

VALMOPRIS Erasmus Project - Potential of VINFL in prison

Q1 Which country are you from?

Answered: 70 Skipped: 17

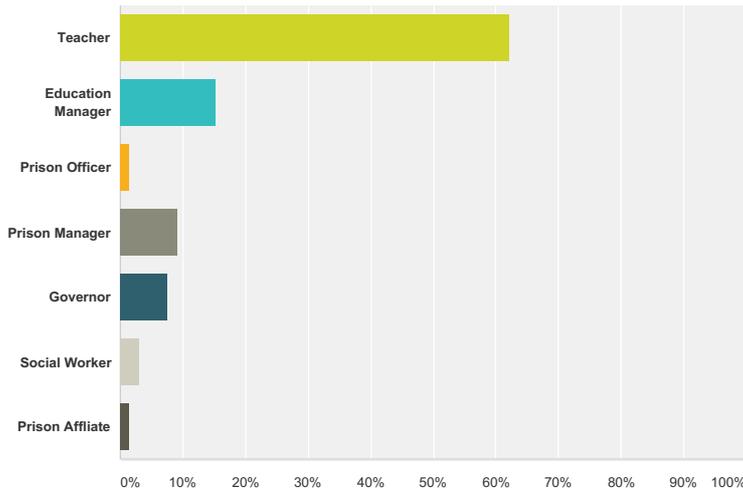
#	Responses	Date
1	Romania	3/11/2016 10:59 AM
2	Netherlands	3/11/2016 10:49 AM
3	Netherlands	3/11/2016 10:47 AM
4	Romania	3/11/2016 10:40 AM
5	Romania	3/11/2016 10:27 AM
6	Romania	3/11/2016 10:25 AM
7	Scotland	3/11/2016 10:09 AM
8	Scotland	3/11/2016 10:06 AM
9	Scotland	3/11/2016 10:02 AM
10	Scotland	3/11/2016 9:57 AM
11	SCOTLAND	3/2/2016 10:42 AM
12	Scotland	2/29/2016 1:49 PM
13	scotland	2/29/2016 9:42 AM
14	Scotland	2/27/2016 1:08 AM
15	Germany	2/26/2016 8:45 PM
16	Scotland	2/26/2016 8:36 PM
17	Scotland	2/26/2016 7:28 PM
18	UK	2/26/2016 5:40 PM
19	Scotland	2/26/2016 3:24 PM
20	UK	2/26/2016 2:45 PM
21	Scotland	2/26/2016 2:23 PM
22	Scotland	2/26/2016 2:08 PM
23	scotland	2/26/2016 1:14 PM
24	Scotland	2/26/2016 12:29 PM
25	scotland	2/26/2016 12:10 PM
26	Scotland	2/26/2016 11:55 AM
27	Scotland	2/26/2016 11:14 AM
28	scotland	2/26/2016 10:45 AM
29	Scotland	2/26/2016 10:07 AM
30	Scotland	2/26/2016 10:04 AM
31	Scotland	2/26/2016 9:50 AM
32	Scotland	2/26/2016 9:44 AM
33	Scotland	2/26/2016 9:44 AM
34	UK	2/26/2016 9:38 AM
35	U.K.	2/26/2016 9:22 AM
36	uk	2/26/2016 9:20 AM
37	Scotland	2/24/2016 11:14 AM
38	Switzerland	2/22/2016 3:03 PM
39	FRANCE	2/22/2016 1:33 PM
40	SCOTLAND	2/18/2016 3:18 PM
41	Scotland	2/17/2016 8:33 AM
42	Scotland	2/16/2016 11:07 AM
43	France , Brittany	2/15/2016 3:02 PM
44	France (Brittany	2/15/2016 2:54 PM
45	Scotland	2/15/2016 11:55 AM
46	france	2/13/2016 5:51 PM
47	France	2/13/2016 11:09 AM
48	Scotland	2/13/2016 9:15 AM
49	Scotland	2/12/2016 6:10 PM
50	Scotland	2/12/2016 12:10 PM
51	FRANCE	2/12/2016 3:20 AM
52	Britian	2/11/2016 9:44 AM
53	Britian	2/10/2016 6:16 PM
54	France	2/10/2016 6:14 PM
55	Netherlands	2/10/2016 8:57 AM
56	Netherlands	2/7/2016 4:35 PM

VALMOPRIS Erasmus Project - Potential of VINFL in prison

57	Netherlands	2/7/2016 4:26 PM
58	Malta	2/6/2016 5:00 PM
59	Netherlands	2/6/2016 4:18 PM
60	Spain	2/6/2016 8:32 AM
61	Norway	2/4/2016 2:01 PM
62	The Netherlands	2/4/2016 8:23 AM
63	NL	2/3/2016 2:00 PM
64	NL	2/3/2016 1:09 PM
65	Spain	2/2/2016 6:46 AM
66	France	2/1/2016 7:14 PM
67	spain	2/1/2016 11:18 AM
68	Turkey	1/30/2016 2:56 AM
69	Spain	1/29/2016 12:15 PM
70	Scotland	1/29/2016 8:25 AM

Q2 Which of the following best describes your current employment or role?

