

ICONET

Training Material Romania



Institutul de Educatie, RO



Ministerul Justiției, Administrația
Națională a Penitenciarelor, RO

Localization of the train-the-trainer module	ROMANIA	
<p>Describe the situation and context of training development and delivery</p>	<p>The audience of training were staff working in prisons or educational centers for young delinquents. The group comprises 11 persons that are working as: social assistant, psychologist, sociologist or educator. All of them are graduated higher education institution in the filed of social assistance, educational sciences, psychology or sociology. They all have direct contact with the young people on a regular bases, providing different services like: counseling, education, psychological therapy.</p> <p>A small research team form ISE was involved in development / delivery / testing of training units. The team revised the training program and adapted it to the audience and time frame. ISE team provided the training session for the personnel group. The training was organized in one day session in AMARA – a special training centre of NAP.</p> <p>The ISE team have a large training experience and the trainers were very good facilitators of the group.</p>	<p>What is the characteristics of the area / audience your training measures are targeting at?</p> <p>What is the educational / professional / institutional background of the target audience?</p> <p>Who is supposed to be involved in the development / delivery / testing of training units and what is their specific role?</p> <p>Where / which way is the training supposed to be delivered?</p> <p>What is the specific / typical setting within which the training is delivered?</p> <p>Are there backward / forward linkages to other areas of training (e.g. educational counselling, career guidance, VET training, school curriculum)?</p>
<p>Main determinants of training process</p> <p>Main challenges</p>	<p>Main determinants:</p> <ul style="list-style-type: none"> • Using the experiences of audience in the learning examples and tasks; • Experiencing the ICONET tool in small groups by each of the participants; • Positive approach of the target groups they are working with <p>Main challenges</p>	<p>What are the main determinants of the process of development and delivery?</p> <p>What are the main challenges in terms of localization? (are there restrictions in access, availability, organization, timelines, language)?</p>

	<ul style="list-style-type: none"> • Bureaucracy and hierarchical climate in prisons, given by the high security profile of the prison institution. 	
<p>Target audience</p>	<p>Target audience comprises 3 man an 8 women, with a homogeneous educational background and relatively similar area of activity. The level of knowledge and experience in the issue of IFL validation is rather low, but they are very skilled in using different sociological or psychological tools. They are practitioners, but some of them might become also multipliers.</p>	<p>What is the overall characteristic of the target audience? Are they heterogenous / homogenous in terms of gender, educational background, area of activity, professional and institutional background, needs and expectations, knowledge and experience in the issue of IFL validation? Are the attendees thought to be multipliers or practitioners?</p>
<p>Overall objectives of training</p> 	<p>General objective:</p> <ul style="list-style-type: none"> • Developing the skills of the participants to use the ICONET tool in their specific context <p>Specific objectives:</p> <ul style="list-style-type: none"> • Sharing participants experiences in working directly with the target group; • understand the ICONET approach; • experiencing (getting to know) the ICONET tool; • designing together a methodological aspects and criteria for implementation of ICONET tool in their specific institution. • Setting deadlines and general frameworks for reporting the 	<p>What is the overall objectives associated with the localization of the train-the-trainer module?</p>

	implementation of the ICONET tool.	
<p>Specific objectives of training</p>	<p>Please describe how the specific objectives contribute to the overall objectives.</p> <ul style="list-style-type: none"> • Helped to create a common and trustful learning environment • Contextualized all the information provided by the trainers • Created a participative general atmosphere 	<p>What is the specific objectives?</p>
<p>Training curriculum</p>	<p>Please describe how the curriculum translates into the specific objectives?</p> <p>Please see the greens in the annex.</p>	<p>Please give a short description of the overall structure of the curriculum?</p> <p>What are the main dimensions (for example see annex)</p> <p>What are the main levels of knowledge / skills adressed? (for example see annex)</p> <p>What are the key training matters covered by the curriculum? (find example in annex)</p> <p>What specific training methods / didactics / course materials will be put into practice?</p> <p>What are the main stages / phases of course delivery, trainee support and evaluation and how are they organized?</p> <p>What ressources will be allocated to each of those stages?</p> <p>How will achievement be ensured and evaluated?</p>

Annex

Example Level / Domains

Level	Know what	Know how	Mastering
1	Participants shall know about ICOVET concept	Participants shall be informed about action-based elements of ICOVET process	Participants shall know about key elements (determinants) of validation situations
2	Participants shall know about ICOVET concept and being able to partially apply	Participants shall know about and train basic patterns of action	Participants shall be able to analyze a broad range of validation situations
3	Participants shall be able to creatively mastering ICOVET concept	Participants intensively train action-based validation skills	Participants shall be able to master different validation situations

