



VALMIOPRIS

C1 TRAINING – ROTTERDAM
PARTICIPANT PACK
OCTOBER 3, 2016



VALMOPRIS - Training Schedule C1 Rotterdam, Oct 2016

Day 1: Mon 3rd October		Common Understanding	
Time	Session	Aims/Objectives	Facilitator / Presenter
10:00-10:30	Registration of participants		Erica & Ed
10:30 -11:00	Welcome	Welcome, organisation and outline of the course Agenda	Marisa
11:00-11:40	Icebreaking activities	Get to know each other	David & Inigo (SC)
11:40-12:30	Introduction: What is VALMOPRIS?	Create a common understanding about the EU-project VALMOPRIS, its aims and objectives, target groups and settings to show the reason for developing the VALMOPRIS methodology. Defining Key terms – validation, competence and competence based learning, informal/non-formal learning	Marisa Marisa & Dominique
12:30-14:00	Independent Lunch		
14:00-14:30	Expectations workshop	What do participants expect to learn/to get from this training? Collection and discussion of expectations	Marisa
14:30-15:30	Informal learning – non formal learning and validation of learning outcomes	Give participants a common understanding about the concept of informal learning and validation using practical examples.	Ed
15:30-16:00	Coffee Break		
16:00 – 17:30	Introduction on validation and competence based learning	Give participants an insight on the concept of competence based learning and how it is connected to the validation of competences and the creation of learning settings	Tim
17:30	Ending of the day	Wrap up, outlook	Marisa
19:00	Common Dinner	Restaurant Bazar, Witte de Withstraat 16, Rotterdam (nr. 145 on map)	

		www.hotelbazar.nl	
Day 2: Tues 4th November			
Learning in prison and an Introduction to LEVEL5			
Time	Session	Aims/Objectives	Facilitator / Presenter
10:00	Welcome and introduction to the day	Give participants an overview on the planned activities and learning contents	Marisa & Maren & Enrica
10:10-11:00	Knowing your target group: Ten minute presentations	To get an overview on the target groups (inmates), working conditions and learning activities the different participants have experienced in their prison teaching setting	Partners/Participants
11:00-11:30	Coffee break		
11:30-11:45	Key points of the VALMOPRIS desk research	To give participants an idea what we have done so far, what were the main outcome of the research and where is the connection to our validation methodology	Marisa & Anna
11:45-12:45	Moderated Workshop: Learners' needs, effective engagement and involvement	Awareness raising and exchange of experiences in the group of participants	Maren 1 host per table
12:45-13:00	Plenary session and discussion of results		Maren
13:00-13:45	Short Independent Lunch		
13:45-14:45	Introduction to LEVEL5	To make participants familiar with this validation approach. To present the 3 dimensions, the five levels and give an overview on the procedure	Enrica
14:45-15:15	Workshop: Finalising your learning project – sharing of experiences	Support in the work for the piloting	Maren & Enrica
15:15-15:45	Coffee Break		
15:45-16:15	Experiences from the pre-piloting projects	Support in the work for the piloting: difficulties arising, positive opportunities	Enrica & Ed
16:15	Wrap up, outlook, open questions, evaluation		Maren



Day 3: Wed 5th October		Working with the LEVEL5 methodology	
Time	Session	Aims/Objectives	Facilitator / Presenter
09:00	Welcome and introduction of the day		Marisa
09:15-10:00	Wrapping up the first 2 LEVEL5 Steps Focusing on the competences “learning to learn”	Based on the input of day 2, a special focus will be set on the competence “learning to learn” since this competence will be validated in all piloting activities	Enrica & Aina
10:00-11:15	Hands on session: How to work with the reference system in LEVEL5	Participants learn how to handle the reference system, how to adapt it according to different target groups and different settings	Enrica & Maren
11:15-3:30	Leave for VALMOPRIS STUDY EXCURSION	Watertaxi to Common Lunch at De Nieuwe Kans De Nieuwe Kans is an organisation that helps ‘derailed’ young people to get back on track and in school. The visit will include a speaker from Science Academy who specialises in the biography and brains of criminals and the effectiveness of organisations like De Nieuwe Kans.	
15:30	Water transport to Katendrecht – short tour		
19:00	Dinner	Food hall at the Fenix Food Factory www.fenixfoodfactory.nl	Own food selection Self paid



