



VALMOPRIS

**Validation and motivation for non-formal and
informal learning in prison**

**Intellectual Output 3:
VALMOPRIS Training Outline**

Proposed programme
with associated
materials & resources



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VALMOPRIS Training Outline

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Introduction

To train prison teachers how to effectively design informal competence based learning activities in the context of prison, a modular teacher training was developed in the framework of the VALMOPRIS project.

The teacher training was provided in the form of a **blended learning application**, but the first step was the development of a concept for a **five-day face-to-face teacher training course**. In this training course, the VALMOPRIS project team focused on the theory of informal learning and how to design competence-oriented learning projects. The core element of the training was the presentation of the validation approach LEVEL5 and practical exercises to implement this validation approach in prison settings. LEVEL5 was the validation approach which was piloted in the VALMOPRIS project, so the training course was mainly created to prepare prison teachers on the application of this procedure.

After the first the train-the trainer programme was implemented, the project team evaluated it for internal quality reasons, redesigned and finalised the programme.

In parallel with the face-to-face training course an **online-based moodle platform** was created for the project and involved teachers. This platform includes:

Background information and articles on the topics of:

- Informal learning
- Competence-oriented learning
- Learning in the context of prison
- The needs of prison learners
- Validation of competences/Validation approaches

Self-learning material and working templates to apply the LEVEL5 methodology:

- Description of the LEVEL5 validation approach
- Working templates
- Competence descriptions
- Reference systems
- Catalogue of assessment methods and how to use them
- How to create a certificate?

The final product is an e-learning environment, which allows easy access for prison teachers to learn about competence-oriented learning and the validation of informal learning.

Structure of the training

For the implementation of the final VALMOPRIS train-the-trainer course for validating informal learning in prison the project consortium decided to use a blended learning approach.

Blended learning is understood as an educational programme in which the face-to-face sessions are connected to e-learning via digital or online-media. Blended learning is often used in professional development and training setting, to give the participants more flexibility in their individual time-management of learning.

Following this idea, the VALMOPRIS train-the-trainer course is structured as an e-learning offer – which is provided on a moodle platform – combined with face-to-face training workshop, which is mainly used for practical exercises. For the exchange of experiences between training participants, project partners and trainers, the VALMOPRIS platform also offers an online forum.

As the validation methodology, which was tested in VALMOPRIS, is based on the LEVEL5 approach, the training focuses on all five steps of the procedure and has a balanced agenda of theoretical inputs and hands-on sessions and ensures space for questions and discussion.

