



Validation and **Mo**tivation for non-formal and informal Learning in **Prison**

Sept 2015-Sept 2017

Project Handbook



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Project Summary

The aim of the VALMOPRIS project is to foster increased recognition of non-formal and informal learning among stakeholders and policymakers through the validation of competences acquired as a result of non-formal and informal learning. The project aims to increase educational opportunity and learning outcomes for prison learners, enhancing their access to, participation, and performance in education.

This will be achieved in a two-fold manner:

1. Through the design and delivery of learning programmes responding to the needs of adult learners in prison environments. Across these activities, educational professionals will measure the informal competences developed as a result of this learning.
2. By validating the development of these informal competences in order to foster positive recognition and improved self-esteem in the learner, providing motivation to engage in further learning and competence development in personal, educational and work-related settings.

As motivation is a key aspect of the project, our evaluation will retain an especially keen focus on the key competence 'Learning to Learn'¹ using the LEVEL 5 assessment system for informal competence development, adapted for use within prison-education settings.

Furthermore, as validation is one of the key-competences of an adult educator², and in order to facilitate the wider validation of competences acquired through non-formal and informal learning - the Valmopris project team will develop their research findings into four key outputs:

- I01 - State of Art, Study and Policy Recommendations - NCL
- I02 - Development of Level 5 competence frameworks and COL implementation contexts - Blinc
- I03 - Train-the-trainer course for VINFL - Die Berater
- I04 - Practice Guidebook for VINFL - NCL

These outputs will be widely disseminated among the European education and prison networks and training will be provided to prison educators both during the project and at the EPEA conference in 2017.

¹ EACEA | KA1 - Learning Mobility of Individuals, KC5 'Learning to Learn'

² Key Competences for Adult Learning Professionals (2010)

Breakdown of Actions per Partner

The following pages outline the tasks and responsibilities of each of the partners. A page is dedicated to each partner organisation.

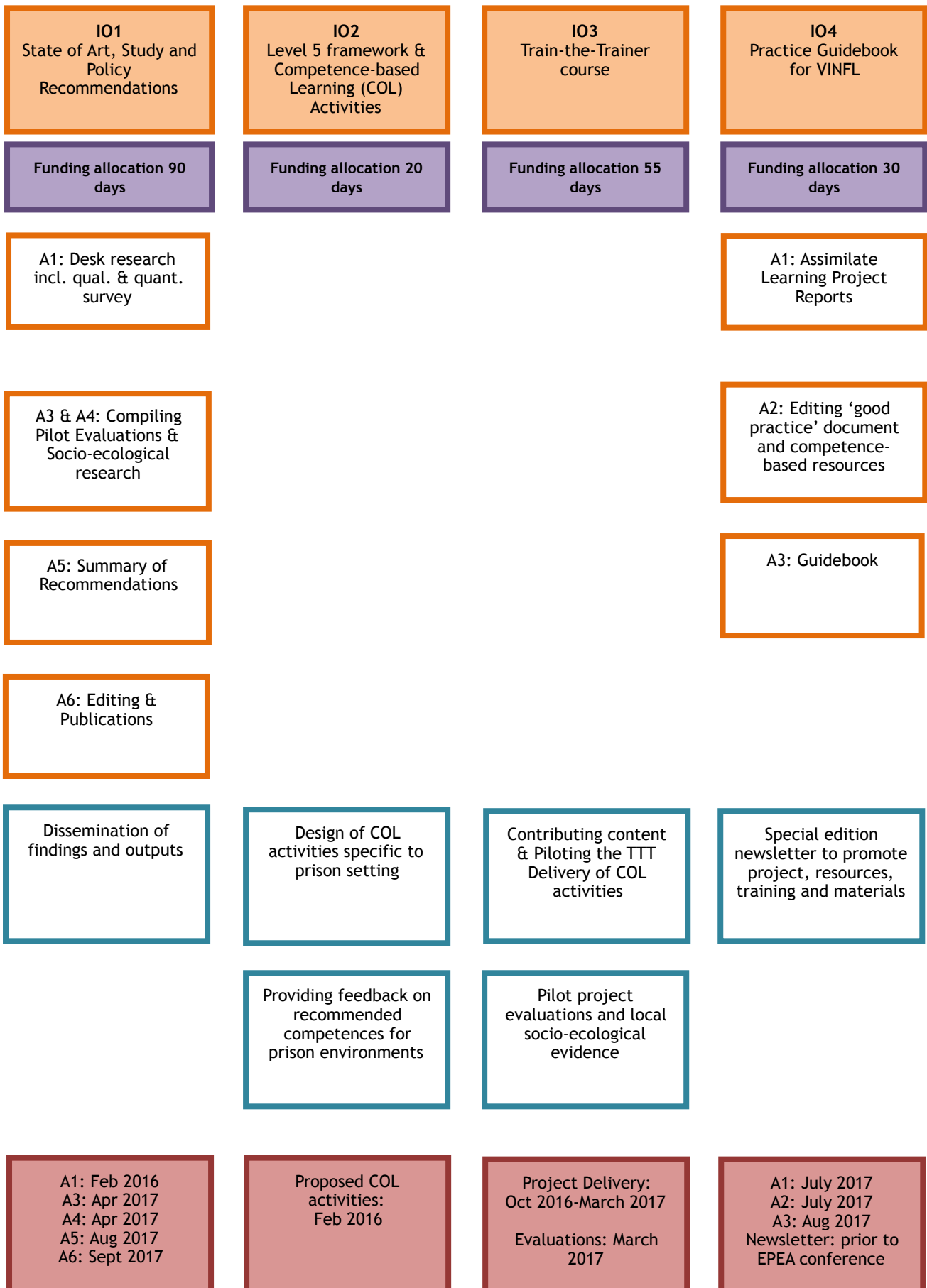
The columns scan vertically and are organised according to the Intellectual Outputs:

