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Erasmus+ project:

Enhancement of Social skills during Vocational training in prison

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Programme Erasmus+ KA2 "Cooperation Partnership in Adult Education"

**Training Program of prison educators –
Strengthening the capacities of adult educators in enhancing social
skills of prisoners during vocation training in prison**

20-22 February 2024

Skopje, North Macedonia



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The structure of session 1 and 2:

- 1) Brief introduction of Tallinn Construction School
- 2) Arrangement of education in prisons of Estonia
- 3) Challenges and opportunities in the development of inmates' social skills during vocational education - examples of good experiences
- 4) Enhancing Social Skills for Prison Learners - Methods in teaching disadvantaged adult learners in prison



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Tallinn Construction School (TCS)



The TCS is a vocational school located in Tallinn (the capital of Estonia).

Main fields of vocational training at TCS

- Construction
- Construction finishing
- Woodwork and restoration
- Electricity
- Landscape gardening
- General studies
- Further training courses
- ... and different vocational trainings in Tallinn Prison



Arrangement of education in prisons of Estonia



There are **3 chamber-type prisons in Estonia**: Tallinn, Tartu, Viru; about **2,250 inmates**.

The purpose of chamber-system prisons is to lessen the communication and spreading of criminal knowledge between prisoners.

Resocializing of a prisoner is done through offering possibilities **to study and work** during imprisonment. Inmates also have possibilities to use the **services of social workers, psychologists, medical personal and chaplains**.

At the beginning of the incarceration, the inmate's alcohol and drug problems, professional skills and work experience, and the desire to acquire an education in prison are determined. Based on this information, an **individual treatment program** is prepared.

Arrangement of education in prisons of Estonia (2)

Social Rehabilitation Programmes for inmates (some examples):

- Anger management
- Social skills training
- Aggression replacement training
- Lifestyle training for offenders
- Reduction of family and intimate partner violence

General education is provided by adult upper secondary schools and vocational schools of the local regions.

*Basic education and vocational education are available to prisoners in both - Estonian and Russian language.

Vocational education is organized by:

Tallinn Construction School in Tallinn Prison,

Tartu Vocational Education Center in Tartu Prison and
Ida-Virumaa Vocational Education Center in Viru Prison.

The inmates in Tallinn Prison are adult men and women.

Main fields of vocational training at TCS in Tallinn Prison

- landscape gardener (studies 1 year)
- landscape gardener - basic, or green area keeper (studies 0,5 year)
- tiler (studies 0,5 year) / painter (studies 1 year)
- welder (studies 1 year)
- dressmaker (studies 0,5 year)
- wood-machine operator (studies 1 year)
- cleaning service (studies 0,5 year)
- basic computer training (studies 78 academic hours).



In TCS vocational trainings 2023 - ca 74 students studied in Tallinn Prison

Financing of the school in Estonian prisons

Ministry of Education



- Salaries and schooling money for the school staff
- Teaching aids (study literature and -appliances)
- Administrative expenses

Ministry of Justice



- School rooms, inventory
- Utility expenses (electricity, fuel ...)
- Teaching aids, which ordinary school students get from home (exercise books, pens-pencils, art aids, workbooks, literature, supporting learning)



www.ehituskool.ee

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ESTONIA



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Sessions of training:

- 1) **Challenges and opportunities** in the development of inmates' social skills during vocational education - examples of good experiences
- 2) Enhancing Social Skills for Prison Learners - **Methods in teaching** disadvantaged adult learners in prison

Challenges and opportunities in the development of inmates' social skills during vocational education - examples of good experiences



Victor Hugo famously quoted saying:
„Who opens a school door, closes a prison door“.

This means that education can potentially act as a preventive mechanism for deviant behavior - by developing the personal characteristics of inmates, improving their employability and thereby contributing to their reintegration into society.

Key recommendation in Education in Prison is that **all prisoners should have access to a wide curriculum**, with the aim „to develop the whole person bearing in mind his or her **social, economic and cultural context**“ (Council of Europe, 1990: 4).



There are many differences in the cultures and education systems of European countries. The correctional systems are also very different, as also the definition of prison education.

Prison education in its **broadest sense** includes **library services, vocational education, cultural activities, social education, physical education**, as well as **academic subjects**, which are included in narrower definitions of education.

The provision of some forms of education for prisoners has been a common feature of the correctional systems.

In Europe today all countries have education available in most of prisons, although there is great variety in what is provided. This variety can be attributed to the different understandings on the aims and possibilities of prison education and on the general attitudes of society to inmates.

The provision of education for prisoners is a basic feature of most penitentiary systems offering a great variety of skills and training in order to facilitate re-integration into society and to compensate for the social costs of deviant behaviour.

Prison education programs should be seen as a major social investment whose returns, although not immediate, can have a lasting impact in most societies.





The **role of prison education in the rehabilitation process of prisoners** has been considered of major importance.

