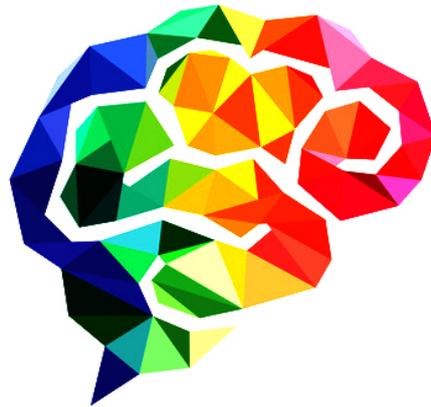


Creativity, the Connected Economy & Offenders

- Brief report on National Training Pilot -



Panevezys Correction House

Lithuania

March, 2017

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1. Introduction

The project Creativity, the Connected Economy and Offenders – CCEO, funded by Erasmus+ (2015-2017), brings together a group of European partners working in the criminal justice system - Pictora, Ltd (UK) - coordinator; Associação Humanidades (PT), Panevezio Correction House (LT) and RIA - Resocializācijas un Integrācijas Asociācija (LV), that are passionate about exploring new approaches to support offenders in resettlement and to reduce the likelihood of reoffending, inputting a special skill set to the project.

CCEO aims to develop, test and mainstream across the EU, innovative new learning methodologies, approaches, tools/materials to support offenders/ex-offenders/individuals at risk of offending use creativity to access the Connected Economy.

Training methodologies/ materials/ tools developed by the partnership are tested with offenders/ ex-offenders/ people at risk of offending under National Training Pilots across all partner countries in order to evaluate their quality, adequacy and efficacy and also collect improvement feedback among participants.

The purpose of this report is to present the results of Training Pilots run in Lithuania by Panevezys Correction House, in October- November 2016 and March - April 2017.

Prepared by Panevezys Correction House member staff the report includes a brief overview on training pilots implementation framework – context and participants profile; training programme reference basis and adaptation; training pilots evaluation model - tools and methodologies and main evaluation results, followed by concluding notes and recommendations.



2. National Training Pilots

2.1. Implementation framework

Panevezys Correction House run 2 different pilots in Correction House where imprisonment is performed by convicted women. Target groups where with similar profiles/personal and social development needs.

2.1.1. Context

First and second National Pilot was run in Panevezys Correction House, a prison for convicted women.

Where	When	For how long	With whom
Panevezys Correction House (convicted women)	October and November 2016	22,5 hours (8 weeks) 9 sessions x 2,5 h	10 Learners 1 trainer
Panevezys Correction House (convicted women)	March and April 2017	15 hours (6 weeks) 6 sessions x 2,5 h	8 Learners 1 trainer

2.1.2. Participant's profile

The group was selected and invited to participate in the training sessions by prison management according to programme aims, learning contents and offenders' availability/ free time from other prison activities. Participation was voluntary, not mandatory.

In the first Pilot participated a group of 10 convicted women, from 20 to 66 years old, the majority of these learners have secondary education (10-12 grade education), are located in prison and not working paid job.

In the second Pilot participated a group of 8 convicted women, from 26 to 66 years old, the majority of these learners have secondary education (10-12 grade education) and are located in prison and not working paid job. Once again participation was voluntary, not mandatory. The invitation was extended to the group of convicted women, who are sentenced for the first time.

National Pilots	Sex	Age	Education Level	Occupation/employment
1	10 women	20-66 years old	8-10 grade education – 3 learners 10-12 grade education - 5 College education - 2	Located in prison and not working paid job – 4 Located in prison and working paid job – 2 Unemployed, in process of finding a job, waiting for approval – 1 Student (half time/evening class) – 1 Other - 2



2	8 women	26-66 years old	8-10 grade education – 4 learners 10-12 grade education - 2 College education - 2	Located in prison and not working paid job – 3 Located in prison and working paid job – 2 Unemployed, in process of finding a job, waiting for approval – 1 Other - 2
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Trainers' skills/ experience

Both national training pilots were run by psychologist who is working in Panevezys Correction House for almost one and a half year. She has Law psychology Master's degree, experience on personal and social development of convicts and work individually and in group with convicted women, promoting better adaptation process in prison, social reintegration after imprisonment.

2.1.3. Training Programme reference basis and adaptation

Aiming to test and assess CCEO training programme/ units in a continuous improvement perspective, National Training Pilots are based on the training model and tools designed by the partnership, adjusted to context and target-groups.



CCEO training programme according to trainers delivery plan designed for each training unit

Programme training units	Session Aim	Learning Outcomes		Time (hours)
		Expected	Differentiated	
Igniting Creativity (LITHUANIA)	To encourage individuals to expand their mind and explore their creativity; To help individuals build confidence in their abilities and to challenge their “learned helplessness”.	<ul style="list-style-type: none"> -Participants have their creative thinking fired up -Participants are better prepared to conjure their creative ideas to solve their problems -Participants develop their creative thinking skills: ability to generate new ideas, analyse problem situations independently, use various creative thinking techniques, search for the information, analyse and assess it critically, and interact and cooperate within a group/team 	<ul style="list-style-type: none"> -Self-reflection -Team working -Creative thinking techniques - Curiosity 	2,5h
Creativity Lab (LITHUANIA)	To encourage group members to share their creative or business problems/challenges with the group; To engage the group in creative problem solving through discussion and practical exercises; To work out potential solutions to problems/challenges raised	<ul style="list-style-type: none"> -Participants increase their abilities to generate ideas -Participants know how to overcome obstacles to creative thinking and problem solving -Participants increase their capacity to develop solutions -Participants realise the benefits of networking for developing potential solutions 	<ul style="list-style-type: none"> -Critical/ reflective attitude towards available information -Team working -Curiosity, openness to change -Awareness of networking for developing potential solutions 	2,5h
Blocks to Creativity (PORTUGAL)	Awareness on creativity blocks: <ul style="list-style-type: none"> - Discover blocks to creativity -Challenge attitudes and perceptions around creativity -Self-awareness 	<ul style="list-style-type: none"> -Understand the importance of attitudes, perceptions and myths around creativity -Identify blocks to creativity -Identify environmental/cultural/perceptual/emotional blocks to creativity -Understand and identify differences between creativity and dishonesty -Challenging Blocks to creativity 	<ul style="list-style-type: none"> -Self-reflection -Self-knowledge -Increase awareness on the importance of communication Team working 	2,5h
Social Media & Positive Connections (PORTUGAL)	Awareness on social media opportunities to establish positive connections for personal, social and professional development	<ul style="list-style-type: none"> -Knowledge of ICT tools role in everyday contexts to promote motivating and engaging interaction that benefits everyone -Knowledge on the main tools to exchange information, communicate and participate in collaborative networks via Internet -Knowledge on the advantages of safe use/ using confidently and critically Information and Communication Technologies (ICT)/ Social Media for work, leisure and communication -Knowledge on impact of Social Media in connected economy/ society 	<ul style="list-style-type: none"> -Critical/reflective attitude towards available information -Identifying the right ICT tool and using it for one’s own goals -Self-control and responsible use of interactive media -An interest in engaging in communities and networks for cultural, social and/or professional purposes -Curiosity, openness to change 	2,5h

Who am I? What is my passion? (LATVIA)	Introduction to programme, tool and concepts of creativity and connected economy: What do we mean by the word creativity, it forms? Art therapy and clay effect that creativity may raise for the individual; The clay is useful material for those who find it difficult to express in words own feelings, emotions and thoughts; The clay is perfect material to absorb strong emotions, including aggression; Promoting mutual trust, self-learning, openness; Discovering creative potential, talents, abilities; Developing communication skills, cooperation with others, empathy, self-development Cooperation with others the connected economy creates for the individual; Awareness of how things are connected; Becoming more aware of what we see and what it may mean	<ul style="list-style-type: none"> -Understand the importance of creativity in its broadest sense in modern world -Understand how creativity is linked to curiosity and improves problem solving skills -Identify how organisations make subliminal connections through them Logos -Identify and understand how different type fonts can be used to convey differing messages and connections -Identifying his activities with clay, it is important to understand, that every person is free from the very beginning, even being locked behind the bars -In clay work to make the intention come true, your heart must be clean. It needs to be cleaned from malevolence, greediness, haughtiness, jealousy, resentment and condemnation. 	<ul style="list-style-type: none"> -Curiosity -Fun and fulfilling activity, can provide benefits to emotional life -Awareness of connections in the modern world -Awareness on the tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Clay like water and sand has a natural appeal. Clay is wonderful 	2,5h
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Programme training units	Session Aim	Learning Outcomes		Time (hours)
		Expected	Differentiated	
Who am I? What is my passion? (LATVIA)	Introduction to programme, tool and concepts of creativity and connected economy: What do we mean by the word creativity, it forms? Art therapy and clay effect that creativity may raise for the individual; The clay is useful material for those who find it difficult to express in words own feelings, emotions and thoughts; The clay is perfect material to absorb strong emotions, including aggression; Promoting mutual trust, self-learning, openness; Discovering creative potential, discovering talents, abilities; Developing communication skills, cooperation with others, empathy, self-development Cooperation with others that the connected economy creates for the individual; Awareness of how things are connected; Becoming more aware of what we see and what it may mean	<ul style="list-style-type: none"> -Understand the importance of creativity in its broadest sense in the modern world -Understand how creativity is linked to curiosity and improves problem solving skills -Identify how organisations make subliminal connections through them Logos -Identify and understand how different type fonts can be used to convey differing messages and connections -Identifying his activities with clay, it is important to understand, that every person is free from the very beginning, even being locked behind the bars -In clay work to make the intention come true, your heart must be clean. It needs to be cleaned from malevolence, greediness, haughtiness, jealousy, resentment and condemnation. 	<ul style="list-style-type: none"> -Curiosity -Fun and fulfilling activity, can provide benefits to emotional life -Awareness of connections in the modern world -Awareness on the tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Clay like water and sand has a natural appeal. Clay is wonderful 	2,5h
Learning to Share & Trust (LATVIA)	Introduction to programme, tool and concepts of creativity and connected economy: What do we mean by the word creativity, it forms?; Promoting mutual trust,	<ul style="list-style-type: none"> -Understand how creativity is linked to game curiosity and improves problem solving skills 	<ul style="list-style-type: none"> -Curiosity -Game fulfilling activity, can provide benefits to emotional life 	2,5h

	<p>self-learning, openness,; Discovering creative potential, discovering talents, abilities; Developing communication skills, cooperation with others, empathy, self-development</p> <p>Cooperation with others that the connected economy creates for the individual; Awareness of how things are connected</p> <p>Becoming more aware of what we see and what it may mean; To facilitate the identification of existing knowledge and in the acquisition of new knowledge</p> <p>How discovering talents can be used to improve connections, people who usually are not with high sense of responsibility</p>	<ul style="list-style-type: none"> -Identified how organisations make subliminal connections through them game -Identify and understand how different type peoples can be used to convey differing messages and connections -Coaching principles in this game, its impact on the results 	<ul style="list-style-type: none"> -Awareness information of connections in our world -Awareness on the tools of subliminal communication - Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital - Personal empowerment in the Game - Learning pyramid (learning by doing) - Group work methods 	
<p>Connected Economy (UNITED KINGDOM)</p>	<p>Introduction to programme: Initial course paper work</p> <p>Introduction to the concept of creativity: What do we mean by the word creativity? Issues that creativity may raise for the individual</p> <p>Introduction to the concept of a connected economy: How the industrial age is changing to a connected economy; Issues that the connected economy creates for the individual</p> <p>Awareness of how things are connected: Becoming more aware of what we see/what may mean; How colour can improve connections</p>	<ul style="list-style-type: none"> -Curiosity -Awareness of connections in the modern world -Awareness on the tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Team working 	<ul style="list-style-type: none"> -Critical thinking -Interactive discussion -Team work -Personal reflection 	2,5h
<p>Negotiation (UNITED KINGDOM)</p>	<p>Introduction to Negotiation: Why is negotiation important?; Positive connections through positive negotiation skills</p> <p>Approaches for negotiation: Understanding conflict; Practical approaches to negotiation; Positive negotiation behaviours; Negative negotiation behaviours; Dealing with difficult situations</p> <p>Practice, reflect and learn: Overcoming inhibition in negotiating; Reflection approaches</p>	<ul style="list-style-type: none"> -Understand how positive negotiation can create positive connections -Understand conflict: positional bargaining -Develop 4 practical approaches to negotiation -Recognise positive behaviours used by negotiators -Recognise negative behaviours in negotiation -Understand how to deal with difficult negotiation situations -Overcome inhibition in negotiating -Recognise the impact of emotions and feelings in negotiation 	<ul style="list-style-type: none"> -Curiosity -Awareness of connections in the modern world -Awareness on tools of subliminal communication -Awareness of how through connection awareness new connections, sales can be achieved -Use of connections to increase social capital -Personal empowerment -Team working 	2,5h



- **Programme adaptation to context/ learners**

National Pilots run by Panevezys Correction House with convicted women include all previously presented training units, however didn't include all the proposed dynamics/ exercises in training units, mainly due to:

- training units contents, materials and delivery plans not completed at the time;
- methodological choices/adjustments of training contents/ dynamics to context specificities and target-groups profile.

