



# VALMOPRIS

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

**Intellectual Output 2:  
Competence-oriented learning  
implementation contexts**

**VALMOPRIS  
pilot learning activities**



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## Compilation of VALMOPRIS Learning pilots

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## Developing Readers Group | Scotland

Duration of Activity:	1 hour sessions
Total Learning Hours:	40 hours in total
Number of Learners:	4-6 minimum
Target Learners:	Male prisoners – mixed ages and sentence length
Profile of Learners:	Mixed ability

### Brief Summary of Activity

Developing literacy is one of our central aims in prison education. There are a number of students who struggle with basic literacy and this has been the driving force for establishing a reading group to support these learners.

This project will see a group of mixed ability learners take part in an ongoing reading group with the main aim of developing their literacy skills. Many of these learners also display varying degrees of emotional and mental health problems that can often adversely affect their social skills. The intention is that this reading group will help to tackle these issues at the same time as developing their reading skills.

The students will have the opportunity to develop their reading skills as well as discuss the issues raised within the texts. They will also be encouraged to relate these issues back to their own experiences and reflect upon them. The discussion will be prompted by notes supplied by the tutor. Their abilities to listen to their peers, express opinions and explore larger issues will be developed through this group. Most importantly their literacy and confidence to read will be developed through the security of peer learning.

### Proposed Learning Outcomes

- Improved communication skills and the ability to work as a group.
- Increased listening skills and the ability to engage with their own issues and experiences and those of others in the group.
- Improved self-efficacy and self-esteem both through group reading and discussion.
- Development of social skills and confidence through interaction with others in a safe, peer-learning environment.
- Improved literacy skills.

### Target Competence(s)

- Learning to learn
- Self-reflection

### Means of Assessment

The validation will be assessed via both tutor-led and student-led methodologies:

- Tutor observation concentrating on both progress of learning and engagement levels.
- Tutor/learner discussions will gauge progress – these will be documented in class notes by the tutor.
- Learners will undertake self-evaluation across at the beginning and end of the pilot that will focus on the development of their learning skills and improved literacy levels.

## Philosophy Group | Scotland

Duration of Activity:	4 hours per week
Total Learning Hours:	40 hours in total
Number of Learners:	8-10 minimum
Target Learners:	Male prisoners – mixed ages and sentence length
Profile of Learners:	Mixed ability

### Brief Summary of Activity

The use of philosophy in prison education has become increasingly popular in recent years. The group has seen ever increasing numbers since its establishment a few years ago. The students come to learn not only about famous philosophers and their theories but also to develop, among other things, their social interaction and discussion skills.

This project will see a group of mixed ability learners take part in a philosophy based discussion group for 8-10 weeks. They will learn about specific philosophical theories and how these connect to their own lives and beliefs systems.

They students will have a chance for in depth class discussion and interaction with their peers. The philosophy discussion will be established through prompts supplied by the tutor and questions drawn up by the students. Their abilities to listen to their peers, express opinions and explore these philosophical will be developed throughout this group project.

### Proposed Learning Outcomes

- Improved communication skills and the ability to work better as a team.
- Increased listening abilities and respect for the opinion of others.
- Improved self-efficacy and self-esteem both through learning of philosophical theories and discussions.
- Development of a more pro-social identity through interaction with others and ability to construct non-aggressive arguments for discussion.

### Target Competence(s)

- Learning to learn
- Critical thinking

### Means of Validation

The validation will be assessed via both tutor-led and student-led methodologies:

- Tutor observation concentrating on both progress of learning and engagement levels.
- Tutor/learner discussions will gauge progress – these will be documented in class notes by the tutor.
- Learners will undertake self-evaluation across at the beginning and end of the pilot to gauge their progress in both development of learning skills and pro-social skills.

## Starting a Business | Scotland

Duration of Activity:	Project to run for 8 weeks
Total learning hours:	3 hours per week
Number of Learners:	9-10
Target learners:	Male prisoners
Profile of Learners:	Short- and long-term prisoners – mixed ability

### Brief Summary of Activity

The business presentation project is an aim within the wider business start-up class of giving business students the skills, knowledge and aptitude to present their company; its ideas, products services etc., to business contacts. This could include the bank, an investor, customer or suppliers.

The whole business start-up course last approximately 4 months but within that the course the teacher had recognised that there is a lack of ability of students to positively present their ideas to stakeholders in their business. The teacher thus spends much time non-formally sharing ideas on presenting the most positive and confident image of the company to relevant people and organisations. Students discuss the importance of the company image and how best they can present it to the world. Many practical situations are played out in class.

It has been recognised that one of the main reasons that prisoners do not invest in a new business is their lack of confidence in their ability to start their own company and their belief that the chances of success will not be high. Indeed, in the US, the three top prison business start-up courses spend up to 50% of their effort in confidence boosting and motivation. With confidence being linked to their ability to communicate and present, the validation of their presentation skills is thus a key indicator of potential success.

### Proposed Learning Outcomes

- Understanding of a core idea
- The importance of properly presenting and communicating information
- The signs people give if they are truly listening
- Empathy with others
- Enhanced self-worth

### Target Competences

- Learning to learn
- Communications

### Means of Assessment

- Discussion of the main points of a business plan – for example, its USP
- Monitoring students' communication in class and during class presentations
- Recording students' interaction within group discussion
- Monitoring the enthusiasm and competence of students in group discussion
- Discussion of confidence levels before and after the course

## Fit Together | Scotland

Duration of Activity:	Project to run for 10 weeks
Total Learning Hours:	1 hour 15 mins per week
Number of Learners:	5-6
Target Learners:	Male prisoners
Profile of Learners:	Short- and long-term prisoners – mixed ability

### Brief Summary of Activity

The fit together club will be a 1.25 hour session where adults with learning difficulties and /or challenges from a local adult support centre will visit the prison to be entertained by prisoners. The session will consist of about 45 minutes of gym activity followed by 30 minutes socialising with refreshments. There will be approximately 5-6 prisoners, the same number of adults from the centre (both male and female), a support number from the centre, a prison officer and a teacher.