Prison education offers prisoners the opportunity to engage in useful activities while imprisoned, improves their employment prospects after release, supports their personal development process (enables them to positively re-evaluate their values, goals and priorities in life) and enhances their **motivation, autonomy and responsibility to gain control over their lives after their release** – contributing to their re-entry to society.



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In order to value education in prison, has also been created an umbrella organization in Europe to unite people in this field



European Prison Education Association

EPEA - <https://www.epea.org/>

The European Prison Education Association is an organisation made up of prison educators, administrators, governors, researchers and other professionals whose interests lie in promoting and developing education and related activities in prisons throughout Europe in accordance with the recommendations of the Council of Europe.

EPEA is recognised by the Council of Europe as a Non-Governmental Organisation (NGO). It is committed to working with prison administrations in Europe to further its aims, but is totally free-standing and independent.

Apart from serving the aims of the organisation by encouraging the formation of national branches, etc. the **EPEA organises a major international conference on prison education every two years.**



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EPEA - <https://www.epea.org/>

European Prison Education Association

On the EPEA website it has also been published
17 RECOMMENDATIONS ON PRISON EDUCATION of COUNCIL OF EUROPE
with translation into many languages



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On the **13th of October 1989**, the Council of Europe adopted a set of recommendations outlining the needs and responsibilities concerning the education of imprisoned persons in Europe.

These recommendations stipulate that **all imprisoned persons should be offered the opportunity to engage in educational activities and that these activities should serve to develop the whole person**, be conducive to effective reintegration, and encourage a reduction in recidivism.

These recommendations form the basis of the objectives of the European Prison Education Association, and have been ratified in the educational policies of a number of European countries.

The educational profile of prisoners and challenges planning (vocational) education in prisons:

1. One of the most important challenges is the diversity of the **prison population**. Prisoners in European prisons form a heterogeneous group, as far as their age, their educational background, their sex, their nationality and their sentences are concerned. This creates some challenges when planning education opportunities for them. Obviously, the traditional educational approach which presupposes that all learners embark on their education from an equal basis does not work.

The educational profile of inmates is directly related to crime and recidivism - if people lack the basic education, they are more prone to deviant behavior.



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The educational profile of prisoners (2):

This profile roughly corresponds to the following characteristics:

- have had little or no work experience,
- have had no vocational training,
- might have had severe literacy gaps,
- had low self-esteem,
- lacked participatory skills,
- failed at school,
- might think that education has nothing to offer them.

The majority appeared to have lower or insufficient qualifications regardless of the age range they belonged.

An additional challenge for prison systems is inmates from other cultures in relation to their with not knowing the language of the country.



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Challenges planning (vocational) education in prisons

- 2.** Another challenge is the **lack of a uniform prison education policy** not only across Europe, but sometimes also in different prisons of the same country. This means that there are large differences in the level of access to education and the rights of detainees to education and training. In many cases, educational programs are not offered permanently. These can be more of a one-off initiative.

Challenges planning (vocational) education in prisons:

3. One more important challenge relates to the **continual disruption of planned educational activities** either as a result of the transfers of inmates to other correctional institutions or due to the lack of security and/or educational staff in the prisons.

On the other hand, security issues influence educational provisions as well, placing barriers and restrictions in the continuity of offers.

For example, if an inmate has already studied a speciality, he cannot study one more (another) speciality.



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Challenges planning (vocational) education in prisons

4. challenge:

In many prisons, the opportunity for inmates to **use the Internet for educational purposes** is still unregulated and undeveloped.

In Tallinn prison, the internet is available in the classroom, on the teacher's computer and tasks based on the internet can be solved as frontal work, but not by the inmate solving tasks independently.



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Challenges planning vocational education in prisons:

5. challenge:

One part of Estonian vocational education curricula is also the learner's professional **practice in a company**.

Unfortunately, it is not possible to do this in every profession.



Challenges planning vocational education in prisons:

A task for thinking:

What are your experiences?

Think about your work environment in prison conditions and discuss with your colleague.

What other challenges would you point out?



Development of inmates' social skills

Social skills, together with a person's attitudes and beliefs, are an important component of a person's social competence, which enables them to function effectively in the social relations of society and work life.

All the more, the **development of social skills is a priority area in detention facilities** in order to encourage the development of the inmates' personality to be able to make choices and take responsibility for their own life arrangements after release from prison.

Development of inmates' social skills (2)

A socially competent person knows healthy lifestyles;
knows ways to achieve optimal physical and mental health;
can cope with stress and frustration and express it constructively;
values cooperation, self-confidence and honesty, and is ready to set aside prejudices and compromise;
can communicate in the public sphere and feels solidarity and interest in solving the problems of the local community;
can realize himself, act as an informed and responsible citizen and support the democratic development of society;
knows and can follow the values and norms in society and the rules of different environments; able to cooperate with other people in different situations;
accepts people's differences and takes them into account when communicating
(source: appendix 1 of the "Vocational Education Standard" regulation "Key competences of lifelong learning with learning outcomes" (recommendation 2006/962/EC of the European Parliament and the Council of December 18, 2006).

