VALMOPRIS

C2 TRAINING – TIMISOARA
PARTICIPANT PACK

JUNE 12, 2017

Day 1: Mon 12th June	Common Understanding			
Time	Session	Aims/Objectives	Activity	Lead (by country)
09:00	**Registration of participants** **Welcome**			
09:10-13:00	**Visit: Centrul Educativ Buzias**	**Creating competence-based learning settings (I)** Meeting with pilot teachers (possible pilot learners) Share practices – informal and non-formal learning Presentation of selected VALMOPRIS pilot activities Feedback – potential & challenges of VALMOPRIS methodology	Discussion Q&A	RO
13:00-14:30	**Common Lunch**			
14:30-15:00	**What is VALMOPRIS?**	Gather verbal feedback on visit Outline of the course agenda Brief introduction to the project, project partners and the role of the training and learning activities	Discussion and Presentation	SC
15:00-15:30	**Expectations workshop**	What do participants expect to learn/to get from this training?	Group Activity	RO
15:30-16:30	**Defining Key Terms and policy content**	Formal, Non-formal, Informal learning Skills and Competences Competence-based learning Validation	Group Workshop with feedback & discussion	SC
16:30-	**Ending of the day**	Wrap up, outlook, open questions, evaluation	Bulls-eye	SC & LV
20:00-	**Social – evening meal**			

Day 2: Tue 13th June	Prison learning & Competence-based learning			
Time	Session	Aims/Objectives	Activity	Lead
09:30	**Welcome and introduction to the day**	Overview of the planned activities and learning contents Introduction to new partners		SC
09:40-11:00	**Sharing practices**	Each country to report on their experiences of prison education for further awareness raising and exchange	Group discussion and relaxed presentation (by country)	LV & SC
11:00-11:20	**Coffee break**			
11.20-12:00	**Learners' needs, effective engagement and involvement**	Considering barriers for learning: social & environmental, physical, and emotional Raising motivation	Interactive Activity	AU & SC
12:00-12.30	**Transformative learning: Can we help to make prisoners' lives better?**	Presenting a case study: Changes and Chances The value of creativity and arts in prisons and criminal justice settings	Presentation Question and answer session	NL
12.30-13:00	**How can competency-based learning help learners?**	What is competency-based learning? How can competency-based learning be adapted into a range of prison learning settings? What are the potential benefits of this for learners?	Presentation and discussion	AU & SC
13:00-14:00	**Lunch**			
14:00-16:30	**Designing your own competence-based learning activity (I)**	Reflection on own practice in non-formal learning – where are we already developing competences? Guided planning of **competence-based learning**	Independent activity with guidance & support Sharing and peer support	SC All partners to support
16:30	**Ending of the day**	Wrap up, outlook, open questions, evaluation	Bulls-eye	AU

Day 3: Wed 14th June	Working with the LEVEL5 methodology			
Time	**Session**	**Aims/Objectives**	**Activity**	**Lead**
09:30	**Welcome and introduction**	Overview of the planned activities and learning contents		SC
09:40-10:10	**Thinking about validation: Introduction to LEVEL5**	Validation approach: 'the 3 dimensions', 'the 5 levels' An overview on the procedure	Presentation Q&A	AU (DE)
10:10-11:00	**Hands on session: How to work with the reference system – competences for prison settings**	Introduction to VALMOPRIS competence framework Participants learn how to handle the competence framework & reference system. Approaches for how to adapt it according to different target groups and settings.	Presentation Supported Activity	AU (DE)
11.00-11.20	**Coffee Break**			
11:20-12.00	**Assessment of competences**	Presentation of range of assessment methods which can be used: How to manage moments of assessment Sharing alternative assessment methods – what else works?	Tutorial Group discussion Sharing best practice	AU & SC
12:00-13:15	**Applying Assessment Methodologies**	Trialling assessment methods: Appreciative Enquiry	Case study application Guided workshop	NL
13:15-14:15	**Lunch**			
14:15-15:30	**Designing your own competence-based learning activity (II)**	What if we decide to validate? Competences, assessment and indicators **Using CBL activity** - Selecting a competence for assessment - How to write indicators for assessment of competences and utilise reference systems - Selecting assessment methodologies – building in opportunities for measuring distance-travelled	Supported Individual planning Sharing and peer support	SC All partners to support

15:30-16:00	**Reasoning and rating to finalise the LEVEL5 validation process**	The documentation of results, participants learn how to: record progress provide feedback and certify plan further competence development	Tutorial	AU (DE)
16:00-16:30	**Case Study: Reason & Rating**	To apply the learning to a familiar scenario	Moderator-led discussion	AU & SC
16.30	**Ending of the day**	Wrap up, outlook, open questions, evaluation	Bulls-eye	SC & RO