- **National Pilots: main features of CCEO tools test run in Lithuania**

As a result of programme adaptation to intervention context and target groups' specificities, format and content of CCEO tools test have special features.

First Pilot (October-November 2016) was longer than original program, for example, training unit "Who am I? What is my passion?" proceed three working sessions (one working session approximately from 1,5h to 2,0h). Learners – 10 group members – knew each other before the working sessions.

Second Pilot (March-April 2017) was closer to the original program, at the time, in terms of available training units/ tools covered and sessions duration. Second time we tested all of the training units in 6 sessions throughout one meeting per week. Learners – 8 group members – knew each other before the working sessions.

<i>National Pilots</i>	<i>Training units</i>	<i>Session aim*</i>	<i>Main activities developed*-Facilitators brief description</i>	<i>Duration (h)</i>	<i>Participants (nr)</i>	
					<i>Learners</i>	<i>Trainers</i>
1 Panevezys Correction House	<i>Who am I? What is my passion?</i>	Raising of self-awareness; Stimulating the creative potential; Reduction of psychological tension; Self-knowledge.	Learners read the Declaration of Self-Esteem by Virginia Satir. First piece of art – “Who am I?” Every person has feeling (notion) about himself and his place in the world. Each participant renders (transforms) the feeling about himself into clay. Explore in-depth himself. It stimulates imagination. Second piece of art – “Whom I want to be?” In this piece of art each participant renders (transforms) the concept of whom he wants to be and how he wants to feel. Its stimulation self-esteem - the feeling that they are in control gives them the confidence to communicate their vision; Third piece of art – “How I feel happiness?” In this piece of art each participant renders (transforms) his own feeling about happiness. Each piece of art needs to be titled: it can be as metaphor, expression or in words dressed feeling.	Three sessions each 2,5 h	10	1
	<i>Blocks to Creativity</i>	Awareness on creativity blocks; Discover blocks to creativity; Challenge attitudes and perceptions around Creativity; Self-awareness	<i>Test and explore creative ability of the group</i> ; Exercise - What is it for a telephone? (5-10 minutes) Show image of old telephone and challenge learners to share with the group what they think is the use of it. Show image/ draw/ distribute a sheet with a mobile telephone and challenge learners to share with the group what they think is the use of it. Paper airplane individual activity. Discussion on what were the blocks if there were. Which strategies were used to solve the problem. How did each individual marked their planes, if with a pen or pencil, why not in a different way? Explore ways of marking an object (drawing on it, naming it, cutting a piece in a specific shape...remember that logos are marks... “branding and creativity” Individual or team work – benefits/inhibits?	2,5 h	10	1
	<i>Social Media & Positive Connections</i>	Awareness on social media opportunities to establish positive connections for personal, social and professional development	Introduces impact of ICT tools/ Social Media with an overview of the changes on the way people communicate, study, work, access to services, participate in community and connect with others. Engages learners on practical exercise/ dynamic – trainers decision on which and how many exercises according to target group profile/ context specifies and time. Exercise - Internet users in the world (5-10 minutes) Show image/ write/ distribute a sheet with world regions names and ask learners to think about the origin of the internet users in the world Show image/ write/ distribute a sheet with descendent values of world regions internet and challenge learners to match each % to the right region. Show image/ write/ distribute a sheet with right answers and discuss results with the group. Exercise - 60 Seconds Game (10-15 minutes) Show image/ write down/ distribute a sheet with a set of social media possible actions. Ask learners to quantify how many of that actions take place in 60 seconds around the world. Show image/ write / distribute a sheet with the answers and discuss results with the group. Exercise - How would you use Social Media? (10-15 minutes)	2,5 h	10	1



		<p>Show image/ write down/ distribute a sheet with a set of main social media. Ask learners to briefly explain how they would use them.</p> <p>Discuss the results and guide the group with some tips on how to get more engagement impact.</p> <p>Exercise – Social Media Pros and cons (20-25 minutes)</p> <p>Challenge groups to present results, debate and collectively prioritize most relevant pros/ cons (<5).</p> <p>Explore with learners some examples on how to prevent cons, providing on line safety tips.</p>			
<i>Igniting Creativity</i>	<p>To encourage individuals to expand their mind and explore their creativity;</p> <p>To help individuals build confidence in their abilities and to challenge their “learned helplessness”.</p>	<p>The group are asked the question “What is required in order to start a business?” The answers given by the participants are noted down on the board.</p> <p>Then trainer introduce examples of a few inspiring success stories that illustrate the way that simple people have created successful businesses without having either major financial resources or any special training. The presentation of each success story is followed by a discussion.</p> <p>Participants inspired by success stories are proposed to take part in creativity exercises/games: Game of associations “What’s that?” (5-10 minutes); Exercise “Using an item in a different way” (10 minutes); Game “Present” (10-15 minutes); Exercise “Paper prank” (10-15 minutes); Exercise “Complete the picture”(10 minutes); Exercise “Drawing in pairs” (15-20 minutes)</p>	2,5 h	10	1
<i>Creativity Lab</i>	<p>To encourage group members to share their creative or business problems/challenges with the group; To engage the group in creative problem solving through discussion and practical exercises;</p> <p>To work out potential solutions to the problems/challenges raised</p>	<p>Learners in the group discussion present their answers to questions “<i>What is your passion? What do you feel like doing in the future (after you are released from the penitentiary institution)?</i>”.</p> <p>Learners made a decision to which of the problem (ideas, passions, goals, and ambitions) raised will be addressed during the session. Author of the idea define the problem in detail.</p> <p>The trainer introduces questions aimed at analysing the problem and exploring its possible solutions. Group analyse the problem, discuss the potential causes of difficulties and generate possible solutions to the problem. If the group faces difficulties coming up with answers to questions asked, practical exercises can be availed of.</p> <p><u>Practical exercise No. 1:</u> The trainer asks the group members to do an exercise that will help the group take a fresh look at the problem raised and approach it from the point of view of another person: “Imagine that you are running a successful business or are in charge of a prosperous company. You are approached by an individual who has just been released from a penitentiary institution and who is desperate to find a job. What questions would you ask this person? What would you suggest to him/her?”</p> <p><u>Practical exercise No. 2:</u> The trainer encourages the group to perform another exercise aimed at helping the participants take a fresh look at a problem (<i>in this case, the problem of an ex-prisoner’s engagement in the labour market</i>): “Imagine that each of you represents some profession that is unrelated to the problem discussed. For instance, imagine that you are teachers. How would you approach the problem of an ex-prisoner engaging in the labour market from the point of view of a teacher? In your view, what are the possible solutions?” OR</p>	2,5 h	10	1

		<p>“Imagine that each of you is a representative of a different profession—for instance, a teacher, a fire fighter, a forester, a farmer, etc. As you identify with your role, think and state what you could advise as representatives of the different professions to an ex-prisoner who is looking to rejoin to the labour market.”</p> <p>Once all the proposed ideas have been noted down, the trainer suggests that the members of the group should assess them. The trainer asks the following questions: “What do you think...”, “How do you find...”, “In your estimation, if...”. At this stage, the members of the group are encouraged to generate diverse ideas on ways to use the skills or qualifications acquired in pursuing one’s goal (<i>in the present context, joining the labour market</i>). During this step, solutions can be assessed critically based on their credibility, completeness and value. The group should analyse each solution based on its potential consequences—especially negative consequences. In an effort to evaluate the ideas, practical exercises can be availed of.</p> <p><u>Practical exercise No. 4:</u> The trainer suggests evaluating a problem by asking a “What if...” question. For the sake of a smooth start, the trainer asks the first question. After that, the trainer asks the participants to continue asking questions in an effort to evaluate both the positive and negative eventualities that an ex-prisoner can be faced with when attempting to secure a position on the labour market: “Let us begin with the positives of the plan being executed. What if you succeed in securing a position on the labour market?”</p> <p>Once the group have evaluated all the statements that have been written down by applying the method of “Well, this is something we cannot realise, but perhaps we can...”, then the trainer takes over by complimenting the group on the answers generated, stating that they are practically applicable</p>			
<i>Learning to Share & Trust</i>	Promotion of mutual trust, self-learning, openness; discovery of creative potential, exploring talents, abilities, self-development; identification of existing knowledge and acquisition of new knowledge; development of communication skills, empathy, responsibility and cooperation with others	<p>The group responded and shared considerations and questions in a reflective and dynamic way, about the topics covered:</p> <ul style="list-style-type: none"> ➤ Values; ➤ Emotions ➤ Interests ➤ Individuality ➤ Responsibility ➤ Creativity ➤ Relationship ➤ Growth <p>Trainer challenges learners to think of creativity in its broadest terms and as a key to problem solving and how they view the world, exploring the importance of curiosity</p>	2,5 h	10	1

	<i>Connected Economy</i>	Introduction to the concept of creativity; Introduction to the concept of a connected economy; Awareness of how things are connected.	Arousing curiosity and helping individuals to question what they see (Philosopher in Meditation Worksheet) - Each learn presents their ideas on what they see in the Picture; Hidden messages in logos - Group learner discussion on what they see the the logos presented; Can type fonts influence our senses - In a group discussion learner choose which GAP font/logo they prefer and why. 3 cards with the word Lawyer typed in differing fonts. Group learner discussion on which lawyer they would choose to go to based on the fonts provided and why. 10 reasons to use colour to improve connections – Learners participate in group discussion on each image/reason; What individual colours mean, how they are used and how organisations use colour to communicate a message and make connections, a discussion on each colour, holding up the logos of the companies using that particular colour.	2,5 h	10	1
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<i>National Pilots</i>	<i>Training units</i>	<i>Session aim*</i>	<i>Main activities developed*-Facilitators brief description</i>	<i>Duration (h)</i>	<i>Participants (nr)</i>	
					<i>Learners</i>	<i>Trainers</i>
2 Panevezys Correction House	<i>Creativity and the connected economy</i>	Introduction to the concept of creativity; Introduction to the concept of a connected economy; Awareness of how things are connected.	Arousing curiosity and helping individuals to question what they see (Philosopher in Meditation Worksheet) - Each learn presents their ideas on what they see in the Picture; Hidden messages in logos - Group learner discussion on what they see the the logos presented; Can type fonts influence our senses - In a group discussion learner choose which GAP font/logo they prefer and why. 3 cards with the word Lawyer typed in differing fonts. Group learner discussion on which lawyer they would choose to go to based on the fonts provided and why. 10 reasons to use colour to improve connections – Learners participate in group discussion on each image/reason; What individual colours mean, how they are used and how organisations use colour to communicate a message and make connections, a discussion on each colour, holding up the logos of the companies using that particular colour.	2,5 h	8	1
	<i>Social Media & Positive Connections</i>	Awareness on social media opportunities to establish positive connections for personal, social and professional development	Introduces impact of ICT tools/ Social Media with an overview of the changes on the way people communicate, study, work, access to services, participate in community and connect with others. Engages learners on practical exercise/ dynamic – trainers decision on which and how many exercises according to target group profile/ context specifies and time. Exercise - Internet users in the world (5-10 minutes) Show image/ write/ distribute a sheet with world regions names and ask learners to think about the origin of the internet users in the world	2,5 h	8	1