Duguid (1992) notes that the aims of prison education must include the following dimensions:*

- 1) develop **attitudes** rather than skills
- 2) becoming a citizen - engagement with the conventional
- 3) personal development and self-esteem
- 4) social inclusion.

Developing critical thinking is a powerful way to prepare inmates for real-life issues such as environmental issues, gender equality, citizenship, responsibility, etc. It is important to "sharpen students' critical minds so that they can see their friends' actions - and their own - in a critical light."
(Duguid, 1992, p. 43).

*Duguid, S. (1992). "Becoming Interested in Other Things" The Impact of Education in Prison. *Journal of Correctional Education*, 43(1), 38-44. Retrieved from <http://www.jstor.org/stable/41971904> in S.Costa, S. Raquel Gonçalves Fernandes, *Developing Social Skills in the Prison Context – Results from the Implementation of a Training Program with Prisoners*

Curricula of vocational education in Estonian prisons

Vocational curricula **in Estonia** are based on **professional standards** and on **Standard of Vocational Education**.

- **Standard of Vocational Education** - the regulation establishes a set of uniform requirements for formal education in vocational training taking place in a vocational educational institution, including learning outcomes and their connections to the qualifications framework established in the Professions Law, the tasks and requirements of education, principles for amending the curriculum, principles for recognition of prior learning and professional experience and a list of broad groups of study, fields of study and curriculum groups.
- Among the learning outcomes of vocational education, the standard also stipulates expectations for the **development of general and social skills**, incl: **Independence, Learning competence, Communicative competence, Self-determination competence, Performance competence, Information technology competence, Initiative and entrepreneurial competence.**

General and social skills in the Estonian Standard of Vocational Education

Independence: responsible for the performance of one's duties

Learning competence:

- 1) learns and updates his or her knowledge independently in a self-guided manner;
- 2) assesses and analyses his or her level of knowledge.

Communicative competence:

- 1) substantiates his or her standpoints in detail and expresses them in various situations orally and in writing;
- 2) uses specific information sources in resolving vocational and professional issues, evaluates the reliability and veracity of the information.

Self-determination competence:

- 1) uses self-assessment for changing his or her behaviour;
- 2) is capable of making proposals for improving work results.

Performance competence:

- 1) takes effectively part in different teams and is capable of leading the teams where necessary;
- 2) is capable of partially supervising co-workers.

IT competence:

- 1) knows the role, possibilities and potential risks of information technology;
- 2) is able to critically assess the reliability of available information;
- 3) is able to use the main computer applications and the possibilities of the internet for both personal and professional purposes;
- 4) is able to apply tools for creating, presenting and understanding information and to use internet-based search systems and other services.

General and social skills in the Estonian Standard of Vocational Education (2)

Initiative and entrepreneurial competence:

- 1) thinks systematically and creatively and is able to critically assess his or her ideas and independently find possibilities for executing them;
- 2) initiates, develops and applies ideas;
- 3) has basic knowledge in entrepreneurship;
- 4) prepares, under supervision, a short-term and long-term career plan for himself or herself;
- 5) independently finds ways for professional self-improvement and application on the labour market;
- 6) associates, under supervision, the requirements for professional training with possibilities for working on the labour market.

- Estonian Qualifications Authority has also studied (2022) the generic work life skills, including **social competences**. Generic skills fall into three broad groups: self-management skills, reflective skills and interpersonal skills.
- The **10** most important **general skills** for working life based on OSKA research are (Estonian Qualifications Authority, Ave Ungro):

| Self-management skills | Thinking skills | Communication skills |
|----------------------------------|--------------------------------|---------------------------------|
| Adapting to change | Analytical skills | Teamwork and cooperation skills |
| Initiating actions (proactivity) | Learning ability | Ability to communicate |
| Achieving the goal | Problem-solving | Language skill |
| | Creative and innovative action | |



SOCVOC – Enhancement of Social skills during Vocational training in prison

During the work package of the SOCVOC project, we asked the vocational teachers working in Estonian prisons to describe how they have developed the social skills of inmates during their professional education so far.

The results showed that teachers do not know how to carry it out purposefully and they need methodological support and ideas. Only a some examples were collected.

The development of inmates' social skills in the Estonian context is somewhat supported by the separate module "**Learning Path and Work in a Changing World**", which is included in the study programs and deals with the design of the learner's learning path and career path, basic knowledge of economics and entrepreneurship and labor relations, and the preparation of a project or business plan as a problem-solving task.

A methodical guide and sample tasks, worksheets are also available for conducting this module, but mostly they are suitable for younger students - for adult learners, it would be necessary to change / adapt them or create new ones.

