots, the programme was advertised on the prison wings by way of A4 posters and prisoners applied to participate in the pilots. On each occasion prisoner participation had to be accepted by the prison activities team and had to fit into the prison regime.

Each pilot included a mix of prisoners including Lifers, IPP's (prisoners held indefinitely as 'imprisonment for public protection') and those on both short and long-term sentences. Some prisoners were near their release date or near to moving to a Cat D Open Prison, others still had several years to complete in prison.

Academically both pilot groups were diverse with some prisoners being non-traditional learners with poor literacy levels and other being very academically competent.

Age wise the groups varied from early 20's to late 50's. Ethnically the groups were also diverse with learners born in a range of countries including, UK, Singapore, Pakistan, India, Nigeria, Albania, Brazil and Sweden.

Trainers' skills/experience

Both national training pilots were run by the training director of Pictora, who is qualified with a Certificate of Education, NVQ Assessor awards D32/D33, Masters Degree in Business Administration and is a part-time university lecturer in entrepreneurship and innovation.

The trainer has worked with disadvantaged groups since 1995 and delivered prison training since 2002 in 17 prisons across the UK.

- *CCEO training programme according to trainers delivery plan designed for each training unit – EX: AH training units*

Programme training units	Session Aim	Learning Outcomes		Time (hours)
		Expected	Differentiated	
Connected Economy (UNITED KINGDOM)	<p>Introduction to programme: Initial course paper work</p> <p>Introduction to the concept of creativity: What do we mean by the word creativity? Issues that creativity may raise for the individual</p> <p>Introduction to the concept of a connected economy: How the industrial age is changing to a connected economy; Issues that the connected economy creates for the individual</p> <p>Awareness of how things are connected: Becoming more aware of what we see/what may mean; How colour can be used to improve connections</p>	<ul style="list-style-type: none"> -Curiosity -Awareness of connections in the modern world -Awareness on the tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Team working 	<ul style="list-style-type: none"> -Critical thinking -Interactive discussion -Team work -Personal reflection 	2,5h
Social Media & Positive Connections (PORTUGAL)	<p>Awareness on social media opportunities to establish positive connections for personal, social and professional development</p>	<ul style="list-style-type: none"> -Knowledge of ICT tools role in everyday contexts to promote motivating and engaging interaction that benefits everyone -Knowledge on the main tools to exchange information, communicate and participate in collaborative networks via Internet -Knowledge on the advantages of safe use/ using confidently and critically Information and Communication Technologies (ICT)/ Social Media for work, leisure and communication -Knowledge on the impact of Social Media in the connected economy/ society 	<p>A critical and reflective attitude towards available information</p> <p>Identifying the right ICT tool and using it for one's own goals</p> <p>Self-control and responsible use of the interactive media</p> <p>An interest in engaging in communities and networks for cultural, social and/or professional purposes</p> <p>Curiosity, openness to change</p>	2,5h
Igniting Creativity (LITHUANIA)	<p>To encourage individuals to expand their mind and explore their creativity; To help individuals build</p>	<ul style="list-style-type: none"> -Participants have their creative thinking fired up -Participants are better prepared to conjure their creative ideas to solve their problems 	<ul style="list-style-type: none"> -Self-reflection -Team working -Creative thinking techniques - Curiosity 	2,5h

	confidence in their abilities and to challenge their “learned helplessness”.	-Participants develop their creative thinking skills: ability to generate new ideas, analyse problem situations independently, use various creative thinking techniques, search for the information, analyse and assess it critically, and interact and cooperate within a group/team		
Blocks to Creativity (PORTUGAL)	Awareness on creativity blocks: - Discover blocks to creativity -Challenge attitudes and perceptions around creativity -Self-awareness	-Understand the importance of attitudes, perceptions and myths around creativity -Identify blocks to creativity -Identify environmental/cultural/perceptual/emotional blocks to creativity -Understand and identify differences between creativity and dishonesty - Challenging Blocks to creativity	-Self-reflection -Self-knowledge -Increase awareness on the importance of communication Team working	2,5h
<i>Creativity Lab</i> (LITHUANIA)	To encourage group members to share their creative or business problems/challenges with the group; To engage the group in creative problem solving through discussion and practical exercises; To work out potential solutions to problems/challenges raised	-Participants increase their abilities to generate ideas -Participants know how to overcome obstacles to creative thinking and problem solving -Participants increase their capacity to develop solutions -Participants realise the benefits of networking for developing potential solutions	-Critical/ reflective attitude towards available information -Team working -Curiosity, openness to change -Awareness of networking for developing potential solutions	2.5
<i>Learning to Share & Trust</i> (LATVIA)	Introduction to programme, tool and concepts of creativity and connected economy: What do we mean by the word creativity, it forms?; Promoting mutual trust, self-learning, openness,; Discovering	-Understand how creativity is linked to game curiosity and improves problem solving skills -Identified how organisations make subliminal connections through them game -Identify and understand how different type peoples can be used to convey differing messages and connections -Coaching principles in this game, its impact on the results	-Curiosity -Game fulfilling activity, can provide benefits to emotional life -Awareness information of connections in our world - Awareness on the tools of subliminal communication - Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital - Personal empowerment in the Game	2.5