The activity in the gym will be led by the teacher following inputs from all participants. Prisoners will be encouraged to suggest individual activities or design the whole session for that day; and there will be much interaction of prisoners and visitors. Gym activities will include: volleyball, rounders, skittles and badminton, with warm-up and cool-down activities as the beginning and end of each session. Prisoners and the visiting adults will be paired together to provide support and encourage positive interaction. No special rules will be applied to prisoner/visitor interaction, and all the group members will thus interact spontaneously and naturally. After the gym, the group will move to the prison cafeteria where the participants will all enjoy refreshments, and further social interaction. Birthdays and events will be celebrated; and party games - when appropriate – will be enjoyed.

### Proposed Learning Outcomes

- Improved social interaction
- Better understanding of the wider society
- Empathy with others
- Improved team building
- Enhanced self-worth

### Target Competences

- Learning to learn
- Autonomy

### Means of Assessment

- Monitoring interactions and relationships between group members
- Discussion of the views of the prisoners on the group members' diversity
- Recording and discussion with prisoners about the members of the group
- Recording the game scores and the level of enthusiasm displayed by players
- Discussion of the views of the prisoners of their role in the group

## Logo Design | Scotland

Duration of Activity:	10 x 3 hour sessions, 3 times per week
Total Learning Hours:	30 hours
Number of Learners:	5 learners
Target Learners:	Male adult long-term prisoners
Profile of Learners:	Mixed ability, including new learners to the group

### Brief Summary of Activity

This project will occur in a maximum-security prison. The students are long-term adult male prisoners who participate in an experiential project-base learning experience, which is not part of a summative assessment or external monitoring for grading or qualifications. The group has a mixed level of skills and previous experience in magazine production, computer use and art/design. Few students are new to the group.

The group of prisoners that will take part on this project are students from the first creative industries work party created in a Scottish prison. Some of the activities of the group require the delivery of external commissions, requested by clients outside of the Prison Service.

This project's main aim will be to increase the learner self-esteem whilst undertaking a project that delivers a professional outcome outside of the prison, in a graphic designer capacity.

This project will oversee the creation of a logo for an external organisation, based on the client's brief and will involve the group in devising a concept, making a proof sheet, liaising with the client on a creative level and making a final product ready for professional use for printers and graphic designers.

### Proposed Learning Outcomes

- To develop a creative approach to design decisions
- To express personal creative choices in front of others
- To be able to comment on other learners' design work
- To work as part of a team

### Target Competences

- Team-work within the Creative Media group
- Problem solving within the Creative Media group

### Means of Assessment

The validation will be assessed via a mix of tutor-led and learner-led methodologies:

- Tutor observation of progress and engagement levels
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded choosing positions on a line
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion

## STIR Magazine | Scotland

Duration of Activity:	10 x 3 hour sessions, 3 times per week
Total Learning Hours:	30 hours
Number of Learners:	5 learners
Target Learners:	Male adult long-term prisoners
Profile of Learners:	Mixed ability, including new learners to the group

### Brief Summary of Activity

The project will take place in a maximum-security prison. The students are long-term adult male prisoners who participate in an experiential project-based learning experience, which is not part of a summative assessment or external monitoring for grading or qualifications. The group has a mixed level of skills and previous experience in magazine production, computer use and art/design. Few students are new to the group.

The learners produce a quarterly magazine to a set deadline, which involves learning about desktop publishing, image manipulation, taking creative editorial decisions, production skills and working with others. The group uses digital means, and sometimes, traditional art, as a material mediation tool, aimed at enhancing collaboration with peers by working together on the same project, whilst the ultimate goal is triggering a higher learning experience for the individual student.

This specific project will focus on the production and design of a new issue of a magazine and how new students can adapt to this un-formal experiential learning approach.

### Proposed Learning Outcomes

- To develop a creative approach to design decisions
- To express personal creative choices in front of others
- To be able to comment on other learners' design work
- To work as part of a team

### Target Competences

- Communication within STIR editorial team and external agents
- Critical Thinking within STIR magazine production

### Means of Assessment

The validation will be assessed via a mix of tutor-led and learner-led methodologies:

- Tutor observation of progress and engagement levels
- Tutor/learners discussions will be used to measure increasing competency - these findings will be recorded choosing positions on a line
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion

## Civic and Social Skills | France

Duration of Activity:	3 months
Total Learning Hours:	16 hours - 2 sessions of 50 minutes per week
Number of Learners:	5
Target Learners:	Teens: 13 to 16 years old
Profile of Learners:	Young people placed in a closed educational centre with behavioural and discipline problems, having been dismissed from initial education

### Brief Summary of Activity

The activity will take the form of workshops of 2 or 3 young people. During each session, students will experience a different tutorial. These tutorials are the result of work experimented by Michèle Bannay and Anne Bordage, respectively school psychologist and therapist. The set is presented in their book "What Links to Grow".