Answered: 66 Skipped: 21

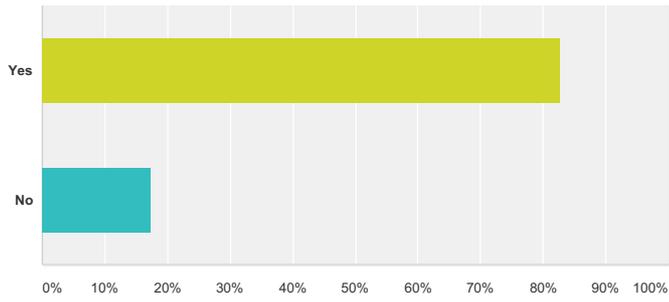


Answer Choices	Responses
Teacher	62.12% 41
Education Manager	15.15% 10
Prison Officer	1.52% 1
Prison Manager	9.09% 6
Governor	7.58% 5
Social Worker	3.03% 2
Prison Affiliate	1.52% 1
Total	66

#	Other (please specify)	Date
1	Policy Officer	3/11/2016 10:47 AM
2	Prison Agent	3/11/2016 10:40 AM
3	Economist officer	3/11/2016 10:25 AM
4	Artist	2/26/2016 5:40 PM
5	Advisor	2/26/2016 3:24 PM
6	Teaching Artist	2/26/2016 2:23 PM
7	Lecturer	2/24/2016 11:14 AM
8	social engineer	2/22/2016 1:33 PM
9	Voluntary person delivering workshops in Prison Thanks to ERASMUS+	2/15/2016 3:02 PM
10	Voluntary animator with ERASMUS+	2/15/2016 2:54 PM
11	Artist / Facilitator	2/11/2016 9:44 AM
12	Artist / Instructor	2/10/2016 6:16 PM
13	Retired Academic	2/6/2016 5:00 PM
14	Prison education materials provider	2/6/2016 4:18 PM
15	Former responsible of LLL at regional level	2/6/2016 8:32 AM
16	Advisor at a third-party place	2/4/2016 2:01 PM
17	prison psychologist	2/1/2016 11:18 AM
18	Academic	1/28/2016 12:03 AM

Q3 Do you work in direct contact with prisoners?

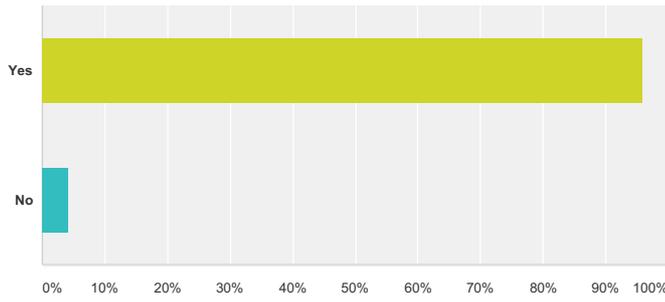
Answered: 81 Skipped: 6



Answer Choices	Responses	
Yes	82.72%	67
No	17.28%	14
Total		81

Q4 Are you aware of the concepts of non-formal and 'informal learning'?

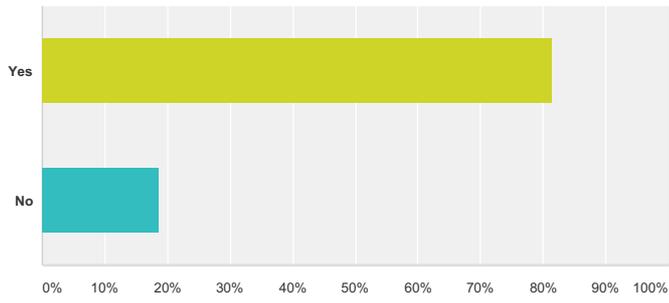
Answered: 71 Skipped: 16



Answer Choices	Responses	
Yes	95.77%	68
No	4.23%	3
Total		71

Q5 Would you consider yourself directly involved in the delivery of non-formal and informal learning?

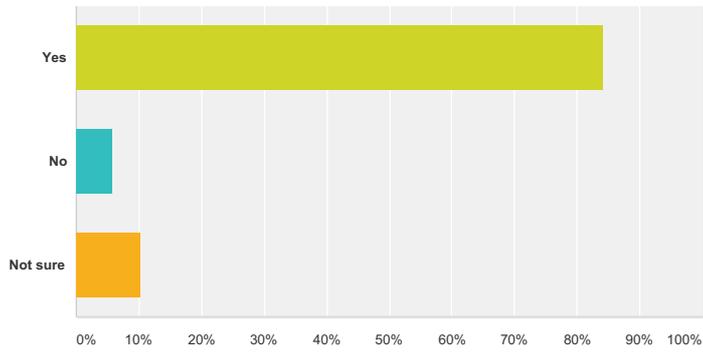
Answered: 70 Skipped: 17



Answer Choices	Responses
Yes	81.43% 57
No	18.57% 13
Total	70

Q6 As far as you are aware, do prisoners engage in non-formal and informal learning opportunities?

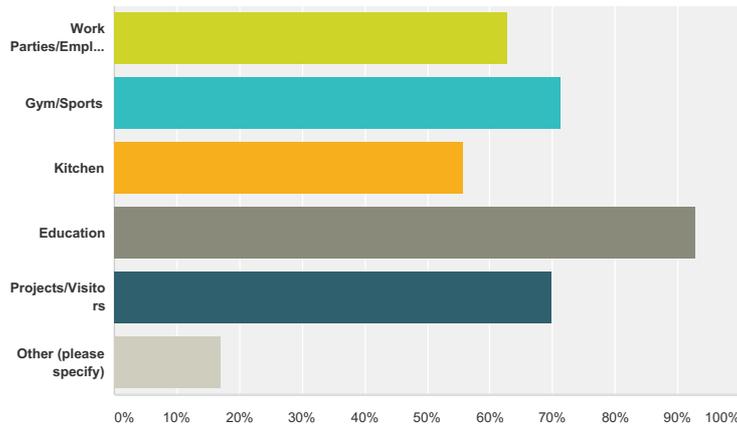
Answered: 69 Skipped: 18



Answer Choices	Responses	
Yes	84.06%	58
No	5.80%	4
Not sure	10.14%	7
Total		69

Q7 In your prison setting, where are prisoners able to access non-formal and informal learning opportunities?