	<p>creative potential, discovering talents, abilities; Developing communication skills, cooperation with others, empathy, self-development</p> <p>Cooperation with others that the connected economy creates for the individual; Awareness of how things are connected Becoming more aware of what we see and what it may mean; To facilitate the identification of existing knowledge and in the acquisition of new knowledge How discovering talents can be used to improve connections, people who usually are not with high sense of responsibility</p>		<p>- Learning pyramid (learning by doing) - Group work methods</p>	
<p><i>Negotiation</i> (UNITED KINGDOM)</p>	<p>Introduction to Negotiation: Why is negotiation important?; Positive connections through positive negotiation skills Approaches for negotiation: Understanding conflict; Practical approaches to negotiation; Positive negotiation behaviours; Negative negotiation behaviours; Dealing with difficult situations Practice, reflect and learn: Overcoming inhibition in</p>	<ul style="list-style-type: none"> -Understand how positive negotiation can create positive connections -Understand conflict: positional bargaining -Develop 4 practical approaches to negotiation -Recognise positive behaviours used by negotiators -Recognise negative behaviours in negotiation -Understand how to deal with difficult negotiation situations -Overcome inhibition in negotiating -Recognise the impact of emotions and feelings in negotiation 	<ul style="list-style-type: none"> -Curiosity -Awareness of connections in the modern world -Awareness on the tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Team working 	<p>2.5</p>

	negotiating; Reflection approaches			
<i>Who am I? What is my passion? (LATVIA)</i>	<p>Art therapy and clay effect that creativity may raise for the individual; The clay is useful material for those who find it difficult to express in words own feelings, emotions and thoughts; The clay is perfect material to absorb strong emotions, including aggression; Promoting mutual trust, self-learning, openness; Discovering creative potential, discovering talents, abilities; Developing communication skills, cooperation with others, empathy, self-development</p> <p>Cooperation with others that the connected economy creates for the individual; Awareness of how things are connected; Becoming more aware of what we see and what it may mean</p>	<p>-Understand the importance of creativity in its broadest sense in the modern world</p> <p>-Understand how creativity is linked to curiosity and improves problem solving skills</p> <p>-Identify how organisations make subliminal connections through them</p> <p>Logos</p> <p>-Identify and understand how different type fonts can be used to convey differing messages and connections</p> <p>-Identifying his activities with clay, it is important to understand, that every person is free from the very beginning, even being locked behind the bars</p> <p>-In clay work to make the intention come true, your heart must be clean. It needs to be cleaned from malevolence, greediness, haughtiness, jealousy, resentment and condemnation.</p>	<p>-Curiosity</p> <p>-Fun and fulfilling activity, can provide benefits to emotional life</p> <p>-Awareness of connections in the modern world</p> <p>-Awareness on the tools of subliminal communication</p> <p>-Awareness of how through connection awareness new connections, sales can be achieved</p> <p>-Use of connections to increase social capital</p> <p>-Personal empowerment</p> <p>-Clay like water and sand has a natural appeal. Clay is wonderful</p>	2.5

- Programme adaptation to context/ learners

The two National Pilots run by Pictora in HMP The Mount with adult male prisoners, didn't include all the training units previously presented and neither all the proposed dynamics/exercises in the training units, due to:

- The use of materials required for the training unit not suitable for use in a UK prison, due to security implications
- The training materials not suited for an adult male group.
- Two training tools were delivered in a shared session to meet better the needs of prisoners

- National training pilot: main feature of CCEO tools tests run in the United Kingdom

Both National Pilots run in HMP The Mount (2016 and 2017) followed the same format, with the 2017 pilot having an additional 45 minutes for delivery as a result of prison regime changes.

First Pilot group in HMP The Mount

<i>Training units</i>	<i>Session aim*</i>	<i>Main activities developed*</i>	<i>Duration (h)</i>	<i>Participants (nr)</i>	
				<i>Learners</i>	<i>Trainers</i>
<i>Connected Economy</i>	<i>Introduction to the concept of creativity and connected economy; awareness of how things are connected, exploring different meanings and shared perceptions to improve connections</i>	<p>Completion of participant questionnaire (Wheel of Life); application form.</p> <p>Introduction to the programme. Interactive session using all materials in the training tool workbook.</p> <p>Prisoners started to develop their skill at “seeing things in a different light” and understanding how they are influenced by connections. These connections can be visual, type font or colour.</p> <p>Training unit evaluation questionnaire.</p>	2h15	12	1
<i>Social Media & Positive Connections</i>	<i>Awareness on social media opportunities to establish positive connections for personal, social and professional development</i>	<p>ICT impact on modern society. Group debate around the importance of communication through social networks. Group discussion questions: What types of social networking sites/ social media are there? What they are for? How do they work? Who is using it? And you, you use it? With what goals? Answers given by young people written on stage paper and later debated. QUIZ- In general, the answers were identical.</p> <p>Training unit evaluation questionnaire.</p> <p>Global evaluation very positive, with many prisoners learning that they did not know as much as they thought about social media and its value in business</p>	2h15	9	1
<i>Igniting Creativity</i>	<i>Encouragement of individuals to</i>	<i>The trainer used a range of activities from the training tool.</i>	2h15	9	1