Day 4: Thurs 15th June	Assessment in the LEVEL5 Process			
Time	Session	Aims/Objectives/Content	Activity	Lead
09:00-13:00	**Visit to Timisoara Adult Prison** **Steering Group Meeting**	Meet with professionals working in prison Sharing understanding of European prison systems Discussion of role of non-formal & informal learning in prisons Sharing of good practice		RO
13.00-14.00	**Lunch**			
14:00-14:20	**Brief reflection on prison visits**	Reflecting on good practice, differences in approach Similar challenges		FR & SC
14:20-15:20	**Designing your own competence-based learning activity (III)**	What if we decide to validate? Validation: Applying reasoning and rating milestones to **CBL activity** 　　Embedding feedback 　　Opportunities for self-reflection 　　Completing certificates	Supported Individual planning Sharing and peer support	AU All partners
15:20-15:40	**Coffee Break**			
15:40-16:00	**Analysis of potential for validation and competence-based learning in prisons**	Strengths and Opportunities Weaknesses and Threats Reflecting on the LEVEL5 process in prisons	Group discussion	SC
16:00-	**Ending of the day**	Feedback on training & visits Open questions: moderated Outlook: E1 conference	Formal evaluation and bullseye	AU & SC
19.30	**Common meal**	Some of those attending the multiplier event will join the training participants		

Friday 16th June 2017	Multiplier Event Schedule Validation and Motivation: Informal learning in prison

Time	Session	Aims/Objectives	Facilitator / Presenter
08.50-09.30	**Registration &** **Chair's introduction**	Welcome Introduction: Challenges for education in prison in the coming decade	Prof. Dr. Joseph Giordmaina
09.30-10.00	**Keynote speech**	Prison education in Europe: opportunities and cooperation	Ioana Morar
10.00-11.00	**Presentation:** **The VALMOPRIS project**	VALMOPRIS project objectives: informal learning and validation VALMOPRIS research findings: motivation and impact VALMOPRIS methodology: COL contexts and validation VALMOPRIS train-the-trainer programme: developing practice VALMOPRIS policy recommendations: taking validation forward	Marisa Farrell Mihaela Daniel & Alina Zamosteanu Loredana Ceccacci Maren Satke Marisa Farrell
11.00-11.15	**BREAK**		
11.15-11.45	**Speech**	The importance of validation in informal learning – policy and developments	Loredana Ceccacci
11.45-12.15	**Speech**	Preparing correctional officers for the importance of prison education University of Public Service in Budapest: A case study	Prof. Dr. Peter Ruszonyi
12.15-13.15	**LUNCH**		
13.15-14.00	**Delivering the Pilot Learning** **Activities: The VALMOPRIS project**	Delivering the Pilots Lessons learned	VALMOPRIS practitioners
14.00-14.45	**Parallel workshops**	Room 1: Self-expression through inner voices: a reflection of the prison context	Marioara Bilba

		Room 2: Measuring Motivation? What does validation mean in the real world?	Marisa Farrell
14.45-15.00	**BREAK**		
15.00-15.45	**Parallel workshops**	Room 1: Education in prisons – promising practices. A worldwide perspective.	Prof. Dr. Peter Ruszonyi & Prof. Dr. Joseph Giordmaina
		Room 2: How do we use the LEVEL 5 methodology?	Maren Satke
15.45-16.15	**Plenary discussion**	Looking forward: Next steps within prison education Recognising the importance of informal and non-formal learning Understanding skills and competences	Moderator Prof. Dr. Joseph Giordmaina
16.15-16.30	**Closing Statements**	Important Messages Summation of VALMOPRIS multiplier event	Prof. Dr. Joseph Giordmaina Partnership

Friday 16th June 2017	Programme of events

Session	Summary	Speaker
Chair's Introduction	**Challenges for Education in Prison in the coming decade** Dr. Joseph Giordmaina is a senior lecturer at the University of Malta. He is heavily involved in European project work, including work within the field of prison education. Looking towards policy, Joseph will introduce us to the challenges we continue to face in prison education and how projects such as VALMOPRIS can begin to tackle those challenges.	Prof. Dr. Joseph Giordmaina University of Malta, Malta
Keynote speech: Prison Education	**Prison Education in Europe: opportunities and cooperation** Ioana Morar is Deputy General Manager of the National Administration prisons and holds the post of Eastern regional representative of the EPEA. She will address attendees on the status of prison education in Romania and Europe, and the forthcoming developments and opportunities over the coming years. She will consider the importance of cooperation within Europe.	Ioana Morar EPEA Eastern Region, Romania
Presentation: The VALMOPRIS project	**Project objectives: informal learning and validation** Project Coordinator, Marisa Farrell, will set the context for the VALMOPRIS partnership and project. She will outline the desired aims, interim goals and timelines relating to the validation of informal and non-formal learning, including initial challenges. **Research findings: motivation and impact** Mihaela Daniel and Alina Zamosteanu of Centrul Educativ Buzias will talk to participants about the research element of the project. They will set out to explain our process, and what the partnership discovered about the impact of carrying out this validation process in prisons and criminal justice settings. **VALMOPRIS methodology: COL contexts and validation** EU project consultant with Bupnet/Blinc EG, Loredana Ceccacci, will speak on the development of the VALMOPRIS methodology: how the partnership went about designing competence-oriented learning activities and our specific validation approach. **Train-the-trainer programme: continuing professional development** Maren Satke works in EU project management and consulting for education and training specialists die Berater. Maren will discuss the development of our blended-learning	Marisa Farrell New College Lanarkshire, Scotland Mihaela Daniel & Alina Zamosteanu Centrul Educativ Buzias, Romania Loredana Ceccacci Bupnet.de, Germany Maren Satke die Berater, Austria