		<p>Show image/ write/ distribute a sheet with descendent values of world regions internet and challenge learners to match each % to the right region.</p> <p>Show image/ write/ distribute a sheet with right answers and discuss results with the group.</p> <p>Exercise - 60 Seconds Game (10-15 minutes)</p> <p>Show image/ write down/ distribute a sheet with a set of social media possible actions. Ask learners to quantify how many of that actions take place in 60 seconds around the world.</p> <p>Show image/ write / distribute a sheet with the answers and discuss results with the group.</p> <p>Exercise - How would you use Social Media? (10-15 minutes)</p> <p>Show image/ write down/ distribute a sheet with a set of main social media. Ask learners to briefly explain how they would use them.</p> <p>Discuss the results and guide the group with some tips on how to get more engagement impact.</p> <p>Exercise – Social Media Pros and cons (20-25 minutes)</p> <p>Challenge groups to present results, debate and collectively prioritize most relevant pros/ cons (<5).</p> <p>Explore with learners some examples on how to prevent cons, providing on line safety tips.</p>			
<i>Igniting creativity</i>	To encourage individuals to expand their mind and explore their creativity; To help individuals build confidence in their abilities and to challenge their “learned helplessness”.	<p>The group are asked the question “What is required in order to start a business?” The answers given by the participants are noted down on the board.</p> <p>Then trainer introduce examples of a few inspiring success stories that illustrate the way that simple people have created successful businesses without having either major financial resources or any special training. The presentation of each success story is followed by a discussion.</p> <p>Participants inspired by success stories are proposed to take part in creativity exercises/games: Game of associations “What’s that?” (5-10 minutes); Exercise “Using an item in a different way” (10 minutes); Game “Present” (10-15 minutes); Exercise “Paper prank” (10-15 minutes); Exercise “Poem writing” (15-20 minutes); Exercise “Complete the picture”(10 minutes); Exercise “Drawing in pairs” (15-20 minutes)</p>	2,5 h	8	1
<i>Creativity tool kit</i>	To engage the group in creative problem solving through discussion and practical exercises; To work out potential solutions to the problems/challenges raised	<p>Learners read the Declaration of Self-Esteem by Virginia Satir. Learners make tree piece of art.</p> <p>First piece of art – “Who am I?” Every person has feeling (notion) about himself and his place in the world. Each participant renders (transforms) the feeling about himself into clay.</p> <p>Second piece of art – “Whom I want to be?” In this piece of art each participant renders (transforms) the concept of whom he wants to be and how he wants to feel. Its stimulation self-esteem - the feeling that they are in control gives them the confidence to communicate their vision;</p> <p>Third piece of art – “How I feel happiness?” In this piece of art each participant renders (transforms) his own feeling about happiness.</p> <p>Each piece of art needs to be titled: it can be as metaphor, expression or in words dressed feeling.</p>	2,5 h	8	1

	<p><i>Trust and Sharing / Creativity Lab</i></p>	<p>Promotion of mutual trust, self-learning, openness; discovery of creative potential, exploring talents, abilities, self-development; identification of existing knowledge and acquisition of new knowledge; development of communication skills, empathy, responsibility and cooperation with others To encourage group members to share their creative or business problems/challenges with the group;</p>	<p>The group responded and shared considerations and questions in a reflective and dynamic way, about the topics covered:</p> <ul style="list-style-type: none"> ➤ Values; ➤ Emotions ➤ Interests ➤ Individuality ➤ Responsibility ➤ Creativity ➤ Relationship ➤ Growth <p>Trainer challenges learners to think of creativity in its broadest terms and as a key to problem solving and how they view the world, exploring the importance of curiosity Learners in the group discussion present their answers to questions “<i>What is your passion? What do you feel like doing in the future (after you are released from the penitentiary institution)?</i>”.</p> <p>Learners made a decision to which of the problem (ideas, passions, goals, and ambitions) raised will be addressed during the session. Author of the idea define the problem in detail. The trainer introduces questions aimed at analysing the problem and exploring its possible solutions. Group analyse the problem, discuss the potential causes of difficulties and generate possible solutions to the problem.</p> <p>Once all the proposed ideas have been noted down, the trainer suggests that the members of the group should assess them. The trainer asks the following questions: “What do you think...”, “How do you find...”, “In your estimation, if...”. At this stage, the members of the group are encouraged to generate diverse ideas on ways to use the skills or qualifications acquired in pursuing one’s goal (<i>in the present context, joining the labour market</i>). During this step, solutions can be assessed critically based on their credibility, completeness and value. The group should analyse each solution based on its potential consequences—especially negative consequences. Once the group have evaluated all the statements that have been written down by applying the method of “Well, this is something we cannot realise, but perhaps we can...”, then the trainer takes over by complimenting the group on the answers generated, stating that they are practically applicable</p>	2,5 h	8	1
	<p><i>Negotiation and putting it all together</i></p>	<p>Introduction to Negotiation: Why is negotiation important?; Positive connections through positive negotiation skills. Approaches for negotiation: Understanding conflict; Practical approaches to</p>	<p>The importance in the modern world of negotiation. Trainer leads discussion on the importance of negotiation in the modern world. Learners in a group discussion present their thoughts on the importance of negotiation in the modern world Understand conflict: positional bargaining. Trainer introduces the group to the concept of positional bargaining, soft vs. hard. Trainer then: I) Divides the group in two teams. Ask them to sit facing each other.; II) Distribute copies of the handout to each group.; III) Tell one team that they will have to support Soft positional bargaining; the other will be for Hard positional bargaining. Their task is to convince the other team of the validity of the method they support.</p>	2,5 h	8	1

		<p>negotiation; Positive negotiation behaviours; Negative negotiation behaviours; Dealing with difficult situations. Practice, reflect and learn: Overcoming inhibition in negotiating; Reflection approaches</p>	<p>Allow sufficient time for preparing.; IV) Give a Start to let the “confrontation” start. Let each one to express freely; do not try to control the dynamics of interaction.; V) Give a signal to stop the confrontation. Ask participants to return to their original seats and think in silent for one minute to what emerged during the activity.; VI) Invite those who want to share their thoughts.</p> <p>Discuss with the group the four basic principles of negotiation in order to overcome the problems, limitations and impasses of positional bargaining.</p> <ol style="list-style-type: none"> 1. Separate the people from the problem 2. Focus on interests, not positions 3. Invent options for mutual gain 4. Insist on objective criteria <p>Trainer gets learners to reflect on the 4 principles and gets then consider examples where they have in live used or not used these principles, using the handout sheet provided to capture their thoughts.</p> <p>Trainer introduces the group to 5 key positive behaviours used by skilled negotiators:</p> <ul style="list-style-type: none"> • Flagging • Testing, understanding and summarising • Asking lots of questions • Commenting on motives <p>Trainer introduces the group to 4 key negative behaviours used bin negotiation:</p> <ul style="list-style-type: none"> • Irritators • Defend/attack spirals • Argument chains • Counter proposals <p>Trainer provides learners with negotiation behaviours handout and asks group to place the behaviours discussed (and captured on the handout) into the correct column: positive negotiation behaviour or negative negotiation behaviour.</p> <p>Trainer explains that the group is to practice a negotiation scenario. The learners are told that they met in prison and have been developing a new business idea. Each learner is given a reflection sheet and told that in the negotiation they take it in turns to negotiate (while the other person listens). On the reflection sheet they should record their strategy at each stage (what approaches/behaviours are they using, also to try and figure out the approaches/behaviours used by their partner. Finally, to capture their emotions and feelings during the negotiation phases. The learners are divided into pairs: learner A and learner B. Learner A is given the role of Alex. Learner B is given the role of Chris. The learners will need about 5 mins to assimilate their role the negotiation will then take around 20 minutes</p> <p>Trainer leads discussion asking each learner pair how the negotiation worked, did they achieve an outcome, what approaches/behaviours did they use, what were their emotions/feelings during each phase of the negotiation and did this effect their negotiation strategy. The trainer</p>		
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		<p>asks each learners what one thing they will take away from role play, that they can use in the future. What have they learnt that will influence their behaviour in the future?</p> <p>The trainer leads a group discussion on how best to deal with difficult situations in negotiations, including:</p> <ul style="list-style-type: none">• What if the other party is more powerful?• What if the other party will not play?• What if the other party uses dirty tricks?			
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2.2. Monitoring & Evaluation

- *Training pilots evaluation model - main features of evaluation tools and methodologies*

CCEO training pilots run by Panevezys Correction House were evaluated by trainer/ facilitator and trainees/ learners, combining self and hetero assessment perspectives and including quantitative and qualitative feedback on training units/ programme quality, adequacy and impact.

Brief summary on facilitators and learners evaluation focus - dimensions, indicators and questions

<i>Evaluation dimensions</i>	<i>Evaluation Model</i>	
	<i>FACILITATORS assessment focused on</i>	<i>LEARNERS assessment focused on</i>
Organization	Groups size Sessions duration	Sessions adequacy Place adequacy
Trainer(s)/ facilitators		Trainers qualification Needs focus
Trainees/ learners	Learners motivation for the theme(s) Learners active participation	
Tools & Methodologies	Training methodologies and tools Training contents	Contents adequacy Topics usefulness Methodology adequacy Resources and materials adequacy
Training units/ programme overall quality	Session global quality	Overall quality
Improvements	Training units improvements	Global improvements
Learning impact		Life skills development in project key areas

Different tools were used in specific timings for collecting quantitative and qualitative feedback among training pilots participants, according to specific evaluation objectives:

- 1) Training units/ programme quality and adequacy were assessed through evaluation questionnaires filled in by facilitator(s) and learners after concluding training sessions/ training programme in order to collect specific feedback on organizational issues, participants performance, tools and methodologies, training unit global assessment and improvements;
- 2) Training programme impact on learners skills development was assessed through CCEO Wheel of Life questionnaire filled in by learners in the beginning and end of the programme

Brief summary on training pilots' evaluation activities

<i>National Piots</i>	<i>Who?</i>	<i>What?</i>	<i>How?</i>	<i>When?</i>	<i>Feedback?</i>	
1 Panevezys	Trainer(s)/ Facilitators	Training units	Training Unit Evaluation Questionnaire - FACILITATOR	End of training unit		9 questionnaires



Correction House	Trainees/ Learners		Training Unit Evaluation Questionnaire - LEARNER		Quantitative & qualitative assessments	90 questionnaires
		Training programme	Training Programme Evaluation Questionnaire	End of training programme		10 questionnaires
		Skills development/ learning impact	Wheel of Life skills self-assessment	Beginning of the programme	Quantitative assessment	10 questionnaires
				End of the programme		10 questionnaires
2 Panevezys Correction House	Trainer(s)/ Facilitators	Training units	Training Unit Evaluation Questionnaire - FACILITATOR	End of training unit	Quantitative & qualitative assessments	6 questionnaires
	Trainees/ Learners		Training Unit Evaluation Questionnaire - LEARNER			48 questionnaires
		Training programme	Training Programme Evaluation Questionnaire	End of training programme		8 questionnaires
		Skills development/ learning impact	Wheel of Life skills self-assessment	Beginning of the programme	Quantitative assessment	8 questionnaires
End of the programme	8 questionnaires					

2.3. Evaluation results

2.3.1. First National Pilot

As it was mentioned before, evaluation tools have two main specific focuses: 1) training units/ programme quality and adequacy assessment and 2) learning impact assessment/ learners skills development.