	<i>expand their mind and explore their creativity; support individuals build confidence in their abilities and challenge “learned helplessness”</i>	<i>Excellent interaction was achieved including the exercise sharing a drawing space.</i> Training unit evaluation questionnaire.			
<i>Creativity Lab</i>	<i>Encouragement of group members to share their creative or business problems/challenges with the group; engagement of the group in creative problem solving and development of potential solutions to problems/challenges</i>	<i>An extremely positive session with prisoners exploring some of their groups own business ideas</i> <i>For several prisoners it was an opportunity to learn from others expertise and creativity.</i> Training unit evaluation questionnaire.	<i>2h15</i>	<i>8</i>	<i>1</i>
<i>Learning to Share & Trust Blocks to Creativity</i>	<i>Promotion of mutual trust, self-learning, openness; discovery of creative potential, exploring talents, abilities, self- development; identification of existing knowledge and acquisition of new knowledge; development of communication skills, empathy, responsibility and cooperation with others</i> <i>Discovery of blocks to creativity, challenge of attitudes and perceptions around creativity, self-awareness</i>	<i>This session contained 2 tools.</i> <i>Learning to Share and Trust was run as a board game with a dice, Covering the following topic areas, which were considered most appropriate with the group of prisoners: Creativity; Emotions; Responsibility; Relationship.</i> <i>During the session, prisoners opened up and sometimes were extremely honest with their comments</i> <i>Blocks to creativity was the weaker of the two sessions, and kept short, mainly as the prisoners were already showing high levels of creativity.</i> Training unit evaluation questionnaire.	<i>1h45</i> <i>30 mins</i>	<i>10</i>	<i>1</i>
<i>Negotiation</i>	<i>An introduction to Negotiation, developing negotiation skills and behaviours. Allowing learners the opportunity to reflect on their negotiation behaviours in the past and how these can be improved in the future to support their resettlement and business ideas.</i>	<i>An interactive session using all the tools provided in the training tool module.</i> <i>Prisoners picked up on some key mistakes and issues they had encountered in the past.</i> Training unit evaluation questionnaire. Final Wheel of life evaluation End of programme questionnaire	<i>2h15</i>	<i>7</i>	<i>1</i>

*Description of training session aim and activities developed

Second Pilot group in HMP The Mount

Training units	Session aim*	Main activities developed*	Duration (h)	Participants (nr)	
				Learners	Trainers
<i>Connected Economy</i>	<i>Introduction to the concept of creativity and connected economy; awareness of how things are connected, exploring different meanings and shared perceptions to improve connections</i>	<p>Completion of participant questionnaire (Wheel of Life); application form.</p> <p>Introduction to the programme. Interactive session using all materials in the training tool workbook.</p> <p>Prisoners started to develop their skill at “seeing things in a different light” and understanding how they are influenced by connections. These connections can be visual, type font or colour.</p> <p>The same impact as per pilot 1</p> <p>Training unit evaluation questionnaire.</p>	3hr	9	1 1 observer
<i>Social Media & Positive Connections</i>	<i>Awareness on social media opportunities to establish positive connections for personal, social and professional development</i>	<p>ICT impact on modern society. Group debate around the importance of communication through social networks. Group discussion questions: What types of social networking sites/ social media are there? What they are for? How do they work? Who is using it? And you, you use it? With what goals? Answers given by young people written on stage paper and later debated. QUIZ- In general, the answers were identical.</p> <p>Training unit evaluation questionnaire.</p> <p>Global evaluation very positive, with many prisoners learning that they did not know as much as they thought about social media</p>	3hr	8	1 1 Observer

		and its value in business. An interactive session that opened prisoner eyes to the potential of using social media to develop their business ideas.			
<i>Igniting Creativity</i>	<i>Encouragement of individuals to expand their mind and explore their creativity; support individuals build confidence in their abilities and challenge “learned helplessness”</i>	<i>The trainer used a range of activities from the training tool. Excellent interaction was achieved including the exercise sharing a drawing space. Training unit evaluation questionnaire.</i>	<i>3hr</i>	<i>7</i>	<i>1</i>
<i>Creativity Lab</i>	<i>Encouragement of group members to share their creative or business problems/challenges with the group; engagement of the group in creative problem solving and development of potential solutions to problems/challenges</i>	<i>As per pilot 1 this was an extremely positive session with prisoners exploring some of their groups own business ideas For several prisoners it was an opportunity to learn from others expertise and creativity. Following this session several prisoners asked for 1:1 mentoring support to develop their business ideas further. Training unit evaluation questionnaire.</i>	<i>3h</i>	<i>7</i>	<i>1</i>
<i>Learning to Share & Trust Blocks to Creativity</i>	<i>Promotion of mutual trust, self-learning, openness; discovery of creative potential, exploring talents, abilities, self- development; identification of existing knowledge and acquisition of new knowledge; development of communication skills, empathy, responsibility and cooperation with others Discovery of blocks to creativity, challenge of attitudes and</i>	<i>This session contained 2 tools. Learning to Share and Trust was run as a board game with a dice, Covering the following topic areas, which were considered most appropriate with the group of prisoners: Creativity; Emotions; Responsibility; Relationship. During the session, prisoners opened up and sometimes were extremely honest with their comments As per pilot 1 the Learning to Share and Trust helped the group to open up and created at times some interesting discussion around their thoughts and feelings.</i>	<i>2h 30 mins</i>	<i>6</i>	<i>2</i>

