VALMOPRIS

Validation and motivation for informal and non-formal learning in prisons

VALMOPRIS RESEARCH FINDINGS: MOTIVATION AND IMPACT

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SLIDE 1: Aim

❖ (using quantitative and qualitative analysis) to measure perceptions regarding the process of VALMOPRIS project implementation in five countries: Scotland, Romania, France, Latvia and Netherlands.

SLIDE 2: Objectives

❖ To determine the perceived purpose of the non/informal learning activity from each respondent's perspective.

❖ To assess the extent to which the non/informal learning activity, as piloted in prison, meets expectations (from teaches/stakeholders and prisoners' perspectives).

❖ To identify key success factors relating to the implementation of non/informal learning activities in prison settings.

❖ To identify perceived barriers and/or other factors that might have a negative impact in similar initiatives in the future

SLIDE 3: Sample (prison learners)

❖ Prison learners detained in detention centres and prisons from Scotland, Romania, France, Netherlands and Latvia: 59 learners/inmates

Tab. 1 – Distribution of the inmates by Country.

	Total	%
Scotland	18	30.5
Romania	5	8.4
France	12	20.3
Latvia	17	28.8
Netherlands	7	11.8
Total	59	100.0

SLIDE 4: Sample (stakeholders and prison staff)

❖ the prison staff working with the learners and stakeholders (prison director, head of prison departments: educative department, social department, surveillance department, school): 14 prison staff

Tab. 2 – Distribution of the staff by Country.

	Total	%
Scotland	5	35.7
Romania	5	35.7
France	3	21.4
Latvia	0	0
Netherlands	1	7.1
Total	14	100.0

SLIDE 5: Obj 1. Perceived purpose of the non/informal learning activity

We can conclude that both layers of the target group (sample) expressed an accurate perception regarding the main purpose/aim of the VALMOPRIS project":

❖ for the staff involved in the project the main aim is represented by "skills development" (37.5) and "validation and assessment of LEVEL5" (29.1).

❖ for the prison learners involved in the project the main aim is represented by "skills development" (30.7), "personal development" (17.3) and developing "learning to learn competences" (15.3)

SLIDE 6:Obj 2. Expectations' assessment with regards to VALMOPRIS project

The personal benefits of the VALMOPRIS project's implementation perceived by prison learners and prison staff

For prison staff/teachers, the most relevant benefit, reported on the entire sample is "validation tools" (35.7).

Tab.5. Teachers' perception level of personal benefits related with the implementation process **Distribution by Country of Prison. Column percentages.**

	Total	Country of prison			
		Scotland	Romania	France	Netherlands
Personal and professional development	21.4	0	28.5	50.0	0
Certification	14.2	25.0	14.2	0	0
Validation tools	**35.7**	50.0	28.5	50.0	**0**
Professional networking	7.1	0	14.2	0	0
Skills developed	7.1	0	14.2	0	0
Students' development	14.2	25.0	0	0	100.0
Total	100.0	100.0	100.0	100.0	100.0

SLIDE 7: Expectations' assessment with regards to VALMOPRIS project

The personal benefits for prison learners are: "personal development (including: emotional balance, self-confidence, self-exposure, self-assessment" (44.8) and "skills development" (28.5).

Tab.6. Learners' perception level of personal benefits related with the implementation process. **Distribution by Country of Prison. Column percentages.**

	Total	Country of prison				
		Scotland	Romania	France	Latvia	Netherlands
Personal development (emotional balance, self-confidence, self-exposure, self-assessment)	**44.8**	50	60.0	42.8	30.7	50.0
Positive thinking	6.1	0	0	14.2	15.3	0
Listening the others/patience	4.0	0	0	28.5	0	0
Skills development	**28.5**	25	40.0	14.2	30.7	25.0
Useful information	10.2	12.5	0	0	23.0	12.5
Skills certification	2.0	0	0	0	0	0
Learning to learn	4.0	12.5	0	0	0	12.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

SLIDE 8: Level of satisfaction regarding VALMOPRIS project implementation, perceived by prison learners and participating staff

❖ Prison staff's satisfaction level, can be considered as relevant: 64. 0 are satisfied and 21.4 reported a total satisfaction level.

❖ Prison learners' satisfaction level, is considered as relevant: 59.3 are satisfied and 18.6 totally satisfied. A percentage of 18.6 from the entire sample did not respond to this item.

SLIDE 9: Competences developed during VALMOPRIS project's implementation

❖ at the entire sample level: "assertive communication" (21.4) and "team working skills" (20.6) are the most representative.

❖ at the country level : for Scotland, the most representative competences are: "assertive communication (21.6) and "learning to learn" (16.2); for Romania: "tolerance" (29.4) and "assertive communication" (29.4); for France: "team working" (57.1) and "tolerance" (28.5); for Latvia: "assertive communication" (21.4) and "problem solving" (21.4) and for Netherlands "team working" (27.2) and "creativity" (21.4).

❖ the results are different due to the fact that each learning project implemented has been focused on two competences: one, similar for all the learning projects ("learning to learn") and the second one, different for each learning project. The second one is responsible with the differences between countries

SLIDE 10: Obj 3. The key success factors relating to the implementation of non/informal learning activities in prison settings

❖ The level of overall satisfaction regarding the VALMOPRIS Project's implementation for the prison staff' sample is 7.5 (maximum = 10), the highest is identified for Romanian's teachers/prison staff (9.2) and the lowest, for French teachers/prison staff (5.0)

❖ The level of overall satisfaction regarding the VALMOPRIS Project's implementation for the prison leaners' sample is 7.1 (Maximum = 10), the highest is identified for Latvia's learners (8.2) and the lowest, for French learners (5.0)

❖ The effectiveness of the activities piloted through learning projects from prison staff' perspective is reflected as: "The design of the activities according with the competences chosen" is scored with an average of 8.3, the "effectiveness of the learning materials" with 7.5 and the "learning to learn" competence with 7.2.

❖ The effectiveness of the activities piloted through learning project from prison learners' perspective is reflected as: "learning to learn" competence is scored with the highest average – 7.9.

SLIDE 11: Obj 4. Perceived barriers and/or other factors that might have a negative impact in similar initiatives in the future.

❖ the main barriers regarding the VALMOPRIS project's implementation identified by prison staff and stakeholders from Scotland, Romania and France are related with the limited time of the implementation process (having effects on the time allocated for preparation and delivering process) and Internet access inside prisons settings.

❖ the main barriers from prison learners' perspectives are: prison restrictions, limited or no access to the internet and/or ICT tools, limited project's duration, activities organised inside the institution.

SLIDE 12: Conclusions

❖ The feedback received after the VALMOPRIS project's implementation, emphasises the importance to develop the learning to learn competence, the validation process of non/in-formal learning in prisons and the satisfaction experienced by staff and learners

❖ The most relevant benefit for prison staff involved in VALMOPRIS Project is related with the "validation tool".

❖ The competences developed during the learning projects, considered as the most significant are: "assertive communication" and "team working skills". "Learning to learn" is also considered as significant (especially in Scottish prisons). A significant result reflects the learners' beliefs in their capacity to use after release the competences achieved during the learning projects' implementation in each prison setting.

❖ The effectiveness of the activities piloted through learning indicates the "learning to learn" competence with the highest score.