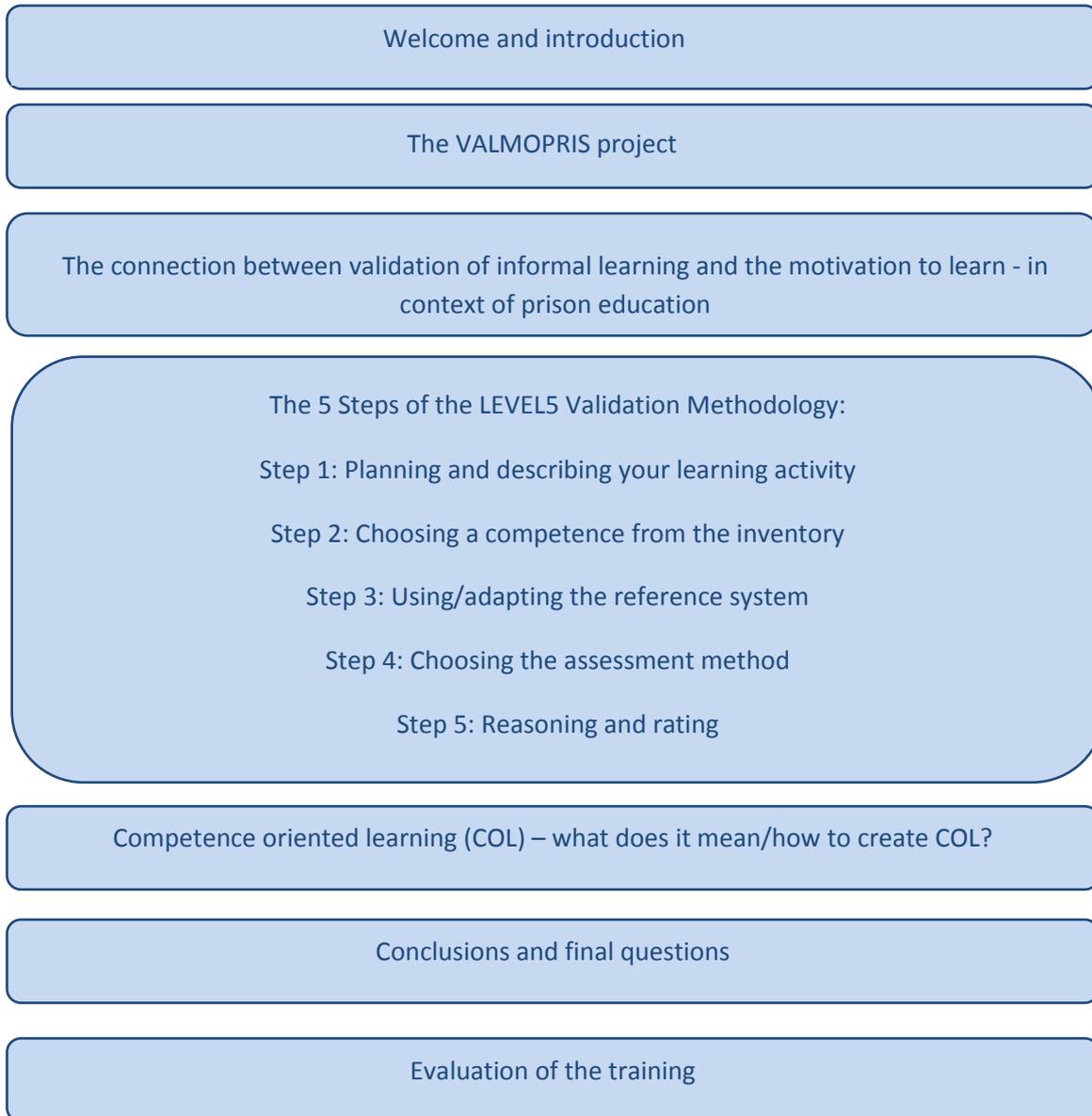
Theoretical input: articles on informal learning, learning in a prison context, theory on competence-oriented learning is **provided on the e-learning platform**.

But there are also some **working templates** or **case studies** to be found on the moodle platform and this material can be used for the preparation to the face-to-face classes.

The very final structure of the VALMOPRIS train-the-trainer course was set up as a result of the piloting of the training course and the drafted e-learning platform.

In the following section, we will provide you with a training structure and a detailed training plan for a five-day training course, which should be seen as a proposal. The programme is built around the core elements of the training – basic input on validation, informal learning, competence-oriented learning and the application of the LEVEL5 methodology in the setting of prison learning. Additional training elements like study visits or presentation of practical examples is up the course organiser and depend on the given framework conditions e.g. time resources.

This is the raw structure of the training course, which is also reflected in the structure of the documents in the e-learning course:



Planning the training

This section gives useful information on practical issues to those who would like to run a face to face workshop/training course.

Who can run the workshop?

It is highly recommended, that the trainer who delivers the training course is familiar with the methodological concept of LEVEL5 so that the optimal quality of results can be achieved. Apart from this, the person should be – of course – experienced in the field of evaluation and assessment in order to answer general questions that may appear during the training.

Who are the participants of your training? What organisational background do they have?

It is worthwhile collecting information about the project ideas of the participants prior to the training so that the trainer can be well prepared for specific questions with regard to different approaches and contexts.

What type of venue do you need?