	<p><i>perceptions around creativity, self-awareness</i></p>	<p><i>Blocks to creativity was again the weaker of the two sessions, and kept short, mainly as the prisoners were already showing high levels of creativity.</i></p> <p>Training unit evaluation questionnaire.</p>			
<p><i>Negotiation</i></p>	<p><i>An introduction to Negotiation, developing negotiation skills and behaviours. Allowing learners the opportunity to reflect on their negotiation behaviours in the past and how these can be improved in the future to support their resettlement and business ideas.</i></p>	<p><i>As per pilot 1 this was an interactive session using all the tools provided in the training tool module.</i></p> <p><i>Prisoners picked up on some key mistakes and issues they had encountered in the past.</i></p> <p>Training unit evaluation questionnaire.</p> <p>Final Wheel of life evaluation</p> <p>End of programme questionnaire</p>	<p><i>3h</i></p>	<p><i>10</i></p>	<p><i>1</i></p>

**Description of training session aim and activities developed*

2.2. Monitoring & Evaluation

- *Training pilots evaluation model - main features of evaluation tools and methodologies*

CCEO training pilots run by Pictora were evaluated by both trainers/ facilitators and trainees/ prisoner learners, including quantitative and qualitative feedback on training units/ programme quality, adequacy and impact.

Brief summary on facilitators and learner's evaluation focus - dimensions, indicators and questions

Evaluation dimensions	<i>Focus of Evaluation Model</i>	
	TRAINERS assessment focused on	LEARNERS assessment focused on
Organisation	Groups size Sessions duration	Sessions duration Sessions structure
Trainer(s)/ facilitators		Trainers performance Communication clearness Doubts/questions feedback
Trainees/ learners	Learners motivation for the theme(s) Learners active participation	
Tools & Methodologies	Training methodologies and tools Training contents	Engaging material Group interaction Depth of thinking
Training units/ programme overall quality	Session global quality	Overall session assessment Overall training programme assessment Identification of most useful issues/ themes and dynamics/ exercises
Improvements	Training units improvements	Training units improvements Training programme improvements
Learning impact		Life skills development in project key areas

Different tools were used in specific timings for collecting quantitative and qualitative feedback among training pilots participants, according to specific evaluation objectives:

- 1) Training units/ programme quality and adequacy were assessed through evaluation questionnaires filled in by the trainer and learners after concluding training sessions (Training Session Evaluation Questionnaire – TRAINER) and training programme (CCEO – Training session Evaluation Questionnaire LEARNER) in order to collect specific feedback on organisational issues, participants performance, tools and methodologies, training unit global assessment and improvements;
- 2) Training programme impact on learners skills development was assessed through CCEO Wheel of Life questionnaire filled in by learners in the beginning and end of the programme

Brief summary on Pictora's training pilots' evaluation activities

Who?	What?	How?	When?	Feedback?	
Trainer(s)/ Facilitators	Training units	Training session Evaluation Questionnaire - FACILITATOR	End of training unit	Quantitative & qualitative assessments	12 questionnaires
Trainees/ Learners		Training session Evaluation Questionnaire - LEARNER			48 questionnaires
	Training programme	Training Programme Evaluation Questionnaire	End of training Sessions		55 questionnaires
	Skills development/ learning impact	Wheel of Life skills self- assessment	Beginning of the programme	Quantitative assessment	14 questionnaires
End of the programme			12 questionnaires		

2.3. Evaluation results

2.3.1. HMP The Mount – Prison pilots 1 and 2



As we have seen previously, evaluation tools have two main specific focuses: 1) training units/ programme quality and adequacy assessment and 2) learning impact assessment/ learners skills development.

- Training units/ programme quality and adequacy

The study sample on training units and programme quality and adequacy includes feedback from all participants – facilitators and learners - with a response rate of 100%.

- **Trainers assessment**

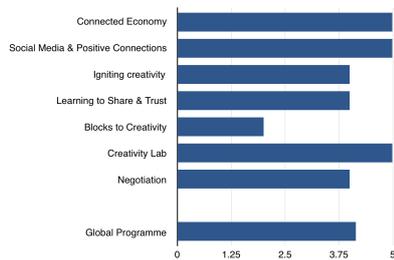
The trainer that ran the pilots in HMP The Mount did an evaluation form for each training session, making a total of 6 evaluation questionnaires for each pilot = 12 questionnaires (N=12, response rate 100%).

