



Co-funded by the  
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## **READY... GO TRAIN-the-TRAINER COURSE**

3-day DETAILED TRAINING SCHEDULE



### Detailed training schedule for the READY... GO train-the-trainer course (3 days)

<b>Day 1</b>				
<b>General objectives of the day:</b> Welcome, getting to know each other, clarify expectations and create a common understanding				
Time	Training part	Aims / Objectives	Working Methodology	Material
10:00 – 10:30	<b>Welcome</b>	To provide an overview on the training	Presentation	Flipchart, marker, post-its
10:30 – 11:00	<b>Icebreaking activities</b>	To create a good atmosphere and get to know each other	The trainer can use different exercises, taking into consideration the profiles in the group	
11:00 – 12:30	<b>Introduction: What is READY... GO?</b>	To create a common understanding about the EU-project READY... GO, its aims and objectives, target groups and settings to show the reason for developing the READY... GO tool and methodology.	Presentation	1.1 READY... GO project presentation
		To define Key terms such as Validation, Competence, Cross-Curricular Competence, Indicators, Informal and non-formal learning, European Penal Rules and Sport practices	Discussion	1.2 Researches
12:30 – 14:00	Lunch break			



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<b>14:00 – 14:30</b>	<b>Expectations workshop</b>	To find out and discuss: What do participants expect to learn/to develop from this training. To collect and discuss of expectations.	Workshop activity – Mapping/Visualisation of expectations.	Board, Pens
<b>14:30 – 15:30</b>	<b>Informal and non-formal learning, validation of learning outcomes, specific examples from the context of prison learning</b>	To give participants a common understanding about the concept of informal learning and validation (adapted to the experience of the target group)	Presentation and discussion	1.3 Activity sheet defining Key terms 1.4 Definitions of learning
<b>15:30 – 16:00</b>	<b>Coffee-break</b>			
<b>16:00 – 17:30</b>	<b>Introduction to validation and competence-based learning</b>	To give participants an insight into the concept of competence-based learning and how it is connected to the validation of competences and the innovation of learning settings based on Physical Activities and Sports	Presentation	1.5 Introduction to competence oriented learning
<b>17:30</b>	Short evaluation (Bull' eye) then Ending of Day 1			



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<b>Day 2</b>				
<b>General objectives of the day:</b> Learning in prison, specifics of the target group, introduction to READY... GO tool				
Time	Training part	Aims / Objectives	Working Methodology	Material
<b>9:00 – 9:15</b>	<b>Welcome with Icebreaking activities</b>	To create a good atmosphere and get to know each other	The trainer can use different exercises, taking into consideration the profiles in the group	
<b>9:15 – 10:00</b>	<b>Introduction of Day 2</b>	To check if any feedback on Day 1 from participants To give an overview on the planned activities and learning contents	Presentation	
<b>10:00 – 11:00</b>	<b>Knowing your target group</b>	To get an overview on the target group (inmates, publics at risks, ...), working conditions and learning activities the different participants have experienced in their teaching setting (prison, closed detention centres, day care activities, ...)	Short presentations (10' each) are given by the participants	Material refers to the participants in the training course. To involve them, it is recommended to let them talk about their training activities, their practices, their learners and their framework conditions.
<b>11:00 – 11:30</b>	<b>Coffee-break</b>			



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<b>11:30 – 13:00</b>	<b>Key points of the READY... GO data collection</b>	To give participants an idea about the main outcome of the data collection carried out in the READY... GO project and show the connection to the assessment methodology		Presentation of Questionnaire 1 and Questionnaire 2  Analysis of data
<b>13:00 – 14:30</b>	<b>Lunch break</b>			
<b>14:30 – 15:15</b>	<b>Workshop</b>	Learners' needs, effective engagement and involvement ( <i>2 questions, 2 sub-groups</i> )	<ul style="list-style-type: none"> <li>- How to involve learners with special needs (inmates) in learning activities? What can be done to raise motivation?</li> <li>- What could be the impact of learning when inmates receive their feedback on competences assessment?</li> </ul>	Flipchart paper, pens, tables, chairs
<b>15:15 – 15:30</b>	<b>Plenary session</b>	To share outputs		
<b>15:30 – 16:00</b>	<b>Introduction to READY... GO tool</b>	To make participants familiar with this assessment approach. To present the 3 dimensions, the cross-curricular and sub-competences, the indicators	The trainer will give an overview on the procedure	1.6 Introduction to READY... GO methodology



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<b>16:00 – 16:30</b>	<b>Introduction to READY... GO supports</b>	Physical activities and sports	The trainer will present list of activities that were organized during READY... GO implementation	1.7 Presentation
<b>16:30 – 17:00</b>	<b>Workshop</b>	To work on which type of activities will be used as support to train with READY... GO tool (2 sub-groups)	Through the list that comes from the data collection, participants will choose activities they are able to practice in their framework conditions and try to inventory the difficulties that could be theirs.	1.8 List of Physical Activities and Sports from data collection
<b>17:00</b>	Short evaluation (Bull' eye) then Ending of Day 2			



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Day 3				
General objectives of the day: Practicing with the READY... GO tool and methodology				
9:00 – 9:15	<b>Welcome and Introduction of the day</b>	To give participants an overview on planned activities and learning contents – Feedback from Day 2	Presentation	
	<b>Icebreaking activities</b>			
9:15 – 10:00	<b>Assessment of Cross-Curricular Competences</b>	Based on the input of the Day 2, participants learn how to select an appropriate CCC for a learning activity and the assessment process	Practical exercises - Groupwork	1.9 List of 16 CCC
10:00 – 10:45	<b>Hands on session</b>	Participants learn how to handle the READY... GO cross-curricular competences (CCC) system Participants learn how to adapt it according to different target groups and different settings	Peer work	
10:45 – 11:00	Coffee-break			
11:00 – 12:30	<b>Hands on session</b>	<i>Continuing last session</i>	Peer work	Make sure that trainees will change peers
12:30 – 14:00	Lunch			



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<b>14:00 – 15:00</b>	<b>Assessment of Cross-Curricular Competences</b>	To work with participants on the different assessment periods which can be used in prison education context, which methods can be suitable for different target groups, how to identify the three dimensions of the CCC in the assessment process	Clarification about how to organize the moments of assessments, timeline, interviews  Practical exercises	Roleplay
<b>15:00 – 15:45</b>	<b>Rating to finalize the READY... GO assessment process</b>	Participants learn how to create certificates to reflect the competences assessment		Work with case study
<b>15:45 – 16:00</b>	Coffee-break			
<b>16:00 – 16:45</b>	<b>Open questions and clarification</b>	Dealing with final questions	Feedback from participants	Discussion
<b>16:45 – 17:00</b>	<b>End of the course Evaluation Certification</b>			Evaluation sheets Certificates

For further information  
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