Each of the tutors sets a milestone of what will "play" during the course of the activity. These milestones will focus on relationships and the question of civic and social skills as well as a working on "Learning to Learn" in a dynamic thinking using a "Head-Heart-Body" approach

Tutorial 1: Who am I?

Tutorial 5: my big questions

Tutorial 2: Where do I come from?

Tutorial 6: ourselves in everyday life

Tutorial 3: I feel, I live

Tutorial 7: being and doing together

Tutorial 4: My difficulties, my requests

### Proposed Learning Outcomes

The objective of the activity is to give young people the working tools to work on relationships across several dimensions:

- Relation to oneself (to know oneself)
- Relationships with other
- Relationships within the group

### Target Competences

- Learning to learn
- Civic and social skills

### Means of Assessment

The evaluation will be carried out in two ways: transversally, with the whole team working with the young people, mainly using the observation of the whole group; and in an individual way (relation of the young person with his/her peers, behaviour of the young person within of the group, with the adult and with him/herself) and more specifically in class during a weekly assessment.

We will use a colour code or a numerical notation, whichever is most appropriate for the group of students concerned and the task that session.

## Mind Mapping and Visual Mapping | France

Duration of Activity:	3 months
Total Learning Hours:	16 hours
Number of Learners:	5
Target Learners:	Teens: 13 to 16 years old
Profile of Learners:	Young people placed in a closed educational centre with behavioural and discipline problems, having been dismissed from initial education

### Brief Summary of Activity

Young people with previously chaotic educational backgrounds need individualised schooling and adapted tools to help them regain confidence and mobilise again.

Visual thinking utilises tools from the corporate world that are also effective in the field of learning and training. The aim of the activity is to enable students to acquire a learning methodology using tools derived from visual thinking and mental management in order to lead them to a metacognitive reflection that they can use later in their training and / or throughout their professional lives.

On a seven-week cycle, at the rate of 3 weekly sessions of 2h15, I would propose to the students various methodological and / or organisational and / or memory tools, aimed at supporting their learning according to their learning profile.

### Proposed Learning Outcomes

Very concretely, young people must be able to use their French:

- to write a cover letter, make a resume
- to read a text (eg. newspaper articles) and answer questions about these writings
- to present themselves orally (expression and vocabulary adapted to the listener and situation ...)

### Target Competences

- Learning to learn
- Autonomy

### Means of Assessment

As a first step, each young person must already be aware of his previous knowledge. Mind mapping is an interesting tool to define this knowledge. It will be used as an assessment tool (measuring what each student already knows and does not know yet, or no longer needs to master).

This first evaluation will be done orally (one to two sessions), it will then be possible to construct a more summative evaluation. Evaluation sessions will take place regularly in a variety of ways, through improvisation for example.

## Crossing Lives | France

Duration of Activity:	over 3 months
Total Learning Hours:	16 hours
Number of Learners:	4 to 10
Target Learners:	Male prisoners
Profile of Learners:	Mixed ability short- and long-term prisoners /ESL /L3* *English as a 3rd language students/Multi Lingual learners

### Brief Summary of Activity

A group of participants will embark on an informal exploration of English, through discussion, poetry, hip hop, fables and personally developed messages, translating from or finding equivalents in French, Arabic, and possibly a third language connected to personal experiences and cultural identities. Working together we will devise the project and using key phrases and messages; and using polystyrene printed illustrations, create a set of postcards that have messages for 'change', 'hope', 'love', 'courage' that can be sent to families, friends, other offenders/younger offenders, refugees camped in the north of France and possibly MPs.

The project hopes to help prisoners develop knowledge, skills, and attitudes through informal discussion and experimentation with techniques and processes. We will provide a space to explore feelings through language and Art in a creative way; promote cross cultural understandings whilst learning or getting a taster for the English language. Emphasis will be on finding shared or universal messages that could reach out to others in vulnerable situations and others. (Prisoners have expressed the need to communicate outside the negative constraints of 'prison talk'). Expression of ideas and a development of the emotional and cognitive abilities is key to these sessions.

### Proposed Learning Outcomes

- To communicate effectively with each other and express ideas through appropriate means
- To develop an appreciation of the written and spoken word, art and other cultures
- Ability to show initiative, plan and develop an idea – to take creative decisions
- Improve self-esteem/confidence
- Improve critical awareness/self-reflection/empathy with others
- Describe feelings and find appropriate means to express them using resources available

### Target Competences

- Learning to learn
- Communication

### Means of Assessment

Assessment using tutor led and learner led methodologies:

- Continuous self and peer group evaluation / assessment
- Critical studies sessions throughout activities with positive feedback
- Final exhibition with response form from visitors (staff/officers and participants within the limits and confines of the prison setting)
- Personalised criteria checklist / Evaluations devised by learners at the onset
- Observation of engagement and Interest in activity throughout the project

## Sculptural Totem | France

Duration of Activity:	from 6 to 8 weeks
Total Learning Hours:	16 hours
Number of Learners:	3 to 4
Target Learners:	Young offenders
Profile of Learners:	Mixed abilities

### Brief Summary of Activity

It is well known and accepted that young people are less and less able to sustain a level of concentration and desire images to reflect an idea of 'perfection'.

One of the aims of this project is to develop an awareness of the importance of the creative process. Young offenders often want results instantly and are often not prepared to take risks and try new ideas out. Engaging in an art activity that demands imagination, creativity, reflection and modification can be a life-long skill that crosses over into all aspects of social life and can be used to encourage entrepreneurial thinking, decision making and problem solving through creative choice and can prevent re-offending and support social inclusion.