SOCVOC – Enhancement of Social skills during Vocational training in prison

In order to expand our knowledge, we also looked at previous **European studies** that dealt with the implementation of social skills in prisons in other countries.

For example, in Portugal, researchers S.Costa, S.Raquel Gonçalves Fernandes studied the possibility of developing inmates' social skills such as: **assertiveness, self-realization, self-esteem, social support, empathy and cooperation through special sessions.**

However, the sessions described in this research were also not related to the vocational education of inmates, which once again shows that **there is a perceived deficiency in educational methodologies for the development of social skills in this area.**

One example of a social skills development program carried out in a Portuguese prison*

One of research questions in this program was:
How can social skills be effectively developed in the prison context?

Since working the social-affective and the holistic dimension of individuals leads to a more effective reintegration and, consequently, a more positive decision-making process, the main objective of the study was to design an educational training program based on the development of social skills.

Skills such as **assertiveness, self-realization, self-esteem, social support, empathy and cooperation** were some of the main skills selected to take part of the programme.

*Costa, S., & Fernandes, S. (2021). Developing social skills in the prison context. Results from the implementation of a training program with prisoners.

One example of a social skills development program carried out in a Portuguese prison* (2)

Each of the social skills included in the program was developed at a specific session: teamwork, empathy, cooperation, assertiveness, social support, self-esteem and self-realization.

The main pedagogic strategies used in the training program were based on **self-reflection** and **individual and group dynamics**.

Table 1. Presentation of the Training Sessions

| Sessions | Topic of the Session | Objectives | Duration |
|-------------|---|---|----------|
| 1st Session | Welcome Session. Teamwork. | - Get to know each other better; - Share expectations; - Develop teamwork skills | 20 min |
| 2nd Session | Empathy | - Identify benefits of active listening; - Enhance skills for active listening. | 50 min |
| 3rd Session | Cooperation | - Develop positive group relationship skills; - Enhance individual collaborative attitudes in achieving common goals; | 50 min |
| 4th Session | Assertiveness | - Use appropriate verbal and non-verbal language; - Practice attitudes that favor authentic and effective communication. | 50 min |
| 5th Session | Social Support | - Recognize the benefits of supportive behaviors; - Develop capacity to support peers. | 50 min |
| 6th Session | Self-esteem | - Deepen the knowledge of oneself; - Minimize gaps regarding social integration. | 50 min |
| 7th Session | Self-accomplishment | - Recognize that attitudes are conditioned by self beliefs; - Recognize the mobilizing force of phrases that impel action. | 50 min |
| 9th Session | Closing Session. Overall Evaluation. | - Identify how development of social skills addressed during the program enhances Positive Decision Making. | 50 min |

*Costa, S., & Fernandes, S. (2021). Developing social skills in the prison context. Results from the implementation of a training program with prisoners.

One example of a social skills development program carried out in a Portuguese prison* (3)

Activities focused on **presenting situations** to which the **prisoners should bring forward the best solutions** and **justify their answers**.

These activities allowed **transversal engagement**, as well as the **exchange of individual experiences** and **knowledge**, which was extremely crucial for the decision-making process.

The pedagogical strategies used in the training were: **role-playing**, **brainstorming**, and **self-evaluation grids** (the Johari window model).

These tools enabled the participants to identify individual fears and to deeply reflect on their choices and behaviors.

*Costa, S., & Fernandes, S. (2021). Developing social skills in the prison context. Results from the implementation of a training program with prisoners.

One example of a social skills development program carried out in a Portuguese prison* (4)

You can read more about the activities that took place in the sessions in the article

<https://repositorio.upt.pt/server/api/core/bitstreams/69302214-6dac-4a4b-bf78-a5624ff4a5d7/content>

The last phase was based on **qualitative feedback from the prisoners involved in this program.**

The results showed the participants' **positive attitude and changes in their individual behavior**, which was shown also later by the re-education professional who monitored them afterwards.

*Costa, S., & Fernandes, S. (2021). Developing social skills in the prison context. Results from the implementation of a training program with prisoners.

<https://repositorio.upt.pt/server/api/core/bitstreams/69302214-6dac-4a4b-bf78-a5624ff4a5d7/content>



Development of inmates' social skills during vocational education

Examples of good experiences (Estonia)

Development of inmates' social skills during vocational education

Examples of good experiences

In Estonia, it has been **nationally agreed** that a **compulsory part of the curriculum of each speciality** is the module "**Learning path and work in a changing environment**," (130 hours, ca 3,5 study-weeks).

We have also implemented this module as part of the curriculum in the prison education.

The module "**Learning path and work in a changing environment**" is **complex** and contains different methods and activities.