Quantitative evaluation results from facilitators' assessment, based on an evaluation scale from 1 – lowest score up to 5 – highest score, show the global high quality of the training programme.

Graphic 1 – HMP The Mount training pilots (2) global evaluation by facilitators

Trainers Satisfaction Level

Connected Economy	5
Social Media & Positive Connections	5
Igniting creativity	4
Learning to Share & Trust	4
Blocks to Creativity	2
Creativity Lab	5
Negotiation	4
Global Programme	4

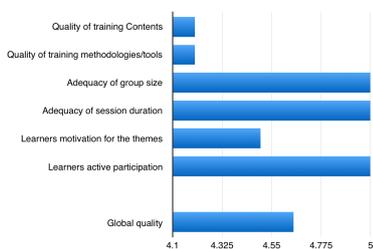


Evaluation Scale: 1 - lowest score to 5 – highest score

Trainer presented high satisfaction levels with training modules, bocks to creativity being the exception to the rule.

Graphic 2 - Facilitators satisfaction level – organization, learners, tools and methodologies and global quality

Quality of training Contents	4.2
Quality of training methodologies/tools	4.2
Adequacy of group size	5
Adequacy of session duration	5
Learners motivation for the themes	4.5
Learners active participation	5
Global quality	4.65



Evaluation Scale: 1 - lowest score to 5 – highest score

Following training pilots objectives and despite evaluation positive results, facilitators left some clues on future improvement focused on training contents/ methodologies adequacy to target-groups:

Trainers suggestions on training programme / module improvements

Session 1	Connected Economy	This training tool works well with the learners having the work book to take away. More examples of differing type fonts could be added together with more examples of messages hidden in logos.
Session 2	Social Media & Positive Connections	This training tool would benefit from a learner workbook that learners can take away at the end of the session.
Session 3	Igniting Creativity	Session works well with adult male group.
Session 4	Creativity Lab	Works well with prisoners
Session 5	Learning to Share & Trust Blocks to Creativity	Learning to Share and Trust works well as a dice based game and questions need to be edited according to the learner group.
Session 6	Negotiation	Support materials given to learners need to be slightly less academic.

Learners' assessment

Learners filled in an anonymous evaluation questionnaire after each of the of training sessions. Not all learners participated in all training sessions due to prison regime issues.

A total of 102 evaluation questionnaires were collected (N=102, response rate – 100%)

Global average results highlight trainers' performance, content delivered and the methodology of delivery, resources, place of delivery and overall organisation.

HMP The Mount Pilot 1	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Trainer implementing the activity were sufficiently qualified for the proper development of the activity.	Very good 9 Good 3	Very good 8 Good 1	Very good 7 Good 1 Do not know 1	Very good 10	Very good 6 Good 2	Very good 6 Good 1
Trainer has needs attentive to the needs of participants.	Very good 9 Good 3	Very good 8 Good 1	Very good 9	Very good 10	Very good 6 Good 2	Very good 7
Trainer has shown a correct and polite treatment.	Very good 10 Good 2	Very good 8 Good 1	Very good 7 Good 1 Do not know 1	Very good 10	Very good 6 Good 2	Very good 7
The contents covered were appropriate.	Very good 9 Good 3	Very good 7 Good 2	Very good 8 Good 1	Very good 9 Good 1	Very good 6 Good 2	Very good 6 Good 1
The methodology used was adequate.	Very good 8 Good 4	Very good 5 Good 4	Very good 8 Do not know 1	Very good 9 Good 1	Very good 6 Good 2	Very good 3 Good 4
the Topics of the activity were useful.	Very good 8 Good 4	Very good 7 Good 2	Very good 8 Good 1	Very good 8 Good 2	Very good 6 Good 2	Very good 3 Good 4
Resources and materials used were appropriate.	Very good 7 Good 5	Very good 5 Good 4	Very good 7 Good 2	Very good 9 Good 1	Very good 5 Good 3	Very good 4 Good 3
The place where the activity was delivered as adequate.	Very good 7 Good 2 Bad 1	Very good 3 Good 6	Very good 7 Good 2	Very good Good 4	Very good 5 Good 3	Very good 4 Good 3
The organisation of the activity has been adequate.	Very good 7 Good 5	Very good 6 Good 3	Very good 9	Very good 8 Good 2	Very good 6 Good 2	Very good 6 Good 1
Overall level of quality offered by our organisation.	Very good 9 Good 3	Very good 6 Good 3	Very good 8 Good 1	Very good 9 Good 1	Very good 5 Good 3	Very good 7

