



Enhancing social skills during vocational training in prison – SOCVOC – C1 face-to-face training

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Methodological recommendations for adult educators

– How to integrate the 21st century skills in the curriculum of vocational training (WP4)

One major topic of interest for policymakers has been recognized as the integration of 21st Century Skills (21CS) in education systems. Curriculum, assessment, and pedagogy must all be aligned at the system level for a fully integrated strategy to be implemented. Naturally, a lot of nations are looking for workable solutions to integrate talents into their educational systems. 21CS are the abilities that are seen to be especially necessary for success in the knowledge-based, technologically advanced, and innovative society of today. Critical thinking, creative thinking, and teamwork are a few prominent examples of these abilities, and in order for them to be incorporated, they must be better understood.



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A strategic plan for curriculum reform is necessary to implement policy and forward the agenda for 21CS integration. It hasn't been long since 21CS have been taught and improved in official education settings. As the need for students to acquire 21CS to a higher level of competency grows, most educational institutions have just lately begun to incorporate these abilities directly into the curriculum as part of their learning objectives.



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The methodological recommendations for adult educators in prison will help practitioners to enhance the social skills of prisoners during vocational training by providing materials and guidelines for several vocational curricula. Fifteen task sheets for teachers to enhance the social skills were developed as a result, including digital literacy, creativity, critical thinking, problem solving, communication, teamwork, social and cultural skills, and self-regulation.



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The literature suggests that while there is global agreement on the significance of the abilities listed, little is known about practical implementation strategies and attainable learning objectives in vocational education. Therefore, in this study, fifteen task sheets for vocational training in prison which can be integrated with exercises on social skills enhancement of students were elaborated and piloted.



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The formal curriculum and a variety of vocational teaching resources in five European countries were first looked at. This led to the conclusion that, although there is a lack of guidance and tools, the present curriculum gives educators and schools the opportunity to incorporate the social skills into the classrooms in prison. The good practices of programs from several schools in prisons of five European countries were used to pilot the elaborated task sheets for teachers in the vocational curricula. According to this study, educators working in vocational programs in prison are aware of 21st century skills and believe it is critical to focus on them. The case studies, however, demonstrate that the teachers' instruments are not structural and lack a framework. Developing exercises for the classroom of other vocational programs that accurately represent the 21st century abilities seems to be more difficult in practice than anticipated.



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Questions ?

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