

# Belgium - Asturia

## Good practice 2: Creative bakery in vocational training – 21<sup>st</sup> century skills in a industrial bakery course

21<sup>st</sup> Century Skill connected:

**Learning and innovation skills:** Critical thinking, creativity, collaboration, communication

**Digital Literacy skills:** Media literacy

**Career and life skills:** Flexibility, initiative, productivity, social skills

**Give an explanation of how this good practice works. Examples from websites, videos or other media are necessary.**

This experimentation aims to focus on the well-established experiences of a vocational educational program in the prison of Wortel (Belgium) – an industrial painter program – where inmates express their artistic skills while learning a profession. Hereby the trainers want to establish a framework and a certification system of the transversal and professional skills that can include social activities and that can be acquired through a modular course of “industrial bakery” for inmates.

<b>Structural information</b>	Experimentation place	Belgium, Minderhout, Prison of Wortel
	Type of penitentiary institutions	Closed prison
	Duration of the experimentation in months	10 months, from September 2023 to June 2024
	Duration of the training (total hours)	2 modules “industrial bakery” of 40 hours each
	Timing of the training in the week (1 hour a week, 2 hours in two meetings, etc.)	5 mornings a week from 07:45 until 11:30
	Target group	2 groups of 10 male students, aged between 20 and 40 secondary education and staying for more than one year in prison.

### PURPOSE / GOALS

This project will contribute to the implementation of the expected results of corrective work with persons deprived of their liberty, in particular vulnerable groups such as people from ethnic minorities, substance misusers and people with mental health issues. The project motivates the participation of the selected convicted people to participate in a new specialized program for rehabilitation by using artistic activities and training in life skills.

<https://youtu.be/lqI-BQrAEw>

<https://youtu.be/RRxGHKqOcQc>



**Explain how this good practice helps solve problems/stimulates social vocational skills in your country. If possible, provide data of how successful the good practice is.**

**OBJECTIVE/S**

Social competences:

- critical thinking;
- sensitivity to detail, precision;
- motivation;
- patience;
- problem solving;
- maintaining positive attitude;
- effective time management.

**OTHER OUTCOMES**

The students who are successful in the evaluations receive a certificate in formal learning.

### **ROLE OF THE PRISON STAFF**

Primary responsibility for the success of the project was to bring the project team, the experts and the prison staff together. During the monthly held meetings, analyses of the project development were made. The views of the participants and prison staff in the activities were taken into account through the feedback form. Preliminary talks with the leadership of the prison of Wortel relied on the longstanding collaboration with the leading body of the organization.

### **TARGET APPROACH AND SELECTION**

We selected the trainees through interviews with prisoners and an initial selection of participants for the intervention groups. This was followed by group forming and shaping the initial documents for participation.

From September 2022 to January 2023, 20 interviews were conducted with prisoners in presence of a probation officer. The meetings were also used to motivate participants for the whole program of the vocational course. The interviews gave clarity to the participants regarding the group approaches, the aims of the programme, the methods used, the rules of group work and specified issues by the participants.

### **GROUP DYNAMICS AND PROBLEM SOLVING**

The individual approach towards each participant in the program for rehabilitation achieved a high and sustainable correction effect, and the other participants have gained valuable social and work skills to help their future re-socialization. In order to optimize this effect, the screening of the participants can be enhanced in the future by the participation of the education prison coordinator during the interviews.

### **PARTICIPANTS**

Direct (prisoners, operators involved in the actions) and other parties that may benefit indirectly.

The association "Asturia" has extensive experience in the implementation of initiatives and projects in support of the re-socialization of convicted persons in partnership with the prisons in Flanders, focusing on people with low literacy skills and people with mental health difficulties. Our partners also work with vulnerable groups and have experience in direct work with individuals with deviant behavior, addicted persons, ex-prisoners, as well as developing new educational and rehabilitative methods for specialists.

### **IMPLEMENTATION**

Describe your methodology and the detailed actions

### **METHODOLOGY**

The methodology used is based on a formal educational programs for development of job skills, artistic skills, etc. Each of the activities is based on a different approached. It consist the elements for adult learning, with theoretical part and the large majority based on practical exercises, reflections and simulation games. The group work will be formatted as an interactive training and will build upon the prisoners own skills, as well as filling in the

cognitive-behavioral deficits, marked during the initial interviews or during the follow up group and individual work.

In the progress of the programe delivery the following teaching methods will be used: Presentations, group discussions, individual work, case study and case solving.

**Explain in one or two sentences how this good practice matches with the connected 21<sup>st</sup> Century Skill.**

When the industrial bakery class is finished, the prisoners have a class debate on a the piece of selfmade food. In the first round, prisoners can give comments on the good and poor things and the baker explains why he has made specific choises. In the second round, they have to switch roles. In this way, while preforming VET training, they are stimulated in their critical thinking.