

MYCOMPASS



DEVELOPMENTAL FRAMEWORK TO THE LEARNING PROGRAMS

CONTRIBUTION TO DELIVERABLES 11, 12 & 13

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Development framework to the Learning Program

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1. PREFACE

WHAT IS THIS? This Developmental Framework presents under managerial and pedagogical perspective the way that our training concepts, materials and activities are going to be developed and how it integrated within the economy of the WP 3 *“Development of My COMPASS Framework for Key Competencies”*.

WHY WE NEED IT? This is an internal document destined to the project partners, with the purpose to give to the project partners a quick and accessible reference to assure that learning program is developed in an efficient and agreed manner, according with all references pointed out in the application.

ON WHAT IS IT BASED? At managerial level, this document is based upon the project application, description of WP 3 and the Implementation Strategy (deliverable 4). In the concepts and approaches proposed, this document is based, besides the project application, on the research developed in WP 2 (*“Report and recommendation paper on the VET tools and strategies used and needed in juvenile detention / correction system to introduce key competencies”* deliverable 7) and on the conclusions developed in WP 3 (*“MyCOMPASS Strategy, containing need analysis, possible solutions, MyCOMPASS approach”* deliverable 9)

WHAT DOSE IT CONTRIBUTE TO? Based on the frames established in the document we will develop:

- a) *“Peer Learning Program for Juvenile Offenders & Youngsters, integrating key competencies in VET training”* (deliverable 11)
- b) *“Peer Learning Package for the enhancement of key competencies: stories, games, exercises”*. (deliverable 12)

And

- c) *“Train the Trainer Learning Program for enhancement of key competencies in VET pupils”* (deliverable 13)
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2. THE CONTEXT OF WP 3

All the training materials of MyCompass project will be developed within the WP 3. This is a summarization of the work package, to set out the background of our developmental work.

WP 3 is called “Development of My COMPASS Framework for Key Competencies”, with duration from 03 / 2013 to 11 / 2013.

Under this WP will be developed 2 trainings & training materials:

- One for youngsters integrating key competencies
- One for teachers, in order for them to be able to implement the training for youngsters.

The indicators for the development of the trainings are:

- a) For Peer Learning Program for Juvenile Offenders & Youngsters, integrating key competencies in VET training:
 - 1 training program for youngsters
 - 3 key competencies with specific delivery methods (pg. 55 of the application)
 - Exposure to 3 languages: mother tongue, EN and another of the partnership languages
 - Peer learning between inside/outside
 - Youngster training lasts 3 months. In these three months will achieve a minimum of 90 hours of training (in group and individual study) and 6 hours of assessment
- b) Train the Trainer Learning Program for enhancement of key competencies in VET pupils:
 - Will be involved training for teachers / trainers / educators that:
 - Are involved in vocational training programs be initiated either continuous
 - Work with juveniles / young offenders and young people in the community.
 - The ToT will give competencies in:
 - Introducing key skills-based education for young people enrolled in vocational training programs.
 - Working with peer learning programs
 - Use social media networking in reintegration
 - Teacher training has duration of 3 months. In these three months will achieve a minimum of 90 hours of training (in group and individual study) and 6 hours of assessment

Facing with different national realities and after partner discussion, in relation to the youngsters involved in MyCOMPASS the following ideas were integrated:

- Integrating the key competencies with a focus on retaining employment.
- In the training development as much as in the later stages, employers are important stakeholders that must be taken into consideration. But, according to national frameworks, the difference between working and non-working youngsters also must be taken into account.

- Even if the peer learning concept will be integrated into the design of the training and in the actual materials, we acknowledge the challenge and difficulties to apply such a method to the prison / detention environment in a unitary way across the partnership. This is why in the testing part of the project (WP 4) we will adapt the delivery of the trainings according to country variations.

- Peer - learning and Peer Education (PL / PE) is a process in which young people motivated and well trained develop informal or organized educational activities with their peers (people of the same age, who have the same interests and experience) over a period of time, aimed at developing their knowledge, attitudes, beliefs and skills and enabling them to be responsible and to protect their own health. PL / PE activities can be carried out, in small groups or through individual contact in a variety of circumstances: in schools and universities, clubs, churches, at work, on the street, in a shelter, or in any other place where young feel comfortable. Peer - learning and peer education for vocational subjects used in sensitive issues such as aggression, becomes an important educational strategy to enable all the knowledge transfer processes, emotions and experiences of some students to others equal status. This practice used to address a sensitive issue such as bullying, is able to overcome the barriers that characterize traditional training to reach a level of discussion as genuine and significant in a peer group or class of students. In Romania's case the partners put during the piloting sessions together juveniles and young offenders' youth in the community. These two groups will interact in the learning program MyCOMPASS method:

- will be together in the same room, some hours will do in rehabilitation center / prison, and some will be in the community. Here young people will learn from each other what is open or closed learning environments. Also understand that regardless of the origin, are united by the learning experience.
- Will work together on same materials and games, with the opportunity to convey knowledge and understanding mutual acquisition of key competences covered by the method MyCOMPASS
- Will be able to experiment in turn various roles of information transmitter and receiver, thereby improving communication skills considerably and especially dialogue.