Day 4: Thurs 6th October			
Assessment in the LEVEL5 Process			
Time	Session	Aims/Objectives	Facilitator / Presenter
10:00	Welcome and introduction of the day		Marisa
10:15-10:45	Assessment of competences embedded in the LEVEL5 process	Clarification about how to organise the moments of assessments, timeline, assessment methods are presented	Enrica & Maren
10:45-11:15	Coffee Break		
11:15-12:15	Choosing your assessment method	Participants to get to know the different assessment methods which can be used in prison education context, which methods can be suitable for different target groups, how to identify the three dimension of the competences in the assessment process	Enrica, Maren, other partners
12:15 – 12:30	Plenary – feedback		Maren
12:30-13:30	Short Independent Lunch		
13:30-14:30	Applying Assessment Methodologies	Practical work to get to know and to try out assessment methods using case study.	Erica
14:30-14:50	Coffee Break		
14:50 – 15:50	Reasoning and rating to finalise the LEVEL5 validation process	Participants learn the documentation of results and how to prepare a LEVEL5 certificate	Enrica & Maren
15:50-17.00	Open questions and clarification of next steps for the piloting projects	Support of participants in their piloting activities – reflective practice and problem solving session	Dominique
17:00	Wrap up the day, outlook, short evaluation activity		Maren
19:30	Dinner	Traditional Indonesian Rice Table Restaurant SariKoning, Wijnhaven 114a	

Day 5: Friday 7th October			
Next steps in the piloting			
Time	Session	Aims/Objectives	Facilitator / Presenter
09:00-09:15	Welcome and introduction of the day		Marisa
09:15-10:30	Visualisation exercise: learning and actions following training	Creating a timeline for pilot activities. Charting learning so far and how to apply it.	Marisa & Partners
10:30-11:00	Coffee Break		
11:00-11:30	Socio-ecological research element	To advise teachers and partners of how the research will be gathered for the conclusions and recommendations of the project. To outline the teachers and partners' responsibilities.	Alina
11:30-12:15	Supported reflection: Next Steps	To reflect on forthcoming steps in pilot activities: reflecting on key tasks. Personal reflection on the activities themselves, validation, learners and partners institutions. Dealing with final questions.	Marisa
12:15-13:00	End of the course summation	To round up, reflect on expectations, answer final questions, evaluate learning and manage certification details.	Partners
13:00-14:30	Independent Lunch		
14.30-17:00	Sculptural City Walk STUDY EXCURSION	Case Study: A facilitated informal learning activity with discussion around the format of the learning activity and potential validation processes.	Dutch colleagues

TRAINING CLOSURE



PRACTICAL INFORMATION: VALMOPRIS TRAINING

October 3-7, 2016. Rotterdam, the Netherlands

The meeting venue is the Willem de Kooning Academy (Fine Arts Academy), Wijnhaven 61, Rotterdam, at 3-minutes walk from the H2Otel across the water to the right. You can see the building from the hotel. We will meet in room WH.03.318 and leave our information with the receptionist so that he/she can direct you to the right room.