HMP The Mount Pilot 2	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Trainer implementing the activity were sufficiently qualified for the proper development of the activity.	Very good 7 Good 2	Very good 6 Good 1 Bad 1	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1
Trainer has needs attentive to the needs of participants.	Very good 7 Good 2	Very good 6 Good 2	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1
Trainer has shown a correct and polite treatment.	Very good 7 Good 2	Very good 6 Good 2	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1
The contents covered were appropriate.	Very good 7 Good 2	Very good 6 Good 2	Very good 7	Very good 7	Very good 5 Good 1	Very good 9 Good 1
The methodology used was adequate.	Very good 8 Good 1	Very good 7 Good 1	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1
the Topics of the activity were useful.	Very good 8 Good 1	Very good 6 Good 2	Very good 7	Very good 7	Very good 5 Good 1	Very good 9 Good 1
Resources and materials used were appropriate.	Very good 8 Good 1	Very good 6 Good 2	Very good 7	Very good 7	Very good 5 Good 1	Very good 9 Good 1
The place where the activity was delivered as adequate.	Very good 5 Good 3 Bad 1	Very good 4 Good 4	Very good 4 Good 3	Very good 5 Good 2	Very good 5 Good 1	Very good 7 Good 3
The organisation of the activity has been adequate.	Very good 7 Good 2	Very good 6 Good 2	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1
Overall level of quality offered by our organisation.	Very good 8 Good 1	Very good 6 Good 2	Very good 6 Good 1	Very good 7	Very good 5 Good 1	Very good 9 Good 1

The prisoner(learner) feedback follows a similar pattern with both pilot groups in HMP The Mount, with high levels of satisfaction on the programme and its contents.

The only negative is 'the place where the activity is delivered', which is understandable considering that the learners are in prison!

Prisoners were asked to give their qualitative feedback on each session and their comments are summarised below:

Session	Positive comments	Improvements
Connected Economy	<ul style="list-style-type: none"> • A very interesting first session • A fantastic session that was very interesting 	<ul style="list-style-type: none"> • Would help to have a desk to write on
Social Media & Positive Connections	<ul style="list-style-type: none"> • Very good, I really enjoyed everything on it. Great information and course • Lots of fun but backed up with relevant info and real statistics • Another excellent and highly informative session 	<ul style="list-style-type: none"> • Having sessions closer together
Igniting Creativity	<ul style="list-style-type: none"> • Perfect • Excellent session in which creativity was unleashed • Loved the session; informative, interesting and definitely creative. 	<ul style="list-style-type: none"> • Need to probe date when ideas are created • Only downside is that the session didn't last all day • Very interesting but it was a little random; too much content without a clear purpose
Creativity Lab	<ul style="list-style-type: none"> • Very happy, opened my mind to opening a company • It was a very good interactive session 	<ul style="list-style-type: none"> • All good, but very short, only once a week
Learning to Share & Trust Blocks to Creativity	<ul style="list-style-type: none"> • Another excellent session • Really makes you look at being creative and thinking outside the box 	<ul style="list-style-type: none"> • Use of a smart board
Negotiation	<ul style="list-style-type: none"> • Outstanding course that was informative, interesting and delivered in an amazing way 	<ul style="list-style-type: none"> • Sometimes a lack of connectivity between modules • Only downside is that it is over!

Prisoners were also asked to complete an end of course reflection, the feedback of which is summarised below:

Three learning outcomes for you?

- Start to think beyond the box
- Learn more on creativity
- Think and absorb exercise's set-in class
- Wider understanding
- There are no constraints when being creative
- Motivation
- Creative thinking
- Thinking outside the box
- Thoughts about own skills
- Sharing ideas openly
- Respect of ideas from others
- Be true and optimistic
- Importance of creativity
- Importance of thinking things through
- Importance of team work
- Importance of networking
- Positivity – If you think you can – you can
- Ability to look at my creative processes
- Ignite my passion for creativity
- Opening my mind
- Using social media
- Trusting others
- How the world is a connected economy
- Help me to be more confident about the future
- Understand problem solving
- Making a business idea
- Being aware of negotiation technics
- Helped me to speak and share experiences
- Discussion of networks
- To use and know some websites/resources

Do you think a course like this is of benefit to other individuals in prison?

94% Very much so
6% Yes
0% Definitely not

What has been for you a key highlight in the course?

- Thoroughly enjoyed the group exercises especially session 4
- The group discussions
- Social media and group discussions
- Power of social media as a marketing tool
- Good interaction between team members and teacher
- Proving my self-confidence is justified
- All of it: Highly informative and delivered with passion
- The use of social media
- The use of business ideas and looking at them from various points
- How difficult situations can spark a whole creative side
- Understanding the bigger picture and how other people perceive things
- Problem solving
- The 5 whys and a how tool
- The fact that you can use social media which is free to connect and advance business

What could be improved?

- More time. Whole day instead of half day
- More students, longer courses
- Refreshments
- More time
- Sharper ending of the course as a clear conclusion of where creativity and connectivity leaves us doing forward
- Less times between session improves continuity
- Nothing
- Smart board
- More detail about UK internet instead of world wide
- Talk more of successful ideas and people, highlighting the importance of perseverance.
- More days, more courses
- Access to the internet

How could a course like this spark more creativity in a prison?