The project will begin by exploring creative ways to draw and paint, starting with direct observation (participants will use each other as models) using no rubbers. Recording what you see and not what you think you see. We will encourage all mistakes to be left visible to serve to enrich the quality of the portrait. An introduction to the expressive emotional qualities of colours through the medium of acrylic will be taught. These two activities will serve to inform the development of design idea through to a 3-dimensional plaster mask and plaster cast hands using the selected colours to express moods and expressions that will be culminate in a free-standing 3D Totem Pole made up cast faces and hands to create an exciting and multi-faceted sculpture that represents the participants and their learning.

### Proposed Learning Outcomes

- To use initiative and take creative decisions (involving risks and finding creative solutions to problems)
- Basic understanding of materials and uses alongside a growing knowledge of creative techniques
- A growing understanding of colour theory to express inner feelings
- Use imagination creatively and share creative ideas processes with members
- To have a sense of shared ownership and appreciate the art of a range of cultures

### Target Competences

- Learning to learn
- Creativity

### Means of Assessment

Tutor observation of progress and engagement levels

- Assessment via notes reflections and records throughout sessions
- Learners will use peer evaluation across key stages of the activity
- Informal critical review sessions will take place at the end of each sessions and will be noted, using the formula "form - process – content - mood" to analyse their final piece
- Learners will use a personal check list, respond to directive questions to see if they feel they have met the criteria in whatever form that develops

## Holding debates in the math class | France

Duration of Activity:	9 months
Total Learning Hours:	Around 90 hours
Number of Learners:	6/8
Target Learners:	Male adults
Profile of Learners:	Short-term and long-term prisoners (level3)

### Brief Summary of Activity

This will be a year-long activity since it will be developed as a working habit during the mathematics classes. When working on operations or problem solving, the learners will be invited to share their results. If unable to come to an agreement, they will have to present arguments to justify and prove the correct answer. 'Debate' will spring from disagreement and, together, we will work to try and derive the appropriate mathematics rules to solve the problems. The rules mentioned during classes will be recorded and turned into a collection. The prisoner learners will then have to ponder on related problems and exercises during the classes to come.

### Proposed Learning Outcomes

- To learn to explain how get his own result
- To learn to listen to others' explanations
- To learn to agree with others
- To accept their mistakes
- Conflict management
- Self-reflection

### Target Competences

- Learning to learn
- Problem solving

### Means of Assessment

1. Self-assessment utilising discussion and questioning
2. Classical assessment exercises and reinvestment of learned rules

## Writing a book with illiterate adults | France

Duration of Activity:	12 weeks
Total Learning Hours:	Around 40 hours
Number of Learners:	4/5
Target Learners:	Male adults
Profile of Learners:	Illiterate adults

### Brief Summary of Activity

This activity will involve a group of 4 to 5 illiterate adults who will work together to make a booklet. They will be expected to gather twice a week for an hour and a half.

The first step of the project will find the prisoner briefly imagine a story and then have the group discuss the different themes they have come up with.

Then, the distinct stories will be put together so as to create a new one and the literary form of the narrative (short story, comics, novel) will be picked. The writing and, if necessary, the illustrating process, will then begin.

At this stage, the script will be dictated to me in order to have the prisoners work on texts they formulated themselves during the following sessions. The aim will be of course to have them appropriate the writing skills and also to stimulate their desire to read. The booklet which will come out of those writing workshops will then be issued and used by other adult groups in the future.

### Proposed Learning Outcomes

- Improved creativity
- Ability to understand that reading can be pleasurable
- Ability to create a story
- Ability to illustrate a story
- Ability to work in groups
- Learning to read and to write

### Target Competences

- Learning to learn
- Project management

### Means of Assessment

- Personal interview
- Learning questions related to personal development plans
- Observation
- Their opinion on the quality of the book will be a good assessment of their global work.

## Story about myself | Latvia

Duration of Activity:	4 months
Total Learning Hours:	48 hours (weekly 2 hour sessions)
Number of Learners:	12 learners
Target Learners:	Male Prisoners
Profile of Learners:	Long-term prisoners

### Brief Summary of Activity

Sessions will allow young prisoners to draft, storyboard, shoot, edit and direct the film - making different kinds of presentations of themselves as part of an outreach campaign to bring the film to the education sector.

The activity makes many steps towards the rehabilitation of a criminal, in order to allow group members to slowly acknowledge their involvement in the decisions that put them in prison, accepting that they, and no one else, are to blame for what they have done.

In the process of making short presentations for film, the participant really gets to explore the effect of actions on those around him and those closest to him.

### Proposed Learning Outcomes

- Increased engagement; knowledge
- Self-confidence
- Development of self-critical awareness

### Target Competence(s)

- Creativity
- Learning to learn

### Means of Assessment

The presentations and short films will be watched by number of young people. It can be used as the educational material for preventing of offending and reoffending and it will give the participants a sense of confidence in their achievements.

The validation will be assessed via a mix of tutor-led and learner-led methodologies:

- Tutor observation of progress and engagement levels;
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded using checklists;
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion.
- Self-evaluation of the learners.
- Analyses of created material.

## Mediation – mission (im-)possible | Latvia

Duration of Activity:	10 months (12 weeks for this project)
Total Learning Hours:	Weekly 2 hour sessions
Number of Learners:	12 learners
Target Learners:	Male Prisoners
Profile of Learners:	Life-long term prisoners

### Brief Summary of Activity

Sessions are for prisoners serving a life sentence.