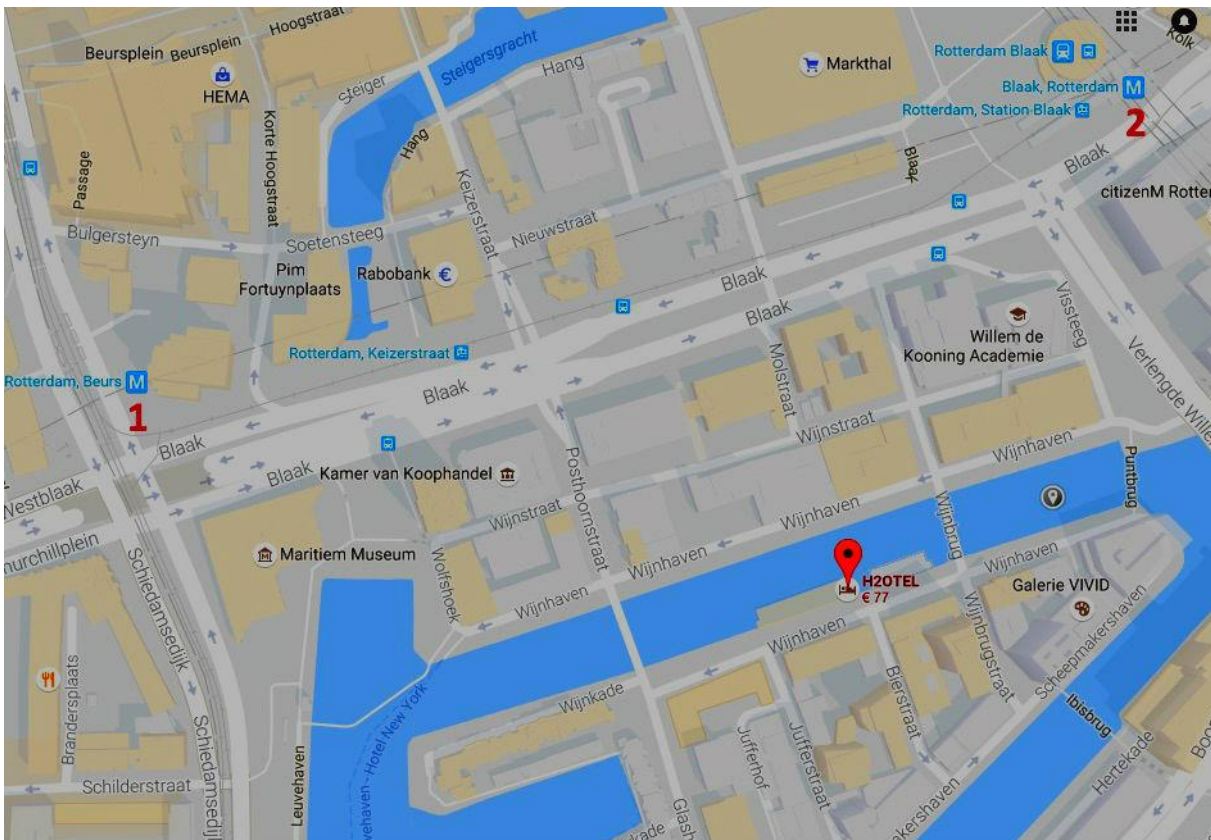
Erica will be at the hotel lobby to walk you there on Monday 9:45 hrs

Lunches: The Willem de Kooning Academy has an excellent, healthy and very affordable student canteen where you can buy your lunch individually. You cannot pay cash there, only with a pin-pass.

H2Otel, Wijnhaven 20A, 3011 WR Rotterdam

There are frequent trains from Schiphol Airport to Rotterdam. The hotel is on walking distance from the metro and train station Blaak, (number 2 on the map, not all trains however will stop at this train station)

If you travel to Rotterdam Central Station, you can also take the metro to station Beurs (number 1 on the map), this station is again on walking distance from the hotel.





Dinners and excursions

Monday, Oct. 3, 19:00 hrs. We'll walk from the hotel at 18:45

Restaurant Bazar, Witte de Withstraat 16, Rotterdam www.hotelbazar.nl

Tuesday, Oct. 4

Dinner own choice, there are plenty of restaurants, pizzeria's, etc. in this part of town.

Wednesday, Oct. 5

11:15 – 15:30

Watertaxi for teachers to Piekstraat. Lunch and visit at De Nieuwe Kans (The New Chance) Intensive coaching for young, multiple problems people, using, amongst others sports and the arts for non-formal, social learning www.denieuwekans.nl

15:30

Water transport to Katendrecht, short tour

19:00

Dinner at food hall at the Fenix Food Factory www.fenixfoodfactory.nl
Here you pay for your own food selection, so you can keep it cheap.
Return to hotel is your own responsibility

Thursday, Oct. 6

19:30

Dinner: Traditional Indonesian Rice Table at Restaurant Sari Koenig, Wijnhaven 114a

Friday, Oct. 7

14:30 – 16:00

Sculpture walking tour through centre of Rotterdam

Phone numbers

Ed Santman

Erica Kubic

H2otel

Watertaxi



Train and public transport

You can fly to either Schiphol (Amsterdam), from where you can take a slow, but direct train to station Rotterdam Blaak (ca 60 minutes), or take the fast train to Rotterdam Central and from there the metro to Blaak (ca 35 minutes total).

Or you can fly to Rotterdam-The Hague Airport and take the shuttle to Rotterdam Central Station and from there the metro to Blaak.

TRAIN, BUS, METRO TRAVEL (sorry, it's somewhat complicated)

I think you can best buy a 'single-use' chipcard for the train to and from the airport.

Buy an 'anonymous OV-chipkaart' at a point of sale at the stations or in tobacco shops

The anonymous OV-chipkaart costs 7.50 euros and remains valid for five years.

When traveling by train, make sure you have at least 20 euros worth of credit on your anonymous OV-chipkaart.