Level	Phase	Objective
1	1	Pedagogy concept and theoretical assumptions of the ICOVET approach
2	2	
1	1	Pedagogy process: curriculum, methodology, didactics
2	2	
2	1	Normative and ethical principles
3	2	
1	1	Self-evaluation of interviewer skills and personal resources, transfer
2	2	
3	3	
1	1	Application of interview guide
2	2	
3	3	

1	1	Settings: determining key elements
2	2	
3	3	
1	1	Adapting curriculum to needs of target group
1	2	
2	3	
1	1	Shared process of validation and conclusion
2	2	
3	3	
1	1	Supporting the documentation of competencies
2	2	
3	3	
1	1	Use of ICOVET Online-Tool
2	2	
3	3	
1	1	Evaluation of validation process
1	2	
2	3	

Institute of Educational Sciences

ICONET Project

TRAINING DESIGN



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1. Argument

Recognition of informal learning in Romania benefits by legislation that allow any citizen to address their requirements for evaluation of competences acquired in informal context. The system of recognition comprises Local Evaluation Centers for Informal Competences that are entitled to issue appropriate certification based on a specific evaluation procedure. In spite of the legislative regulations and institutional settings, the reality shows that the process is actually difficult and sometimes exclusivist, as far as only people that have access to information and generally speaking highly qualified population address this national service.

The number of disadvantaged people accessing the informal competences recognition services is very low, firstly because of limited information regarding the access to the services and secondly because the low social recognition on the labor market of those certificates. In case of our target groups consisting on young people in prisons the access to those services is almost inexistent, as far as the penitentiary system didn't implement any kind of structures or procedures for recognition of informal learning.

The staff training offers in using different kind of tools for valorization of informal skills of young imprisoned people is rather limited in Romania, although there are a lot of other intervention tools that are used in the process of social and educational rehabilitation of young people in prisons. Sharing experiences and reflection upon the approaches and used practices between different categories of staff might bring more understanding and effectiveness in valorization of what young people in prisons can do, rather than what they can not do, as usually refers when we discuss about those disadvantaged categories.

2. Who attended the training event?

The audience of the learning event was staff working in prisons or educational centers for young delinquents. The group comprises 11 persons that are working as: social assistant, psychologist, sociologist or educator. All of them are graduated higher education institution in the field of social assistance, educational sciences, psychology or sociology. They all have direct contact with the young people on regular bases, providing different services like: counseling, education, psychological therapy.

Generally, the specialists who took part in the piloting stage of the tool carry out such activities as informing, counseling and forming pro-social skills of young convicts.

3. What are the objectives of the learning events?

Overall objectives of training:

- Developing the skills of the participants to use the ICONET tool in their specific context

Specific objectives:

- sharing participants experiences in working directly with the target group in the framework of daily activities;
- common understanding of the validation of informal and non-formal learning approach;
- experiencing (getting to know) different kind of tools;

- designing together a methodological aspects and criteria for implementation of ICONET tool or other related instruments in their specific institution.

Specific objectives of training contributed to the overall objectives of the ICONET project as following:

- helped to create a common and trustful learning environment;
- contextualized all the information provided by the trainers;
- created a participative general atmosphere.

4. Training related content

- Pedagogy concept and theoretical assumptions of the ICOVET approach (informal learning concept)
- Normative and ethical principles in applying the interview guide
- Self-evaluation of interviewer skills and personal resources
- Application of interview guide

5. Training related competences

- Participants shall know about ICOVET concept Participants shall be informed about action-based elements of ICOVET process
- Participants shall know about ICOVET concept and being able to partially apply
- Participants shall be able to creatively mastering ICOVET concept

6. Where the training took place?

In order to conduct the interviews, the selected specialists participated in a training session regarding the use of the ICONET tool, which took place in AMARA in September 2009. Also, the group of specialists continued to share the piloting experience within the framework of a virtual community of practice moderated by the Institute for Educational Sciences (<http://training.ise.ro>).

7. Who delivered the training session?

A small research team from the Institute of Educational Sciences (IES) organized one day learning event. The ISE team has a large training experience and the trainers tried to facilitate the process.

8. What are the main determinants of the learning event approach?

- using the experiences of audience in the learning examples and tasks;
- experiencing the ICONET tool in small groups by each of the participants;
- positive approach of the target groups they are working with general objective of the learning event was to develop the skills of the participants to use the different tools for validation of informal skills in their specific context.