The content of the face-to-face training is a combination of theoretical input and practical exercises. The practical part of the training will be done in smaller working groups. When choosing a training venue this aspect should be taken into consideration – offering sufficient space or extra rooms for working groups.

Which resources do you need?

For the content-related part of the training it is important to know the procedural description and templates which all are provided in the e-learning platform. All information sheets, templates and slides can be found on the **VALMOPRIS e-learning platform**.

In order to run the training it is recommended you have:

- a PC (with internet access) and a projector
- a Flipchart, paper and pens
- it is highly recommended that participants bring their own laptops, notebooks or tablets to have individual access to the e-learning platform.

What is the best timeframe for the workshop?

The workshop concept presented here was developed for a 5-day face-to-face workshop, which was piloted as a train-the-trainer course in the framework of the VALMOPRIS project. **From former experiences in trainings on the LEVEL5 methodology and taking the future e-learning offer into consideration, it seems realistic, that 3 days will be sufficient for a complementary face-to-face workshop. The schedule can be tailored for the needs of your organisation.**

Detailed training schedule for the VALMOPRIS train-the-trainer course (5 days)

Day 1				
General objectives of the day: Welcome, getting to know each other, clarify expectations and create a common understanding				
Time (approximate!)	Training part	Aims/objectives	Working Methodology	Material
10:30 -11:00	Welcome	To provide an overview on the training	Presentation	Flipchart, marker, post-its
11:00-11:40	Icebreaking activities	To create a good atmosphere and get to know each other	The trainer can use different exercises, taking into consideration the size of the group.	
11:40-12:30	Introduction: what is VALMOPRIS?	To 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	Presentation Presentation/Discussion	1.1. VALMOPRIS project presentation (ppt) 1.2. Clarifications_Validation Evaluation (ppt)

12:30-14.00 Lunch break				
14:00-14:30	Expectations workshop	To find out and discuss: What do participants expect to learn/to develop from this training. Collection and discussion of expectations	Workshop Activity – mapping/visualisation of expectations. Explanation session	Board, Pens
14:30-15:30	Informal learning – non-formal learning and validation of learning outcomes – specific examples from the context of prison learning	Give participants a common understanding about the concept of informal learning and validation – depending on the experience of the target group	Presentation and Discussion	1.3 Activity sheet Defining Key Terms 1.4 Basic definitions of learning (ppt)
15:30-16:00 Coffee break				
16:00-17:30	Introduction to validation and competence-based learning	Give participants an insight into the concept of competence-based learning and how it is connected to the validation of competences and the creation of learning settings	Presentation	1.5 Introduction to Competence oriented learning (ppt) 1.6. Requirements for a validation approach (ppt)
17:30	Ending of the day – wrap up, outlook			

DAY 2		General objectives of the day: Learning in prison, specifics of the target group, Introduction to LEVEL5		
Time	Training part	Aims/objectives	Working Methodology	Material
10:00	Welcome and introduction to the day	Give participants an overview on the planned activities and learning contents	Presentation	
10:10-11:00	Knowing your target group	To get an overview on the target groups (inmates), working conditions and learning activities the different participants have experienced in their prison teaching setting	Short presentations (approx. 10 min each) are given by the participants	Material refers to the participants in the training course. To involve them, it is recommended to let them talk about their training activities in prison, their learners and their framework conditions in prison teaching
11:00-11:30 Coffee break				
11:30-11:45	Key points of the VALMOPRIS desk research	To give participants an idea about the main outcome of the research carried out in the VALMOPRIS project and show the connection to the validation methodology	Presentation	1.7 VALMOPRIS research (ppt)
11:45-12:45	Workshop:	Awareness raising and exchange of experiences in the group of participants	World Café (or something similar) – <i>depending on the final number of participants</i>	Flipchart paper – so it can be written on the tables Pens