	training platform and how this can be utilised for further professionalisation of the field. **Policy recommendations: taking validation forward** The VALMOPRIS presentation will conclude with a summary of the key recommendations, made as a result of the partnership's work and research into the validation of informal and non-formal learning.	Marisa Farrell New College Lanarkshire, Scotland
Speech	**The importance of validation – policy and developments** Loredana will present to us on the growing importance of validating all forms of learning, both from a policy perspective and to address the skills and competence gaps faced across Europe. She will draw from previous and current developments in the field and look forward to the next steps in VINFL.	Loredana Ceccacci Bupnet.de, Germany
Speech	**Preparing correctional officers for the importance of prison education** **University of Public Service in Budapest: A case study** Peter Ruzsonyi is Dean of the Law and Enforcement Faculty, University of Budapest. He is responsible for the development of new an education programme for staff in Hungarian prisons. will present on promising practices within the field of prison education to help participants reflect on their own professional practices.	Prof. Dr. Peter Ruzsonyi University of Budapest, Hungary
Presentations **Q&A**	**Delivering the pilot learning activities** Partnership partners and practitioners will give an insight into the processes and lessons learned as a result of our pilot competence-oriented learning activities. They will talk about our activities and how well their training prepared them for delivery. Finally, they will discuss whether they believe there is evidence that this process helps to develop learners as well as inspire engagement and motivation.	Partners and practitioners speaking on behalf of: Euro-CIDES, France EPPEA, Latvia Changes and Chances, Netherlands New College Lanarkshire, Scotland
Parallel workshops	**Self-expression through inner voices – a reflection of the prison context** Marioara is responsible for educational delivery at Centrul Educativ Buzias, Romania. She was responsible for the delivery of two important pilots for the VALMOPRIS project. Marioara will deliver an interactive workshop where participants can discuss the potential impact of these types of activity on prisoners.	Marioara Bilba Centrul Educativ Buzias, Romania
	Measuring motivation? What does validation mean in the real world? Marisa works with prison learners in Scotland undertaking a process of creative learning. She will facilitate a discussion about our everyday work – how we face up to 'everyday challenges' and celebrate 'everyday victories'. We will ask the crucial question – how can	Marisa Farrell New College Lanarkshire, Scotland

	this feed into longer-term motivation to learn? And within out busy working lives, how do we go about embedding validation?	
	Education in prison: Promising Practices. A worldwide perspective. With years of experience in prison education, and having visited many prisons across the world, Peter and Joe will discuss their experiences and findings with participants and engage us in lively discussion about the value and future of informal and non-formal learning in prison contexts.	Prof. Dr. Peter Ruzsonyi University of Budapest, Hungary Prof. Dr. Joseph Giordmaina University of Malta, Malta
	LEVEL 5 methodology Maren Satke will briefly present on the LEVEL 5 validation methodology, a result of the REVEAL network's previous European-funded project, which the VALMOPRIS project adapted for its validation research. She will explore the concepts with participants and help us to look at how these can be applied in practice.	Maren Satke die Berater, Austria
Plenary discussion	**Looking forward: next steps in VINFL within prisons** Chair, Joseph Giordmaina, will moderate a plenary discussion between event participants and the VALMOPRIS partnership. It will aim to answer residing questions and address prevailing concerns. It will review the lessons learned, and ask attendees to consider the perceived importance of validating informal and non-formal learning in prison education. It will ask us to consider what we can contribute to fostering learner motivation and how we can move prison education forward.	Moderator: Prof. Dr. Joseph Giordmaina University of Malta, Malta VALMOPRIS Partnership
Closing Statements	**Summation of multiplier event** The chair and project partnership will close the event and advise attendees of forthcoming information.	Chair: Dr. Joseph Giordmaina University of Malta, Malta Coordinator: Marisa Farrell New College Lanarkshire, Scotland

PRACTICAL INFORMATION: VALMOPRIS TRAINING
June 12-16th, 2017: Timisoara, Romania

When you arrive in Romania the temperature is forecasted to be between 24-28 degrees during the day and 13-14 degrees during the night.

You need to have Romanian LEI (you can change Euro of Sterling to LEI in the Airport or in Timisoara, but you have to go to a Bank).

The training week will be held in the conference room of The Hotel Perla in Timisoara where you'll also be staying.

The Hotel Perla, Str. Protopop George Dragomir nr. 9, Timisoara

The only way to the hotel to and from the airport is via taxi.
You will find a taxi just in front of the airport. For this the cost will be between 15-20 euros.   The information point within the airport will call a taxi for you if there are none there.

Alternatively, the hotel can organise a taxi for you. If you call them or send an email, they will arrange this for 10-12 euros.