- Training units/ programme quality and adequacy

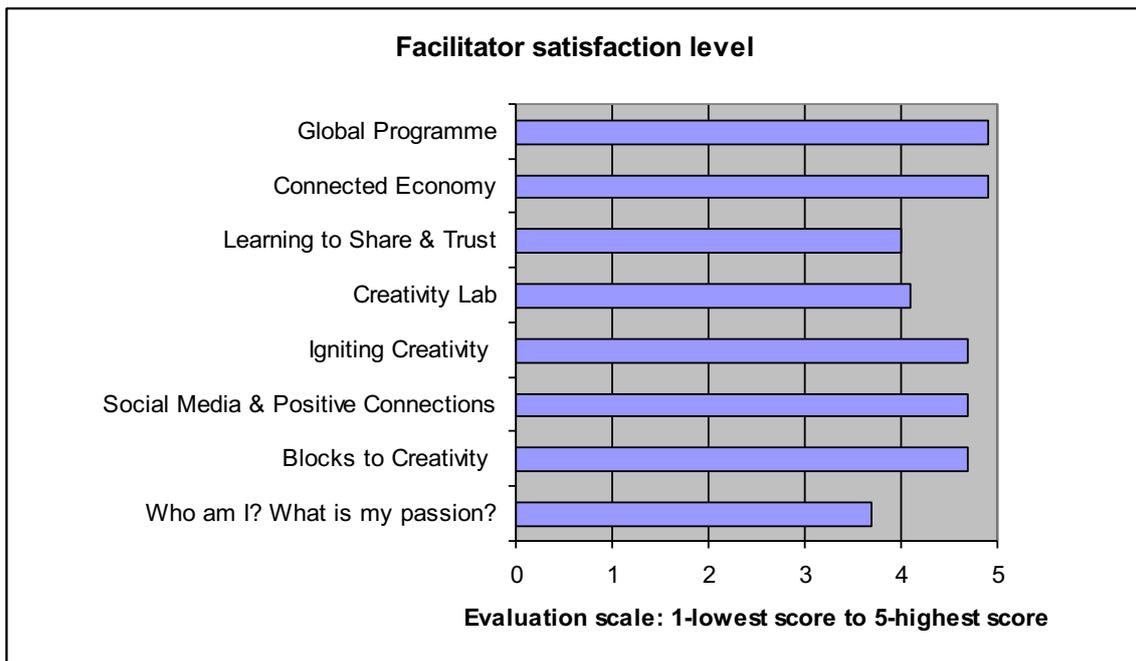
The study sample on training units and programme quality and adequacy includes feedback from all participants – facilitators and learners - with a broad global response rate of almost 100%.

- Facilitators' assessment

The facilitator that run the first pilot in Panevezys Correction House reported assessment in a single evaluation form for each of the training sessions, making a total of 6-9 evaluation questionnaires corresponding to 9 training units (N=9, response rate 100%).

Quantitative evaluation results from facilitators' assessment, based on an evaluation scale from 1 – lowest score up to 5 – highest score, show the global high quality of the training programme.

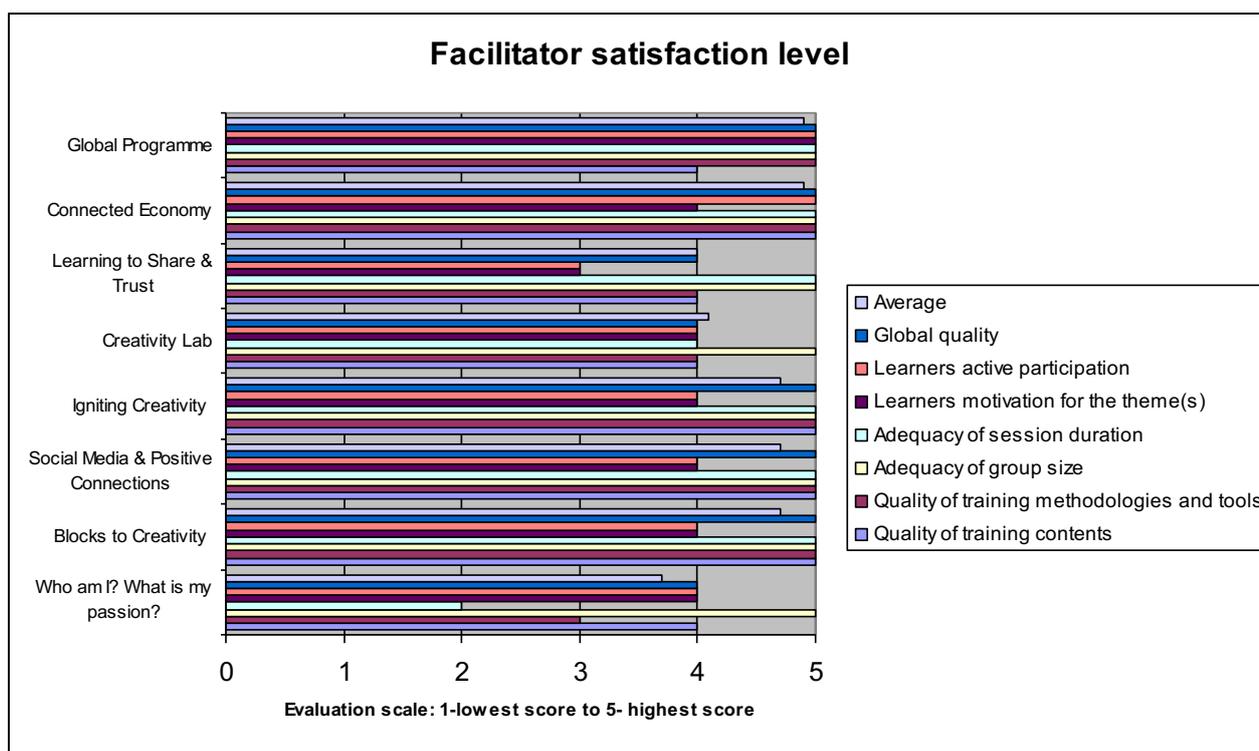
Graphic 1. First national pilot global evaluation by facilitator



Facilitators present medium to very high global satisfaction levels with training units/ programme.

Facilitator evaluate training session/unit indicating satisfaction level in different items: learners active participation, learners motivation for the teme, adequacy of sessions duration and group size, quality of training methodologies and tools, and quality of training contents. Facilitators present medium to very high global satisfaction levels with glbal programme quality, adequacy of session duration, adequacy of group size and quality of training contents.

Graphic 2. Facilitator satisfaction level – organization, learners, tools and methodologies and global quality



Following training pilots objectives and despite evaluation positive results, facilitators left some clues on future improvement focused on training contents/ methodologies adequacy to target-groups:

Table 1. Facilitator suggestions on training programme/units improvements

Training units	Suggestions on improvements
<i>Who am I? What is my passion?</i>	For the group members “playing” with plasticine bring memories of the childhood, however 3 different art pieces in three sessions was too long.
<i>Blocks to Creativity</i>	Paper planes dynamic/ exercise didn’t work so well because the group members didn’t understood what the goal was. However, making paper planes was funny experience.
<i>Social Media & Positive Connections</i>	The tool worked very well, especially thinking about old telephone and mobile phone using.
<i>Igniting Creativity</i>	It was interesting to watch how the games encourage creativity and make group members smile.
<i>Creativity Lab</i>	Group members were motivated to participate in this tool.
<i>Learning to Share & Trust</i>	Women find it difficult to share personal experiences, expose their opinion, however after this „game“ group members feel more comfortable with each other.
<i>Connected economy</i>	For group members it was very interesting exercise with colors.

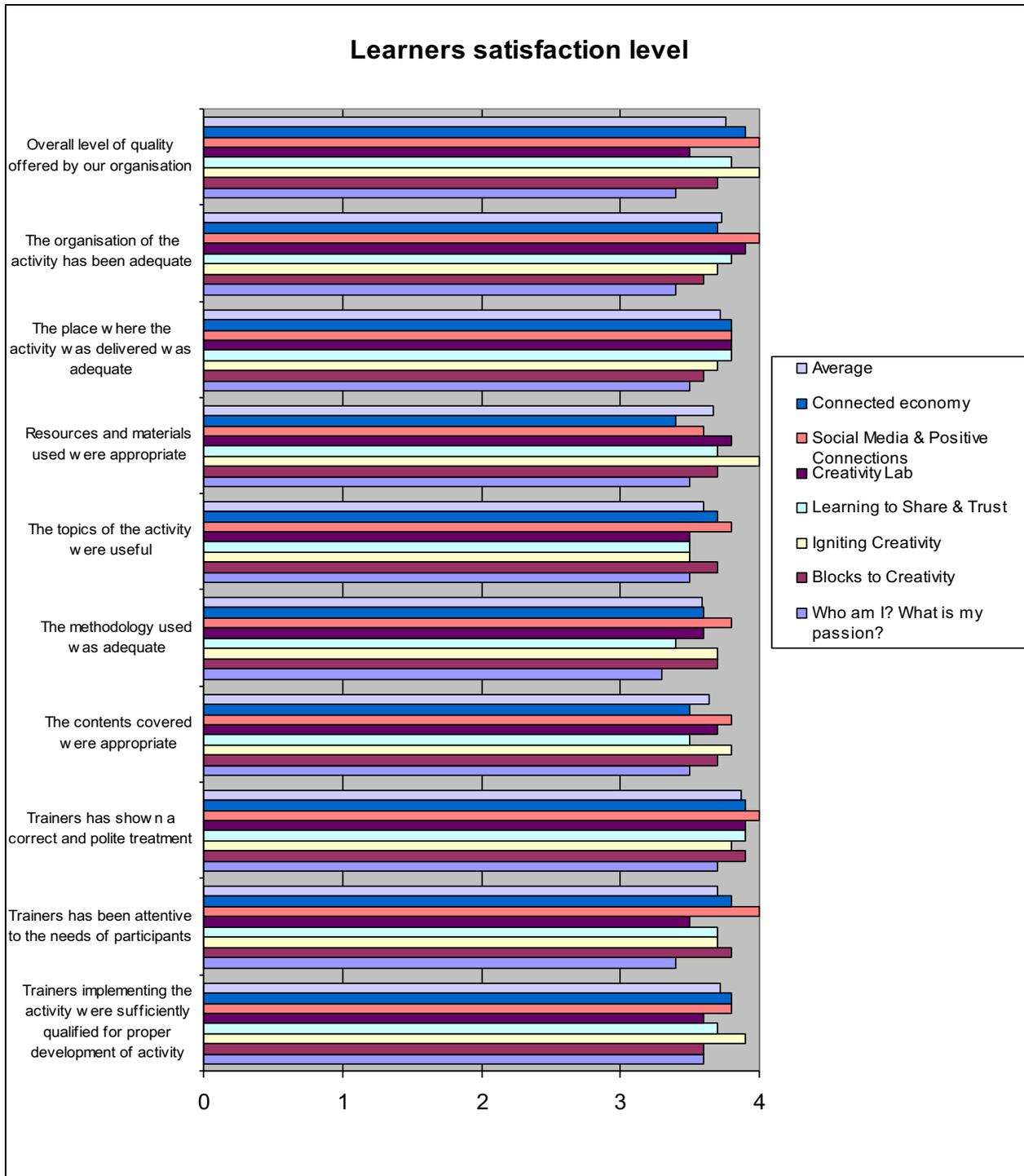
- Learners’ assessment

10 learners filled in an anonymous evaluation questionnaire after each of the 9 sessions. Global average results highlights overall learning quality, activity organization adequacy, appropriate resources and materials used in learning process, activity usefulness, relevance of used methodology, contents suitability, trainer’s performance: correct and polite treatment, attentiveness to the needs of participants.

In learners opinion overall quality of activity is high. Learners agree that the organization of the activity has been adequate and resources and materials used in activity were appropriate. Maybe not all of the topics of the

activity were useful and not all methodology used was adequate, so these point leaves room for improvement. Moreover, learners were satisfied with trainers correct and polite treatment during activity process, attentiveness to the needs of participant and trainer implementing the activity were sufficiently qualified for proper development of activity.

Graphic 3. Learners' satisfaction level - organization, trainers, tools and methodologies and global quality



Satisfaction level: 1 – lowest score to 4 – highest score

In addition to the evaluation made after each of 9 days of working sessions a global programme evaluation questionnaire was filled in by all 10 learners engaged in the pilot after concluding all training pilot activities.

Results of learners' final assessment show very high levels of satisfaction (evaluation scale from 1 – lowest to 5 – highest score) with training units and overall programme, thus reinforcing data previously collected.

Graphic 4. First national pilot global evaluation by learners



In this programme learners were challenged to identify more and less useful issues/ themes and dynamics/ exercises and summarise improvements to be made.

