

Belgium - Asturia

Good practice 3: Social skills in a vocational training for “ICT & administration”– 21st century skills in a ICT course

21st 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.

General information

Location: prison of Merksplas, Belgium

Duration: 2 mornings a week during 10 weeks – module of 60 hours

CONTEST ANALYSIS OF “ICT & ADMINISTRATION” CURRICULUM IN FLANDERS

The European framework DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (European Commission, 2013) was used as a frame of reference for the development of general ICT courses in secondary adult education in Flanders (Belgium).

DIGCOMP describes the ICT competences that all citizens in the 21st century need to “with sufficient confidence, a critical sense, a sense of collaboration and creativity, to cope with the daily challenges in the field of work, study, leisure and active citizenship” .

DIGCOMP classifies these ICT competencies in 21 clusters, spread over 5 domains: information, communication, content creation, security and problem solving. Each cluster of competences is then described on 3 different levels of mastery: 'foundation-intermediate-advanced' and includes skills, knowledge and attitudes. This formed the framework for the development of the training profiles.

We build on this in the curricula: DIGCOMP provides a whole series of inspiring examples of authentic situations in which citizens use ICT competences today. DIGCOMP restricts these examples to the application areas of learning and work, but leaves the job free to develop similar applications in the field of other application areas such as leisure, personal development, social and community participation, etc.

PURPOSE / GOALS

When updating the ICT courses, the government has explicitly focused on (relatively) short, qualifying training programs leading to a certificate. Each of the 9 courses of the ICT field of study forms a complete whole and each course has its own finality. A student who has passed all modules of a course will receive the certificate of that course.

It is therefore important that the student is correctly informed from the outset about the complete modular structure of a course.

The vocational training “ICT & administration” does not stand alone. It is part of a set of 9 ICT courses; a number of modules are repeated in different courses. The whole of 9 courses offers a lot of opportunities, both in terms of content and organisation. However, it is of paramount importance to approach things thoughtfully.

A high-quality approach always starts from a shared vision at center level: Which vision do we start from (as a center/as a team)? Which target groups do we want to reach and which program is (which programs are) most suitable in terms of content and organizational form?

It is important to set a course from this center vision with the entire team of ICT teachers and to row in the same direction. Good coordination among professional colleagues is of crucial importance. Working together on the content of the ICT courses:

- leads to good coherence and a clear gradation;
- creates opportunities to work out meaningful differentiations;
- offers the opportunity to reflect together on possible organizational models (e.g. combined education, shortened or non-shortened modules, order of the modules...).

<https://youtu.be/RdPCWSnHOAw>

<https://youtu.be/lvqbiq20N-4>



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

After completing the two modules of the Start to ICT training course, the ICT and administration course is aimed at the average ICT user who, depending on their work, studies and/or personal life, needs their ICT skills for wants to strengthen administrative applications, in particular in the field of content creation, communication and information management.

In the ICT and administration course, the student learns

- in the field of information: organizing and managing data and files, both online and offline, as well as sharing information and content;
- in communication: use a variety of ICT tools to communicate with others, schedule appointments, share and present content and information;
- in the field of content creation: developing a variety of digital content, whether or not in collaboration with others, mainly for administrative applications.

Safety and problem-solving skills are a common thread throughout the entire course and throughout all modules.

The ICT and administration training can also be regarded as a stepping stone for vocational training in, for example, the field of study ADMINISTRATION

INNOVATION BY CONTINUATION

For more than 15 years the adult education institutes offer modules of ICT in de prisons of Wortel, Turnhout and Merksplas. These courses are offered in a system of 2 lessons a week during 9 weeks. After each 9 weeks the prisoners receive a certificate of the module, as a part of the whole training of "ICT & administration".

As the modules are scheduled on the same moment between 08:00 and 12:00, the inmates have to choose in which module they want to participate during a semester.

RESULTS

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 persons with mental health issues. The project motivates the participation of the selected convicted persons to participate in a new specialized program for rehabilitation by using artistic activities and training in life skills. At the end of the project allows for self-expression and participation in an artistic production and – if suited - exhibition of products, developed during the activities. Individual approach to each participant in the program for rehabilitation and a long history of working with experts - psychologists, will inevitably achieve high and sustainable correction effect, and the other participants will gain valuable social and work skills to help their future re-socialization. The project provides dissemination of the results of these activities in at least one research publication and local exchange of good experience.

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.

THE INTAKE, COUCELING AND PROLOGATION OF THE TRAINING

The ICT offer will always show variation from training centers, depending on the environmental context, the vision of the center and the target groups one wants to reach. The modular structures, the duration of the modules and the fact that many modules are arranged in parallel create a lot of possibilities.

The intake and learning path guidance at the level of the student are therefore all the more important. During the intake, the initial situation of the student is mapped out:

- What perspective does the student have? What learning needs does he have? Which study programme(s) does it close best meet these learning needs and the intended perspective?
- In addition to the wishes of the student, do you also have to take into account any social needs (eg knowledge and skills that need to be acquired in function of work, to be 'along with', literacy needs in the field of Dutch or 'learning to learn' etc.)?
- Is the student entitled to an exemption for certain modules of this training (eg through previous modules or training, ICT skills acquired elsewhere (compulsory education, university of applied sciences, at work, etc.)?)
- What profile does the student have (= the target group to which you count the student)? For example, is the student able to follow shortened modules?

An adequate learning path guidance in adult education assumes that:

- the student receives the necessary guidance/support to complete the training with a certificate, taking into account the possibilities and perspectives of the student;
- if necessary, the program is adapted to changed learning needs or circumstances;
- the transfer to other courses or work is supported.

You can support the transition to work, for example, by pointing students without a secondary education diploma in the direction of a supplementary general education (AAV) course. In combination with a diploma-oriented training such as ICT and administration, ICT operating systems and networks or ICT programming, they can still obtain their diploma and increase their chances on the labor market.

IMPLEMENTATION

Describe your methodology and the detailed actions

METHODOLOGY

The methodology used is based on a formal educational programs for development of job skills, IT 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 programme 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 21st Century Skill.

When the creative painting is finished, the prisoners have a class debate on a the piece of art. In the first round, prisoners can give comments on the good and poor things and the artist explains why he has made specific choices. In the second round, they have to switch roles. In this way, while performing VET training, they are stimulated in their critical thinking.