Answered: 70 Skipped: 17



Answer Choices	Responses
Work Parties/Employment	62.86% 44
Gym/Sports	71.43% 50
Kitchen	55.71% 39
Education	92.86% 65
Projects/Visitors	70.00% 49
Other (please specify)	17.14% 12
Total Respondents: 70	

#	Other (please specify)	Date
1	Employment as an assistant for the library/education etc. Discussion groups, religious meetings etc.	3/11/2016 10:51 AM
2	In residential areas during day-to-day contact with officers	2/26/2016 4:08 PM
3	Learner Forums	2/26/2016 12:32 PM
4	Mentoring, Case Management, family contact	2/26/2016 9:47 AM
5	Peer Mentoring	2/26/2016 9:39 AM
6	Contact with hall and other staff, e.g psychology or interventions staff	2/24/2016 11:19 AM
7	Halls	2/16/2016 11:14 AM
8	Multi faith centre	2/12/2016 6:20 PM
9	several trainings offered: good parenthood, choose for change, etc. etc.	2/10/2016 9:03 AM
10	Tgere'sban adult school in the 15 pridons of Andalusia	2/6/2016 8:36 AM
11	Therapy	2/3/2016 10:45 AM
12	Housing blocks	1/29/2016 8:26 AM

Q8 Please provide a little more detail about the types of non-formal and informal learning activities that prisoners can access?

Answered: 53 Skipped: 34

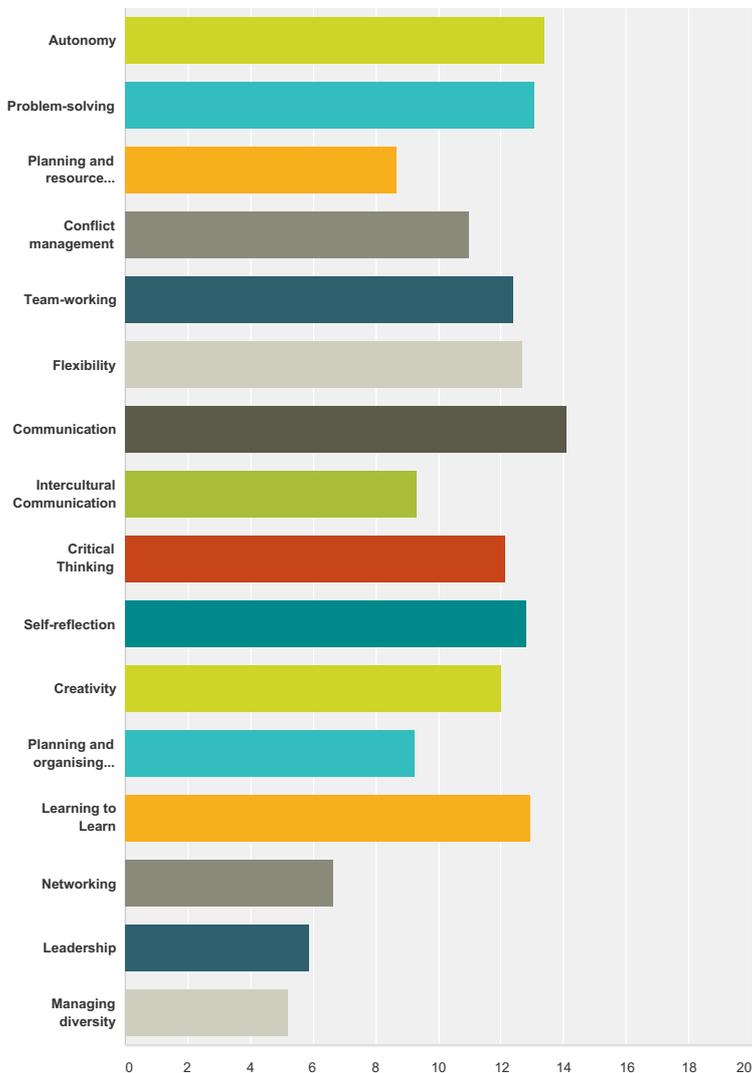
#	Responses	Date
1	Educational programmes, non-formal education such as working in the kitchen and outdoor activities	3/11/2016 11:00 AM
2	Pastors, Buddhists and Humanists provide discussion groups and mindfulness meetings. Library and education choose a couple of inmates as assistants. They are given more responsibility and several chores that help to develop their skills.	3/11/2016 10:51 AM
3	Training - work and in home, finance and debts, health, social network	3/11/2016 10:47 AM
4	- leisure time activities - self-assurance - sport and sport competitions - fine arts - dramatic art	3/11/2016 10:44 AM
5	Other activities in which prisoners may take part are musical projects, cultural, even more sporting and religious activities.	3/11/2016 10:41 AM
6	Regarding non-formal education inmates participate at different type of programs like educational programs, psychological and social workers' programs, cultural and artistic activities, sport. Also inmates who work in different jobs learn a new skills or rules there.	3/11/2016 10:38 AM
7	Regarding non-formal education inmates participate at different type of programs like educational programs, psychological and social workers' programs, cultural and artistic activities, sport.	3/11/2016 10:28 AM
8	All kinds of meetings with the people of the community, different projects in which they are involved.	3/11/2016 10:25 AM
9	Different styles of food and working on projects with various teachers	3/11/2016 10:06 AM
10	informal projects attached to most subject areas	3/11/2016 10:03 AM
11	IN CLASS AND IN THE PRISON LEARNING CENTRE GENERALLY	3/2/2016 10:42 AM
12	Variety in learning centre - all classes can be formal - can also be informal too - art and music for example.	2/29/2016 9:43 AM
13	I deliver visual art projects within an informal and non formal context as well as formal. The structure will include dialogue and discussion as well as practical activity led class time.	2/27/2016 1:11 AM
14	Creating a flyer in the class - sourcing and providing the text for that is a good example. Also when doing group work prisoners interact in a less formal manner and when doing assessments they are more formal in their language use.	2/26/2016 8:51 PM
15	Prisoners have many opportunities to engage in non-formal and informal activities within the prison setting	2/26/2016 8:39 PM
16	Various learning and experiences that do not necessarily lead to certification. Although we tend to aim for certification as this is measurable record of progression that employers would look for.	2/26/2016 7:31 PM
17	Theatre making process workshops working towards performances	2/26/2016 5:42 PM
18	Seeking to achieve using 'every contact as an opportunity to learn' This includes use of day-to-day interactions about daily life e.g. diet, hygiene, communication, attitudes, issues. Other examples: Youth work activities to encourage development of self-efficacy and participation in more formal learning Project-based learning around events such as Holocaust memorial	2/26/2016 4:08 PM
19	There are the formal learning opportunities which are provided largely through scheduled work parties, programmes (although arguably some may be richer learning experiences than others), education and gym. The informal learning comes ore from projects and relationships with outside agencies - the prisoners I work with seem to get a huge amount from opportunities to work within non-usual structures with individuals and organisations that come in to offer something different. This is when exciting moments of informal learning occur.	2/26/2016 2:27 PM
20	discussion on current affairs; projects with outside agencies; peer tutors; music groups; interaction with each other (students and staff); church services and fellowship; listeners	2/26/2016 12:32 PM
21	In my class obtaining a qualification is optional, students can develop their own learning with guidance from myself. Discussion is a key part to my class, where issue can be debated and challenged, whilst at the same time, creating pieces of art or crafts that can build on ones creative skills.	2/26/2016 12:14 PM
22	work based learning, exposure to new opportunities, involvement in drama type activities building upon self esteem and communication skills	2/26/2016 11:56 AM
23	Non certificated projects with outside organisations such as Universities, arts organisations etc. Reading and book groups, film literacy skills, etc	2/26/2016 11:16 AM
24	healthy eating information days, open days in the learning centre, authors visits	2/26/2016 10:47 AM
25	arts/creative activity	2/26/2016 10:09 AM
26	Special dates where activities and displays are part of the day and prisoners engage in informal activities throughout the day and gage some sort if awareness if the special calendar date (i.e holocaust memorial day, world poetry day, etc.)	2/26/2016 9:47 AM
27	Themed activities, debates and discussions, one to one conversations, prisoner programmes, recreational and sporting activities	2/26/2016 9:47 AM
28	Prisoner Induction NPS ("Legal High") Training Listener Scheme etc.	2/26/2016 9:39 AM
29	Prisoners are offered formal learning in the learning centre via a structured curriculum and informal learning through projects such as organizing exhibitions, attending debates and visits from visual artists, authors, poets and playwrights.	2/26/2016 9:29 AM
30	Formal: Learn technical skills, and introduce subjects of art history and contemporary art. Informal: The students to collaborative projects where they engage and work with each other.	2/26/2016 9:24 AM
31	I don't know enough of what happens out with Learning Centre, only that prisoners are involved in these other activities.	2/24/2016 11:19 AM
32	As the prisoners in Switzerland are obliged to work daily, they develop - besides professional skills - also their social competences, their behaviour in a group and alike. In all prisons there is a team of prisoners running the kitchen under the supervision of at least one professional from outside. Furthermore in some prisons there is a creative Workshop where prisoners do their daily work. In some prisons they have smaller or bigger Theater Projects which in some cases are shown in prison to visitors from outside. And at least in one prison they form a soccer team with a coach from the prison staff.	2/22/2016 3:17 PM