During the module is sought the development of the following social skills:

- Development of **self-awareness** as **self-analysis** (personal interests, personality traits, communication and cooperation skills)
- Critical thinking when **planning your study path** and **career** based on the learner's interests, resources, etc
- Being a citizen - **knowing your rights and responsibilities as a future employee**
- Being a citizen; critical thinking; communication; creativity; cooperation - **creative solving of problem tasks as a team.**

Development of inmates' social skills during vocational education

Examples of good experiences (1a)

Depending on the teacher's professionalism and time resources for the preparation of lessons, the module provides many opportunities for theoretical learning as well as connecting topics with direct practical vocational training.

By **ministry of education** is developed a guide, and editable / customizable worksheets (in Estonian) to support the teaching of the module, but this study material is more suitable for a young learner and for an adult learner they need to be adjusted.

<https://e-koolikott.ee/en/oppematerjal/31712-Edu-ja-Tegu-ettevotlus-ja-karjaar-Opitee-ja-too-muutavas-keskkonnas-Karjaari-ja-ettevotlusoppe-toolehed-kutsekoolidele-interaktiivsed-toolehed>



Development of inmates' social skills during vocational education

Examples of good experiences (2)

Sustainable development – a sustainable way of thinking

21st Century Skill connected: **critical thinking and problem solving**, collaboration; creativity and innovation; initiative and self-direction.

The student **uses the leftovers of the study materials** in a practical and creative way in the practical work of vocational education (e.g. in the professions of tiler, sewing) - scraps of tiling material as decoration for a flower pot; scraps of sewing materials for key chains, doilies, children's toys etc.

In order to reduce the climate and ecological crisis, it is becoming increasingly important to deal with changes in people's daily habits as part of saving the environment. Helps to make sense of changes in modern living arrangements and to develop critical thinking and responsibility in an individual's way of thinking. The sustainable use of materials develops a sense of responsibility and the mindset of being a citizen, and by applying creativity, this activity is motivating for students.



Development of inmates' social skills during vocational education

Examples of good experiences (3)

National motives in vocational education

21st Century Skills connected: **creativity and innovation**; critical thinking and problem solving; collaboration; flexibility and adaptability, initiative and self-direction.

The student gets to **know and uses creatively national symbols or national motifs in the practical work** of vocational education (e.g. tiler, painter, sewing).

As it is a creative and optional method, it is well received by learners and motivating for practical learning.

This method develops and consolidates also the citizenship of one's country, the student's self-determination competence, which is important for small nations.



Development of inmates' social skills during vocational education

Examples of good experiences (4)

Marking up Welding

21st Century Skills connected: **critical thinking and problem solving**; creativity and innovation; collaboration; flexibility and adaptability, initiative and self-direction.

The learners in collaboration create plan of electrified environment, that gives best condition and comfort for living and working as a part of practical work of vocational education (electrician).

As it is a creative and optional method, it is well received by learners and motivating for practical learning.

This method develops collaborations skills as own opinion providing and clarification, accepting opposite opinion and compromise accepting, digital skills.



Development of inmates' social skills during vocational education

Examples of good experiences (5)

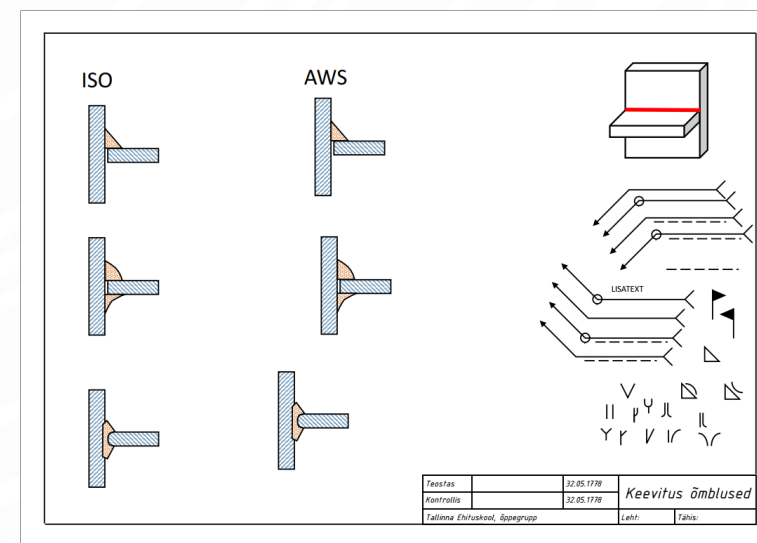
Marking Welds on Drawings

21st Century Skills connected: **critical thinking and problem solving**; creativity and innovation; collaboration; flexibility and adaptability, initiative and self-direction.

The learners in collaboration adding markup for different types of welding and using different standards of markup, that activity gives best chance for understanding of special symbol as a part of practical work of vocational education (welder).

As it is a creative and optional method, it is well received by learners and motivating for practical learning.

This method develops collaborations skills as own opinion providing and clarification, accepting opposite opinion and compromise accepting, digital skills.



Enhancing Social Skills for Prison Learners – **Methods in teaching disadvantaged adult learners in prison**

(As usual) Characteristics of an **adult learner** (Illeris, 2006).