Table 2. Learners assessment on programme more and less useful topics and improvements (literal transcriptions)

<i>More useful issues/themes and dynamics/exercises</i>	<i>Less useful issues/themes and dynamics/exercises</i>	<i>Improvements</i>
<ul style="list-style-type: none"> • Colors and their meanings • Igniting creativity and practical exercises • Creativity lab and practice exercise • It was interesting to create a poem • Meeting about the logos and color meaning • It wal all interesting • Social media and networking • For me was interesting to remember molding • It was interesting to think about the use of smart technology 	<ul style="list-style-type: none"> • Even in the begining some of creativity exercises seems childish, but still i like them all • Everything was interesting and useful 	<ul style="list-style-type: none"> • I would like more group members, because it would be interesting to hear more different oppinions • More activities, methodology, more than 6 meetings • Interesting to watch how this programm works in different countries • I would include multimedia contents • I would try to use more equipment (multimedia), video, sound, slides with documenteries

Even though some learners pointing out connected economy, social media and igniting creativity economy as more useful tools, respondents majority considers all programme subjects and dynamics relevant. The extension of time and the use of multimedia arise as the only improvements to be done.

In fact, in addition to written improvement suggestions, learners repeatedly stated they would like to participate in more activities of this nature and proposed increasing time and number of training sessions.

Suggestions regarding the use of multimedia contents and equipment were also pointed out by learners.

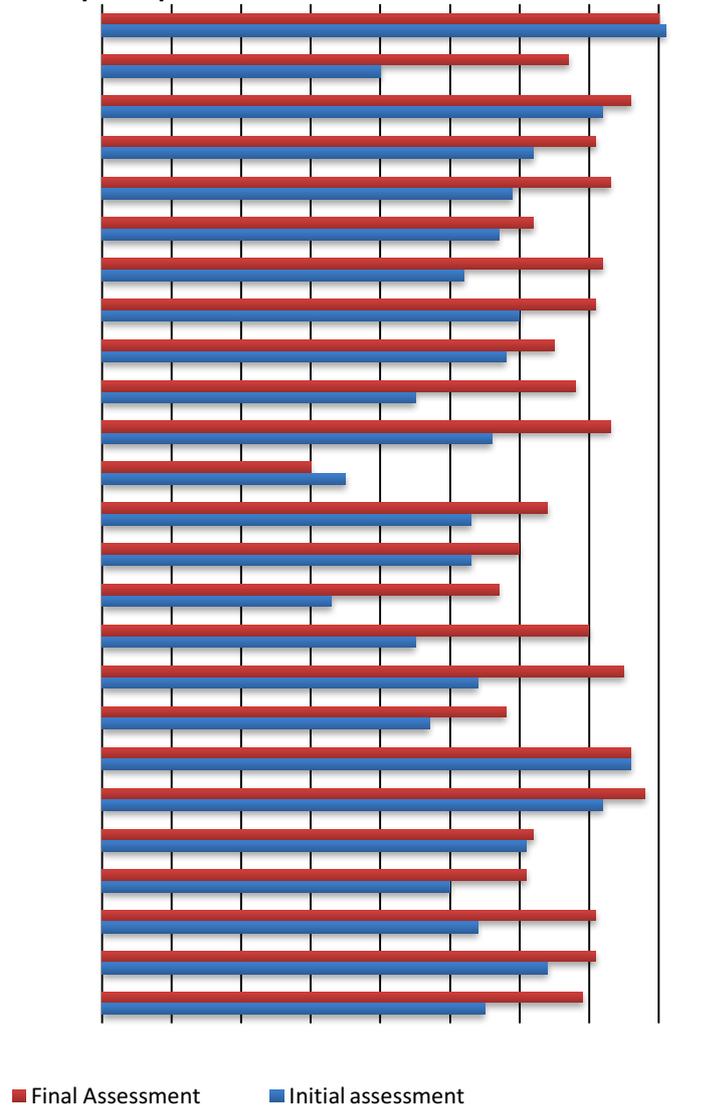
- **Learning impact/ learners skills development**

Training pilot evaluation was also focused on efficacy assessment, aiming to measure the impact of the programme on learner's skills development.

Learners were challenged to fill in self-evaluation tool - wheel of life questionnaire – for skills quantitative assessment (intensity scale from 1 to 10) in the beginning and end of the training pilot, allowing subsequent measurement of distance travelled along the learning path. 10 learners attended pilot first work session and filled in wheel of life initial assessment. Respective evaluation data was excluded from comparative analysis.

Graphic 5. Learners self-assessment on initial and final skills development

**Wheel of Life - Comparative results:
participant self-assessment**



Intensity scale from 1 to 10

Wheel of life initial and final assessment results are illustrated in blue and red lines, respectively, providing a snapshot of both starting and arrival point in terms of self-perceived skills.

Group learning impact is evident. Learners' skills development is particularly significant in learner feeling about their strengths (+2.5), feeling of achievement in life (+2.4), finding own work passion in life (+2.3), confident about their future (+2), understanding what is connected economy is (+2.7).

Table 3. Learners self-assessment on learning impact: skills development (descendent order)

Group learning impact/Distance travelled	Learners Assessment		Comparative results (Final-Initial)
	Initial	Final	
I consider myself creative	6,5	7,9	1,4
I always consider what impact my actions	7,4	8,1	0,7

I encourage others to think creatively	6,4	8,1	1,7
I have problems sharing my ideas	6,0	7,1	1,1
I find trust difficult	7,1	7,2	0,1
How important is it to you to be on the Creativity in the Connected Economy Programme?	8,2	8,8	0,6
How motivated do you feel about achieving things in your life?	8,6	8,6	0,0
How happy are you with your employment prospects at the moment?	5,7	6,8	1,1
How confident are you about preparing for a job interview?	6,4	8,5	2,1
How well do you feel you know your strengths?	5,5	8,0	2,5
How much do you feel you have achieved in life so far?	4,3	6,7	2,4
I consider that I hold back on presenting my ideas	6,3	7,0	0,7
I understand how to use social media to network	6,3	7,4	1,1
How much are you influenced by others, doing things that you really do not want to do?	4,5	4,0	-0,5
How clear are you about what you want to do next?	6,6	8,3	1,7
I have found my work passion in life	5,5	7,8	2,3
How happy are you about working with other people?	6,8	7,5	0,7
How much do you think that having a criminal record affects your employment prospects?	7,0	8,1	1,1
How confident are you about your future?	6,2	8,2	2,0
I am a good networker	6,7	7,2	0,5
I am good at problem solving	6,9	8,3	1,4
I am a curious person	7,2	8,1	0,9
I like making things	8,2	8,6	0,4
I understand what the connected economy is	5,0	7,7	2,7
Do you consider creative skills important in gaining employment?	9,1	9,0	-0,1

Intensity scale from 1 to 10

But changes on perceptions indicating skills development can also be tracked from comparative negative results. An increased influence by others, doing things that you really do not want to do (-0.5) can result from a critical thinking perspective and self awareness. Also, increased consideration of creative skill importance in gaining employment can result from understanding, that creativity is more than just making arts etc.

2.3.2. Second National Pilot

Second evaluation followed the same procedures as first evaluation focusing both on: 1) training units/ programme quality and adequacy assessment and 2) learning impact assessment/ learners skills development.

- Training units/ programme quality and adequacy

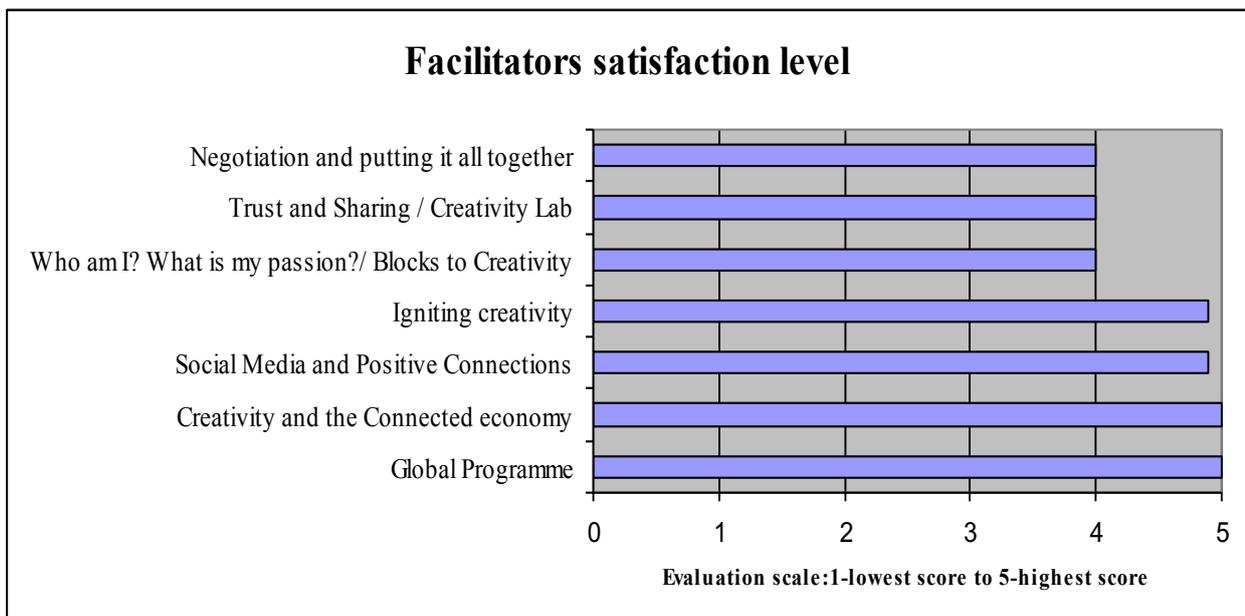
The study sample on training units and programme quality and adequacy includes feedback from all participants – facilitators and learners - with a broad global response rate of almost 100%.

- Facilitators' assessment

The facilitator that run the second pilot in Panevezys Correction House reported assessment in a single evaluation form for each of the training sessions, making a total of 6 evaluation questionnaires corresponding to 6 training units (N=6, response rate 100).

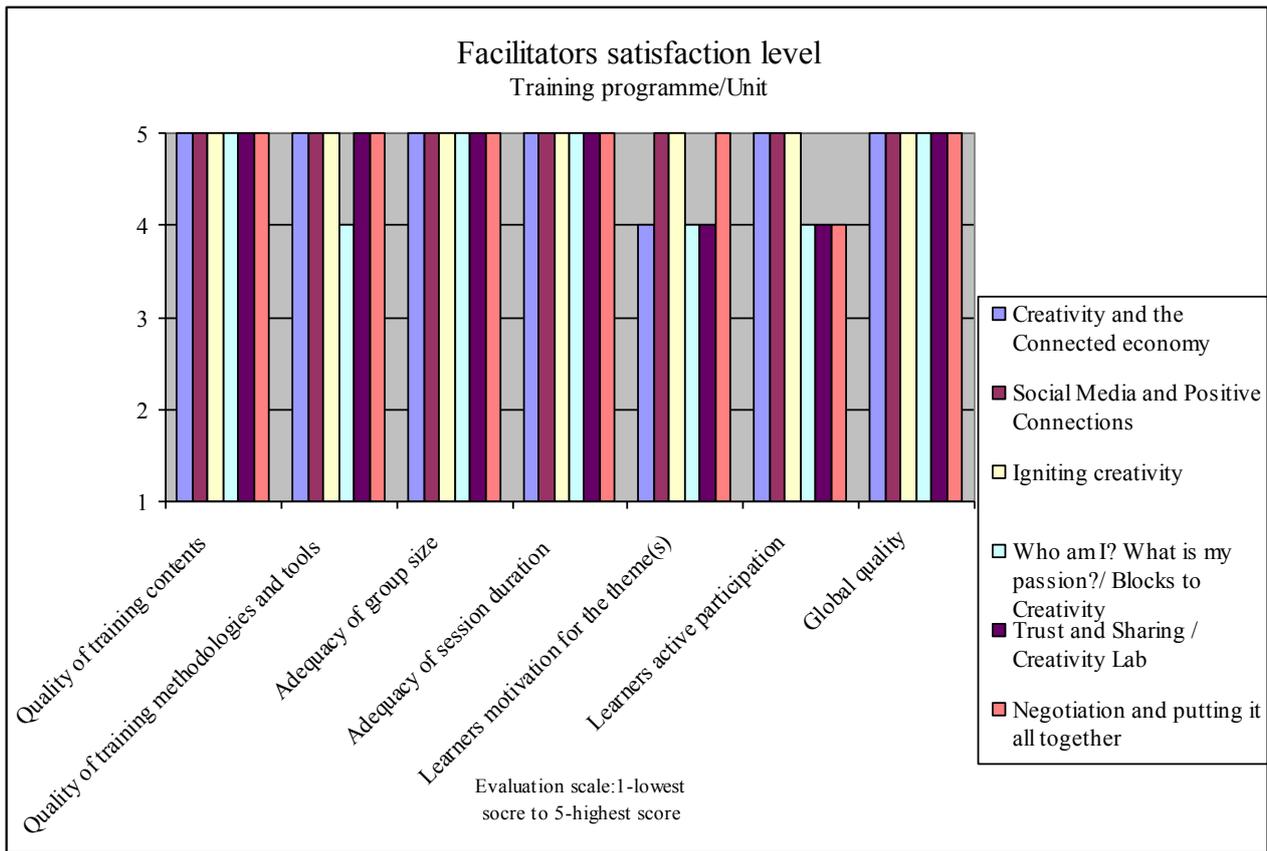
Quantitative evaluation results from facilitators' assessment, based on an evaluation scale from 1 – lowest score up to 5 – highest score, show the global high quality of the training programme.