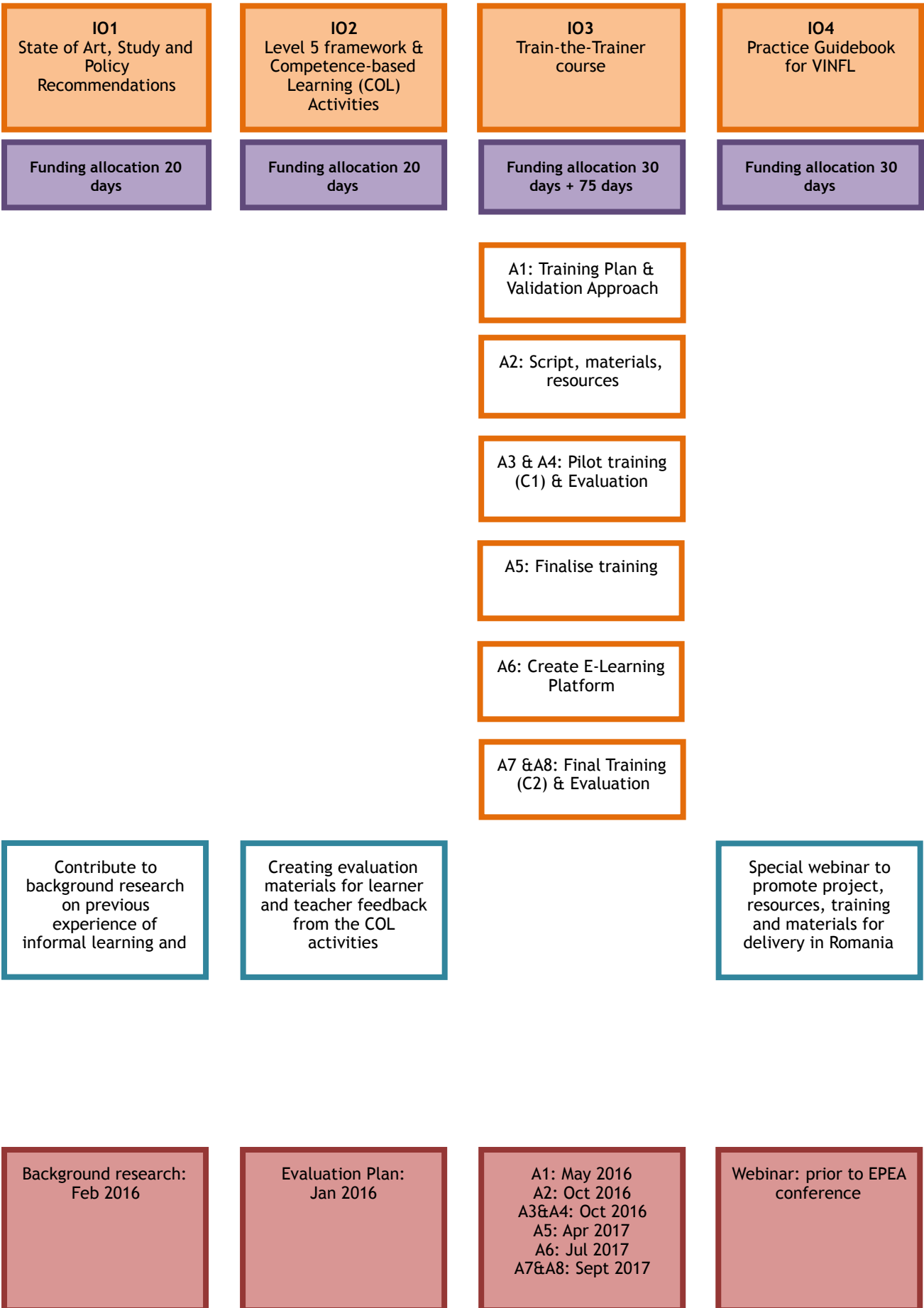
ORANGE actions outline where a partner has a lead responsibility for the completion of the key elements of the output

BLUE actions outline where a partner is responsible for the completion of supporting elements of the output