VALMOPRIS Erasmus Project - Potential of VINFL in prison

33	it depends from public and private organizations which deliver training sessions	2/22/2016 1:35 PM
34	IN CLASSROOM, TRAINING AND GROUP DISCUSSION SITUATIONS	2/18/2016 3:19 PM
35	Interpersonal skills with staff, team building in project work, work ethics in the workshops, leading and teaching in peer group work, confidence building in all aspects of Education	2/16/2016 11:14 AM
36	Artistic workshops, Languages (English, but also introduction to the Greek language, Italian, german, spanish russian, japanese etc...) Video making, calligraphy (one workshop) A series of workshops is planned about EUROPE and ERASMUS+ Programme, Teaching Greek Culture and informing them on this country its geography, traditions etc....	2/15/2016 3:05 PM
37	Painting (I run a workshop based on Erasmus+ KA104 Project called ARISTOTE), Presentation of Greece, English language, initiation to various languages (German, Greek, Spanish, Japanese, Italian ...) Calligraphy (one workshop) Conference on Europe and ERASMUS+ to be delivered, extensive presentation of Greece , its geography history... but done in a light way.... other workshops like video making, Artistic workshops...	2/15/2016 2:59 PM
38	Within my subject area, my students have carried out events such as burns suppers, Christmas dinners and projects such as the support of World Food Day 16. Students usually help compile the information to be given on the day ie, World food Day had a presentation of what it is and its theme of decreasing poverty in the community. Money management activities had been completed in the day were students had to compare to prices of branded and non branded food items. I invited a speaker from a local food bank and prisoners gathered a donation (of their own accord) to be presented at the end. Prisoners also provided the buffet which the cookery students prepared. The prisoners therefore gained knowledge of the prevalence of poverty in their area and support available in the community.	2/15/2016 12:01 PM
39	life skills; emotional intelligence; compassion; mindfulness; philosophical dialogue; interrelation with fellow prisoners, prison staff, visitors, family (on visits); there is in fact no end to non-formal and informal learning activities - being made aware of them as having learning potential is a different matter altogether.	2/13/2016 9:17 AM
40	Learning to work with others. Increasing self-esteem and confidence through taking part in performances, debates, helping others, acheiving qualifications and learning skills. Modifying unacceptable behaviour through positive reinforcement of good behaviour. Building relationships particularly through family focused projects.	2/12/2016 6:20 PM
41	Prisoners can access projects within education centre where they will engage with; other prisoners, education staff, prison staff and external organisations. These projects help to build team working, flexibility, racial equality and creativity. They can also access group settings where quizzes are used to enhance problem solving skills. Prisoners also have the opportunity to engage in peer to peer learning and understanding which helps to build EQ.	2/12/2016 12:26 PM
42	Oral language in class Discussions about actualities in classroom Theatre in classroom	2/12/2016 3:25 AM
43	Art Craft and Design by de facto allows students to engage in non formal & informal learning. Working in teams to solve problems is something that takes place during almost every activity, for example students making face masks must work alternatively to lay the plaster onto one anothers face. This practice is a tangible demonstration of trust, co operation and endurance whilst developing ideas and technical skills. This task is a good example of learning emotionally spiritually and academically. In English students often engage in many levels of VINFL helping those with different understandings of a shared language learn, translating for those in difficulty, developing strategies to grasp new ways of thinking, accepting new concepts that come with new languages enhancing and enriching the learning experience through persistent co operation and acceptance of differences, often through debate. On going dialogues that take place amongst students not recorded, are often valid and exciting exchanges that clearly show, knowledge, skills and understanding of their subjects.	2/11/2016 10:06 AM
44	Transversal and artistic project directed by the teachers and social workers	2/10/2016 6:16 PM
45	From a personal perspective most of my lessons and artist workshops in art craft and design and english provide many chances for students to develop Learning methods but also the nature of both subjects build and allow both non formal and formal	2/10/2016 6:15 PM
46	we offer courses / training like filosofie/ agression regulation/ labour competences/ informative sessions of all kind of external organisations/ restorative justice/ budgettraining etc.	2/10/2016 9:03 AM
47	-	2/7/2016 4:36 PM
48	Courses under no formal curriculum (but with cintent guidelines) dealing with prelarng for official certificates, acquire key or personal competences for life.	2/6/2016 8:36 AM
49	Working together during workactivities.	2/4/2016 8:26 AM
50	It will be in the moments they come in contact with other people, i.e teachers, role models. There is less time available to interact with 'non prisoners'.	2/3/2016 2:02 PM
51	They usually take informal education like literacy, language, elemantary, secondary, high-school, Vocational training school, and Open university education.	2/3/2016 12:33 PM
52	Crafts, music, art, reading, sport, games	1/29/2016 8:26 AM
53	Any as informal comes from any roots/origins.	1/8/2016 2:43 PM