The OV-chipkaart

Dutch public transport requires a *OV-chipkaart*, a smart card that can be used for bus, tram, train and metro services. Since there is no specific OV-chipkaart for tourists, we recommend using either a single-use chipcard or an 'anonymous OV-chipkaart'. The single-use chipcard has limited validity and can be used to travel on bus/tram/metro lines in a single city. If you want to travel by train, you can buy a different single-use chipcard that is valid on the train for your specified itinerary only. If you are staying in Holland for more than a few days and plan to travel by public transport more frequently, we recommend the anonymous OV-chipkaart as the best and most economic ticket for your trips since it can be used for all public means of transport in Holland.

Buying a chipcard

You can buy single-use chipcards or an anonymous OV-chipkaart at public transport service desks, from ticket vending machines in stations, at tobacco shops (such as Primera), and in several supermarkets. OV-chipkaart points of sale carry the pink OV-chipkaart logo.

<https://www.ov-chipkaart.nl/apply-1/which-card-is-right-for-you/tourists.htm>



What is the VALMOPRIS project?

VALMOPRIS stands for the **validation of and motivation of non-formal and informal learning in prisons**.

The project is funded by Erasmus+ the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020. Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. It offers exciting opportunities for participants to then study, work, volunteer, teach and train abroad in Europe.

The core element of the **VALMOPRIS** project is to facilitate the recognition and validation of non-formal and informal learning through the design and delivery of educational activities for adult¹ learners in prison. This is where the pilot activities you have designed and which you will deliver fit in.

The project will set out to assess the informal competences developed as a result of these learning activities (which is not easily recognisable or demonstrable), particularly, although not exclusively, the key competence "Learning to Learn". This will be achieved by adapting an assessment system for informal competence development for implementation in your own prison-education setting.

This project will focus on informal competences to discover their psycho-social value, namely whether these help learners to develop positive recognition and self-perception. And if that, in turn, helps to provide motivation to engage in further (formal or informal) learning and competence development. It is hoped this process can support prisoners' future entry into the labour market and future study.

In summary, the VALMOPRIS project will formally evaluate the change in learner motivation as a result of the validation of informal learning.

Postscript: The ability to validate is one of the key-competences of an adult educator, as described in the 2010 report "Key competences for adult learning professionals". However, the validation of informally acquired competences is still largely neglected in the training of adult educators. This project seeks to address this through the Train the Trainer programme for prison teachers, which will be available across Europe and which we are trialing here today.

¹ An adult is generally accepted as someone beyond adult education and not under sixteen, although in some cases, this is seventeen or eighteen and above.



VALMOPRIS project outputs

The project ultimately aims to create an open learning environment for prison teachers. This will include four intellectual outputs:

- IO1: **Study & Policy Recommendations**
- IO2: **Competence Framework and Learning Contexts**
- IO3: **Train-the-trainer Course for practitioners**
- IO4: **Practice Guidebook for practitioners**

These documents will form an open learning and research environment which will raise awareness of practitioners and policy makers to the benefits of informal learning validation in prison. It aims to support the community of prison teachers by teaching the LEVEL5 process of validation, outlining inspiring approaches to delivery, gathering materials and providing the necessary tools to support the validation of informal learning in prisons.

The VALMOPRIS project is innovative because:

Whilst exciting and empowering informal learning opportunities exist on a local level, there is nothing which has systematically explored the validation of informal learning in prisons.

VALMOPRIS seeks to address this issue in prisons across Europe.

Previous **LEVEL5** pilots have been carried out in varying learner settings (although not yet prisons). Previous research has shown that, as a side-effect of informal competence validation, participants developed greater motivation to engage in additional training and education - seeing their informal skills and competences validated sparked an interest in continued development of skills and competence.

VALMOPRIS aims to draw on these findings and identify what approaches work and the impact these have. We will create explicit policy recommendations on the basis of its findings for policy makers and practitioners across Europe.

The partnership has:

- (1) a broad socio-geographical coverage (to maximise relevance of research results)
and
- (2) the involvement of a number of EPEA member organisations in order to disseminate these results and opportunities across Europe.



Defining Key Terms

Learning Objective: *To create a common understanding of key terms associated with the VALMOPRIS project.*

Formal Learning:

Informal Learning:

Non-formal Learning:

Skills:

Competences:

Competence-based learning:

Validation:

Assessment:



Formal, Informal and Non-formal learning

The UNESCO Institute for Lifelong learning's endorse the following definitions as used by the European Commission (2000, 2001)²:

Formal Learning –

Occurs as a result of experiences in an education or training institution, with structured learning objectives, learning time and support, leading to certification. Formal learning is intentional from the learner's perspective.

Informal Learning –

Results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random).