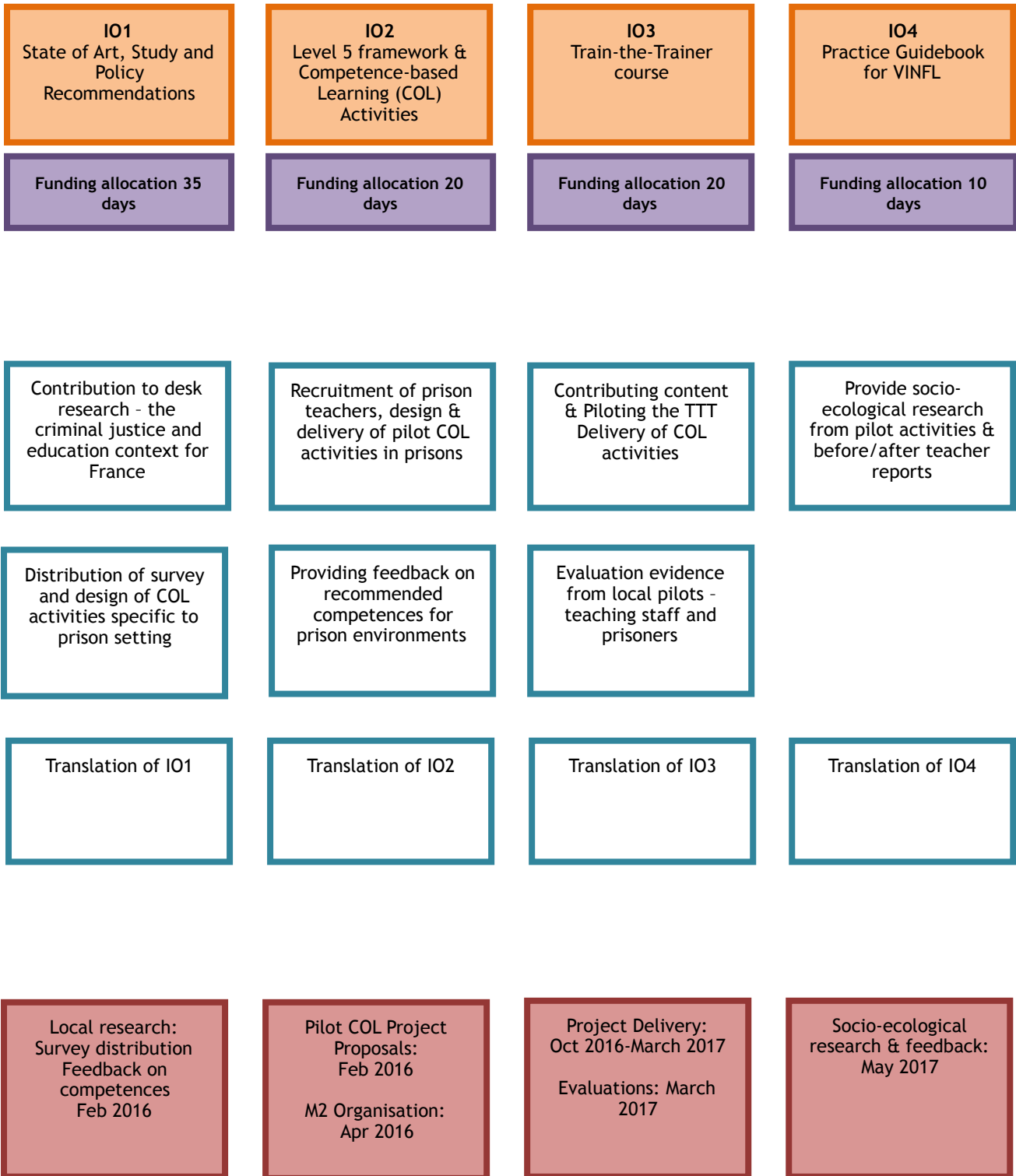
PURPLE boxes outline funding allocation for each partner

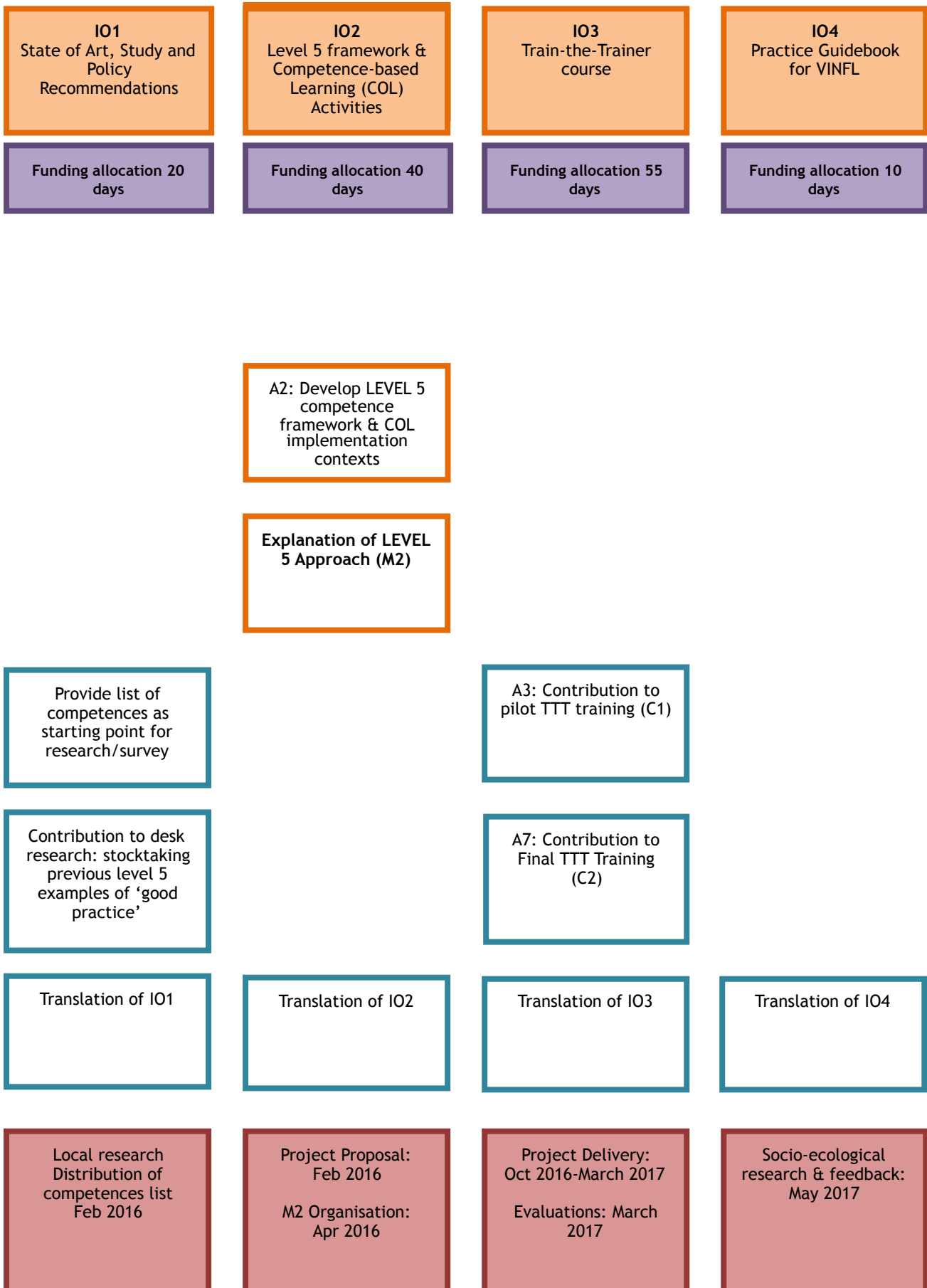
RED boxes outline deadlines and submission dates.