Please note, the hotel has wifi. There's also a gym and a rooftop pool in the hotel.
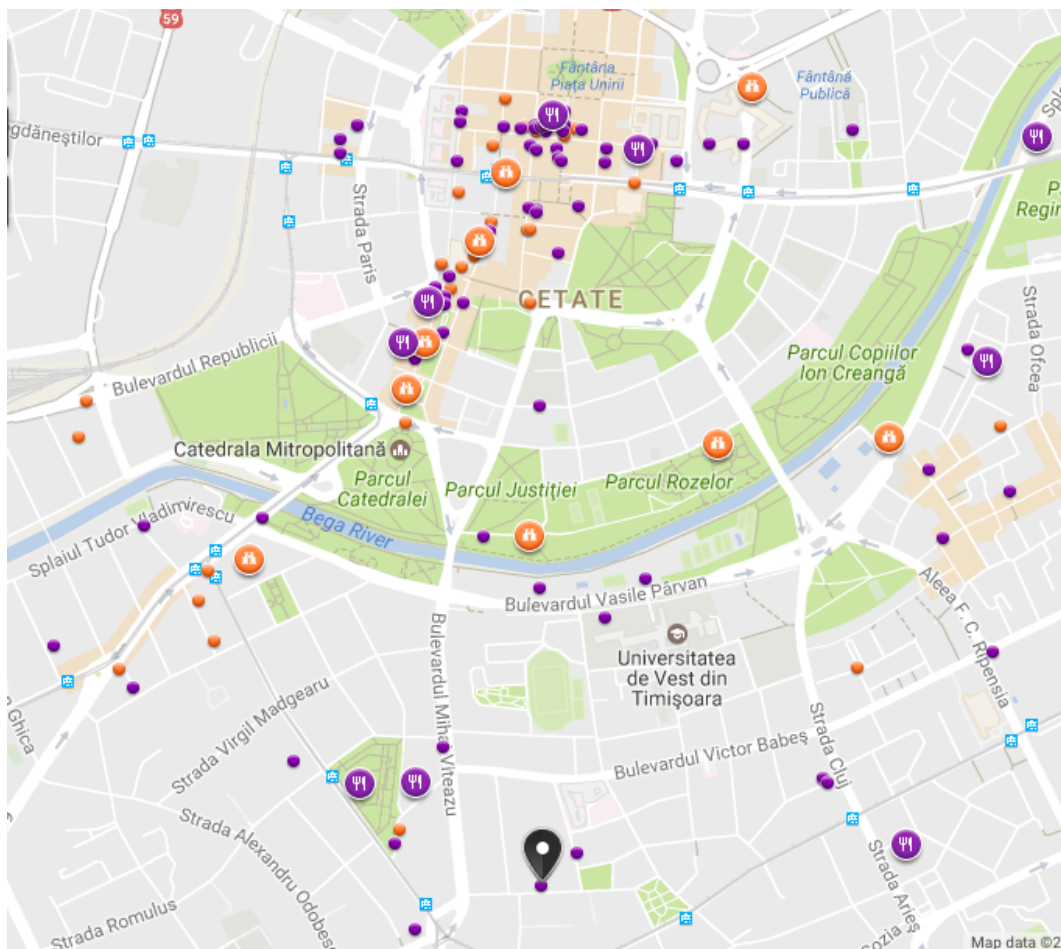
Dinners and excursions

Monday, Jun 12

9.00-12.30	Trip to Centrul Educativ Buzias. A young offender's institution to meet with teachers and prisoners involved in the validation of informal learning. Alina will meet you at 9am in the foyer of the hotel where you will travel to Buzias. The journey takes around 45 minutes.
12.30-13.30	Common lunch.
20.00	Common dinner.

Tuesday, Jun 13

Dinner own choice.

Wednesday, Jun 14

Dinner own choice.

Thursday, Jun 15

09.00-12.00	Trip to Timisoara adult prison. Lunch arranged.
19:30	Common dinner.

Friday, Jun 16

Lunch provided.

Phone numbers	
Alina Zamousteanu (Romanian organiser)	+40 723 691 933
Marisa Farrell (coordinator)	+44 7720 892 932
Hotel Perla (accommodation and venue)	+40 256 203 100

What is the VALMOPRIS project?

The project is funded by Erasmus+ the European Union programme for education, training, youth and sport. Erasmus+ runs for seven years, from 2014 to 2020, with the aim 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 study, work, volunteer, teach and train abroad in Europe.

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

We know that exciting, innovative and empowering learning opportunities exist in prisons and criminal justice settings all over Europe. But, unlike formal learning, there is no systematic way to mark, measure and build the learning gained within informal and non-formal learning activities in prisons.

Previous **validation approaches** have been applied to a range of learner settings with limited progression and qualification (volunteering, low-level employment). This research has shown that, as a side-effect of informal competence validation, participants developed greater motivation and confidence to engage in additional training and education.

Therefore, the core element of the **VALMOPRIS** project is to facilitate the recognition and validation of competence development within non-formal and informal learning activities.

The project ultimately aims to achieve this through two key strands:

1) Through the provision of research findings and recommendations to those involved in policy and governance.