Non-formal Learning –

Is not provided by an education or training institution and typically does not lead to certification. It is however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

It is, however, important to recognise that these terms cannot be definitive. UIL stress that:

There is increasing acknowledgement that learning takes place on a continuum and that the boundaries between different forms of education and learning are porous. Therefore, the definitions of the terms quoted above are not intended to suggest a rigid separation between them.

Skills and Competences

In ways, a skill and a competency are similar. They both identify an ability that an individual has acquired through training and experience. But they are not identical.

The "what" vs. the "how"

Skills define specific learned activities, and they range widely in terms of complexity. ("Mopping the floor" and "performing brain surgery" can both be classified as skills.)

Skills give us the '*what*'. They tell us what types of abilities a person needs to perform a specific activity or job – drawing, cookery, singing – because they have practised it and become good at it.³

² Yang, J. (2015). Recognition, Validation and Accreditation of Non-formal and Informal Learning in Unesco Member States. UNESCO Institute for Lifelong Learning: Hamburg. p.10. The following information and definitions are borrowed from Yang's document.

³ Definitions adapted from HRSG.



In education we hear skills used along with lots of other terms – transferable skills, essential skills, domain skills, skills for life, employability skills...

This is moving in to the area of **competences**.

A competence tells us how an individual performs or manages a situation successfully. How do they behave in a particular environment to achieve the desired result?

LEVEL5 which we will be learning about this week would define a competence as:

the ability to apply a synthesis of

- ***Knowledge,***
- ***Skills and***
- ***Attitudes***

in a particular situation and at a particular quality or LEVEL.

Competences represent our abilities to perform tasks or responsibilities competently. Our job in this project is to create a system of well-defined and multi-level competences – those most relevant to prison learners – in order to measure and evaluate progress.

Competence-based Learning

Competence-based learning more focused on learning concrete skills and competences than abstract learning.

Rather than rigorously following a course or structured learning outcomes, the **competence is the focus in competence-based learning**. The student is evaluated on the individual competency, and their level in that competency is measured. In future activities, different competences or higher or more complex competences are mastered. The learner's level of mastery of or confidence in a competence can be measured through a range of formative assessment tests.

Validation

Validation is the process of establishing arrangements to make visible and value (evaluate) all competence development against clearly defined and quality-assured standards. **It is taken to cover the whole process: including identification, documentation, assessment and accreditation of learning outcomes from different settings.**

Assessment

Assessment is the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness. "Formative" assessment is measurement for the purpose of improving it. It is learner-centered, course based and not graded.



Expectations Workshop – notes

"I expect from the seminar..."

- > What outcomes do you expect?
- > When will you be satisfied?
- > What do you see as the potential benefits of this training?
- > What do you want from your facilitators and fellow-participants?

"At this seminar I would like to avoid..."

- > Are there any other problems which you foresee happening during the training?
- > Reflecting on the schedule, do you have any concerns?
- > Are there any potential concerns about the benefits of this training?

**VALMOPRIS – Catalogue of assessment methods**

This catalogue gives an overview of **possible methods** applicable to assess the development competences in informal learning. The catalogue doesn't claim to be a complete list, but is designed to be a growing compilation of approaches to support project partners, prison teachers and learners in prison in applying the VALMOPRIS competence framework and to validate competence developments. The catalogue presents a sample of methods that can be used in individual or group work, the examples shown should reflect a good balance of productive and responsive assessment methods.

Name	Method description	Assessor	Comments	Group/Individual method
Self-Assessment	The learner with the help of the reference sheet rate themselves and give a short explanation why they rate themselves on a certain level	Learner	This method doesn't require a long time in terms of preparation, so it is easy to integrate in the learning activity. Two points of assessment should be defined – at the beginning and at the end of the learning activity, so that the development process can be documented. It is important that the learner understands the text in the reference system. It might be necessary to re-write the reference system, to make explanations easy to understand.	individuals
Peer assessment	This method follows the process of the self-assessment, but the procedure is done in paired work together with another prison learner or an external trainer, facilitator.	Peer to peer	See above	Paired work, small groups
Personal	Use face-to-face interviews, in which	Peer to	It is important to record (verbally or in	