Psychodynamic - developmental identity and (psychological) self-defenses;

Attitudes - independence, willingness to take responsibility for one's life and activities (including learning);

Cognitive - critical reflection, dialectical thinking (cause-and-consequence thinking), metacognition, practical logic.

You will probably agree - many inmates have not yet developed these qualities.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (2)

Learning takes place through the activity of the student - he learns from what **he** does, not from what the teacher does (Ralph W.Tyler, 1949).

Research findings have shown that learning outcomes are related to learning style.
The student learns more, if he is involved in the activity.

For example, if he can discuss with others, do something practically, teach someone else.
The new direction is problem-oriented learning / project learning => more conscious learning - requires theoretical knowledge, planning and practical thinking as well as implementation/execution.

The task of the teacher is to create an environment where learning can take place.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (3)

The formation of social skills can be seen as a separate goal as well as a goal that supports learning.

Today, school is no longer an information center, students can get much more information from TV, from the Internet (including, for example, YouTube educational videos), movies, books, ... => the school must have some other attraction => communication environment, a place for developing emotional intelligence (socials skills).

This is also the case in the prison context, although here the teacher has to convey a lot of knowledge and skills, as it is an environment with restrictions.

But through the school environment, the student gets a positive communication experience that he may not have experienced in his previous life.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (4)

Try to raise ethical issues and discuss them in every study day in order to develop the learner's personal values and social skills.

Behavior is environment-specific – behavior is considered appropriate if the group to which the individual belongs considers it appropriate.

In the context of the prison, the **continuity** of the attention paid to the development of social skills is important, as the goal is to change the inmate's previous attitudes and beliefs, so that he develops the desire and need to consider the behavior considered appropriate not in a criminal group, but in society.

“As I walked out the door toward the gate that would lead to my freedom, I knew if I didn't leave my bitterness and hatred behind, I'd still be in prison.” — Nelson Mandela



Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (5)

Research shows that more important than teaching methods is a **favorable** (friendly and respectful) **microclimate** in the group.

Therefore, before applying any method, the rules must be agreed with the students. It is important to remember that there is no right answer and that students also learn from mistakes. The teacher's task is to ensure that all students have the **right to speak** and the **opportunity to speak**.

In teaching social skills, is priority to learn through the cooperation and to use active learning methods: **group work, brainstorming, discussion (dilemma situation), project, role play, case studies, SWOT analysis.**

It is important to plan the lessons in a way that the critical thinking of the students develops and offer them the opportunity to form their own reasoned opinion.



Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (6)

The choice of a specific method/methods depends a lot on the pre-tuning of the participating students, their mutual relationships, the learning environment (including the rules established in the prison - for example, the internet, methods that require the use of a mobile phone/camera), the possibility of linking the method with vocational training, the objectives of the lesson.

Also, for example, about the number of learners in the group and the characteristics of the nationality (e.g. some people prefer to sit close together, others prefer to sit at a distance, etc.) or the status of a particular learner in the group.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (7)

Some methods:

- **Group work**, and group work analysis (the teacher can use helpful questions)
- **Case study** - students receive a case and discuss it with other students
- „**Circle overview**“ - repeating what was learned last time, where each learner can remember something (= teaching others)
- **Discussion** - develops personality traits (verbal ability, tolerance, politeness, attentiveness) and communication skills. The role of the teacher is to keep the discussion going without interference from the members.
- **Line of opinions** - The opportunity to choose your opinion on a given topic and justify it.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (8)

In **group work**, the optimal group size is up to 7 students (depending on the task). It derives from social psychological of the laws, according to which in larger groups the communication readiness of the participants decreases sharply and the participation of modest students in the discussion decreases. One of the biggest challenges in using the group work method is to keep all students actively involved. To start the discussion, it is recommended to use brainstorming as a setup, which creates readiness in students to express their opinion.

In **line of opinions** - when taking a position on a topic, students place themselves at different ends or sides of the intellectual axis and justify their position. E.g. whether to be a vegetarian or not, whether to wear fur clothes or not; to marry or to live in cohabiting ...

There are no right or wrong answers - no grading.

Purpose: bringing out and listening to different opinions without interfering, developing argumentation skills, non-judgmental...

The teacher's task is to explain that every decent argument has three parts - statement (the main essence of the argument in one sentence), explanation (expanding the idea in a couple of sentences) and proof (facts, quotes, statistics, etc.). The source can be, for example, a speech by the president, an article on a current topic, etc.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (9)

It is recommended to use new, more complex work methods in addition to already developed work methods.

Project work as the most complicated learning method could be the culmination of the implementation of the curriculum.

For example, in a Norwegian prison, inmates construction students built an extension as a team.



Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (10)

Some examples of learning materials

1. Social skills in our live <https://sisuloome.e-koolikott.ee/node/18823>

The purpose of the task is an introduction to the topic of social skills.