IO1: **Study & Policy Recommendations**

In the research phase, the project set out to assess the competences developed as a result of prisoner engagement in 30 non-formal learning activities designed and delivered in prisons and criminal justice settings across Europe.

We also aimed to address the *impact* of those learning activities and competence development. We wanted to consider the psycho-social value, namely whether this type of (generally unaccredited) learning help learners to develop positive recognition and self-perception. And if that, in turn, helps to provide confidence and motivation to engage in further learning – both formal or informal – and subsequently further competence development.

IO1 pulls together academic research, policy, a needs analysis, as well as the research from the pilot activities.

We have used all of this learning to make recommendations for policy-makers and prison authorities about the validation of informal and non-formal learning in prisons.

2) Through the creation of an open learning environment and practical tools designed specifically for prison teachers.

IO2: **Competence Framework & Catalogue of competence-based learning contexts**
IO3: **Train-the-trainer Course for practitioners**
IO4: **Practice Guidebook for practitioners**

The latter outputs aim to directly support the community of prison workers.

We think it's important to give practitioners space to reflect on their own practice; to consider the value of competence development for their learners. In order to consider validation, it's important first, to know how to manage and apply a process of validation.

This training and intellectual outputs 1-3 provide validation 'tools' and examples of potential approaches to delivery.

Where do you come in to the project?

Your involvement comes at an important stage in the project for us.

- Our research is complete.
- Competence frameworks have been completed for those competences our research showed were most important competences for working within prisons.
- Our training processes and platform are virtually complete, with a collection of gathered resources.

But we have an opportunity and a responsibility to make this the best it can be. We want your input and professional experience to do this.

We need your experience. Our discussions this week, and with your input and feedback into the training we can make final revisions to our outputs and recommendations. Due to be published on 1st September, 2017.

## Expectations Workshop – notes

"I expect from the seminar…"
> 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…"
> Do you have any concerns?
> Are their potential concerns about the benefits of this training?

Defining Key Terms (i)

Arrange these activities into their type of learning:

Formal

Non-formal

Informal
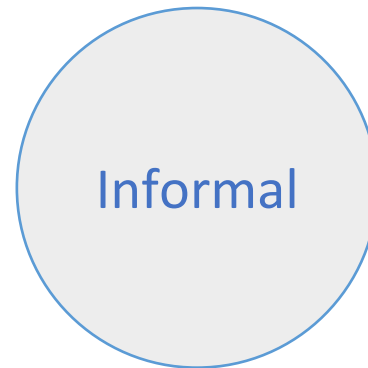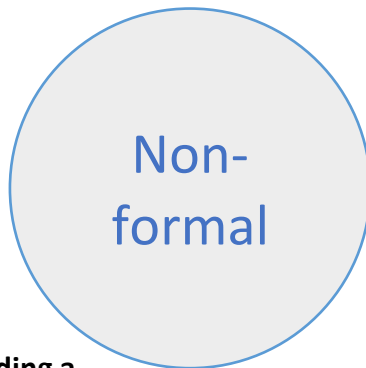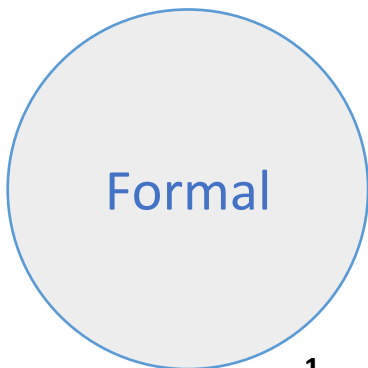
1.   Reading a book

2. **Learning to play the guitar from a fellow prisoner**

3. **Hygiene course at prison (certified)**

4. **Doing a public reading of a poem**

5. **Working on a poster for prison**

6. **Watching a documentary**

7. **Getting an entry level qualification in ICT**

8. **Learning to bake a cake**

9. **Practising conversation skills with a fellow prisoner**

10. **Completing a piece of art for a competition**

11. **Working with fellow prisoners to make a play**

12. **Getting sports coaching from fellow prisoners**

13. **Sitting a University-level exam**

14. **Completing a psychological programme**

Defining Key Terms (ii)

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)[1]:

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.

Non-formal Learning –
Is not always 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.[2]

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

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[1] 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.
[2] Definitions adapted from HRSG.

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 validation.**

It can also be linked with a process of certification, but doesn't need to be.

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.