- It would definitely encourage prisoners to think 'beyond the box'
- Motivate them to do something
- Helps develop people's creativity skills and help decide where to go on release
- Spread it using examples
- Just be being there
- Improves prisoner's confidence in life post prison
- By looking at creative processing and encouraging learners to be creative
- Eliciting prisoner potential and perpetuating it
- More of these types of course
- Can inspire prisoners to engage with a business idea and use time purposefully
- Makes you think, use you head, put your business venture into practice
- By inspiring individuals in positive ways. Pointing out that rigid thinking and negativity has an opposite and bouncing back from a fall can be fun and life changing if you make it
- Many people in prison have low esteem. A course like this makes them believe in themselves more
- Making it a course that prisoners should do to open their eyes to thinking outside the box, which would help reduce re-offending

Do you think a course like this will help on resettlement?

71% Very much so
29% Yes
0% Definitely not

Any other comments?

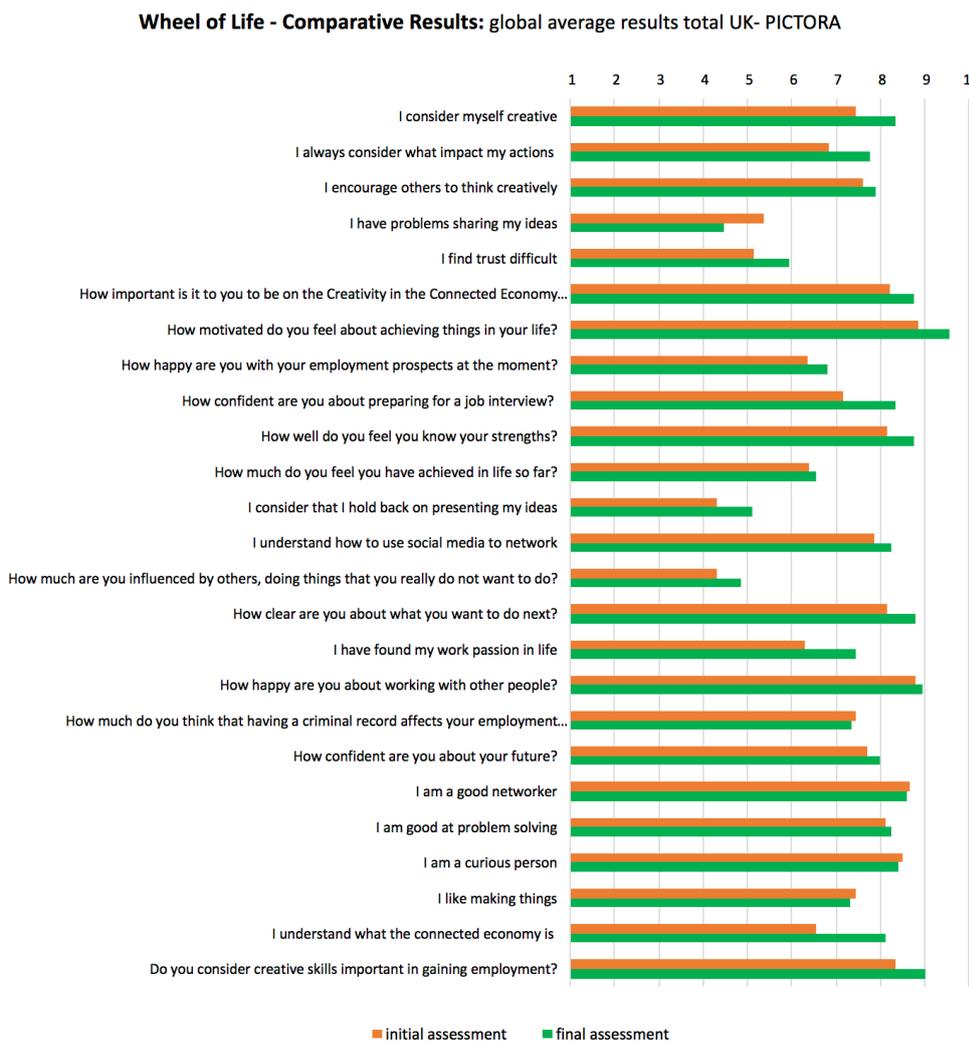
- Very well presented and the course contents were excellent
- Very enjoyable and pleasant course
- Really enjoyed the course
- Keep reviewing and improving
- Great course, well presented and very useful
- Fantastic course
- Good course, good tutor
- I would like to see this course extended to more classes
- I do think this is a very good course. I had my eyes opened to how important social media is to business and how you can use social media to move forward in life

2.3.2. Learning impact/ learner’s skills development

Training pilot evaluation was also focused on efficacy assessment, aiming to measure the impact of the programme on learner’s skills development.

Learners were asked to fill in self-evaluation tool - wheel of life questionnaire – for skills quantitative assessment (intensity scale from 1 to 10) in the beginning and end of the training pilot, allowing subsequent measurement of distance travelled along the learning path.

The programme was designed to meet the needs of the prison regime and therefore each session was delivered as a stand-alone session. Not all learners were, due to the prison regime, able to attend all sessions, therefore the following analysis is based on only those learners who completed every session.



3. Conclusions & Recommendations

This report is aimed to capture and explore the evaluation data collected during the two training pilots at HMP The Mount in the UK.

Participating in the training pilots were a diverse group of prisoners, some with good literacy skills but for others literacy was a big issue. Participant cultural and nationality background were also very varied.