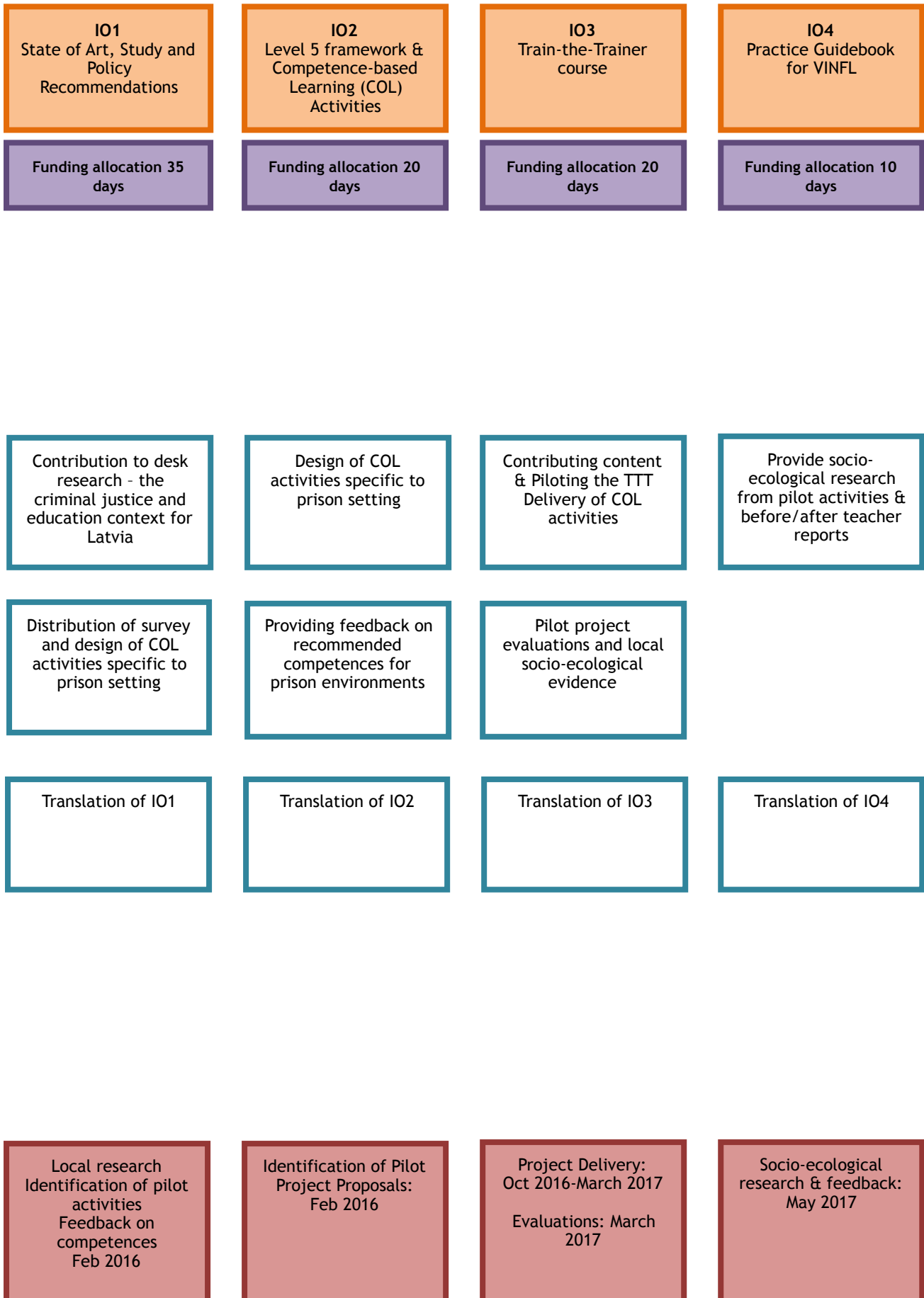




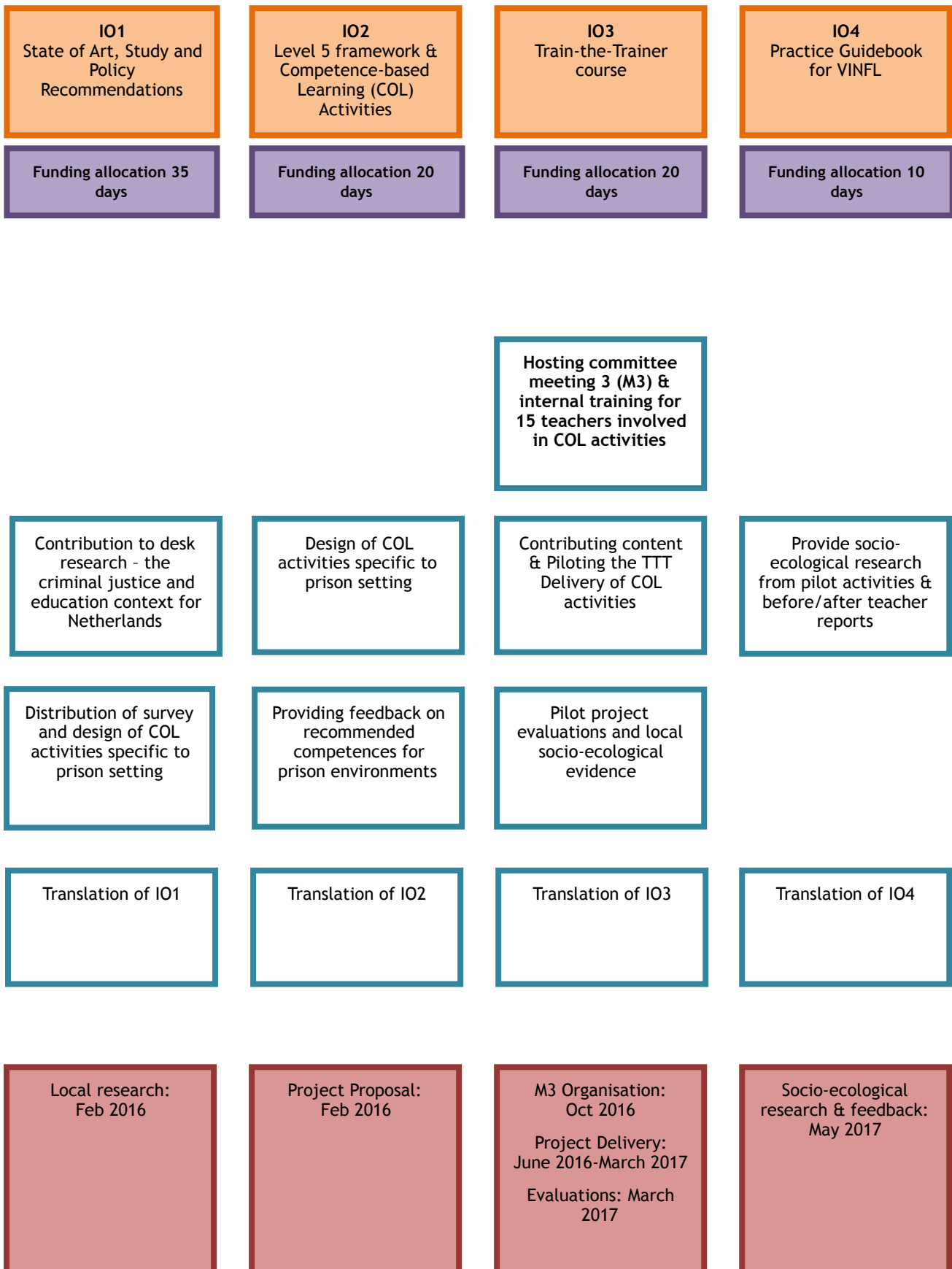
France







The Netherlands



Romania

<p>IO1 SoA, Study and Policy Recommendations Joint lead with Scotland</p>	<p>IO2 Level 5 framework & Competence-based Learning (COL) Activities</p>	<p>IO3 Train-the-Trainer course</p>	<p>IO4 Practice Guidebook for VINFL</p>
<p>Funding allocation 90 days</p>	<p>Funding allocation 20 days</p>	<p>Funding allocation 20 days</p>	<p>Funding allocation 10 days</p>
<p>A2: Take a lead in research strategy & Methodology paper</p>			
<p>Contribution to desk research - the criminal justice and education context for Romania</p>	<p>Design of COL activities specific to prison setting</p>	<p>Contributing content & Piloting the TTT Delivery of COL activities</p>	<p>Hosting committee meeting 4 (M4), 'external' training at EPEA conference</p>
<p>Distribution of survey and design of COL activities specific to prison setting</p>	<p>Providing feedback on recommended competences for prison environments</p>	<p>Pilot project evaluations and local socio-ecological evidence</p>	<p>Provide socio-ecological research from pilot activities & before/after teacher reports</p>
<p>Translation of IO1</p>	<p>Translation of IO2</p>	<p>Translation of IO3</p>	<p>Translation of IO4</p>
<p>Supervise research - all partners throughout the</p>			
<p>Research Strategy: Dec 2015 Local Research: Feb 2016 A2: Sept 2016 Monitor research: Feb 2016-Sept 2017</p>	<p>Identification of Pilot COL Project Proposals: Feb 2016</p>	<p>Project Delivery: Oct 2016-March 2017 Evaluations: March 2017</p>	<p>Socio-ecological research & feedback: Mar 2017 M4 Preparation: Apr 2017</p>