The workshops will allow learners to try out a variety of activities and exercises, which help to create a collaborative group setting and in particular, utilises a range of creative and cooperative tasks which will help learners to develop their team-working competence. The main goals of the sessions are to teach the group how to live together without conflicts and to overcome communication barriers.

Daugavpils University students take part in activity sessions together with tutors which increases the learners contact with those from the broader community.

### Proposed Learning Outcomes

- Increased engagement; knowledge
- Self-confidence
- Development of relaxing skills
- To work in team

### Target Competence(s)

- Creativity
- Learning to learn

### Means of Assessment

The validation will be assessed via a mix of tutor-led and learner-led methodologies:

- Tutor observation of progress and engagement levels;
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded using checklists;
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion:
- Self-evaluation of the individuals,
- Self-evaluation of the group.

## Employability workshop | Latvia

Duration of Activity:	4 months
Total Learning Hours:	48 hours
Number of Learners:	12 learners
Target Learners:	Young offenders – up to 28 years old
Profile of Learners:	Mixed ability

### Brief Summary of Activity

Analysing inmates' questionnaires, one can see that unemployment was one of the most common reasons for offending. Job seekers with limited job histories, a lack of confidence or limited experience in job searching can improve their skills through training and personal development.

Once you understand the skills and characteristics that most employers seek, you can tailor your job search communications (your resume, cover letter, etc) to display how well your background aligns with their requirements. Employability skills & personal values are the critical tools and traits you need to succeed in the workplace – and they are all elements that a person can learn, cultivate, develop and maintain.

At the conclusion of this workshop, students will understand the basic skills necessary for getting, keeping and doing well on a job.

The main sessions:

- Personal competences and tools for job search
- The Curriculum Vitae
- Cover letter
- Job interview
- Verbal and nonverbal communication
- Access to Labour market

### Proposed Learning Outcomes

- Increased engagement; knowledge
- Self-confidence
- Communication
- Problem solving
- Self-management
- Improved Social skills

### Target Competence(s)

- Team-working
- Learning to learn

### Means of Assessment

- Observation of progress, monitoring interactions and relationships between group members;
- Tutor/learner discussions;
- Presentations;
- Self-evaluation of the individuals;
- Self-evaluation of the group.

## Expressive papier-mâché masks | Latvia

Duration of Activity:	6 months (12 weeks for this project)
Total Learning Hours:	Weekly 3 hour sessions
Number of Learners:	8 learners
Target Learners:	Male Prisoners
Profile of Learners:	Young prisoners (up to 28 years old)

### Brief Summary of Activity

During the sessions, learners will create an original papier-mâché mask that expresses an emotion.

There will be a lot of focus on the exploration of feelings, empathy and reading emotional cues - on communication skills and the ability to express feelings and emotions within a group setting.

In doing this, they will be expanding upon their knowledge of representing the human face while further developing technical skills in papier-mâché sculpture and acrylic painting.

### Proposed Learning Outcomes

The following will be considered:

- Did the student create a papier-mâché mask of a human face that expresses an emotion and attach it to a background that relates to the mask?
- Is the work neatly and carefully done?
- Does the artwork show evidence of originality and creative thought?
- Did the student use his/her class time wisely?
- The written critique will be assessed on both content and demonstration of descriptive writing skills.

Improved self-confidence

### Target Competence(s)

- Learning to Learn
- Team-work

### Means of Assessment

The work will be assessed via a mix of tutor-led and learner-led methodologies:

- Questioning
- Observation and peer-evaluation
- Self-assessment
- Questionnaire feedback
- Self-evaluation of the group

## Book illustration | Latvia

Duration of Activity:	6 months (12 weeks for this project)
Total Learning Hours:	Weekly 3 hour sessions
Number of Learners:	12 learners
Target Learners:	Different age prisoners
Profile of Learners:	Mixed ability

### Brief Summary of Activity

Never judge a book by its cover - there may well be some beautiful illustrations lurking on the inside as well!

The sessions will focus on the illustrations from *The Snowy Day* by Ezra Jack Keats. The students will discuss the book and illustrations for children, describing what makes illustrations beautiful. In addition, the students will complete an art project, using different media, textures and dimensions - this will allow for creative critical thinking to compliment the illustrations in the book.

As a result of the sessions an exhibition of the work will be organised for relatives who visit inmates in the prison.

### Proposed Learning Outcomes

- The students will be able to explain the criteria for a Caldecott winner by comparing the criteria with this award-winning book.
- The students will successfully complete the directions for 'marbleizing' by completing their own product.
- The students will create a product by using different forms of media using texture and dimension.
- Improved Social Skills
- Improved self-confidence

### Target Competence(s)

- Communication
- Team-working
- Learning to learn

### Means of Assessment

- Observation of progress (monitoring interactions and relationships between group members)
- Tutor/learner discussions
- Presentations
- Self-evaluation of the individuals

## Giving new life to old musical instruments (Art workshop) | Latvia

Duration of Activity:	6 months (12 weeks for this project)
Total Learning Hours:	Weekly 3 hour sessions
Number of Learners:	7 learners
Target Learners:	Male Prisoners
Profile of Learners:	Life-long term prisoners

### Brief Summary of Activity

Daugavgrivas Prison staff have collected some 25 old musical instruments. The idea of the activity is to give the new life to these old musical instruments by decorating them. The learners within the group will develop their designs using their surroundings and personal experiences to express ideas and feelings visually.

Participants will carry out a variety of activities and exercises, which help to create a positive group dynamic and effective support within the team.