Defining Key Terms (iii)

You'll need these rankings and definitions to undertake your own diamond ranking activity:

	University of Kent research: ten key competences as important to employers		VALMOPRIS research: ten competences vital for prison learners	
1	VERBAL COMMUNICATION	Able to express your ideas clearly and confidently in speech	COMMUNICATION	Able to express your ideas clearly and confidently in speech and writing and to communicate feelings
2	TEAMWORK	Work confidently within a group	TEAMWORK	Work confidently within a group
3	COMMERCIAL AWARENESS	Understand the commercial realities affecting the organisation.	AUTONOMY	The ability to work on your own initiative, to engage with free will, to understand your role in something and to act accordingly
4	ANALYSING & INVESTIGATING	Gather information systematically to establish facts & principles. Problem solving.	LEARNING TO LEARN	Having the confidence, motivation and strategies to manage your own learning
5	INITIATIVE/ MOTIVATION	Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions	FLEXIBILITY	To be able to adapt to situations and conditions.
6	DRIVE	Determination to get things done. Make things happen & constantly looking for better ways of doing things.	PROBLEM SOLVING	The ability to look at a problem from a range of perspectives and consider the best solution
7	WRITTEN COMMUNICATION	Able to express yourself clearly in writing	SELF-REFLECTION	The ability to consider your actions and learning
8	PLANNING & ORGANISING	Able to plan activities & carry them through effectively	CRITICAL THINKING	Ability to engage in critical and open-minded questioning and reasoning. To challenge injustice and question your place in the world.
9	FLEXIBILITY	Adapt successfully to changing situations & environments	CREATIVITY	To come up with different ideas, ability to adopt innovative approaches to address challenging situations of problems
10	TIME MANAGEMENT	Manage time effectively, prioritising tasks and able to work to deadlines.	CONFLICT MANAGEMENT	An ability to limit the negative aspects of conflict and increase the positive aspect of conflict – enhancing group learning outcomes

Sharing Practices: presentation by country

What is an average day like for you and prisoners in your country?

What makes you do this job?

What institutional challenges do you face in your work?

Why is informal and non-formal learning a big part of what you do?

Learners' needs, effective engagement and involvement

World Café workshop

The aim of this workshops is to consider and respond to the following discussion points. Participants will be organised into two groups, each with two questions to discuss. Two nominated presenters will provide feedback on their discussions:

You will have 25 minutes to discuss the questions and 3-4 minutes to present on each question.

Group 1:

1. What kinds of barriers to learning do prisoners potentially face:
    a. Social and environmental
    b. Physical
    c. Emotional

2. What do you think can be done in prison to raise motivation to learn?

Group 2:

3. For prisoners, what are the potential impacts for receiving feedback on competence development?
    a. Positive impact
    b. Negative impact

4. In what ways is it important to reflect on your own practice?

A competence-oriented approach to learning

A competence-oriented approach implies that learning is leading to actual change of performance.

In traditional approaches to teaching and learning the emphasis was on learning activities that would raise the level of knowledge, attitudes and skills. These three components however merely represent someone's potential.

In a **competence-oriented approach** we focus more on **improving a person's actual performance in an actual situation.**

We focus on providing the **feedback** and inputs needed **to help the person raise his/her level of performance.**

Competence based learning and competence-based education do not always align with traditional teaching situations. They are based on the idea that the learners learn by experience and discovery, through active involvement in the learning situation.

Adult learners tend to learn best in meaningful contexts, and in co-operation and interaction with others, and with their environment: learners can acquire and construe knowledge, and check and cross-check their newly constructed ideas with others.

It emphasises the necessity of teaching in a highly responsive and learner-centred way without neglecting to show learners new horizons and perspectives.

Key features of a competence-oriented learning approach include -

Meaningful contexts:	Discovery Learning:
Room for initiative and creativity:	Reflective learning:
Constructive Learning:	Personal Learning:
Cooperative Learning:	

Advice for practitioners

What is required from teachers and professionals to effectively support informal and non-formal competence-based learning in challenging settings such as prison?

- Teachers need to be able to draw on what learners know and what interests them.

- Teachers should find ways to attract, motivate and manage stressed or reluctant learners in a classroom situation.

- Because of the insecure nature of their learners' lives, teachers need to know how to design flexible schemes of work for use on roll on/roll off courses. In situations when they cannot predict which learners will attend a particular class, teachers need to know how to work flexibly in each lesson.

- This does not mean they should not plan or prepare lessons, it means that they need to have the skills to plan their lessons to allow for changing circumstances.

- It may be appropriate to assess smaller steps of achievement and for other learners in other contexts, it may be appropriate to assess their personal progress rather than their achievement according to national set standards.

- Teachers need to know the techniques of how to assess learner progress (rather than achievement) and how to be creative in their approach to assessment generally.

- There is a requirement for more personal interaction between the teacher and learner and it is rare that more than a couple of the learners in any group are working at the same level. You need to develop strategies for coping with this, such as peer-to-peer work, group work, or scaffolding,

- Teachers often face resource restrictions – internet is an obvious limitation to service provision – but accommodation, budgets, material and time are also common barriers. Teachers need to be innovative in their resource development whilst being careful to work within prison guidelines.

Top 5 professional characteristics:	**Top five teaching skills:**	**Top five teacher qualities:**
1. Understanding and supportive	1. Clear instruction and presentation	1. Sound subject knowledge
2. Committed, dedicated and hardworking	2. Strong communication and active listening	2. Understanding and gives good advice
3. Fair with an inclusive and respectful approach	3. Patience	3. Creative, interesting and imaginative
4. Warm	4. Motivation and encouragement	4. Warm and cheery
5. Humorous	5. Organisation and classroom management	5. Clear instruction and presentation

What do teachers and professionals need to do in practical terms when planning informal and non-formal learning opportunities?