Interview	open, predefined questions regarding the different competence levels are asked.	peer, external interviewer, superior, trainer...	writing) content from the interview so as not to lose any information! Be aware that the received information is only a self-perception. It can be useful to ask the learners to describe concrete situations of learning in prison.	
Reflective Diary	The learner fills in a diary reflecting on agreed topics like "Lessons learnt today" etc.	Learner	A useful method to follow the development process through continuous documentation	individual
Learning questions related to personal development plans	If the learner has a concrete plan what he/she wants to learn, they focus much better on the relevant experiences in their activities and make progress. It is useful to give people time to define their learning questions, and also the support to do something with them!	Learner in cooperation with external trainer, coach et.	The definition of learning questions can be done individually. However, it is recommended that they should be shared with a colleague/peer. It is also important to identify what should be done to reach the learning goals.	
Letter to myself	People write a letter to themselves about what they have learned or want to learn. This improves both learning and the impact of the evaluation. The letters are collected by the trainer and are then sent to the writer a few days later.	Learner	The result of this activity will be used also in a second moment of assessment.	individual
Observation	The prisoners are accompanied in different working or learning situations or during other activities. It is crucial to be a silent partner who watches what he/she is doing and how the learner reacts in different situations. A kind of diary can be	External trainer, evaluator	It is necessary to clearly define what should be observed –preparation of a checklist is useful. If possible, two people should be involved in the observation. Observation can also be used in addition to another assessment method.	Individual or group observation



	used to take notes on the observation.			
Self-evaluation profile	The self-evaluation profile is a list of questions the learner can ask about him/herself. These questions can be about learning, competences, vision on a certain subject, personality, etc. Filling in the form increases personal awareness.	Learner	Can also be done in peer work – to compare the results.	individual
Three chairs method	The person to be assessed is in a room with three chairs. One is marked as the cognitive chair, one is the active and one the affective chair. The learner is asked to sit down on one of the chairs and make him/her aware which one it is. Ask the learner how he/she sees him-/herself in regard to the dimension focused on. Record the results.	External trainer, evaluator	This method is to assess one individual learner, but a whole group of learners can be integrated to practice and to raise awareness of the three dimensions of a competence, as described in the reference sheets.	individual
The tree or the boat	<p>Step 1: the facilitator presents the flip chart where a tree or a boat is represented;</p> <p>Step 2: each learner has to draw his/her position on the flip chart, explaining the reason also linked to specific competences</p> <p>Step 3: group discussion about the different expectations raised.</p> <p>Aim: To make participants reflect and analyse</p>	External trainer, evaluator	the result of this activity will be used also in the second assessment moment so that participants can see their development	groups



	their expectations toward the experience they are going to undertake			
Choosing positions on a line	To show where people stand both figuratively and literally and their opinions and perspectives, they are asked to choose a position regarding a certain question or statement on an imaginary line on the floor in the room. It has to be clear to the learners what each pole of the imaginary line means: yes/no, 0 %/ 100%, etc. Ask around: why did you choose this position?	External trainer, evaluator	To get a quick impression what differences exist in the group – to be used and reflected within a group	groups

Sources: SEAll Manual, RIVER (Ref. 517741-LLP-1-2011-1-AT-GRUNDTVIG-GMP)

VALMOPRIS Catalogue of assessment methods

Further assessment methods

Name	Method description	Assessor	Comments	Group/Individual method



Appreciative Questioning & Witnessing

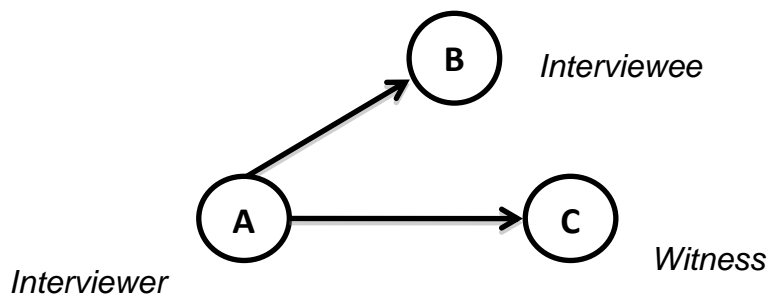
Purpose: get inspired by success stories.

We do this through two coaching techniques: appreciative questioning and witnessing. The appreciative questions will help you dig deeper through the layers of a successful project ('dig for the gold'). The witnessing can help provide new insights and internalise some of the lessons learned.