The exhibition of decorated musical instruments organised at the end of the course will allow participants to present the works for prison staff and members of society.

### Proposed Learning Outcomes

- Creativity
- Increased engagement; knowledge
- Self-confidence
- Development of relaxing skills
- Work in team, to be responsible for team members

### Target Competence(s)

- Creativity
- Learning to learn

### Means of Assessment

- Observation of progress and engagement level;
- Tutor/learner discussions;
- Checklists
- Self-evaluation of the individuals;
- Self-evaluation of the group

## Agricultural activities | Romania

Duration of Activity:	3 months
Total Learning Hours:	40 hours (3 hours per week)
Number of Learners:	6
Target Learners:	Young offenders, male and female
Profile of Learners:	Mixed abilities

### Brief Summary of Activity

Six young offenders - male and female - will be involved in the development of an agricultural project. The project will be focused on the skills that are useful at a personal, as well as at the community level.

The food will be used within the centre. Both their diets and the outdoor work will help to give learners a sense of responsibility and it will help with their health and wellbeing.

The phases of the project are:

1. Preparing the field for the vegetable crops
2. Cleaning vegetable residues from the field
3. Digging the field
4. Using the fertiliser for the vegetable crops
5. Choosing the types of vegetables that are resistant at low temperatures
6. Planting vegetables that will be used in the spring time

### Proposed Learning Outcomes

- Development of team-working skills;
- Development of communication skills;
- Development of specific skills regarding the agriculture;
- Development of self-esteem.

### Target Competence(s)

- Learning to learn
- Communication

### Means of Assessment

- Practical completion of tasks
- Tutor observation
- Peer discussion

## Football activity | Romania

Duration of Activity:	6 months (12 weeks for this project)
Total Learning Hours:	2 hour sessions / twice per week
Number of Learners:	6
Target Learners:	Young offenders - male
Profile of Learners:	Mixed abilities

### Brief Summary of Activity

The impact of football is related with positive development from both a psychological and behavioural point of view.

The beneficial effects of football for young people include:

- A focus on the team more than himself
- Peer-encouragement and a feeling of mutual joy
- Self-control and aggression management
- Development of self-esteem
- Increased communication skills
- Increased capacity for effort
- Courage and the capacity to take decisions
- Creativity and Initiative
- Self-confidence

Football, as a project, will provide a fun and engaging activity, but at the same time will develop their creativity, initiative and self-confidence. We will engage the young people in learning the rules, the importance of training and the integral nature of team-work. This will be an important aspect of health and wellbeing, giving the learners the opportunity to work together outdoors.

### Proposed Learning Outcomes

- Knowing the basic dynamics and demands of team-work. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.
- Actively reaching out to join a team or help create a team. To contribute to the team process according to own strengths and needs for reaching the shared goal.
- Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to
- successfully work in a team.
- Values interaction with others in order to reach learning challenges and learn in a group.

### Target Competences

- *Learning to learn*
- *Team-work*

### Means of Assessment

- Peer-evaluation (through discussion and rating)

## Education for health | Romania

Duration of Activity:	3 hour sessions/weekly, 3 months
Total Learning Hours:	36 hours
Number of Learners:	5 learners
Target Learners:	Young offenders – male and female
Profile of Learners:	Mixed ability

### Brief Summary of Activity

Among the oldest human concerns are the preservation of health and our ability to fight disease. Medical science has determined that it is more useful and easier to prevent suffering than to act retrospectively by healing.

The Education for Health group is aimed at supporting young people in the Buzias Education Centre, in order to develop a positive health culture, to appreciate and help learners to improve their own health and quality of life, as well as the health and wellbeing of others.

There will be discussion, experiments, challenges and lots of opportunities for peer reflection and learning.

### Proposed Learning Outcomes

- knows he/she is accountable for his/her decisions
- knows that his/her own decisions may affect others
- is able to organise the needed resources to implement the decisions on his own
- is feeling responsible for his/her own actions and decisions
- inspires/motivates others to act independently/autonomously and for using his/her own powers and resources
- values interaction with others in order to reach learning challenges and learn in a group

### Target Competence(s)

- Learning to learn
- Autonomy

### Means of Assessment

- student progress will be measured and assessed using observation

## Forum Theatre | Romania

Duration of Activity:	3 hour sessions/weekly, 3 months
Total Learning Hours:	36 hours
Number of Learners:	5 learners
Target Learners:	Young offenders – male and female
Profile of Learners:	Mixed ability

### Brief Summary of Activity

Forum Theatre, is a method of non-formal education which 8 young people will take part in within Buziaş.

It was first discussed in Augusto Boal's Theatre of the Oppressed. Boal wanted to transform the surrounding reality of young people of people oppressed by the process of liberation in 1970s Latin America, through active involvement.

Nowadays. Forum Theatre is a tool of social intervention, which gives people the opportunity to exchange ideas and opinions.

The principle is simple: it lingers on everyday problems, and translates them into little sketches so that viewers can see where they may be displaying ignorance, indifference, labeling or discrimination and get the views and feedback of their peers.

It's about improvisation, creativity, team-work; it's about how to be better and to help the guy next to you.