✓ **DO expect the unexpected**
Prisons can be unpredictable environments. You should be as prepared as possible to allow for you to deal with eventualities that arise.

✓ **DO think about the learners you are working with**
Are they male or female? Short or long-term prisoners? Are they young offenders?
Consider learning content carefully – depending on the nature of the crime, certain topics may not be suitable for all learners. Some subject matter could be inappropriate.

✓ **DO get to know your learners: their needs and interests**
Develop skills in conducting personal relationships. You need to know enough about their learner's current lives and personal histories in order to make learning realistic and relevant.

Work with them to discuss personal goals and break this down into manageable tasks which will help them to progress and continuously build on their progress. This can be integrated into an Individual Learning Plan. Understanding the nature of your learners will help you to make appropriate preparations. Without this knowledge of the learner, a teacher who is enthused and knowledgeable about their subject can quickly become frustrated in their attempts to communicate their enthusiasm in these settings.

✓ **DO discuss the potential benefits of education and work with the learner to develop strategies for coping with challenges**
To become an effective learner, firstly people need to be able to anticipate rewards and consequences that are related to their actions and have confidence in their future. This is the teacher's responsibility to manage this 'safely' for learners.

✓ **DO use innovative techniques for teaching in line with popular and adult education methods**
It is harmful for a teacher to use inappropriate learning methods in these settings as they can re-enforce the potential learner's negative perception of education and negative past experiences.

✗ **DON'T revert to practices which can re-enforce negative experiences of learning**
Examples to avoid include:
- the teacher provides a class full of different learners with undifferentiated work sheets to be completed
- the teacher reads out lengthy paragraphs from a PowerPoint presentation
- the teacher instructs a learner to complete a form for an 'Individual Learning Plan' without first ensuring that they have learned the life skill of making their own plans, setting their own objectives and sticking to them.

Why consider alternative and innovative techniques?

The concept of popular education derives from the work of Brazilian educationalist Paulo Freire, who worked to develop literacy levels in poor and disenfranchised communities in his native country. His focus was on education as a tool for empowerment and he used participatory methods to engage and harness collective efforts.

In popular education, the learner and teacher line is blurred and the group is, instead, facilitated to ensure new ideas emerge and the group acts as a collective support. The process begins with the learners' own personal experiences and, after the activity, with a debrief on the group's situation. The links between ourselves and society and the world around us. The focus is on social change, on reimagining our place in the world, action on learning.

In choosing techniques, we need to think about how people learn. When planning an innovative approach to learning and teaching, you might consider the following assertions which can be found in *A Popular Education Handbook*:

- learning is maximized through active participation - we learn through doing.
- people learn in different ways.
- learning is enhanced by appealing to as many senses as possible.
- we learn more when we see the importance of that learning to our own lives, when we want to learn.
- greater learning takes place when the learner is treated as an equal
- we learn more when we can enjoy the process of learning.

VALMORPIS | Proposed Competence-based Learning Activities

Tutor /Trainer Name:	
Activity name:	

Learning Context

Location of Activity:		e.g. work parties, learning centre, gym
Proposed Activity Start Date:		
Duration of Activity:		* how many weeks?
Total Learning Hours:		
Target Number of Learners:		
Target Learners:		e.g. young offenders, women
Profile of Learners:		e.g. ESOL learners, mixed ability

Brief summary of activity
What is it? What are the stages of the activity?

Aims of the learning
What do you hope to achieve with the learners?
What learner needs/potential barriers might you need to take into account?

Proposed learning outcomes
What knowledge, skills and attitudes do you envisage the learners will develop throughout the course of the activity?

Potential Competences
What competence(s) may arise as a result of the learners' engagement with this activity?

Target Competences (for assessment)
What competence(s) will you evaluate at the beginning and validate at the end of the activity?

Assessment Methodology
*What method(s) of assessment is/are most appropriate for measuring the progress of learners? You might consider a blend of **tutor-led methodologies** (observation, checklists, media recordings) and **learner-led methodologies** (self-evaluation, peer-evaluations, practical completion of tasks, a summative instrument of assessment)*

Timeline for assessment
When will you plan moments of reflection? How will you involve learners in this process?

Reasoning, Rating & Validation output
Consider what is the most appropriate output for your learners?
Is it informal discussion and feedback about progress? Do you plan to build progress into a CV/ Europass?
Would you like to provide certification?

How will you reflect on/evaluate the effectiveness of the activity?