Time: ca. 40 minutes for the interview and witnessing and 20 for reporting of 5 teams to the group

Guidelines:

1. Form groups of 3 people (not with colleagues from your country).



2. Divide roles: A is interviewer, B is interviewee, C is witness. Read the instructions together, *only the interviewer and witness read the (sample) questions on the back!*
3. Person A interviews person B about a success story – in the pilot project, an event or activity that she is most proud of. It is important that person B thinks of a concrete situation in which she was personally involved (keep it small). After this B helps A explore the resources, competences and other factors that made this experience successful. It is important that you formulate your questions appreciatively. Use the (sample) questions on the back page and add your own if needed. Person A can take a time-out with person C to discuss the best questions to ask from B; *please do not ping-pong questions, there is only 1 interviewer per round!* Person C, the witness, listens to the story of A and notes down the aspects that catch her attention.
4. Person A interviews person C (the witness) using the (sample) questions from the back page.
5. Back to the interviewee (person B): how was it for you? What do you take from this?

Wrap-up with the whole group: share and list some of the main resources and competences that surfaced in the stories. What we can take from this, how can we use this for the future?

This workshop format has been developed by the Tandem Programme as part of the Cultural Managers' Exchange. The workshop methodology is based on the In-Dialogue 'Strength Based Coaching' methodology (www.in-dialogue.org).



TANDEM

CULTURAL MANAGERS EXCHANGE

Appreciative questions:

- no judgement
- no associations
- no advice

Sample questions

3. Person A interviews person B about a success story:

Interviewer & Interviewee

- a. What is your story about?
- b. Who was involved and what did they do? What happened next? What else?
- c. What was particular exciting about this situation? What makes you proud of it?
- d. Which challenges did you overcome?
- e. How did you manage to overcome these difficulties?
- f. How did you know what to do?
- g. What would you call the resources or competences that you were able to draw upon?
- h. What was the role of your team or other people around you?
- i. What did you learn from this story? How would you call this experience?
- j. How can you use these resources and competences in other situations?

4. Person A interviews person C (the witness) using the following (sample) questions:

Interviewer & Witness

- a. What has caught your attention?
- b. What does it tell you about B's strengths, resources and competences (how did they show in the story)?
- c. What does it tell you about what's valuable or important for B (how did these values show in the story)?
- d. How come these things caught your attention – what does this tell about your own experiences, values and competences?
- e. Which considerations have this witnessing given you? How can you see yourself applying these experiences, abilities and values in your work or organisation?

5. Back to the interviewee (person B): how was it for you? What do you take from this?



The VALMOPRIS approach in an exemplary case study

How to motivate *prison learners* and how to make them aware of their self-development

An Education Classroom is a rehabilitative education provision within a prison environment focused on improving well-being and the development of life-skills and life chances.

One of the projects is the creation of a local prison magazine. A small group of 5-9 people meet 1-2 afternoons a week to produce this magazine. Their tasks include planning and content design, graphic design, the creation of content, carrying out interviews etc. The activity is accompanied by a qualified lecturer who supports the prisoners mainly in functional questions but is also responsible for the group work in general and helping with the editing process.

One aim of this activity is to offer the prisoners two qualifications in graphic design (focusing on style, layout and other related tasks) and writing (using journalism). On the other hand, the creation of a magazine requires a high amount of team work, communication within the team, creativity, self-initiative etc.

The idea of the validation process is to provide evidence, that these prisoners do not only learn a lot about graphic design and interview techniques, but also develop their social competences, which can also be very crucial for the process of rehabilitation and for their future chances in the labour market after their discharge.

For this purpose teachers decide on the LEVEL5 approach to validation, because it can show progress in the personal development.

Mr. Gomez, the lecturer who trains the prison magazine group, decides to try out this validation approach. He thinks about the aspects that need to be considered in order to come up with a concept that benefits the prisoners, but also respects his own resources.

He starts by thinking about the competences that can be acquired in the prison magazine group and he makes a list which of those which are most relevant to the participants in his current group.

Also he thinks about how much time he can spend with his training participants to explain the approach to them, as well as support them in their reflection processes and assessment procedure. This includes working out at which occasion it is possible to meet them (in addition to their regular group meetings) or how to implement this reflection process within their regular group meetings.⁴

In the next training meeting Mr. Gomez introduces his plan to the participants by starting a discussion. He directs their attention to the question of how learning takes place, and that not only knowledge, but also skills and attitudes are relevant for learning and that becoming aware of their own performance through reflection enables one to notice that one has made some progress.

⁴ This, of course, depends very much on the working conditions and it might be not that easy to create face-to face situations. This case study is only an example to give a clearer picture of how the validation process could happen...but, for sure, it will have to be adapted to the specific situation in each prison.



Mr. Gomez decides not to present the whole LEVEL5 methodology to the prisoners, since this might be too confusing for them. But he shows them a list of competences he has made in advance and asks his participants, which of those they feel to be important for their own future and if there are any they want to develop more. He also points out that the planned validation procedure is voluntary. It has nothing to do with comparing people and it is nothing about evaluation and judging people. It is mainly about personal development and individual learning.