### Proposed Learning Outcomes

- feels that self-reflection is valuable for his/her personal development
- has a positive attitude towards change
- appreciates occasions for discussion and exchange
- is able to develop own self-reflection strategies
- stimulates and supports the self-reflection of others
- knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning

### Target Competence(s)

- Learning to learn
- Self-reflection

### Means of Assessment

- Student progress will be measured and assessed using self-evaluation

## Can You Express Yourself? | Romania

Duration of Activity:	3 hours per week for 3 months
Total Learning Hours:	40 hours
Number of Learners:	10
Target Learners:	Young offenders
Profile of Learners:	Mixed abilities

### Brief Summary of Activity

Self-expression refers to the ability to communicate and to show the feelings is a very important aspect of self-awareness. Young offenders can become easily frustrated not knowing how to express their feelings and experience the feeling of not being understood.

The project “Can Express Yourself?” facilitates emotional self-expression and self-development in a creative way.

Sections that will be developed during the project:

1. *The statue of your feeling* – the participants will use recyclable materials and will realize a statue that will reflect their emotional status.
2. *Drawing my feelings* – using different tools and materials for drawing, each participant will express his/her emotional status through a picture.
3. *Song of feelings* – the participants will compose songs using lyrics in order to express their feelings.
4. *Expressing the feelings through dramatherapy* – the participants will develop some characters that will reflect their self-emotionality and will organize a short theatre involving these characters.

### Proposed Learning Outcomes

- has knowledge of a variety of self-reflection tools and methods
- recognises the importance of self-reflection for individual learning and development and inspires other learners/peers to improve their own self-reflection competence
- is able to promote self-reflection as a benefit for personal development and the increase of effectiveness and quality of performance
- able to draw conclusions from the insights resulting from the reflection process
- is able to develop own self-reflection strategies
- has a positive attitude towards change
- is able to develop one’s own learning strategies in a variety of contexts
- values interaction with others in order to reach learning challenges and learn in a group

### Target Competence(s)

- Learning to learn
- Self-reflection

### Means of Assessment

- The facilitator will observe participants’ level of involvement and engagement.

## The Magazine of Centrul Educativ Buzias | Romania

Duration of Activity:	3 hours per week for 3 months
Total Learning Hours:	40 hours
Number of Learners:	10
Target Learners:	Young offenders: boys and girls
Profile of Learners:	Mixed abilities

### Brief Summary of Activity

A group made of 10 will be involved in the project development. As the majority of the participants are young offenders, the magazine will be focused on the topics that interest them.

Phases of the project development:

- Participant selection
- Attribution of tasks
- Identifying future collaborators
- Choosing the magazine's name and designing the logo
- Designing the cover of the magazine
- Choosing the topics and sections of the magazine
- Developing the magazine
- Printing the magazine
- Magazine dissemination inside the centre
- Analysis of feedback

### Proposed Learning Outcomes

- knows the benefits of diversity;
- has knowledge of variations of certain cultures and how cultural imprints may influence communication styles;
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings;
- is able to make him/herself understood;
- has a positive attitude towards interacting with people from different cultures;
- wants to avoid culture based miscommunication;
- respects and appreciates diverse learning strategies of others.

### Target Competences

- Learning to learn
- Intercultural communication

### Means of Assessment

- peer evaluation

## Stowaways | The Netherlands

Duration of Activity:	1 month
Total Learning Hours:	40 - 50
Number of Learners:	6-10
Target Learners:	Prisoners on electronic detention
Profile of Learners:	The learners are a group of drugs-abusers who live in a closed setting. Some are officially still in the last phase of their detention. They are being helped in their return to society.

### Brief Summary of Activity

In the city of den Bosch the annual festival Bosch Parade takes place between 16 and 19 June. On these days there is a parade of floating works of art on the river Dommel that flows through the city: [www.boschparade.nl](http://www.boschparade.nl)

With a group of prisoners in the last stage of their detention we will make a contribution to this parade. All artworks will be inspired by paintings of the famous painter Hieronymus Bosch. This year is the 500th anniversary of his death, which will be celebrated with a series of events in the city of den Bosch.

With our group we will work on an large-scale floating object, around eight metres long, inspired by the painting the Arc of Noah. The boat is stranded on the Mountain Ararat after all animals have left the Arc. Well, not all animals... two woodworms, two longhorn beetles and two termites refuse to leave the ship; they enjoy eating the wood of the ship that is now full of holes.

With our group we will build the Arc and make small puppets representing the insects. During the parade which will be visited by approximately 20,000 people. Some of the prisoners will conduct the raft.

### Proposed Learning Outcomes

We will work with them on different skills such as team-work, communication, problem solving, flexibility, task management, critical thinking and self-reflection

### Target Competence(s)

- Learning to learn
- Collaboration

### Means of Assessment

This will give the participants a sense of pride in their achievements and confidence that they can take part a large-scale project, working in collaboration with other participants to develop new competences and undertake new challenges. The ultimate goal is to inspire increased motivation and self-confidence.

- Tutor observation of progress and engagement levels
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded using checklists
- Learners will undertake self- and peer-evaluation across key stages of the activity through informal discussion

## Video and Augmented reality | The Netherlands

Duration of Activity:	total 8 weeks (with different groups of prisoners)
Total Learning Hours:	12 hours
Number of Learners:	6- 10
Target Learners:	Male prisoners
Profile of Learners:	Short term prisoners, Long term prisoners and prisoners with learning difficulties

### Brief Summary of Activity

In this project, prisoners will work on a short video documentary about their lives in prison. The prisoners will start by exploring the overall theme and discussing possible content. The result will reflect daily life in prison.

The inmates will work on a scenario. The ambition of the prison governor is that guards will also participate in the project. Together with the inmates, they will work on all aspects of the project. If the scenario is finished, each inmate will be assigned to a specific task for the rest of the project: like filming, sound recording, or editing. A project like this can only be realised if all involved work very closely together.