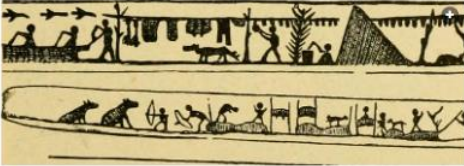
Students increases awareness of the importance and meaning of social skills and develop self-direction skills.

The task can be used by the teacher as an introduction to the topic of social skills or as an independent self-checking task for learners. The task consists of three parts.

Social skills in our live

Lya Männiste | Created 18.10.2023 | Modified 10/18/2023 | Public

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Why is it important to develop social skills?

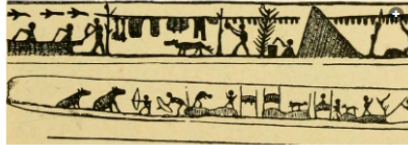
- To, for example, be more successful in a job interview and later in cooperation with colleagues.
- To be able to tell anecdotes more fluently.
- In order to become a social worker.
- In the working and living environment of the 21st century, people who are more socially capable and flexible can cope better with the impact of changes.

[Control](#)

Social skills in our live

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Why is it important to develop social skills?

- To be able to tell anecdotes more fluently. [-1]
Good verbal ability is one of the social skills, but only one of them.
- To, for example, be more successful in a job interview and later in cooperation with colleagues.
- In order to become a social worker. [-1]
This answer is only partially sufficient. Good social skills are certainly necessary in the work of a social worker, but equally so in many other professions.
- In the working and living environment of the 21st century, people who are more socially capable and flexible can cope better with the impact of changes.

0/2 [Show solution](#) [Try again](#)

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (11)

Some examples of learning materials

1. Social skills in our live (2) <https://sisuloome.e-koolikott.ee/node/18823>

In the second part of the task, the student has to add words.

Fill in the missing words

There are different definitions of social skills. Some of them here: Self-awareness means recognizing your own **emotions** ✓. The ability to put yourself in another person's place is called **empathy** ✓. It helps to understand how the other person sees the world in order to better understand him and, if necessary, adjust his behavior accordingly. In order to reduce the climate and ecological crisis, it is becoming more and more important to deal with changes in people's daily habits as part of environmental preservation. It is necessary to make sense of the changes in the modern way of life, to develop **critical** ✓ thinking and responsibility in the individual's way of thinking.

 3 of 3

In the third part of the task, the student must drag the words into the correct boxes.

Social skills needed in the 21st century are considered to be ... Please drag the words into the correct boxes

- 1) the ability to assess the adequacy of information and solve problems - **critical thinking** ✓
- 2) the person justifies his views and expresses himself in various situations both verbally and in writing, including using digital means - **communication** ✓
- 3) the ability to purposefully learn and work with others in different environments; at a higher level of cooperation skills, a **Synergy** ✓ effect is achieved, when working together creates mutual amplification, i.e. better results are achieved than when acting separately - **cooperation skills** ✓
- 4) generating ideas and finding **innovative** ✓ Solutions- **creativity** ✓
- 5) respectful and positive contribution to community, national and global issues - **civic competence** ✓
- 6) learns and improves himself independently and self-directed through various challenges - **learning competen...** ✓

 8 of 8

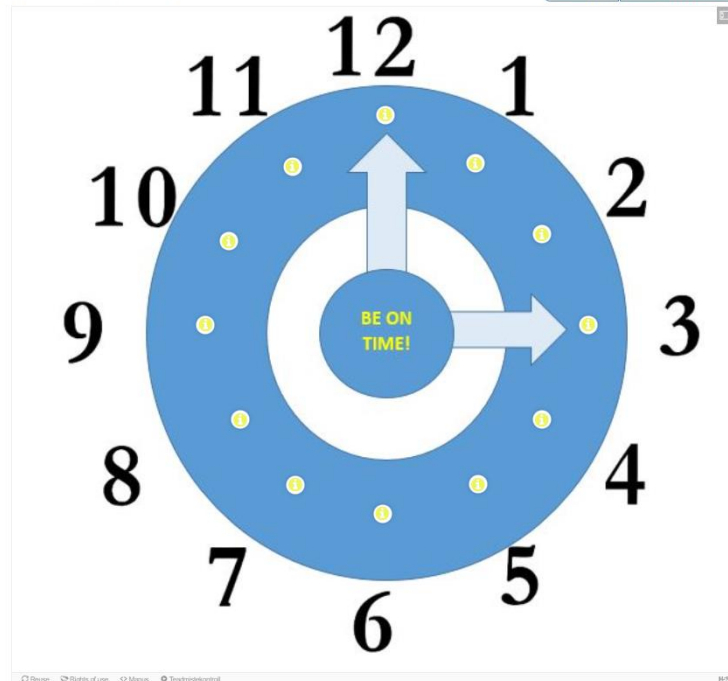
Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (12)

Some examples of learning materials

Manage your time!