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 leaner 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	Step 1: the facilitator presents the flip chart where a tree or a boat is represented; Step 2: each learner has to draw his/her position on the flip chart, explaining the reason also linked to specific competences Step 3: group discussion about the different expectations raised. Aim: To make participants reflect and analyse	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: SEAlll 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).
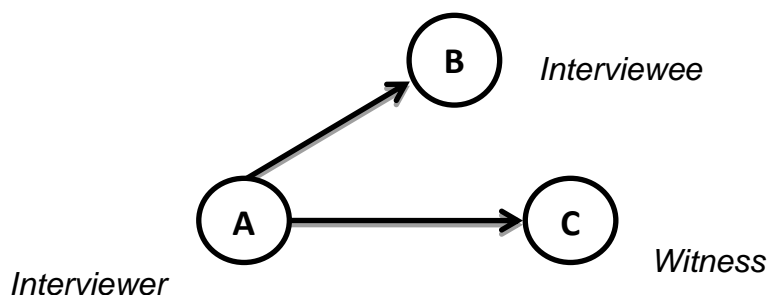
2. Divide roles: A is interviewer, B is interviewee, C is witness. Read the instructions together, *only the interviewer and witness read the (sample) questions on the back*!

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

Sample questions

> *Appreciative questions:*
> - no judgement
> - no associations
> - no advice

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

   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:

   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?

Interviewer & Interviewee

Interviewer & Witness

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.[3]

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.

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[3] 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 would I 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

STEP 5

The competence description and reference system for the competence "Teamwork"

L	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	**3**	**4**	**2**	**3**	**4**	**2**	**3**	**4**
	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where else	Knows how to integrate own abilities into teamwork, knows how to help other people act successfully in teams and how to assign specific responsibilities to people keeping in mind their relevant skills.		Developing/ Constructing/ Transfer	Can develop own collaboration skills and support others in improving theirs. Can navigate effectively between different team roles.		Incorporated	Is motivated to inspire others to perform well in a team. Is willing to dedicate time to improving the team-working skills of individuals.	

4	Know when	Knows how to contribute to the teamwork constructively and when to adapt own behaviour in order to achieve the common goals effectively. Knows how to act appropriately in different teams.		Discovering/acting independently	Can try out and take over different roles in a team. Can identify and analyse team-working qualities and skills, and implement them.		Self-regulation	Is determined to contribute to good teamwork and to improve own team competences. Is willing to take new roles for the sake of team performance.
3	Know how	Knows how to act in a team and how to take into account about different skills, qualities and limits of each member.		Deciding/ selecting	Can contribute to teamwork based on experience, reaching out to join or help create a team. Can identify his/her best role in the team.		Empathy/ Appreciation	Is willing to work collaboratively in a positive way. Is willing to dedicate time to teambuilding, so that colleagues appreciate the value of teamwork.
2	Know why	Knows why teamwork is important to collaborate and to reach common goals.		Using, Imitating	Can work in a team according to instructions and/or role models.		Perspective taking	Is interested to work in a team, valuing teamwork in general.
1	Know-what	Knows that teamwork is a collaborative work process.		Perceiving	Can recognise situations in which teamwork is most appropriate.		Self-oriented	Is open to join a team in order to improve the own personal situation.

This is the completed rating template "Teamwork" for the young prisoner Paul:

Rating **Teamwork**_ Paul

Institution: XXX
Participant: Paul
Date of birth: 27.10.1995

	Rate 1	Start December 2015	Rate 2	March 2016	Resume
cognitive	2	Has knowledge on teamwork mainly from sports activities and former activities at school and knows that teamwork can be very helpful to reach a common goal or to fulfil a certain task.	4	Knows his position and role in the team. Knows what to do to support team members in several tasks and how to divide tasks within the team.	Knows what to do to support team members in several tasks and how to divide tasks within the team.
active	2	He follows the instructions of the lecturer and other group members, who have been part of this group for a longer duration. Since he is new in the field, he is more restrained and waits for concrete orders, which he completes.	3	He contributes in the team according to his experiences. Is active and shows initiative to take over tasks in the team which correspond with his abilities.	Paul developed from a reserved and cautious team member, to a more self-confident and autonomously acting member of the prison magazine group. He acts in a way that it is constructive for the whole group.
affective	1	Even if Paul knew teamwork from former life situations, his main motivation to join the team was more focused to his individual situation in prison. He wanted to learn something about editing and layout, but it was not his main intention to be part of a collaborative team.	3	After three months in the magazine group, Paul has realised the importance and the benefit of being a team member. He is highly motivated to be a constructive part of the team.	During his time as a part of the prison magazine group, Paul developed a very positive attitude towards teamwork and has the strong will to be a good performer in the group.

Evaluation statement

During his first three months in the prison-magazine class, Paul showed a positive development in his team-working competence. In his starting time he had basic knowledge about teamwork and due to former experiences working and acting in a team was not completely new for him. As the newest and also youngest team member, he behaved more cautious at the beginning, but his activity and self-initiative increased constantly. He found his position in the group and contributes now in a collaborative and constructive way. His positive attitude towards team work is also reinforced by the positive feedback and acceptance from the other team members, which motivates him to deliver a good team performance.

STEP 5

Template for reasoning and rating

Institution:
Name of participant:
Date of birth (*information for the certificate*):

	Rate 1 LEVEL	1ˢ date Short explanation for rating	Rate 2 LEVEL	2ⁿᵈ date Short explanation for rating	Resume
cognitive					
active					
affective					
Evaluation statement					

Open Questions

This section is intended to help you reflect and 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		