Events

Summary of Tasks to aid Monitoring for NCL as Lead Partner

<p>Kick-off steering group committee meeting</p> <p>Scotland</p> <p>26-28 Oct, 2015</p>	<p>Actions</p> <ul style="list-style-type: none"> • Project handbook: fine-tune the project design, break-down of actions & identifying timetable and specific tasks of each partner, schedule four transnational meetings, outline project aims and envisaged outputs, rework budget, SWOT Analysis • Communication plan (rules) & detailed partner agreement. Establishing role of EPEA (34) • Virtual group meetings to deal with issues • Shared Project workspace & application sharing through a virtual whiteboard • Evaluation plan and quality assurance • Stocktaking of most inspiring results of previous validation projects using LEVEL5 - particular reference to Learning to learn competence. Data and information to feed into Methodology Paper (IO1) 	
<p>Input prior to meeting</p> <p>Desk research</p> <p>Pilot project proposals</p> <p>Summary report of Study and Policy Recommendations</p>	<p>Second steering group committee meeting</p> <p>France</p> <p>06-08 April, 2016</p>	<p>Actions</p> <ul style="list-style-type: none"> • Evaluating progress of project milestones • Discussion of partners' roles and concerns/matters arising • Discussion of summary report • Discussion of pilot activities • Level 5 Training • Identifying key actions
<p>Input prior to meeting</p> <p>Development of LEVEL 5 competence framework</p> <p>Finalisation of COL implementation contexts</p> <p>Evaluation and research strategy</p>	<p>Third steering group committee meeting & 'internal' training</p> <p>Netherlands</p> <p>3 -7 Oct,</p>	<p>Actions</p> <ul style="list-style-type: none"> • Delivery of pilot activities • Evaluation & feedback
<p>Input prior to meeting</p> <p>Competence Framework and COL Report Output: Germany</p> <p>Train-the-trainer e-learning course: Austria</p> <p>Practice Guidebook Output: Scotland</p> <p>Preparations for delivery of training at EPEA conference</p> <p>Draft plans for VINFL webinars and wider dissemination of project outputs</p>	<p>Fourth steering group committee meeting & 'external' training (to coincide with EPEA conference)</p> <p>Romania</p>	

Tasks	Original application	Clarifications / Changes	Achieved
General Project Management/ Tasks	<p>Analytical review of the project and operational document (36)</p> <ul style="list-style-type: none"> • Fine-tune the project design • Break-down of actions & identifying timetable and specific tasks of each partner (WP1-8) • Schedule four transnational meetings (33) • Outline project aims and envisaged outputs • Rework budget. Partners to submit activity and budgetary reports every 6 months (37) • Communication plan (rules) & detailed partner agreement (34) • Smaller group meetings to deal with issues, virtual communication • Shared Project workspace & application sharing through a virtual whiteboard (34) • Undertake SWOT analysis • Terms & conditions: Financial rules & IPMA project management standard • Establishing mandate and role of EPEA (34) <p>Gantt chart</p> <ul style="list-style-type: none"> • Divided into sub charts for each of the WPs. • Activities gathered in 'list of deliverables' (37) 	<p>Project standards catalogue (38) - to be met by Progress Evaluation Form</p> <p>Whiteboard to be considered for later elements of the project.</p>	Actioned 06/16
Dissemination & Sustainability	<ul style="list-style-type: none"> • Devise 'rolling wave' dissemination strategy • Defining corporate identity • Project website - relevant and interesting information, TTT and outputs, making milestones of project visible (31, 57) • Bi-monthly news update to website & email link to mailing list (refer to 38/56) • Press release to national media after pilot activities begin • Schedule and organise frequent regional multiplier events to ensure outreach numbers (38) <p>Set 5-year strategy for sustainability: promoting Valmopris</p> <ul style="list-style-type: none"> • By 2020, course offered annually • 3 organisations can offer the course locally • Reach - 500 prison teachers, 4000 prisoners • Establishing new strategy in 2020 (57) <p>Introductory webinar for EPEA members & special edition newsletter</p> <ul style="list-style-type: none"> • Outlining training & promoting training 	<p>Comprehensive media strategy by professional public relations and digital media experts in the EPEA steering committee (39) - EPEA will feature Valmopris on its website from outset rather than the end of project. Updates and multipliers will continue as per application.</p> <p>Quarterly news update to be disseminated to internal and external partners</p> <p>5 year strategy - to be managed by EPEA after the project completion.</p> <p>* Webinar to be organised for dissemination event in Romania. * Austria to prepare webinar * Scotland to prepare newsletter</p>	In progress