- Foreign language communication: Under the program MyCOMPASS of "peer education" will increase to 3 sets of key competences among young people:

- Social and civic competences
- Entrepreneurial skills and initiative
- Communication skills in a foreign language

- Each of these sets requires specific methods of working. For the set of communication skills in a foreign language we use the "Content and Language Integrated Learning Method" approach, that is learning a language embedded in the training of the vocational skill, such as teaching the skill of welding in English. So there are no specific modules of learning a foreign language. But throughout MyCOMPASS youth program will work with bilingual materials and be exposed to content that stimulate communication skills in languages other than maternal one. Our games that will be used for stimulating entrepreneurial skills will have instructions and cards in at least two languages.

- All teaching and auxiliary materials will be available in Romanian, Greek, Portuguese, Latvian, Maltese and English. Once the needs analysis in each country will see the need for exposure to one or other of the languages partnership, than each partner, together with representa-

tives of the target group will decide which language to introduce the program, in addition to their native language. Following this decision the teaching materials will be adapted nationally.

**3. TRAIN THE TRAINER LEARNING PROGRAM FOR ENHANCEMENT
OF KEY COMPETENCIES IN VET PUPILS**

.....TO BE DEVELOPED. BY 1ST OF NOVEMBER

4. PEER LEARNING PROGRAM FOR JUVENILE OFFENDERS & YOUNGSTERS, INTEGRATING KEY COMPETENCIES IN VET TRAINING

4.1 PREREQUISITS

The learning program is developed with the following in mind:

- It is destined for the development of young offenders that are served with educational or privative measures.
- The general age group is 14 to 18 years old. But giving the fact that this is a material developed in European context, and the definition of juvenile offenders differ from county to country, in the testing part of the activities (concerning WP 4), the age groups of the youngsters will vary according to national definitions, up to 25.
- It is meant to build up their key competencies, with focus on 3 areas:
 - Social and civic competences
 - Entrepreneurial skills and initiative
 - Communication skills in a foreign language
- It is also destined to assist them in their reintegration journey, and so most of the activities are developed with the peer-learning concept in mind. This means that the teachers implementing this program will invite youngsters from the local communities to perform common activities throughout the program. We acknowledge that this part is under the influence of national legislation governing the juvenile establishments and thus peer-learning activities will be implemented according to possibilities. Several variations and adaptations will be tested according to partnership possibilities in order to offer in the end viable alternative solutions.
- The full length of the learning program is set out to be 90 hours. According to trainee capabilities, institutional and system rules, and teacher decision, these hours will be split between group activities and individual/peer work / study.
- The assessment of the learning program is foreseen to take 6 hours and be based on self-evaluation (pre and post training), group evaluation and teacher evaluation. The main purpose of this evaluation is that at the end the juvenile will have a clear ability to gage his competence in the area, and to include it in the European template of a Curriculum vitae, according the suggested levels (1 to 5).The learning program will be carried out by teachers from within/outside the penitentiary system / educational system / social welfare system that come into contact with juvenile offenders and already implement activities with them. These teachers will receive a training on how to work with MyCompass materials and method from the project partners (framework detailed in Chapter 4 of this paper). They will also get support materials for both their use (a teachers' handbook, game templates) and for the youngsters' use (work-books) on both printed and electronic format. These materials will be available in all project partner languages.
- The learning program is developed to be implemented in classes / groups of 15 young offenders. To this group, another 10 youngsters from the local community is foreseen to take part in the peer-learning activities. This is the generic format set out for the program. Within the WP 4, where the testing and piloting activities will take place, partners will involve as many youngsters as possible giving the system restrictions and availabil-

ities at the time. This the number may vary within the partnership, some partners being able to make 2 rounds of 15 young offenders each, and other achieving only one round of 5 young offenders.