9. One day training scenario

10 min	Introduction of the ICONET project	Power point presentation of the ICONET project history, partnership, objectives and expected results
20 min	Presentation of participants	Each participant present few words about his profile and expectations
20 min	Positive approach: exercise on qualities tree	Each participant think about one quality they appreciate most on the personality of young people in prison. The general conclusion is that the positive potential of young people in prisons deserves to be valued.
30 min	What is informal learning and why we need to validate it?	Power point presentation followed by group discussions.
30 min	Sharing personal experiences of informal learning	Each participant think about one thing they learn during their life time in non-formal or informal context. The positive ad negative factors are analyzed in small groups.
30 min	Presentation of ICONET tool	Power point presentation on areas and questions of the ICONET tool
45 min	Experiencing the ICONET tool	Peer group interviews based on ICONET tool
45 min	The relevance of the ICONET tool for our target groups	Group discussions on target group profile, benefits of using the ICONET tool and factual conditions for piloting phase
60 min	The ethic principles for applying the ICONET tool on young people in prisons	Group brainstorming activity. The results is a list of ethic principles proposed by the participants
60 min	Planning the piloting phase	Deadlines, reporting grid, number and profile of the target groups.
30	Final Reflections	

10. Results

The face to face learning event helped to create a common and trustful learning environment between all the staff involved and created a participative general atmosphere. The staff involved in the events declared they developed relevant professional competencies in the relationship with the young men by acquiring new knowledge and by developing some specific skills with respect of the use of new work instruments. Also, the staff involved recognizes the benefits of the learning experience for a more personalized recuperative intervention program and of social reintegration programs, in general. Some of the staff reviewed the personalized psychosocial intervention plan and filling out the personal development file.

Some of the participants declared they acquired a better understanding of the young men's skills, experiences, abilities and adaptive resources. Others recognize that the participation to the virtual community helped them to acknowledge the advantages of using narrative methods.

Getting familiar with a tool which succeeds in creating an adequate framework for the development of the relationship with the young man (therapeutic relationship, mentorship, etc.) was also one of the benefits the staff revealed after the learning event. Moreover, some of the staff involved recognizes that during the virtual communication they developed themselves relevant personal skills in order to reinforce competency enhancement behaviors and the young men's learning experiences and developed communication and negotiation skills in learning situations.

11. Reflections

- Most specialists from the penitentiaries and reeducation centers which participated in the learning events find appropriate to use different tools for identifying and validating the informal skills of young people in their institution, given, first of all, the impact it can have on young people. From this point of view, all staff involved appreciated the remarkable benefits of the tools to self-confidence, its utility for self-knowledge and social enhancement.
- According to the specialists who participated in the events, this type of tools as ICONET tool could be added to the set of psychological tools used in the activities which aim at knowing the prisoners better and in the current professional counseling and orientation programs. More specifically, the ICONET tool could be useful in the last part of prison stay, when prisoners are getting ready for social and professional reintegration.
- For an optimum use of the ICONET tool in penitentiaries and reeducation centers, the tool should be adapted and improved, so that it should become relevant to the profile of young prisoners.
- Some of the specialists who applied the interview have some reservations about the appropriateness of using this tool as part of current penitentiary activities. These reservations are mostly related to the amount of time needed in order to apply the ICONET tool, which is quite significant compared to the volume of work of a psychologist or social worker within the institution. This situation could be solved by acknowledging the specialists who use this tool and including them in a rewards system.
- In order to disseminate the experience of piloting the ICONET tool, as well as in order to improve and adapt the tool to the specific characteristics of young prisoners and young people in reeducation centers, it is necessary

- for the specialists who conducted the interviews (but also for those who are interested in using this tool in the future) to get involved in a series of dissemination, research and innovation activities (seminars, conferences, experience exchanges in Romania and abroad).
- If there is enough interest in future activities related to the adaptation and use of the ICONET tool in penitentiaries and reeducation centers, the Institute for Educational Sciences can provide the necessary training and dissemination expertise. In order to do this, a financing source should be identified, which shall support this activity by means of a national or European project.
 - Given the results obtained following the application of the ICONET tool, this could become (with subsequent adaptations and improvements) a work instrument included in the “Education and psychosocial assistance file”.

12. Follow up training activities

The face to face training events was followed by online communication between participants. A virtual community of practice was created, hosting all the feedback and further discussion and reflections between staff involved in the process. Also, the community offers a set of relevant resources accessible by all interested public. The virtual community can be accessed under the address: <http://training.ise.ro/course/view.php?id=31>