Lüya Mänimiste | Loodud 13.10.2023 | Muudetud 15.10.2023 | Avalik

Kopeeri link | Avalda E-koolikotis



2. Manage your time! <https://sisuloom.e-koolikott.ee/node/18735>

The purpose of the task is for the student to understand the importance of thoughtful use of time – he can use time-related knowledge to more meaningful planning of his life and activities.

The teacher can use the task as an independent lesson topic, as a part of it, or between other topics of vocational education (e.g. between practical works of the painting specialty, when the work needs to dry before continuing, etc.), if there are time breaks.

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (13)

Some examples of learning materials

Manage your time!

Lya Männiste | Loodud 13.10.2023 | Muudetud 15.10.2023 | Avalik

Kopeeri link | Avalda E-koolikotis

3

Do you know where "academic quarter(hour)" comes from or what it means?
 The academic quarter hour is a tradition at universities and colleges, which means that lectures and seminars do not start punctually on the hour, but 15 minutes later.
 The academic quarter hour comes from the time when the residents were informed of the time by the church bell.
 When the clock struck the full hour, the students had 15 minutes to get to the lecture.
 Discuss what would happen if people in every area of life used the so-called academic quarter.

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2. Mänge your time! (2)

By clicking on the yellow dots on the picture of the clock, questions, thoughts or information about the use of time will open. They can be used for discussion in class.

When working individually or in pairs, students can get a task button or buttons that they are working on. Using the same method, the task is also suitable for the student's independent work (if the student is able to use internet).

Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (14)

Some examples of learning materials

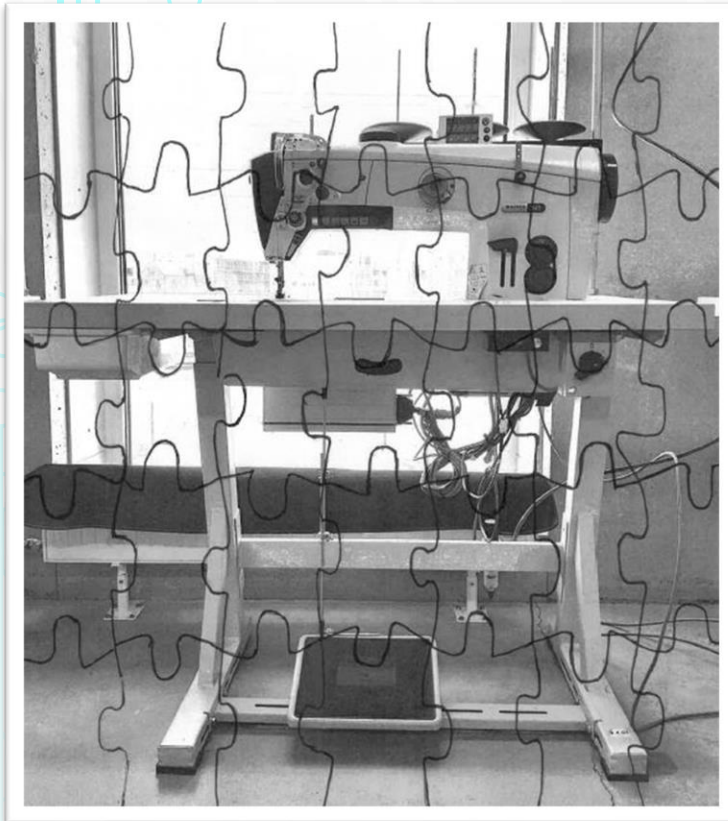
3. Team work in the study of the dressmaker specialty

The purpose of the task is that the student gets the experience of **team work (collaboration and communication)** while acquiring knowledge of the profession.

The task consists of two parts.

1) Learners are divided into **teams**. Each team gets pieces of a puzzle on the table, but **in this task the teacher does not give a ready-made picture** that is formed from the puzzle. Team members need to put together a puzzle without a picture as a model. The teacher is either an "observer" himself, or he can apply the role of "observer" to each team of a student who, at the end of the task, gives the participants feedback on what he noticed in the team's work - who took the leadership role, which of the students was more passive in teamwork, etc.

At the end of the task, students can discuss how they felt when solving the task, and the teacher gives feedback and acknowledges students for active participation.



Enhancing Social Skills for Prison Learners – Methods in teaching disadvantaged adult learners in prison (15)

Some examples of learning materials

3. Team work in the study of the dressmaker specialty (2) <https://sisuloome.e-koolikott.ee/node/21576>

Part 2: On the picture of the puzzle showed a sewing machine used in the work of a dressmaker. Students learn what parts the machine has and what the functions of a each part are. For this can use an online task, which students can also use working individually or in pairs. The task is also suitable for the learner's independent work (for example, a repetition task).





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Thank you,
and have an interesting day!

With best greetings from Estonia!