	Learners' needs, effective engagement and involvement		<p>2 tables – two questions</p> <p>Question 1:</p> <p>How to involve inmates in learning activities? What can be done to raise motivation?</p> <p>Question 2:</p> <p>What could be the impact/reaction of learning when inmates receive their feedback on competences validation. How can they benefit?</p> <p><i>The outputs of this session are summarised and presented</i></p>	2 tables with chairs
12:45-13:00 Plenary session and discussion of results				
13:00-14:30 Lunch				
14:30-15:30	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	Presentation	1.8 Introduction to LEVEL5 (ppt)
15:30-16:00	Workshop: Finalising your learning project	Support in the work for the piloting	Participants can clarify questions regarding the learning project they prepared for piloting	1.9 Template_Learning project 1.10 VALMOPRIS Competence Frameworks

	– sharing of experiences			<i>(It is recommended that participants bring their laptops to use directly the templates provide on the e-learning platform)</i>
16:00 – 16:30 Coffee break				
16:30 – 17:00	Experiences from the pre-piloting projects	Support in the work for the piloting Give practical examples for the implementation of a learning project and how to apply validation	Presentation from practical implementation of learning projects in prison/with prison learners	Material refers to the participants in the training course and depends on practical examples of project available – information available in IO2 (compilation of learning pilots) and IO4 (guidebook)
17:00	Wrap up, outlook, open questions, short evaluation of the day		Evaluation Activity (Bulls eye or something similar)	Flipchart, pens

Day 3		General objectives of the day: Working with the LEVEL5 methodology		
Time	Training part	Aims/objectives	Working Methodology	Material
09:00-09:15	Welcome and introduction of the day	Give participants an overview on the planned activities and learning contents	Presentation	
09:15-10:00	Wrapping up the first 2 LEVEL5 Steps Focusing on the competences to be validated	Based on the input of day 2 participants learn how to select an appropriate competence for a learning activity and the validation process	Practical group work and/or Individual completion of templates	1.9 Template_Learning project 1.11 Template for Competence description and reference system
10:00-12:00	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	Presentation Peer work – applying the framework to a common task Feedback	1.12 Template reference system 1.13 Example for a simplified reference system <i>(It is recommended that participants bring their laptops to use directly the templates provide on the e-learning platform)</i>
12:00-16:00	LUNCH/VALMOPRIS EXCURSION/STUDY VISIT	Depends on the given framework of the training. This can be substituted if you are operating within a reduced timescale.		

Day 4, Thu Oct 6				
General objective of the day: Practical work, Assessment in the LEVEL5 Process				
Time	Training part	Aims/objectives	Working Methodology	Material
10:00-10:15	Welcome and introduction of the day	Give participants an overview on the planned activities and learning contents	Presentation	
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	Presentation	1.14 VALMOPRIS assessment 1.15 Catalogue of assessment methods
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 dimensions of the competences in the assessment process	Discussion, moderated groupwork	Flipchart, cards, pens
12:15-12:30 Plenary – feedback				
12:30-13:30 Lunch				

13:30-14:30	Applying Assessment Methodologies	Practical work to get to know and to try out assessment methods using case study.	Practical exercise - groupwork	1.16 Appreciative Questioning & Witnessing
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	Presentation Work with the Case study	1.17 Case Study 1.18 Reasoning and rating (ppt) 1.19 Template for reasoning and rating 1.20 VALMOPRIS certificate
15:50-17.00	Open questions and clarification of next steps for the learning projects/activities	Support of participants in their piloting activities	Discussion	
17:00-17:15	Wrap up the day, outlook, short evaluation activity		Evaluation activity (Bulls Eye)	Flipchart, Pens

Day 5		General objective of the day: Next steps in the application of the validation procedure in learning projects		
Time	Training part	Aims/objectives	Working Methodology	Material
09:00-09:15	Welcome and introduction of the day	Give participants an overview on the planned activities and learning contents	Presentation	
09:15-10:30	Visualisation exercise: learning and actions following training	Creating a timeline for learning activities. Charting learning so far and how to apply it.	Workshop	Rolls of paper 1.21 Timeline template
10:30-11:00 Coffee break				
11:00-12:15	1st stage supported: Development of curriculum and validation plans	Support participants in their piloting activities: working on finalising the curriculum plans and personal timelines. Dealing with final questions.	Workshop	1.22 Template to allow for final planning and reflection
12:15-13:00	End of the course, evaluation, certification		Feedback of participants	Evaluation sheets