Desk research	Desk research - Laying the groundwork for advocacy and policy work for VINFL <ul style="list-style-type: none"> • Research • Review of current lit • Analysis of large-scale qualitative and quantitative survey re. VINFL • Preparatory survey - VINFL for prison teachers • Interim report on survey data 	Research Plan and Romania supervision strategy Extensive research and analysis at project start (38)	On schedule
Action Research	Qualitative socio-ecological research - <ul style="list-style-type: none"> • VINFL and motivation - (learner, trainer, staff and stakeholders) Output: Germany <ul style="list-style-type: none"> • 50-70 page report VINFL • Prison-related competence framework and COL implementation contexts Output: Scotland <ul style="list-style-type: none"> • 30-50 page practice guidebook • Outlining findings & recommendations from socio-ecological research and assimilated teacher reports • Good practice examples under each competence • Practical information for learners • Complimentary to TTT course Output: Austria <ul style="list-style-type: none"> • PDF: 50-80 page TTP • 24 hours of e-learning • Structured modular teaching programme • Blended learning application for designing informal learning programmes • Feed evaluation into TTP - offered through EPEA as KA1 Mobility 	Focus will be on before and after evaluation of COL activities as well as socio-ecological research. Randomised control trial experiments will not be possible throughout the COL activities due to capacity.	
Evaluation	Evaluation plan - quality assurance (36) <ul style="list-style-type: none"> • Integrated sustainability evaluation (ISE) (39) • Monitoring output, involvement, engagement & management • 		On schedule
Level 5, Pilots and TTT	Stocktaking of previous LEVEL 5 results <ul style="list-style-type: none"> • Focus on learning to learn and other selected competences (36) Assessment tools <ul style="list-style-type: none"> • competence framework with focus on motivation (Enrica) Level 5 Training <ul style="list-style-type: none"> • 5 partners: 3 'teachers' • Many more at EPEA conference 2017 (34/5) Pilots <ul style="list-style-type: none"> • 2 learning activities with a minimum of 3 learners each across 5 countries • Proposals for learning activities - variety to show flexibility 	The competences would be narrowed through the survey. Moved forward training and changed locations/budgets	

SWOT Analysis

	Helpful	Harmful
Internal	<p>Strengths</p> <ul style="list-style-type: none"> Multiple European partners Blend of cross-context learning organisations to provide community of practice Breadth of expertise Range of settings and partners provides variety of COL implementation contexts Partners are motivated to achieve project and individual aspirations Strong communication and dissemination networks and close relationship with national and European bodies, such as EPEA & PET. Clear desire to influence policy, delivery and validation 	<p>Weaknesses</p> <ul style="list-style-type: none"> Lead partner fails to communicate tasks, outputs and deadlines effectively and monitor progress Late completion of intellectual outputs within tight schedule of connected outputs Failure of a partner organisation to deliver agreed work within timescale of work package Failure to effectively manage project budget Lack of knowledge of LEVEL 5 Validation system Inappropriate pilot activities Inconsistent or weak research methodologies Failure to evaluate and readdress potential issues or problems in a timely manner
External	<p>Opportunities</p> <ul style="list-style-type: none"> Increased motivation in learners and practitioners Developing new communities of practice New means of validating hard work, progression and achievement - certification A wider understanding among stakeholders and policy makers of the potential of non-formal and informal learning The potential to influence policy and reassess educational priorities Provision of European-wide prison sector education CPD and resources: Level 5 Framework, e-learning platform, practical guidebook Potential for Level 5 certification to be mapped to national frameworks for future study or employment Increasing research - both qualitative and quantitative - in under-researched field within prison education 	<p>Threats</p> <ul style="list-style-type: none"> Partners are working with a very broad remit, ambitious goals and to tight timescales and budgets Difficulties of effective partnership working (across multiple countries) Insufficient uptake or interest: <ul style="list-style-type: none"> Research stage COL implementation contexts EPEA conference Institutional problems interfering with project delivery - limited access, holidays, resources, participants, teachers

Budget

	Actual Costs Q8 Jun-Aug 17	Total Costs to Date	Grant Allocation	Variance
New College Lanarkshire				
Project Management		€ -	€ 12,000.00	0%
Meetings		€ -	€ 1,725.00	0%
Intellectual Outputs		€ -	€ 41,730.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ 1,650.00	0%
Individual Support		€ -	€ 3,000.00	0%
Translation costs		€ -	€ -	0%
Sub Total		€ -	€ 60,105.00	0%
Euro-Cides				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 1,725.00	0%
Intellectual Outputs		€ -	€ 18,190.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ 1,650.00	0%
Individual Support		€ -	€ 3,000.00	0%
Translation costs		€ -	€ 2,250.00	0%
SubTotal		€ -	€ 32,815.00	0%
Die Berater				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 2,300.00	0%
Intellectual Outputs		€ -	€ 33,530.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ -	0%
Individual Support		€ -	€ -	0%
Translation costs		€ -	€ -	0%
Sub Total		€ -	€ 41,830.00	0%
Blinc EG				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 2,300.00	0%