Graphic 6. Second national pilot global evaluation by facilitators



Facilitator present high to very high satisfaction levels with training units/programme.

Graphic 7. Facilitator satisfaction level – organization, learners, tools and methodologies and global quality



Facilitator satisfaction level on training programme/units are very high. Following training pilots objectives and despite evaluation positive results, facilitators left some clues on future improvement focused on training contents/ methodologies adequacy to target-groups. Some comments were similar to first tools testing.

Table 4. Facilitator suggestions on training programme/units improvements

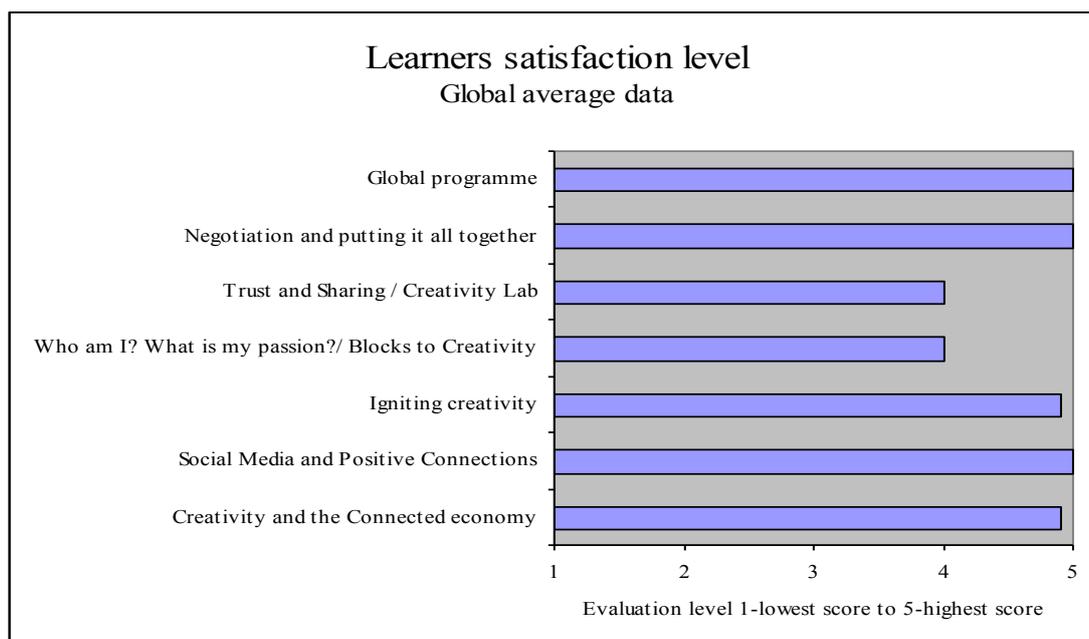
Training units	Suggestions on improvements
<i>Creativity and the Connected economy</i>	Learners were interested about stamps/brands used colors mean; we have great of discussion about Lithuania popular brands and their possible meanings.
<i>Social Media and Positive Connections</i>	The tool worked very well, especially thinking about old telephone and mobile phone using. Still not all information about social media was used, therefore we didn't play charades.
<i>Igniting creativity</i>	The tool led to a more self-confident, helped learner to feel more creative. Learners were motivated to participate in this activity, even were happy to create a poem.
<i>Who am I? What is my passion?/ Blocks to Creativity</i>	To this tool we also include activity with plasticine, because for first learners group work with plasticine succeed very well, the second time was also successful.
<i>Trust and Sharing / Creativity Lab</i>	It was difficult to carry out all the tasks within 2.5 h, we spent more time for <i>Trust and Sharing</i> than making all practical exercises from <i>Creativity Lab</i> . Learners felt comfortable talking about different topics.
<i>Negotiation and putting it all together</i>	Learners were motivated talking about negotiation, were discussing about positive conflict resolutions.

- Learners' assessment

8 learners filled in an anonymous evaluation questionnaire after each of the 6 meetings.

In addition to the evaluation made after each of 6 days of working sessions a global programme evaluation questionnaire was filled in by all 8 learners engaged in the pilot after concluding all training pilot activities.

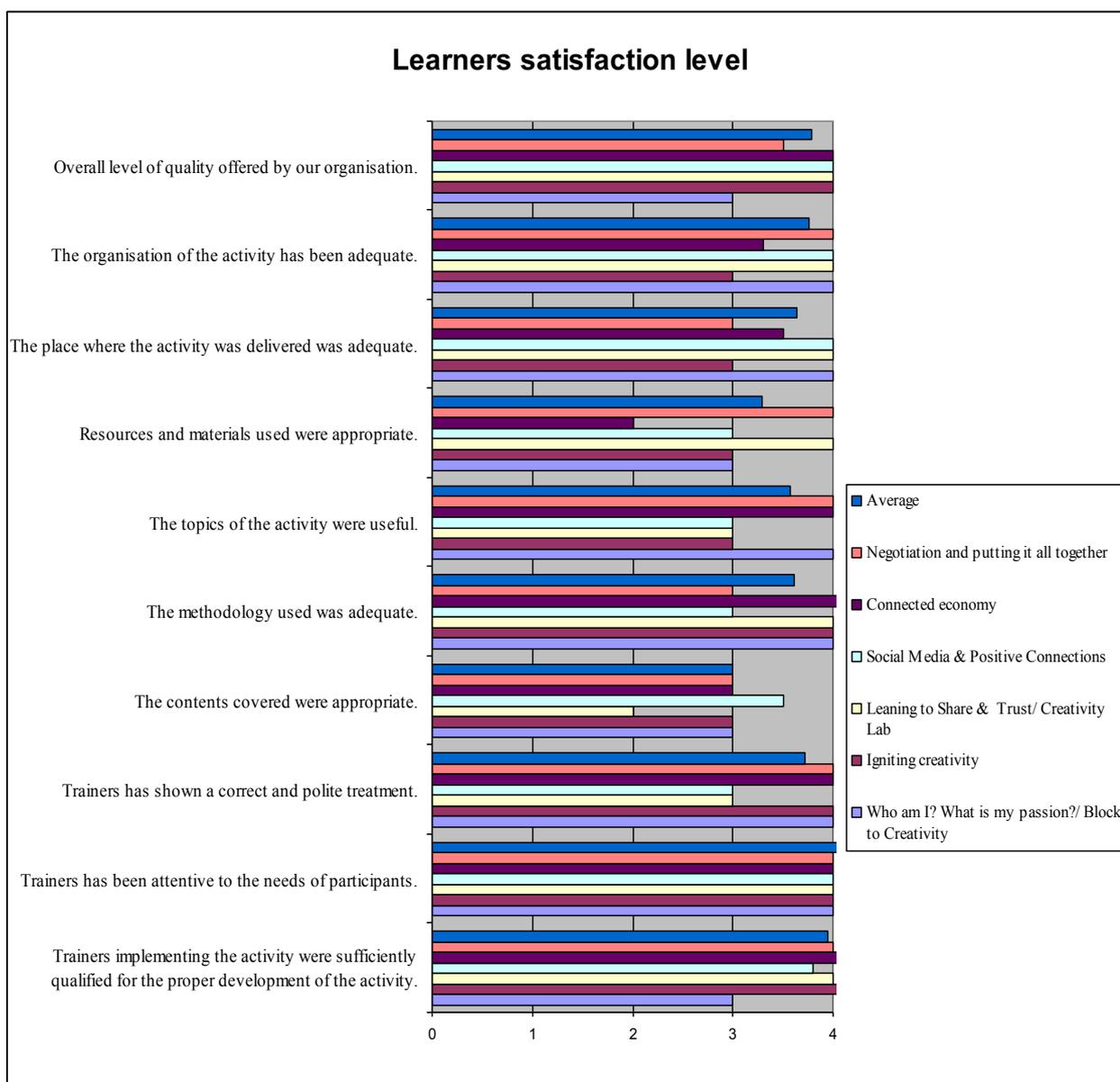
Graphic 8. Second national pilot global evaluation by learners



Results of learners' final assessment show very high levels of satisfaction (evaluation scale from 1 – lowest to 5 – highest score) with training units and overall programme, thus reinforcing data previously collected.

8 learners filled in an anonymous evaluation questionnaire after each of the 9 sessions. Global average results highlights overall learning quality, activity organization adequacy, appropriate resources and materials used in learning process, activity usefulness, relevance of used methodology, contents suitability, trainer's performance: correct and polite treatment, attentiveness to the needs of participants.

Graphic 9. Learners' satisfaction level - organization, trainers, tools and methodologies and global quality



Satisfaction level: 1 – lowest score to 4 – highest score

In learners opinion overall quality of activity is high. Learners agree that the organization of the activity has been adequate and resources and materials used in activity were appropriate. Maybe not all of the topics of the activity were useful and not all methodology used was adequate, so these point leaves room for improvement. Moreover, learners were satisfied with trainers correct and polite treatment during activity process, attentiveness to the needs of participant and trainer implementing the activity were sufficiently qualified for proper development of activity.

Overall level of quality, topics of the activity, trainers care to the needs of participant, resources and materials were very well organized, but learners global satisfaction level with resources and materials, leaves room for improvement.

In addition to the evaluation made after each of 6 days of working sessions, a global programme evaluation questionnaire was filled in by all 8 learners engaged in the pilot after concluding all training pilot activities.

Table 5. Learners assessment on programme more and less useful topics and improvements (literal transcriptions)

<i>More useful issues/themes and dynamics/exercises</i>	<i>Less useful issues/themes and dynamics/exercises</i>	<i>Improvements</i>
<ul style="list-style-type: none"> • <i>opportunity to express talents, listen to the opinions of others, increasing confidence, there is less doubt about what you are doing</i> • <i>For me Igniting creativity was most interesting</i> • <i>It was interesting to talk about Social media, work with plasticine, useful to increase self-confidence, negotiation</i> • <i>While working in group for me was useful to listen to the opinion of others</i> • <i>You learn how to look at the mundane things creatively; participating in programme promotes to reach the goals, to create;</i> • <i>Most useful Social media and Learning to share and trust</i> 	<ul style="list-style-type: none"> • <i>All were useful;</i> • <i>Nothing to say about less useful issues</i> 	<ul style="list-style-type: none"> • <i>have several sessions per week (longer programme);</i> • <i>Bigger group</i> • <i>More exercises about communication;</i> • <i>Have possibility to use internet or to learn how to find information;</i> • <i>Maybe more information about labor market;</i> • <i>More learners in the group</i>