Q9 We would like you to consider the following competences. In your day-to-day work with prisoners which of the following competences are most relevant to them? Please rank the top five competences in order of perceived importance.

Answered: 59 Skipped: 28



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	Score
Autonomy	16.13% 5	16.13% 5	29.03% 9	9.68% 3	19.35% 6	3.23% 1	0.00% 0	0.00% 0	0.00% 0	3.23% 1	0.00% 0	3.23% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	31	13.39
Problem-solving	18.18% 6	18.18% 6	21.21% 7	12.12% 4	18.18% 6	0.00% 0	0.00% 0	0.00% 0	6.06% 2	0.00% 0	3.03% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3.03% 1	33	13.06
Planning and resource management	10.00% 1	20.00% 2	10.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 2	0.00% 0	10.00% 1	10.00% 1	10.00% 1	0.00% 0	10.00% 1	10	8.70
Conflict management	0.00% 0	21.05% 4	15.79% 3	15.79% 3	15.79% 3	0.00% 0	5.26% 1	0.00% 0	0.00% 0	0.00% 0	10.53% 2	5.26% 1	0.00% 0	5.26% 1	5.26% 1	0.00% 0	19	11.00
Team-working	9.68% 3	9.68% 3	6.45% 2	35.48% 11	25.81% 8	0.00% 0	3.23% 1	3.23% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3.23% 1	0.00% 0	3.23% 1	0.00% 0	31	12.42
Flexibility	9.09% 2	13.64% 3	9.09% 2	18.18% 4	18.18% 4	22.73% 5	4.55% 1	4.55% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22	12.68
Communication	43.75% 21	25.00% 12	10.42% 5	4.17% 2	4.17% 2	0.00% 0	6.25% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.08% 1	2.08% 1	0.00% 0	2.08% 1	0.00% 0	48	14.10
Intercultural Communication	0.00% 0	0.00% 0	12.50% 2	12.50% 2	12.50% 2	0.00% 0	0.00% 0	31.25% 5	0.00% 0	12.50% 2	0.00% 0	6.25% 1	6.25% 1	6.25% 1	0.00% 0	0.00% 0	16	9.31
Critical Thinking	11.54% 3	11.54% 3	15.38% 4	23.08% 6	7.69% 2	3.85% 1	0.00% 0	0.00% 0	19.23% 5	7.69% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	26	12.15
Self-reflection	5.71% 2	25.71% 9	20.00% 7	8.57% 3	22.86% 8	2.86% 1	0.00% 0	2.86% 1	2.86% 1	5.71% 2	2.86% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	35	12.80

VALMOPRIS Erasmus Project - Potential of VINFL in prison

Creativity	16.67% 5	6.67% 2	13.33% 4	20.00% 6	23.33% 7	0.00% 0	0.00% 0	3.33% 1	0.00% 0	0.00% 0	10.00% 3	0.00% 0	3.33% 1	0.00% 0	3.33% 1	0.00% 0	30	12.03
Planning and organising one's learning competence	0.00% 0	0.00% 0	0.00% 0	18.18% 2	18.18% 2	9.09% 1	18.18% 2	0.00% 0	0.00% 0	0.00% 0	9.09% 1	27.27% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11	9.27
Learning to Learn	19.44% 7	13.89% 5	22.22% 8	19.44% 7	8.33% 3	5.56% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5.56% 2	5.56% 2	0.00% 0	0.00% 0	0.00% 0	36	12.94
Networking	9.09% 1	9.09% 1	9.09% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9.09% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9.09% 1	36.36% 4	9.09% 1	9.09% 1	11	6.64
Leadership	0.00% 0	0.00% 0	10.00% 1	10.00% 1	0.00% 0	10.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	20.00% 2	10.00% 1	0.00% 0	30.00% 3	10.00% 1	10	5.90
Managing diversity	0.00% 0	0.00% 0	0.00% 0	6.67% 1	20.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6.67% 1	0.00% 0	0.00% 0	13.33% 2	13.33% 2	13.33% 2	26.67% 4	15	5.20