Intellectual Outputs		€ -	€ 26,750.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ -	0%
Individual Support		€ -	€ -	0%
Translation costs		€ -	€ 2,250.00	0%
Sub Total		€ -	€ 37,300.00	0%
Changes and Chances				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 1,725.00	0%
Intellectual Outputs		€ -	€ 20,485.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ 825.00	0%
Individual Support		€ -	€ 1,500.00	0%
Translation costs		€ -	€ 2,250.00	0%
Sub Total		€ -	€ 32,785.00	0%
Central de Reeducare				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 1,725.00	0%
Intellectual Outputs		€ -	€ 10,360.00	0%
Multiplier Events		€ -	€ 15,000.00	0%
Travel - Learning/Teaching/ Training		€ -	€ 825.00	0%
Individual Support		€ -	€ 1,500.00	0%
Translation costs		€ -	€ 2,250.00	0%
Sub Total		€ -	€ 37,660.00	0%
EPPEA				
Project Management		€ -	€ 6,000.00	0%
Meetings		€ -	€ 2,300.00	0%
Intellectual Outputs		€ -	€ 6,290.00	0%
Multiplier Events		€ -	€ -	0%
Travel - Learning/Teaching/ Training		€ -	€ 1,650.00	0%
Individual Support		€ -	€ 3,000.00	0%
Translation costs		€ -	€ 2,250.00	0%
Sub Total		€ -	€ 21,490.00	0%
Total Expenditure		€ -	€ 263,985.00	0%

** Travel and Individual Support funding for France increased to allow them to attend training in Netherlands & Romania. Budget of Netherlands adjusted accordingly.*

<p>IO1 - State of Art, Study and Policy Recommendations</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Fully completed questionnaires 2) Coverage of large spectrum of stakeholders 3) Number of EU states covered 4) Number of respondents 5) Number of qualitative interviews 6) Number of case studies 7) Number of recommendations produced 8) Number of language versions produced <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Validity 2) Objectivity 3) Reliability 4) Comparability of results 5) Stakeholder agreement on recommendations 	<p>IO3 - Train the Trainer Programme</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of study hours 2) Number of modules 3) Number of teachers recruited <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Clarity 2) Relevance 3) Modularity 4) Level of practice 5) Feedback 6) Structure and sequential order 7) Internal organisational participation in the activity 8) External participation in the activity 9) Links to long-term goals of the participation organisation
<p>IO2 - Development of LEVEL 5 Competence Frameworks:</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of competences covered 2) Number of reference systems 3) Number of links to concrete COL activities in the prison context <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Modularity of systems 2) Internal organisational participation in the activity 3) External participation in the activity 4) Links to long-term goals of the participation organisation 5) Contributes to capacity building for the organisations involved 	<p>IO4 - Practice Guidebook</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of instructions 2) Number of best practice examples 3) Linked to continued course provision <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Clarity 2) Usefulness to teachers 3) Internal organisational participation in the activity 4) External participation in the activity 5) Contributes to capacity 6) Visually attractive and professional

<p>C1 - Training for Pilot</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of participants <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Feedback 2) Promotion/ownership by partner organisations 	<p>E1 - Conference 'Validation and Motivation: Informal Learning in Prisons'</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of participants 2) Number of applications received <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Feedback 2) Diversity of applicants and activities
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<p>C2 - Train the Trainers</p> <p>Quantitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Number of participants <p>Qualitative indicators to assess end results</p> <ol style="list-style-type: none"> 1) Feedback 2) Promotion/ownership by partner organisations 	<p>General indicators:</p> <ul style="list-style-type: none"> • Requests for further information • Invitations by external stakeholders to present the project • Number of visitors on the website and other web sources • Number of profiles on the e-Learning platform • Intensity of networking activities with external stakeholders
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Relation of Work Packages to Outputs - for Project Management & Evaluation Purposes

Number	Activity	Assoc. Output	Lead Partner	Contributing Partners	Timeframe	Milestones
1	Stocktaking	I01	NCL	All partners		
2	Validation system for the key competences	I02	BlinC			
3	Competence oriented learning activities	I04	BlinC	All partners (teachers)		
4	Training course for prison teachers	I03	Die Berater			
5	Study of VINFL in prison and the impact on motivation	I01	NCL	All partners		
6	Analysis and production of policy recommendations	I01	NCL	All partners		

7	Dissemination and multipliers	I03 & E1 & C1/2		All partners, Die Berater, Centrul de, Blinc, EPEA		
8	Quality Assurance and integrated sustainability evaluation					

Headline Summary of Tasks by Output

I01 - Study and Policy Recommendations - NCL

- Scotland: Writing and Publishing the policy recommendations
- Romania: Designing the research strategy, implementing research over partner countries
- Austria and Germany: Writing up the background research on validation and informal learning
- Other partners: Conducting local research

I02 - Development of Level5 competence frameworks and COL implementation contexts - Blinc

- Germany: Guiding the development of competence-based learning activities and their validation
- Other partners: Design of learning activities specific to prison setting

I03 - Train-the-trainer course for VINFL - Die Berater

- Austria: Developing and adapting the 'didactic content' for Train-the-Trainer (TTT) and developing the eLearning platform
- Other partners: Contributing content, piloting the TTT (COL activities) and providing feedback

I04 - Practice Guidebook for VINFL - NCL

- Scotland: Practical Guidebook for learners (VINFL) and motivation to complement the TTT course
- Other partners: Provide feedback and input local experiences and knowledge

E1 - Conference - Validation and Motivation - Centrul de Reeducare Buzias

- Romania: Hosting conference

C1 & C2 - Training events (one before pilots and one after) - All partners