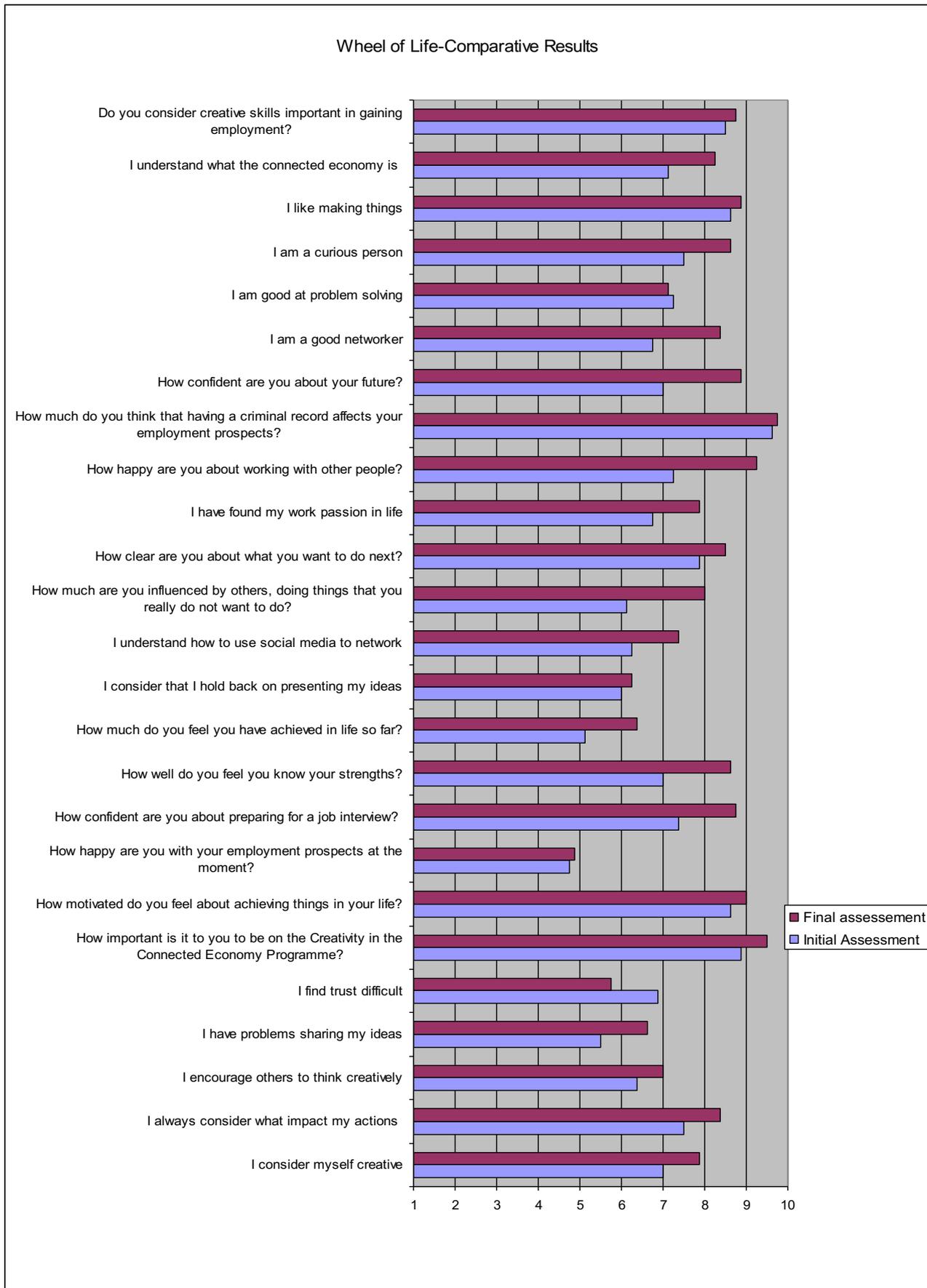
In fact, in addition to written improvement suggestions, learners repeatedly stated they would like to participate in more activities of this nature and proposed increasing time and number of training sessions. Also it was mentioned that it would be useful to have opportunity to use Internet or get more information about labor market, therefore Learners would like to have more group members.

- Learning impact/ learners skills development

Training pilot evaluation was also focused on efficacy assessment, aiming to measure the impact of the programme on learner’s skills development.

Learners were challenged to fill in self-evaluation tool - wheel of life questionnaire – for skills quantitative assessment (intensity scale from 1 to 10) in the beginning and end of the training pilot, allowing subsequent measurement of distance travelled along the learning path. 8 learners attended pilot first work session and filled in wheel of life initial assessment. Respective evaluation data was excluded from comparative analysis.

Graphic 10. Learners self-assessment on initial and final skills development



Intensity scale from 1 to 10

Wheel of life initial and final assessment results are illustrated in blue and red lines, respectively, providing a snapshot of both starting and arrival point in terms of self-perceived skills.

Group learning impact is evident. Learners' skills development is particularly significant in learners feeling about confidence about preparing for a job interview (+1,4), their strengths (+1,6), happy working with other people (+2,0), confidence about future (+1,8), being good networker (+1,6).

Table 6. Learners self-assessment on learning impact: skills development (descendent order)

Group learning impact/Distance travelled	Learners Assessment		Comparative results (Final-Initial)
	Initial	Final	
I consider myself creative	7,0	7,8	0,8
I always consider what impact my actions	7,5	8,3	0,8
I encourage others to think creatively	6,3	7,0	0,7
I have problems sharing my ideas	5,5	6,6	1,1
I find trust difficult	6,8	5,7	-1,1
How important is it to you to be on the Creativity in the Connected Economy Programme?	8,8	9,5	0,7
How motivated do you feel about achieving things in your life?	8,6	9,0	0,4
How happy are you with your employment prospects at the moment?	4,7	4,8	0,1
How confident are you about preparing for a job interview?	7,3	8,7	1,4
How well do you feel you know your strengths?	7,0	8,6	1,6
How much do you feel you have achieved in life so far?	5,1	6,3	1,2
I consider that I hold back on presenting my ideas	6	6,2	0,2
I understand how to use social media to network	6,2	7,3	1,1
How much are you influenced by others, doing things that you really do not want to do?	6,1	8,0	1,9
How clear are you about what you want to do next?	7,8	8,5	0,7
I have found my work passion in life	6,7	7,8	1,1
How happy are you about working with other people?	7,2	9,2	2,0
How much do you think that having a criminal record affects your employment prospects?	9,6	9,7	0,1
How confident are you about your future?	7,0	8,8	1,8
I am a good networker	6,7	8,3	1,6
I am good at problem solving	7,2	7,1	-0,1
I am a curious person	7,5	8,6	1,1
I like making things	8,6	8,8	0,2
I understand what the connected economy is	7,1	8,2	1,1
Do you consider creative skills important in gaining employment?	8,5	8,7	0,2

Intensity scale from 1 to 10

But changes on perceptions indicating skills development can also be tracked from comparative negative results. Finding trust difficult (-1,1) and being good at problem solving (-0,1) can result from a critical thinking perspective and self awareness. Working in group, sharing new ideas help not only collaborate with each other, but also increases self-confidence, communication skill etc.

CONCLUSIONS & RECOMMENDATIONS

This report aimed to systemized information on CCEO Training Pilots run in Lithuania by Panevezys Correction House, in October- November 2016 and March - April 2017 with the purpose of testing with target-groups the training methodologies/ materials/ tools developed by the partnership.

Panevezys Correction House run 2 different pilots in Correction House where imprisonment is performed by convicted women. Target groups where with similar profiles/personal and social development needs:

1. In the first Pilot participated a group of 10 convicted women, from 20 to 66 years old, the majority of these learners have secondary education (10-12 grade education), are located in prison and not working paid job.
2. In the second Pilot participated a group of 8 convicted women, from 26 to 66 years old, the majority of these learners have secondary education (10-12 grade education) and are located in prison and not working paid job. Once again participation was voluntary, not mandatory. The invitation was extended to the group of convicted women, who are sentenced for the first time.

Results from facilitators and learners' evaluation confirm training units/ programme global quality, adequacy and efficacy, thus contributing to practices and resources validation among users. We point out:

Facilitators' satisfaction levels:

- learners active participation,
- learners motivation for the teme,
- adequacy of sessions duration and group size,
- quality of training methodologies and tools,
- quality of training contents

Learners' satisfaction levels:

- adequate organization of the activity
- appropriate resources and materials used in activity
- facilitators performance: trainer correct and polite treatment during activity process, attentiveness to the needs of the participant, trainer implementing the activity were sufficiently qualified for proper development of activity

Learners' self-assessment on skills development/ learning impact:

- Finding own passion in life
- Awareness on trust difficulties and problems sharing own ideas

- Encouragement of others to think creatively
- Understanding connected economy
- Being good networker
- Recognition of the importance of participating in CCEO programme
- Networking and effective use of social media
- Curiosity
- Creativity
- Better known of their own strengths
- Become more confident about their future
- Awareness of creative skills relevance in gaining employment

Training pilots' evaluation also aimed to collect improvement suggestions among participants, described and briefly commented in this report, to be shared among CCEO partnership and object of future collective analyses.

Nevertheless, a global look at all monitoring and evaluation data collected under Panevezys Correction House Pilots provides some methodological recommendation/lessons learned:

- 1) Engagement of learning processes agents –facilitators, learners - using suitable methodologies and tools of monitoring and evaluation that allow the continuous improvement of practices and resources;
- 2) Flexibility on programme adaptation according to target-groups main features, available time and number of participants – previous choice on more adjusted dynamics/ exercises from a wide set of training tools.

These conclusions /recommendations are meant to be reflection starting points to be explored and deepen based on cross-perspective and additional feedback from the whole set of CCEO National Training Pilots.

APPENDIX I – EVALUATION TOOLS

CCEO TEST - Training Unit Evaluation Questionnaire **FACILITATOR**

The aim of this questionnaire is to assess facilitators' satisfaction and improve CCEO Training Units It's anonymous and confidential. **Every time a facilitator finishes a training unit a different questionnaire should be filled in**

Date: ___/___/___

Number of facilitators involved: ___

1. Please select the training unit you have just facilitated (choose only one)

Who am I, What is my Passion Igniting Creativity Connected Economy Games

Learning to Share & Trust Social Media Internal Networking

Blocks to Creativity Creativity Lab

2. Describe training session and group characteristics according to the following items:

Group size	Duration	Location	Date	Relevant group characteristics

3. Please evaluate training unit/session indicating your satisfaction level in each one of the following items (X):

Scale: 😞 (1- lowest score) to 😊 (5 - highest score)

1	2	3	4	5

Quality of training contents					
Quality of training methodologies and tools					
Adequacy of group size					
Adequacy of session duration					
Learners motivation for the theme(s)					
Learners active participation					
Global quality					
Obs/comments:					

4. Suggestions on specific improvements

Thanks for your cooperation!



Co-funded by the
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Dear participant:

Please complete this questionnaire which will be evaluated by Insider Access.

Gender of the participant: <input type="checkbox"/> Male <input type="checkbox"/> Female
Project: <i>Creativity and the Connected Economy</i>
Trainers: Robert Morrall,
Activity: Session 5
Date: 22 nd February 2017

Please evaluate the following aspects:

	Very bad	Bad	Good	Very good	Do not know, do not answer
1. Trainers implementing the activity were sufficiently qualified for the proper development of the activity.					
2. Trainers has been attentive to the needs of participants.					
3. Trainers has shown a correct and polite treatment.					
4.1 The contents covered were appropriate.					
4.2 The methodology used was adequate.					
4.3 The topics of the activity were useful.					
5.1. Resources and materials used were appropriate.					
5.2 The place where the activity was delivered was adequate.					
5.3 The organisation of the activity has been adequate.					
6. Overall level of quality offered by our organisation.					