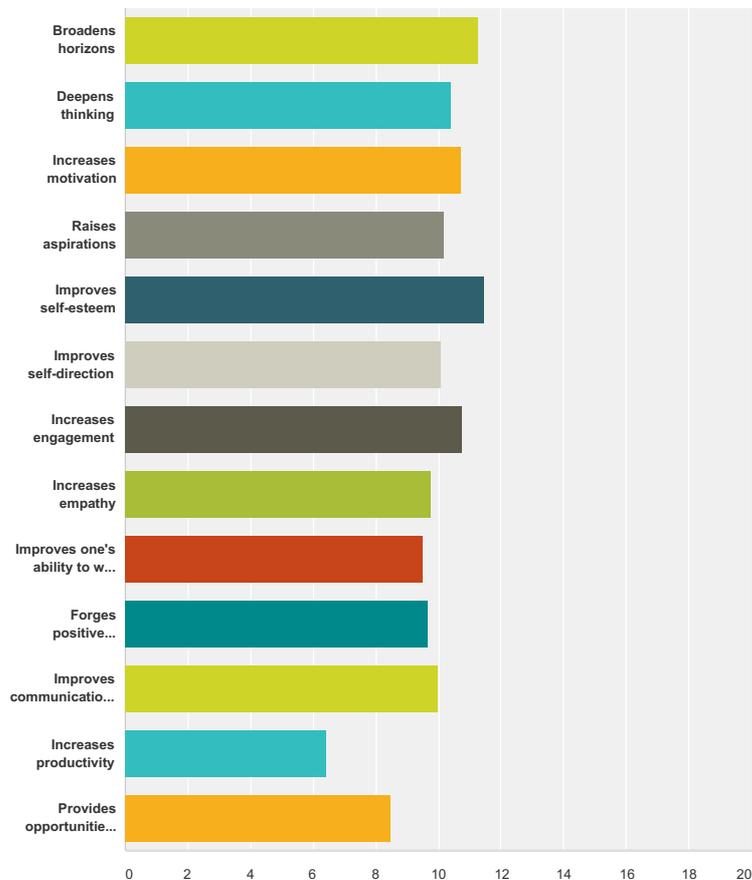
Q10 If you feel there are any competences we have not listed above, please feel free to add them here.

Answered: 6 Skipped: 81

#	Responses	Date
1	Most important is enhanced language skills (many prisoners have problems with the Dutch language)	3/11/2016 10:53 AM
2	Building empathy - in line with desistance theory - through activities in which learners can be 'effective contributors'	2/26/2016 4:11 PM
3	Resiliency	2/26/2016 11:25 AM
4	Wellbeing and EQ are competences that could be taken into consideration	2/12/2016 12:27 PM
5	Instilling confidence amongst each other is, when in practice, something prisoners excell at.	2/11/2016 10:22 AM
6	Healthy habits and work risk prevention	2/6/2016 8:39 AM

Q11 In your opinion, what are the main benefits of non-formal and informal learning for prisoners? Please list the first five.

Answered: 60 Skipped: 27



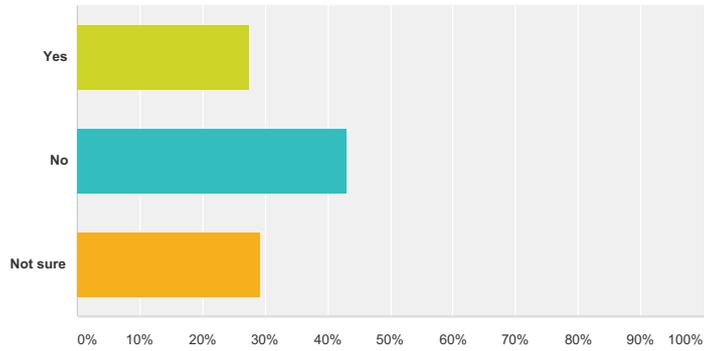
	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Score
Broadens horizons	36.36% 8	13.64% 3	9.09% 2	22.73% 5	18.18% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22	11.27
Deepens thinking	14.29% 3	23.81% 5	9.52% 2	14.29% 3	28.57% 6	4.76% 1	0.00% 0	0.00% 0	4.76% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	21	10.38
Increases motivation	19.51% 8	9.76% 4	24.39% 10	29.27% 12	12.20% 5	2.44% 1	0.00% 0	0.00% 0	2.44% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	41	10.73
Raises aspirations	11.11% 2	22.22% 4	22.22% 4	11.11% 2	16.67% 3	5.56% 1	5.56% 1	0.00% 0	0.00% 0	0.00% 0	5.56% 1	0.00% 0	0.00% 0	18	10.17
Improves self-esteem	36.17% 17	25.53% 12	6.38% 3	19.15% 9	10.64% 5	0.00% 0	0.00% 0	2.13% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	47	11.47
Improves self-direction	4.35% 1	21.74% 5	34.78% 8	4.35% 1	21.74% 5	4.35% 1	0.00% 0	4.35% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.35% 1	23	10.09
Increases engagement	22.22% 6	22.22% 6	14.81% 4	11.11% 3	18.52% 5	3.70% 1	7.41% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	27	10.78
Increases empathy	5.56% 1	16.67% 3	22.22% 4	22.22% 4	5.56% 1	11.11% 2	5.56% 1	5.56% 1	5.56% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18	9.78
Improves one's ability to work as part of a team	13.64% 3	0.00% 0	18.18% 4	22.73% 5	27.27% 6	0.00% 0	4.55% 1	4.55% 1	4.55% 1	4.55% 1	0.00% 0	0.00% 0	0.00% 0	22	9.50
Forges positive relationships between participants	16.67% 3	16.67% 3	16.67% 3	5.56% 1	27.78% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 2	5.56% 1	0.00% 0	0.00% 0	18	9.67
Improves communication skills	7.32% 3	19.51% 8	26.83% 11	21.95% 9	12.20% 5	0.00% 0	0.00% 0	2.44% 1	0.00% 0	2.44% 1	4.88% 2	2.44% 1	0.00% 0	41	9.98
Increases productivity	0.00% 0	0.00% 0	0.00% 0	22.22% 2	22.22% 2	11.11% 1	0.00% 0	11.11% 1	0.00% 0	0.00% 0	0.00% 0	33.33% 3	0.00% 0	9	6.44

VALMOPRIS Erasmus Project - Potential of VINFL in prison

Provides opportunities for spontaneous and unstructured learning	5.88% 1	23.53% 4	11.76% 2	5.88% 1	23.53% 4	5.88% 1	0.00% 0	0.00% 0	0.00% 0	5.88% 1	0.00% 0	0.00% 0	17.65% 3	17	8.47
--	------------	-------------	-------------	------------	-------------	------------	------------	------------	------------	------------	------------	------------	-------------	----	------

Q12 Do you feel that the potential of non-formal and informal learning is properly considered and recognised by prison institutions and educators?