FIRST SCENARIO

Three participants from the magazine group are interested in participating in the validation process. Each of them selects at least one competence from the list. Since they were all interested in focusing on the competence "Teamwork", they all decide to choose teamwork and each of them can choose an additional competence.

For all of these competences Mr. Gomez has brought along the reference systems. The three learners come together in a small group, read the "teamwork" reference system together and think about which competence level they see themselves at, at present, and write down, why they think so. Mr. Gomez also asks them to go back to the beginning of their prison sentence and to think about their competence levels at this time.

Each group member informs the others where they rated themselves and why they think they are on this or that level. Then the others comment whether they find this reasoning convincing in regard to the descriptions in the reference system. Mr. Gomez goes around, listens and asks additional questions or supports in case of questions from the group.

At the end of the meeting, he asks the participants to check their reasoning again and to finalise it before collecting the documents.

SECOND SCENARIO

In his meeting with the magazine group, Mr. Gomez organises an activity: For each competence he chose (because he thinks their development might be useful for the prison learners) he creates a flipchart, including a short competence description. Each flipchart is pinned to the wall of the training room. The participants of the magazine-group now walk around and look at the competence descriptions. They are asked to rate themselves in a line from "one" (very low level) to "five" (very high level) – without knowing the reference system!

After that, they select 3 competences by answering the following questions:

- Which competences are important for my future*
- Which competence I'd like to learn more about*

In the next step the group receives the reference systems and now they can compare their first rating, with the level description in the reference system. In small groups or pairs of two they discuss their results and try to describe the reasons for their rating.

THIRD SCENARIO - INDIVIDUAL INTERVIEW (can be linked to one of the other scenarios or carried out as a standalone activity)



Mr. Gomez and the group decide to work on the validation process in an individual face-to-face scenario.

Mr. Gomez shows the LEVEL5 reference system on teamwork to one young prisoner (Paul), who is new in this prison and they read through it together. Paul thinks of his current competence level and Mr. Gomez supports his reflection by asking specific questions. This way they identify what Paul knows, is able to do and which attitude he has towards teamwork. These items are indicators for his competence level and are then written down for the future certificate.

After each assessment – the self-reflection and the interview – Mr. Gomez conducted with Paul, Mr. Gomez rates Paul's competence level for "teamwork" with the help of the reference system. The first rating happens after the first peer-evaluation in the group, the second rating is done after the second assessment 3 months later. After some weeks or months, Mr Gomez invites the participants again, to revisit the reference systems and to discuss their development in a second assessment round. Again they discuss their ratings in small groups and make notes of their arguments.

Mr. Gomez informs the group about the next steps in evidencing their developments. Since in prison there is no internet access Mr. Gomez collects the documentation and inserts the data into the LEVEL5 software himself.

When this is done, Mr. Gomez creates certificates in pdf. format and hands them over to the training participants



Template for reasoning and rating

Institution:

Name of participant:

Date of birth (*information for the certificate*):

	<i>Rate 1 LEVEL</i>	<i>1^s date Short explanation for rating</i>	<i>Rate 2 LEVEL</i>	<i>2nd date Short explanation for rating</i>	<i>Resume</i>
cognitive					
active					
affective					
Evaluation statement					

Open Questions & clarification of next steps

This section is intended to provide prompts for an open discussion section on Thursday to allow you to raise concerns or ask any questions which are still outstanding for you.

Area of learning	Concerns	Notes
Competences & sub-competences Learning to Learn Informal and non-formal learning		
Target Groups (prisoners, teachers...) Piloting team		
Assessment approach Validation approach Rating process		
Pilot learning activities Timeline for delivery and periodic feedback Research Questionnaires		
e-Platform Tools/Further Support		
Other		



VALMOPRIS - Next Steps Planning Sheet

Project Name	
Delivery Dates	

Competence 1:
Competence 2:
Learner Characteristics:

Preparing the Learner: eg. Getting signed consent forms

1. _____ DATE: _____
2. _____ DATE: _____
3. _____ DATE: _____
4. _____ DATE: _____
5. _____ DATE: _____

Preparing the Institution: eg. Informing education officers

1. _____ DATE: _____
2. _____ DATE: _____
3. _____ DATE: _____
4. _____ DATE: _____
5. _____ DATE: _____



SWOT Analysis

Strengths

Opportunities

Weaknesses

Threats

Validation Notes

Final Reflection Points