Explain all that answers that you consider necessary and make any **suggestions and proposals** for improvement to help us provide higher quality activities (*continue on the other side of the sheet if necessary*):

CANDIDATE QUESTIONNAIRE

- These questions are meant to be as open-ended as possible
- These questions use as simple language as possible
- These questions relate to only one issue at a time
- These questions ask for a subjective response, which means there are no right or wrong answers

Name: _____

Group: _____

Date: _____

Answer each question on a scale of 1-10 (1 being the least and 10 being the most)

1. I consider myself creative

1 2 3 4 5 6 7 8 9 10

2. I always consider what impact my actions

1 2 3 4 5 6 7 8 9 10

3. I encourage others to think creatively

1 2 3 4 5 6 7 8 9 10

4. I have problems sharing my ideas

1 2 3 4 5 6 7 8 9 10

5. I find trust difficult

1 2 3 4 5 6 7 8 9 10

6. How important is it to you to be on the Creativity in the Connected Economy Programme?

1 2 3 4 5 6 7 8 9 10

7. How motivated do you feel about achieving things in your life?

1 2 3 4 5 6 7 8 9 10

8. How happy are you with your employment prospects at the moment?

1 2 3 4 5 6 7 8 9 10

9. How confident are you about preparing for a job interview?

1 2 3 4 5 6 7 8 9 10

10. How well do you feel you know your strengths?

1 2 3 4 5 6 7 8 9 10

11. How much do you feel you have achieved in life so far?

1 2 3 4 5 6 7 8 9 10

12. I consider that I hold back on presenting my ideas

1 2 3 4 5 6 7 8 9 10

13. I understand how to use social media to network

1 2 3 4 5 6 7 8 9 10

14. How much are you influenced by others, doing things that you really do not want to do?

1 2 3 4 5 6 7 8 9 10

15. How clear are you about what you want to do next?

1 2 3 4 5 6 7 8 9 10

16. I have found my work passion in life

1 2 3 4 5 6 7 8 9 10

17. How happy are you about working with other people?

1 2 3 4 5 6 7 8 9 10

18. How much do you think that having a criminal record affects your employment prospects?

1 2 3 4 5 6 7 8 9 10

19. How confident are you about your future?

1 2 3 4 5 6 7 8 9 10

20. I am a good networker

1 2 3 4 5 6 7 8 9 10

21. I am good at problem solving

1 2 3 4 5 6 7 8 9 10

22. I am a curious person

1 2 3 4 5 6 7 8 9 10

23. I like making things

1 2 3 4 5 6 7 8 9 10

24. I understand what the connected economy is

1 2 3 4 5 6 7 8 9 10

25. Do you consider creative skills important in gaining employment?

1 2 3 4 5 6 7 8 9 10

Thinking about the course:

1. Three learning outcomes for you

-
-
-

2. Order the sessions in terms of interest to you, (you can equal score sessions). Use a rating of 1 to 6.

Session 1: Creativity and the connected economy	
Session 2: Social Media	
Session 3: Igniting creativity	
Session 4: Creativity tool kit	
Session 5: Trust and Sharing / Creativity Lab	
Session 6: Negotiation and putting it all together	

3. Do you think a course like this is of benefit to other individuals in prison?

Definitely not Yes Very much so

4. What has been for you a key highlight in the course?

5. What could be improved?

6. How could a course like this spark more creativity in a prison.

7. Do you think a course like this will help on resettlement.

Definitely not Yes Very much so

8. Any other comments?

Thank you for you participation in the course!

APPENDIX II – ADDITIONAL EVALUATION DATA

1ST NATIONAL PILOT DATA

First national pilot global evaluation by facilitator

Facilitators satisfaction level	
Global Programme	4,2
Who am I? What is my passion?	4,0
Blocks to Creativity	3,0
Social Media & Positive Connections	4,4
Igniting Creativity	4,5
Creativity Lab	3,8
Learning to Share & Trust	3,7
Connected Economy	4,0

Evaluation scale: 1 – lowest score to 5 – highest score

First national pilot Facilitator satisfaction level

	Quality of training contents	Quality of training methodologies and tools	Adequacy of group size	Adequacy of session duration	Learners motivation for the theme(s)	Learners active participation	Global quality	Average
Who am I? What is my passion?	4	3	5	2	4	4	4	3,7
Blocks to Creativity	5	5	5	5	4	4	5	4,7
Social Media & Positive Connections	5	5	5	5	4	4	5	4,7
Igniting Creativity	5	5	5	5	4	4	5	4,7
Creativity Lab	4	4	5	4	4	4	4	4,1
Learning to Share & Trust	4	4	5	5	3	3	4	4
Connected Economy	5	5	5	5	4	5	5	4,9
Global Programme	4	5	5	5	5	5	5	4,9

First national pilot Facilitator suggestions on training programme/units improvements

Training units	Suggestions on improvements
<i>Who am I? What is my passion?</i>	For the group members “playing” with plasticine bring memories of the childhood, however 3 different art pieces in three sessions was too long.
<i>Blocks to Creativity</i>	Paper planes dynamic/ exercise didn’t work so well because the group members didn’t understood what the goal was. However, making paper planes was funny experience.
<i>Social Media & Positive Connections</i>	The tool worked very well, especially thinking about old telephone and mobile phone using.
<i>Igniting Creativity</i>	It was interesting to watch how the games encourage creativity and make group members smile.
<i>Creativity Lab</i>	Group members were motivated to participate in this tool.
<i>Learning to Share & Trust</i>	Women find it difficult to share personal experiences, expose their opinion, however after this „game“ group members feel more comfortable with each other.
<i>Connected economy</i>	For group members it was very interesting exercise with colors.

First national pilot learners’ satisfaction level - organization, trainers, tools and methodologies and global quality

Learners Satisfaction Level	Who am I? What is my passion?	Blocks to Creativity	Igniting Creativity	Learning to Share & Trust	Creativity Lab	Social Media & Positive Connections	Connected economy	Average
Trainers implementing the activity were sufficiently qualified for proper development of activity	3,6	3,6	3,9	3,7	3,6	3,8	3,8	3,7
Trainers has been attentive to the needs of participants	3,4	3,8	3,7	3,7	3,5	4,0	3,8	3,7
Trainers has shown a correct and polite treatment	3,7	3,9	3,8	3,9	3,9	4,0	3,9	3,9
The contents covered were appropriate	3,5	3,7	3,8	3,5	3,7	3,8	3,5	3,6
The methodology used was adequate	3,3	3,7	3,7	3,4	3,6	3,8	3,6	3,6
The topics of the activity were useful	3,5	3,7	3,5	3,5	3,5	3,8	3,7	3,6
Resources and materials used were appropriate	3,5	3,7	4,0	3,7	3,8	3,6	3,4	3,7
The place where the activity was delivered was adequate	3,5	3,6	3,7	3,8	3,8	3,8	3,8	3,7
The organisation of the activity has been adequate	3,4	3,6	3,7	3,8	3,9	4,0	3,7	3,7
Overall level of quality offered by our organisation	3,4	3,7	4,0	3,8	3,5	4,0	3,9	3,8

Evaluation scale: 1 – lowest score to 4 – highest score

First national pilot global evaluation by learners

Learners satisfaction level	
Global Programme	4,8
Who am I? What is my passion?	4,2
Blocks to Creativity	3,2
Social Media & Positive Connections	4,6
Igniting Creativity	4,5
Creativity Lab	4,4
Learning to Share & Trust	4,1
Connected Economy	4,3

First national pilot Learners assessment on programme more and less useful topics and improvements (literal transcriptions)

<i>More useful issues/themes and dynamics/exercises</i>	<i>Less useful issues/themes and dynamics/exercises</i>	<i>Improvements</i>



<ul style="list-style-type: none"> • Colors and their meanings • Igniting creativity and practical exercises • Creativity lab and practice exercise • It was interesting to create a poem • Meeting about the logos and color meaning • It was all interesting • Social media and networking • For me was interesting to remember molding • It was interesting to think about the use of smart technology 	<ul style="list-style-type: none"> • Even in the beginning some of creativity exercises seems childish, but still I like them all • Everything was interesting and useful 	<ul style="list-style-type: none"> • I would like more group members, because it would be interesting to hear more different opinions • More activities, methodology, more than 6 meetings • Interesting to watch how this program works in different countries • I would include multimedia contents • I would try to use more equipment (multimedia), video, sound, slides with documentaries
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2ND NATIONAL PILOT DATA

Second national pilot global evaluation by facilitator

Facilitators satisfaction level	
Global Programme	5,0
Creativity and the Connected economy	5,0
Social Media and Positive Connections	4,9
Igniting creativity	4,9
Who am I? What is my passion?/ Blocks to Creativity	4,0
Trust and Sharing / Creativity Lab	4,0
Negotiation and putting it all together	4,0

Evaluation scale: 1 – lowest score to 5 – highest score

Second national pilot Facilitator satisfaction level

	Quality of training contents	Quality of training methodologies and tools	Adequacy of group size	Adequacy of session duration	Learners motivation for the theme(s)	Learners active participation	Global quality
Creativity and the Connected economy	5,0	5,0	5,0	5,0	4,0	5,0	5,0
Social Media and Positive Connections	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Igniting creativity	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Who am I? What is my passion?/ Blocks to Creativity	5,0	4,0	5,0	5,0	4,0	4,0	5,0
Trust and Sharing / Creativity Lab	5,0	5,0	5,0	5,0	4,0	4,0	5,0
Negotiation and putting it all together	5,0	5,0	5,0	5,0	5,0	4,0	5,0

Facilitator suggestions on training programme/units improvements

Training units	Suggestions on improvements
Creativity and the Connected economy	Learners were interested about stamps/brands used colours mean; we have great of discussion about Lithuania popular brands and their possible meanings.
Social Media and Positive Connections	The tool worked very well, especially thinking about old telephone and mobile phone using. Still not all information about social media was used, therefore we didn't play charades.



<i>Igniting creativity</i>	The tool led to a more self-confident, helped learner to feel more creative. Learners were motivated to participate in this activity, even were happy to create a poem.
<i>Who am I? What is my passion?/ Blocks to Creativity</i>	To this tool we also include activity with plasticine, because for first learners group work with plasticine succed very well, the second time was also successful.
<i>Trust and Sharing / Creativity Lab</i>	It was difficult to carry out all the tasks within 2.5 h, we spent more time for <i>Trust and Sharing</i> than making all practical exercises from <i>Creativity Lab</i> . Learners felt comfortable talking about different topics.
<i>Negotiation and putting it all together</i>	Learners were motivated talking about negotiation, were discussing about positive conflict resolutions.

Second national pilot global evaluation by learners

Learners satisfaction level	
<i>Global Programme</i>	5,0
<i>Creativity and the Connected economy</i>	4,9
<i>Social Media and Positive Connections</i>	5,0
<i>Igniting creativity</i>	4,9
<i>Who am I? What is my passion?/ Blocks to Creativity</i>	4,0
<i>Trust and Sharing / Creativity Lab</i>	4,0
<i>Negotiation and putting it all together</i>	5,0

Learners' satisfaction level - organization, trainers, tools and methodologies and global quality

Learners Satisfaction Level	Who am I? What is my passion?/ Blocks to Creativity	Igniting creativity	Leaning to Share & Trust/ Creativity Lab	Social Media & Positive Connections	Connected economy	Negotiation and putting it all together	Average
Trainers implementing the activity were sufficiently qualified for the proper development of the activity.	3,0	4,2	4,0	3,8	4,8	4,0	3,9
Trainers has been attentive to the needs of participants.	5,0	5,0	5,0	5,0	5,0	5,0	5,0
Trainers has shown a correct and polite treatment.	5,0	5,0	4,0	4,0	5,0	5,0	4,6
The contents covered were appropriate.	4,0	4,0	3,0	3,5	4,0	4,0	3,7
The methodology used was adequate.	4,0	4,0	4,0	3,0	4,3	3,0	3,6
The topics of the activity were useful.	5,0	4,0	4,0	4,0	5,0	5,0	4,4
Resources and materials used were appropriate.	4,0	4,0	5,0	4,0	3,0	5,0	4,1
The place where the activity was delivered was adequate.	3,0	3,0	4,0	4,0	3,5	3,0	3,5
The organisation of the activity has been adequate.	4,0	3,0	4,0	4,0	3,3	4,0	3,8
Overall level of quality offered by our organisation.	4,0	5,0	5,0	4,0	4,0	5,0	4,4

Learners assessment on programme more and less useful topics and improvements (literal transcriptions)

<i>More useful issues/themes and dynamics/exercises</i>	<i>Less useful issues/themes and dynamics/exercises</i>	<i>Improvements</i>



<ul style="list-style-type: none"> • <i>opportunity to express talents, listen to the opinions of others, increasing confidence, there is less doubt about what you are doing</i> • <i>For me Igniting creativity was most interesting</i> • <i>It was interesting to talk about Social media, work with plasticine, useful to increase self-confidence, negotiation</i> • <i>While working in group for me was useful to listen to the opinion of others</i> • <i>You learn how to look at the mundane things creatively; participating in programme promotes to reach the goals, to create;</i> • <i>Most useful Social media and Learning to share and trust</i> 	<ul style="list-style-type: none"> • <i>All were useful;</i> • <i>Nothing to say about less useful issues</i> 	<ul style="list-style-type: none"> • <i>have several sessions per week (longer programme);</i> • <i>Bigger group</i> • <i>More exercises about communication;</i> • <i>Have possibility to use internet or to learn how to find information;</i> • <i>Maybe more information about labor market;</i> • <i>More learners in the group</i>
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