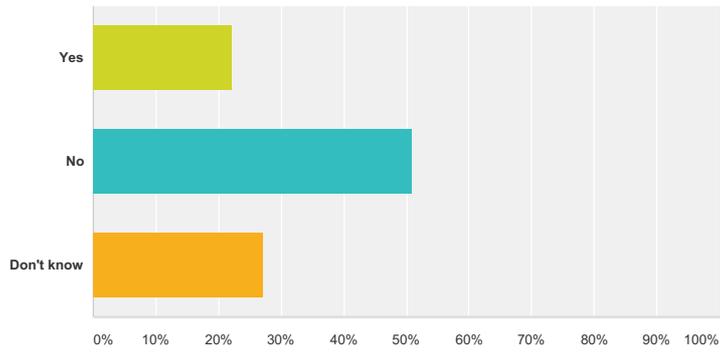
Answered: 58 Skipped: 29



Answer Choices	Responses	
Yes	27.59%	16
No	43.10%	25
Not sure	29.31%	17
Total		58

Q13 Do you feel that the potential of non-formal and informal learning is properly considered and recognised by prisoners?

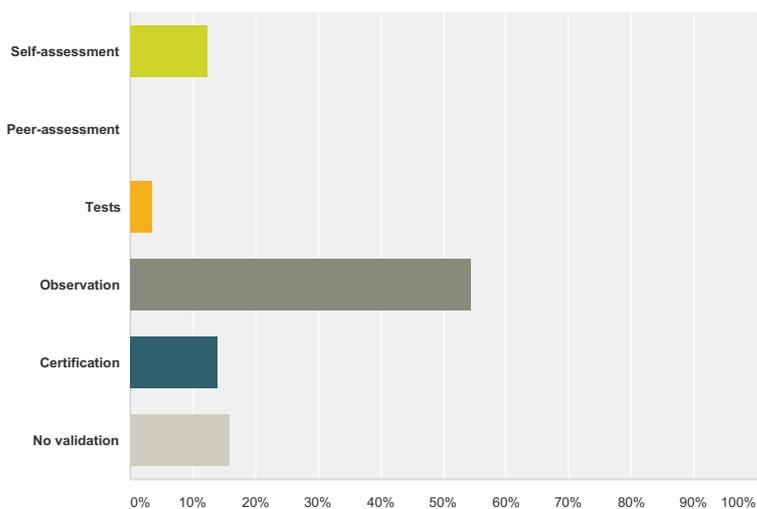
Answered: 59 Skipped: 28



Answer Choices	Responses	
Yes	22.03%	13
No	50.85%	30
Don't know	27.12%	16
Total		59

Q14 How do you validate non-formal and informal learning in prisons?

Answered: 57 Skipped: 30

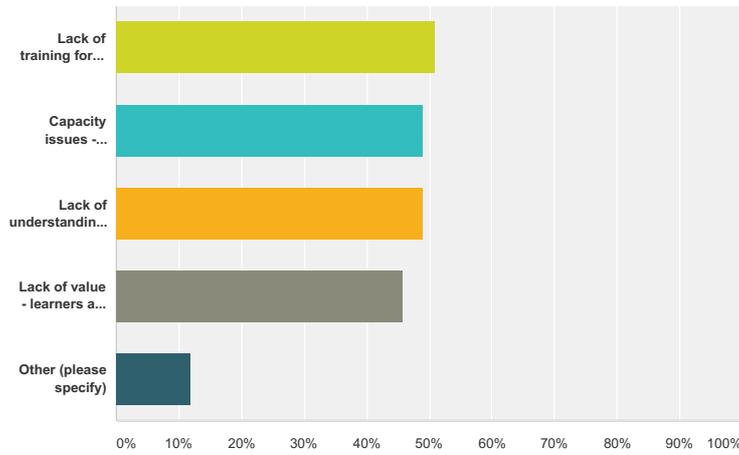


Answer Choices	Responses
Self-assessment	12.28% 7
Peer-assessment	0.00% 0
Tests	3.51% 2
Observation	54.39% 31
Certification	14.04% 8
No validation	15.79% 9
Total	57

#	Other (please specify)	Date
1	Credits system	3/11/2016 11:01 AM
2	Personal chats	3/11/2016 10:53 AM
3	A blend of self-assessment and observation	3/11/2016 10:42 AM
4	A blend of tests and observation	3/11/2016 10:40 AM
5	Blend of self-assessment and observation	3/11/2016 10:30 AM
6	End of course evaluation questionnaire combined with observation	3/11/2016 10:08 AM
7	certification can connect in but is limited. Creative outputs can also validate informal learning.	3/11/2016 10:05 AM
8	Class retention rates	2/29/2016 9:46 AM
9	We need to look at ways to validate good practice.	2/27/2016 1:17 AM
10	In future using a range of different types of recognition of progress through the planning/review process	2/26/2016 4:20 PM
11	Self and peer assessment too	2/26/2016 9:53 AM
12	The resulting art work.	2/26/2016 9:29 AM
13	Final product validates process and outcome	2/11/2016 10:28 AM
14	most certification is now based on observation and presence	2/10/2016 9:08 AM

Q15 What do you think the challenges or obstacles might be when considering the validation of informal learning?