4.2 STEPS

The learning program will have the following steps:

1. The teacher will select the young offenders and also make contact with local teachers to promote the peer learning activities and select interested youngsters from community to take part. This is an activity where the local connections of the teachers and previous networking are essential.
2. The teacher will distribute to the selected young offenders a “Pre-Training Questionnaire” to map expectations. Depending on the trainee capabilities, this Questionnaire can be filled in individually or with teacher assistance. Collecting the answers a few days before the training sessions, the teacher will have the opportunity to fine tune the message in accordance with expectations. The “Pre-Training Questionnaire” will be matched at the end with a “Post-Training Questionnaire”.
3. The teacher will distribute the “Training Work Book” to each of the young offenders. According to teacher decision, institutional restriction and youngsters’ needs, the Work Book will be explained briefly or more extensively in a group session.
4. Young offenders will be allowed a number of 2/3 days to go through the work book, ask questions to the teacher what is not clear with its use and get feedback.
5. Teacher will organise the first session of the learning program, meant to help young offenders get acquainted with the general concepts of key competencies and why are they important. This first session will be distinctly divided into 2 sequences (days).
 - a) In the first sequence (day) the activities will be in a group session with the young offenders.
 - a.1) In advance the young offenders have gone through the first section of the Work Book and the teacher will have a short discussion to assure that all are in the same page. If required, the teacher can plan in the start of the sequence a “group-reading” from the Work Book.
 - a.2) Then the teacher will moderate Game 1.
 - a.3) After the game will help the participants to draw conclusions and make a short evaluation “if i understand now more than i did at the beginning”.
 - b) In the second sequence (day) the activities will be in a group session with the young offenders and with the youngsters from the community:
 - b.1) The teacher will moderate a number of ice-breaker games with the aim of showing common points between the youngsters and that we all use the same key competencies within our daily lives. According to youngster capabilities and institutional framework, there will be played between 2 and 5 games.
 - b.2) After the game will help all participants to draw conclusions and make a short evaluation “if i understand now more than i did at the beginning”.

b.3) The young offenders, in a separate later moment are instructed to fill in the questions in the Work Book at the end of the first section. If required, the teacher can do a group session to assist the participants in filling in the questions.

6. On the same pattern will be organised another 3 sessions of the learning program:

- a) Session 2 for developing social and civic competencies
- b) Session 3 for developing entrepreneurship and initiative
- c) Session 4 for developing communication in a foreign language.

- Before each session youngsters will be asked to read in advance (or in group session) the relevant section of Work Book
- The teacher will have a group session with the young offenders and playing a relevant game for the specific competence, with conclusion and short evaluation time
- Then there will be a second session with young offenders and youngsters from the community, where another relevant game will be played, with time for conclusions
- And in the end the young offenders will be asked to fill in the questions in the Work Book at the end of the relevant section. If required, the teacher can do a group session to assist the participants in filling in the questions.

7. At the end of the 4 session of the learning program, the teacher will organise an evaluation session. Previously, a "Post-Training Questionnaire" will be distributed, with filling assistance if necessary. In the session, the young offenders will be encouraged to share. Also the teacher will moderate a process / result evaluation game.

4.3 AUXILIARY MATERIALS necessary to implement the peer learning

Teachers will have:

- 1) "Pre-Training Questionnaire" – 2 page Questionnaire to be distributed to each young offender
- 2) "Post-Training Questionnaire" - 2 page Questionnaire to be distributed to each young offender
- 3) "Training Work Book" – xx pages (around 25) to be distributed to each young offender. It will have 4 major sections: one Introduction and one for each of the 3 competencies we target. Each section will have a part to be read in advance of the games, with general aspects and a part with reflections / questions to be filled in after the game sessions.
- 4) "Peer Learning Package for the enhancement of key competencies: stories, games, exercises." – Printed and electronic resource for the teacher to use at the group session and peer-learning session. It will have 5 sections with 10 major games.
 - Section 1 corresponds with the introduction part from the Work Book:
 - a) Game 1 to be played by the young offenders, to set the tone of the learning program and to stir the interest on key competencies (TO BE DEVELOPED)

- b) Game 2 to be played in the first peer learning session: a series of icebreakers that show we all have a set of common competencies we need to “survive” our daily lives (TO BE DEVELOPED)
 - Section 2 is for the activities to develop social & civic competencies:
 - a) Game 3: to be played by the young offenders – developing a comic strip depicting funny aspects of living together, based on a catalogue of characters, props and contexts.
 - b) Game 4: to be played in the second peer learning session: role play “Farm Exercise” – a mediation case to be solved.
 - Section 3 is for entrepreneurship & initiative:
 - a) Game 5: to be played by the young offenders – “My Money is Your Money” - Business Plan and Investment Game
 - b) Game 6: to be played in the third peer learning session – “Funny Farm” – how to make a agro-touristic farm interesting to a group of teenagers
 - Section 4 is for communicating in foreign language:
 - a) Game 7: to be played by the young offenders – “Matching Cards” – flash card game to associate nouns, verbs and adjectives in different languages based on card images.
 - b) Game 8: to be played in the fourth peer learning session – “The Talking Puzzle” puzzle game in English & mother tongue with word association and definition.
 - Section 5 corresponds to evaluation moment, with 2 evaluation games for the young offenders (TO BE DEVELOPED).
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