What this National Training Report highlights is that the CCEO programme (tools and learning materials) can engage and develop learners with differing backgrounds and educational levels.

In the UK it would be advantageous if this programme could be formalised with a nationally recognised qualification or award from a national awarding body. This would also act as a motivator for prisoners and could link seamlessly to employability route ways.

Having ignited the creativity of a prisoner and created a interest area (a passion), the next steps should be to link this to a through the gate mentoring provision, which could be the start of developing more fully the prisoners social capital.

Appendix I - Evaluation tools

CANDIDATE QUESTIONNAIRE

- These questions are meant to be as open-ended as possible
- These questions use as simple language as possible
- These questions relate to only one issue at a time
- These questions ask for a subjective response, which means there are no right or wrong answers

Name: _____

Group: _____

Date: _____

Answer each question on a scale of 1-10 (1 being the least and 10 being the most)

1. I consider myself creative

1 2 3 4 5 6 7 8 9 10

.....

2. I always consider what impact my actions

1 2 3 4 5 6 7 8 9 10

.....

3. I encourage others to think creatively

1 2 3 4 5 6 7 8 9 10

.....

4. I have problems sharing my ideas

1 2 3 4 5 6 7 8 9 10

.....

5. I find trust difficult

1 2 3 4 5 6 7 8 9 10

.....

6. How important is it to you to be on the Creativity in the Connected Economy Programme?

1 2 3 4 5 6 7 8 9 10

.....

7. How motivated do you feel about achieving things in your life?

1 2 3 4 5 6 7 8 9 10

.....

8. How happy are you with your employment prospects at the moment?

1 2 3 4 5 6 7 8 9 10

9. How confident are you about preparing for a job interview?

1 2 3 4 5 6 7 8 9 10

10. How well do you feel you know your strengths?

1 2 3 4 5 6 7 8 9 10

11. How much do you feel you have achieved in life so far?

1 2 3 4 5 6 7 8 9 10

12. I consider that I hold back on presenting my ideas

1 2 3 4 5 6 7 8 9 10

13. I understand how to use social media to network

1 2 3 4 5 6 7 8 9 10

14. How much are you influenced by others, doing things that you really do not want to do?

1 2 3 4 5 6 7 8 9 10

15. How clear are you about what you want to do next?

1 2 3 4 5 6 7 8 9 10

16. I have found my work passion in life

1 2 3 4 5 6 7 8 9 10

17. How happy are you about working with other people?

1 2 3 4 5 6 7 8 9 10

18. How much do you think that having a criminal record affects your employment prospects?

1 2 3 4 5 6 7 8 9 10

19. How confident are you about your future?

1 2 3 4 5 6 7 8 9 10

20. I am a good networker

1 2 3 4 5 6 7 8 9 10

21. I am good at problem solving

1 2 3 4 5 6 7 8 9 10

22. I am a curious person

1 2 3 4 5 6 7 8 9 10

23. I like making things

1 2 3 4 5 6 7 8 9 10

24. I understand what the connected economy is

1 2 3 4 5 6 7 8 9 10

25. Do you consider creative skills important in gaining employment?

1 2 3 4 5 6 7 8 9 10

Dear participant:

Please complete this questionnaire which will be evaluated by Insider Access.

Gender of the participant: <input type="checkbox"/> Male <input type="checkbox"/> Female
Project: <i>Creativity and the Connected Economy</i>
Trainers: Robert Morrall,
Activity: Session 5
Date: 22 nd February 2017

Please evaluate the following aspects:

	Very bad	Bad	Good	Very good	Do not know, do not answer
1. Trainers implementing the activity were sufficiently qualified for the proper development of the activity.					
2. Trainers has been attentive to the needs of participants.					
3. Trainers has shown a correct and polite treatment.					
4.1 The contents covered were appropriate.					
4.2 The methodology used was adequate.					
4.3 The topics of the activity were useful.					
5.1. Resources and materials used were appropriate.					
5.2 The place where the activity was delivered was adequate.					
5.3 The organisation of the activity has been adequate.					
6. Overall level of quality offered by our organisation.					

Explain all that answers that you consider necessary and make any **suggestions and proposals** for improvement to help us provide higher quality activities (*continue on the other side of the sheet if necessary*):

Thinking about the course:

1. Three learning outcomes for you

-
..
-
..
-
..

2. Order the sessions in terms of interest to you, (you can equal score sessions). Use a rating of 1 to 6.

Session 1: Creativity and the connected economy	
Session 2: Social Media	
Session 3: Igniting creativity	
Session 4: Creativity tool kit	
Session 5: Trust and Sharing / Creativity Lab	
Session 6: Negotiation and putting it all together	

3. Do you think a course like this is of benefit to other individuals in prison?

Definitely not Yes Very much so

4. What has been for you a key highlight in the course?

5. What could be improved?

6. How could a course like this spark more creativity in a prison.

7. Do you think a course like this will help on resettlement.

Definitely not

Yes

Very much so

8. Any other comments?

Thank you for you participation in the course.



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