Once the video is finished it will be visible in augmented reality. All visitors who have a special app on their phone (that they can download for free in the app store) will be able to see the clip in augmented reality on the wall of the prison. This is very spectacular and really cutting-edge technique.

The process will be documented by photographs and after the video is finished, family and prison staff will be invited for a preview.

### Proposed Learning Outcomes

- Improved team working and communication skills
- Increased empathy between prisoners and guard who will collaborate in the project
- Improved self-efficacy & self-esteem (meeting deadlines, developing craftsmanship, physical exertion)
- Increased engagement

### Target Competences

- Learning to learn
- Team-working/Collaboration
- Creativity

### Means of Assessment

- Tutor observation of progress and engagement levels
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded using checklists
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion

## Choir I & II | The Netherlands

Duration of Activity:	8 weeks
Total Learning Hours:	25
Number of Learners:	8- 10
Target Learners:	Male prisoners
Profile of Learners:	Short- and long-term prisoners

### Brief Summary of Activity

Following the formation of a choir of prisoners, we'll start with well-known songs. After the group has become united and the range of voices is known, the participants will be challenged to contribute compositions, and lyrics of their own. The participants will also have input in the musical arrangements.

The sessions will be concluded with a performance for prison personnel and family members. This performance will be recorded and all participants will receive a CD with these recordings. As part of the activities, the prisoners will be asked to design a CD cover.

Following on from Choir I, new and experienced learners will develop their skills and competences in musical settings.

### Proposed Learning Outcomes

- Improved team working and communication skills
- Increased empathy – they will expose their feelings in their lyrics and compositions
- Greater sense of wellbeing: improved self-efficacy & self-esteem (meeting deadlines, patience, staying power)
- Increased engagement

### Target Competences

- Learning to learn
- Team-working/Collaboration

### Means of Assessment

- Tutor observation of progress and engagement levels
- Tutor/learner discussions will be used to measure increasing competency - these findings will be recorded using checklists
- Learners will undertake self- and peer- evaluation across at key stages of the activity through informal discussion

## Creativity in DNK | The Netherlands

Duration of Activity:	1 month
Total Learning Hours:	To be followed and assessed from Jan to end Feb.
Number of Learners:	10
Target Learners:	Men aged 18-27, with multiple problems
Profile of Learners:	Mixed ability, school leavers

### Brief Summary of Activity

De Nieuwe Kans (DNK) is an intervention in which a lasting transformation in thinking and behaviour is the focus. The organisation and its activities form a process that guides the participant from a place outside the social system to a stable place within education, work or care; ultimately leading to inclusion in society.

De Nieuwe Kans is a pedagogical institute, but doesn't lead to specific learning targets in assigned learning periods and the learning ethos blends formal and non-formal learning. The participants can expect help and assistance on their road to social inclusion; but, crucially, they do not come to DNK to get an education. They come for experiences and support.

Trainer 1: Rene Boeijen - music

Trainer 2: Rosa Rizzo - theater

Trainer 3: Toine Bakermans - visual arts

The creative workshops offered in DNK allow the young people to reflect creatively and communicate their thoughts and feelings, whilst providing experiences to open new avenues and opportunities.

### Proposed Learning Outcomes

- The participant is aware of the value of getting a grasp on the knowledge and information that is offered him.
- The participant gathers self-knowledge concerning the way he most effectively runs through the process
- The participant wants to use the learning methods that suit him best, so that he can get the maximum benefits from the process.
- The participant knows one or more manners which enable him to evaluate his behaviour and actions
- The participant draws realistic conclusions from the insights he gets when evaluating himself and his actions
- The participant realises that self-reflection is necessary for change and personal development

### Target Competences

- Learning to learn
- Self-reflection

### Means of Assessment

- observation
- tutor field notes
- questionnaires

## Making a Magazine | The Netherlands

Duration of Activity:	4 days per week over 1 month
Total Learning Hours:	30
Number of Learners:	5 - 8
Target Learners:	Young people with slight mental health issues and behavioural problems
Profile of Learners:	They tend to stop attending their school or educational track

### Brief Summary of Activity

With Making the Magazine we aim to motivate these young people to contribute actively towards a common goal. We will work with photography, drawing, painting, writing and interviewing. The first step will be to form a team by determining a common theme. In the first week all will be researching what they like to do and what their talents are. This will lead to an editorial team and further division of tasks. Next the participants will get creative and start to collect materials.

In the last week all material will be made into one magazine with lay-out and graphic design. The final result will be made together with the editorial team and will be printed in a limited edition so that the participants, teachers and the hosting organisation can disseminate them within their networks.

In order to motivate the young participants and to broaden the scope of the project we will go on two excursions. The first one, at the start of the project, will go to Maga(zine) library. The second one will go to a creative workspace where they can make and print the physical magazine.

### Proposed Learning Outcomes

- Learning to look critically and substantiated at their own work and at their environment
- Learning to shape a vision in order to improve the end result
- Learning to work in a team
- Enhancing their self-confidence
- Learning that thinking creatively leads to new insights
- Learning to plan, to make choices, to make compromises and to work in a supportive or reinforcing role

### Target Competence(s)

- Learning to learn
- Thinking critically

### Means of Assessment

- Tutor/coordinator will determine a start status of each participant by an interview
- Participants will be observed by the tutors and be made aware of each level of their progress
- Participants and tutors will have talks about each phase of development. These will be recorded
- Participants are challenged to give and receive feed-back in a non-formal manner. (Tips and Tops)

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