Evaluation of the training

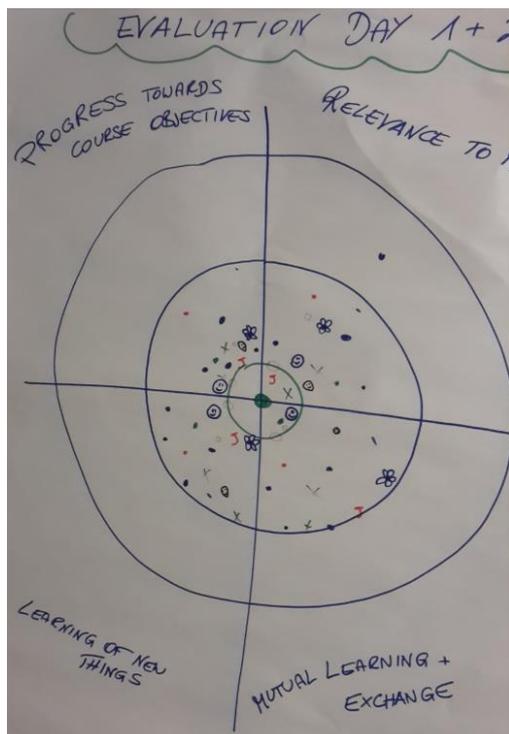
Each training day ends with an evaluation session of the participants. This is important for the trainer to get an impression of whether participants understood the content of the training and to gain general feedback.

A questionnaire, bull's eye or another suitable assessment method should be selected to gather the opinions of the participants.

This is an example for a short course evaluation with the bull's eye, as it was conducted in the two VALMOPRIS train-the trainer workshops, organised by the partners of the VALMOPRIS project. After each training day, participants were asked to give feedback through marking their position to the following statements:

- Progress towards course objectives
- Relevance to my work
- Learning of new things
- Mutual learning and exchange

The pictures reflect the bull's eye, which can provide important information regarding the current mood in the group. In case there are a lot of position marks outside the bull's eye, it is crucial for the trainer to react on this feedback at the beginning of the next training day.



Bull's Eye evaluation from the second VALMOPRIS train the trainer course: A positive development was reached from day 1 to day 4

Material

Especially for the face-to-face training course a lot of material has to be prepared individually for the interactive group work and discussion with the participants.

For the specific content of:

- Informal learning
- Validation of competences
- Competence oriented learning
- LEVEL5 methodology

general training material is provided and partly handed out to training participants but most of this material is also included on the e-learning platform, so that interested learners can very easily access the content.

This is a list of training material – these can all be found as pdf files in a separate folder and are available for free download from the VALMOPRIS website:

- 1.1 VALMOPRIS project presentation
- 1.2 Clarifications_Validation Evaluation
- 1.3 Activity sheet Defining Key Terms
- 1.4 Basic definitions of learning
- 1.5. Introduction to Competence oriented learning (COL)
- 1.6 Requirements of the validation approach
- 1.7 VALMOPRIS research
- 1.8 Introduction to LEVEL5
- 1.9 Template learning project
- 1.10 VALMOPRIS Competence Frameworks
- 1.11 Template for Competence description and reference system
- 1.12 Template reference system
- 1.13 Example for a simplified reference system
- 1.14 VALMOPRIS assessment
- 1.15 Catalogue of assessment methods
- 1.16 Appreciative Questioning & Witnessing
- 1.18 Reasoning and rating (ppt)
- 1.19 Template for reasoning and rating
- 1.20 VALMOPRIS certificate
- 1.21. Timeline template
- 1.22 Template to allow for final planning and reflection

VALMOPRIS e-learning course

If an institution or organisation wants to apply the VALMOPRIS validation methodology for the first time, it is highly recommended to organise a face-to face training course to prepare teachers, trainers or facilitators in the application of the methodology and approach. In addition to the individual training offer, an e-learning course was developed.