Answered: 59 Skipped: 28



Answer Choices	Responses
Lack of training for staff	50.85% 30
Capacity issues - workload, funding, contact time	49.15% 29
Lack of understanding - learners and stakeholders	49.15% 29
Lack of value - learners and stakeholders	45.76% 27
Other (please specify)	11.86% 7
Total Respondents: 59	

#	Other (please specify)	Date
1	money!	3/11/2016 10:48 AM
2	Lack of value in the outside world	3/11/2016 10:05 AM
3	May inhibit informal learning if it is seen to require validation. Important to value its very informality and use as light-touch recognition of progress as possible	2/26/2016 4:20 PM
4	People not appreciating that they are learning	2/26/2016 9:53 AM
5	It is qualitative in nature. So interviews and personal reflection is the only way for me	2/26/2016 9:29 AM
6	lack of methodology and supports	2/22/2016 1:39 PM
7	Lack of validation methodology	1/29/2016 8:29 AM

Q16 If you have any other comments or suggestions to make about the validation of non-formal and/or informal learning please feel free:

Answered: 13 Skipped: 74

#	Responses	Date
1	Informal learning increases the opportunity for meaningful discussion on other topics (apart from the set subject)	3/11/2016 10:02 AM
2	If it can be done it would be very valuable!	3/11/2016 9:59 AM
3	I would like to continue to discuss these areas - as a visual artist and art teacher within a prison, I see the value in what I do and how the men respond - however I am not sure it is seen by everyone else, including the men themselves. Art is also the conduit for other learning, other subjects but also the wider health & wellbeing.	2/27/2016 1:20 AM
4	I feel that it is important not to always think about the quantifiable impact of projects but to imagine that deep, radical learning experiences can have a wide range of outcomes that may not always be able to be articulated at the time of evaluation. Learning should not be about ticking boxes.	2/26/2016 2:31 PM
5	It should be encouraged because prisoners have found it to be inspiring and engaging and it is a great way of getting prisoners to have a taste of what learning means and that learning not always has to be with the "negative" connotation of structured learning since for many of them formal education (and their inability to formally engaged with it) was one of the drivers of them being who they are today and where they are today, in prison.	2/26/2016 9:54 AM
6	Reflection and self assessment by learners and facilitators, discussion about what has been learnt from a specific encounter with informal learning and written appraisal by learner and facilitators.	2/26/2016 9:37 AM
7	Good for people too visit setting rather doing it remotely with questionnaires	2/26/2016 9:30 AM
8	This project will help to validate it and encourage practitioners to think about it and develop it in their own practice.	2/16/2016 11:20 AM
9	I'm very wary of the idea of validating this kind of learning in the form of structured assessment. All these skills and developments are largely unquantifiable in terms of recognizing their growth and progress in individuals. I think it would be counter-productive to the 'delivery' of informal and non-formal learning to measure it through formal procedures. It would be much more desirable to convince governments and prison services of the value of this kind of 'extracurricular' learning, so that space and time is allocated in prisons to carry on with these key learning areas, without having to officially assess them and turn them into statistics. Convincing govts and prison services might well require a cultural shift of mindset for many. But perhaps we could learn from the Scandinavian prison service...There's a lot to think about and discuss. Good luck with this project.	2/13/2016 9:35 AM
10	I'm not sure that validation of non/informal learning would be advantageous for prisoners. Non/informal learning is part of everyday life and it is important that this is what takes in prison, as this will help prisoners to embed it in their everyday lives when they leave prison.	2/12/2016 12:34 PM
11	stakeholders should be informed, but we should not wait for that. Start with the places where it is understood to build up a portfolio of good practices to convince the others.	2/10/2016 9:09 AM
12	Regarding informal learning: prisoners need to be coached on how to apply for validation of their personal informal learning and competences. The authorities, independent of the prison, should set up boards that are responsible for vetting the competencies that are claimed.	2/6/2016 5:19 PM
13	It's important to certify what has been done (number of hours, issues covered, skills acquired.....)	2/6/2016 8:44 AM

VALMOPRIS Erasmus Project - Potential of VINFL in prison

Q17 If you would like to be kept up-to-date on the progress of the Valmopris project, please include your email address in the box below. We will not use your contact details in any other way.

Answered: 21 Skipped: 66

#	Responses	Date
1	cristina.busuioc@anp.gov.ro	3/11/2016 10:40 AM
2	Caroline.Irvine@sps.pnn.gov.uk	3/11/2016 10:05 AM
3	Nikki.Cameron@sps.pnn.gov.uk	3/11/2016 9:59 AM
4	vaneacantemir@gmail.com	3/5/2016 11:32 AM
5	DAMCCUSKER@AOL.COM	3/2/2016 10:44 AM
6	eoghanmaccolla@icloud.com	2/27/2016 1:20 AM
7	gill.robinson@sps.pnn.gov.uk	2/26/2016 4:21 PM
8	jess@glassperformance.co.uk	2/26/2016 2:31 PM
9	Lauramariagold@yahoo.co.uk	2/26/2016 9:54 AM
10	thomas.wuethrich@sah-zs.ch	2/22/2016 3:23 PM
11	isa.cha@laposte.net	2/22/2016 1:39 PM
12	jacci.stoye@sps.pnn.gov.uk	2/16/2016 11:20 AM
13	sylvielemoel@orange.fr	2/15/2016 3:08 PM
14	lucie.armstrong@sps.pnn.gov.uk	2/15/2016 12:03 PM
15	Steph.bonvoisin@wanadoo.f	2/13/2016 6:05 PM
16	emmastrang@hotmail.com	2/13/2016 9:35 AM
17	deborahedwards695@gmail.com	2/11/2016 10:31 AM
18	chair@epea.org	2/10/2016 9:09 AM
19	anthonyjohnvella@gmail.com	2/6/2016 5:19 PM
20	fcocastgar@gmail.com	2/6/2016 8:44 AM
21	yukselguden@yahoo.com	2/3/2016 12:44 PM