The e-learning offer on the one hand serves as an additional course for those teachers who attended the face-to-face training and want to freshen up their knowledge or like to do separate learning activities. On the other hand, the e-learning course can also be seen as a stand-alone resource to reach a high number of prison teachers and to make them aware of the VALMOPRIS competence validation approach.

Structure of the e-learning course

Home > VALMOPRIS > VALMOPRIS Training Course

VALMOPRIS

NAVIGATION

- Home
- Dashboard
- Site pages
- Current course
 - VALMOPRIS Training Course
 - Participants
 - Badges
 - Module 1 – Learning and Teaching in Prison
 - Unit 1.1 Challenges for learning in prison
 - Unit 1.2 Motivating and supporting learners in prison
 - Module 2 – Validation of informal learning
 - Unit 2.1. Definitions
 - Unit 2.2 Why do we need validation of learning?
 - Unit 2.3 Best practices - validation of informal L.
 - Module 3 - Validation with LEVEL5
 - Unit 3.1. Introduction to LEVEL5
 - Unit 3.2 Describing your learning project
 - Unit 3.3 Competence Frameworks and reference systems
 - Unit 3.4 Assessment
 - Unit 3.5 Reasoning and rating
 - Module 4 – Competence oriented learning
 - Unit 4.1. Introduction of competence oriented learn...
 - Unit 4.2 Competence oriented learning in prison

General

Welcome to the VALMOPRIS training course. Five modules will lead you through the topic of validation of informal learning and competence development in prison settings. The modules contain a mix of theoretical material, presentations, working templates and activities.

At the end of each module you will find a quiz to test your knowledge.

In case of questions or problems with the e-learning course, please contact the project team (m.satke@deberater.com)

Module 1 – Learning and Teaching in Prison

Introduction

This module focuses on the nature of learning and teaching within prison environments.

It will include information about the nature of prison education; including the challenges, benefits and common working practices within the sector and with prison learners more specifically. It will involve a consideration of potential motivational techniques along with a range of supportive practices to maximise learning possibilities and the potential for competence development. The module draws from a range of sources, including first-hand research, policy papers, guidance documents and teachers/professionals working within the field of prison education.

The module will also include strategies and information which can be utilised for supporting the target group, including maximising engagement and fostering motivation.

Rationale/Aim

After a general introduction to learning and teaching in prison, you will be asked to reflect on your own practices. This will allow you to consider how you might overcome challenges, mitigate risks and build on strengths and opportunities.

Learning outcomes

After completing module 1 you will be able to:

- reflect on the challenges of prison learning environments
- reflect on the positives of prison learning environments
- consider how best to involve prisoners in education and training
- advise learners how to identify their own learning styles
- develop strategies to encourage increased motivation from learners
- develop strategies for maximising learners' potential and engagement

Screenshot of the e-learning course

The e-learning course starts with a short introduction part to make the user familiar with the VALMOPRIS project and to present the main aims and objectives.

After that the user will find 5 modules:

Module 1: Learning and Teaching in Prison

Module 2: Validation of informal learning

Module 3: Validation with LEVEL5

Module 4: Competence oriented learning

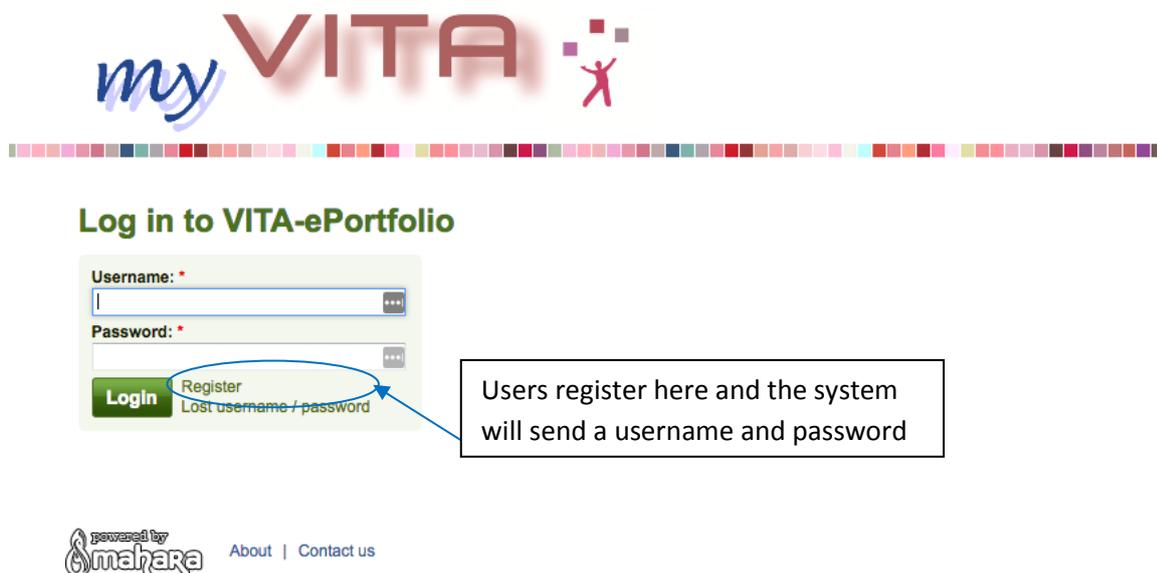
Module 5: Working with LEVEL5

Each module contains several units, which provide theoretical input, work sheets, practical activities and reflective tasks as well as sources for further reading. The e-learning part also includes short videos to give a practical insight into working with validation methodologies. Module 5 is a hands-on session designed to support practitioners to work directly with the LEVEL5 software which supports the whole validation process.

The user is free to browse through the modules and can work on the content he/she is interested in. At the end of each module there is a short quiz, to test the users' knowledge.

Access to the e-learning course:

Users who want to do the VALMOPRIS e-learning have to register the my-vita platform¹:



The image shows the 'myVITA' logo at the top, followed by a horizontal bar of colored squares. Below this is the heading 'Log in to VITA-ePortfolio'. The login form includes fields for 'Username: *' and 'Password: *', both with '***' icons for password visibility. A green 'Login' button is on the left, and a blue 'Register' button is on the right. Below the 'Register' button is a link for 'Lost username / password'. A blue circle highlights the 'Register' button, with an arrow pointing to a text box that says 'Users register here and the system will send a username and password'. At the bottom left, there is a logo for 'powered by Smahara' and links for 'About | Contact us'.

There is no cost to registering with the platform.

As soon as you have registered with the my vita platform, you will be part of the VALMOPRIS group.

You can also learn more about other course participants through a forum gives you the opportunity to ask questions or to share your experiences.

The VALMOPRIS group is directly connected to the e-learning course (moodle course). Here you can access all of the training material associated with VALMOPRIS:

¹ A platform that was set up by the German project partner *blinc* to provide information and exchange on diverse EU-funded projects on validation of informal learning.

VALMOPRIS

You are a member of this group.



Welcome

... to the start page of the VALMOPRIS community.

In this group you find all relevant materials related to the Valmopris course and especially your learning projects can be published lateron.

You have also access to the PROVIDE course area which is a large open learning space including all kinds of materials related to validation and cometenace oriented learning.

VALMOPRIS Training course on Moodle

To access the full VALMOPRIS training course and all the resources on Moodle, click on the LEVEL 5 cube below.



Five modules will lead you through the topic of validation of informal learning and competence development in prison settings.

In order to access the moodle for the first time you will be asked to enter an enrolment-key for the VALMOPRIS course. **The enrolment-key is: valmopris**

To enter the platform with the e-learning offer, a direct link from the VALMOPRIS website is provided:

<http://valmopris.org/>

Website | valmopris.org

Email | info@valmopris.org



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