



Title: SOCVOC C1_Methodological framework

Provided by: Asturia vzw

- WP3 Development of a set of guidelines for using the good practices for enhancing social skills of prisoners during vocational training
- A1 Development of the methodology of the face-to-face training of adult educators

METHODOLOGY

OF THE FACE-TO-FACE TRAINING OF ADULT EDUCATORS



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INTRODUCTION

Prisons as institutions and correctional facilities have a key role in promoting rehabilitation of their inmates, but also in enabling capacities to improve their chances of easier and better reintegration in society, upon the completion of their sentence. Therefore, it is of crucial importance, during serving the sentence, to address key factors that might influence the prisoner's chances of returning to crime. In that sense, education and training are basic aspects of the rehabilitative role of prisons and have an important role to play in many of the integrative processes in which a prisoner can engage upon completion of the sentence.

One of the prison training programmes is focused on employability and is centered on vocational training and social skills, particularly because they are highly prized on the labour market these days. They are important for professional development, for vocational integration and employability as well. Most jobs call not only for knowledge and specific technical competencies, but also for a certain level of social and emotional skills enabling workers, to work in teams, to motivate themselves when confronting problems, to solve interpersonal disputes, and to tolerate high levels of stress. Therefore, the social skills should be incorporated in the vocational programs, because they will lead convicted persons to successful integration into society. Their integration into vocational training will make valuable improvement of EU prison education as it will provide efficient tools to address actual offenders' educational needs, to improve their social skills and provide learning opportunities for them.

Development of a methodological framework for training of adult educators in prison settings is the first step in the process aimed at the ultimate goal, which is to increase the social skills of convicted persons during their vocational training in prison. Possession of knowledge, skills and competencies of educators who work with convicted persons are prerequisites for efficient implementation of vocational and work-based courses together with developing life and social skills. Hence, a skilled educator create positive and non-judgemental working environment where the adult learners i.e. the inmates can develop responsibility, self-belief and confidence.

Development of an appropriate methodological framework will provide guidance on how to implement the training, what modules to develop, which training strategies and what approach to use, what are the expected results and learning outcomes, what are the performance indicators, how to evaluate the success of the training and learning outcomes.

The methodology also contains appropriate teaching/learning modes and materials, practical exercises, tests and other tools intended for educators knowledge and skills acquisition.

PROJECT DESCRIPTION / OVERVIEW

The partners of the "SOCVOC" project - coming from 5 European countries – want to give prisoners and teachers the opportunity to understand and experience the benefits of a common European methodology of using good social skills before they enter the labour market. As a consequence, learning social skills increases the employability of the inmates, strengthens communication among members of different backgrounds, achieves a higher flexibility in different workplaces and also increases the ability to participate in social interaction with co-workers. Through the project will be developed and delivered innovative teaching materials intended to promote high quality and innovative teaching in adult education and support adult educators in using the materials with adult learners from disadvantaged groups in order to improve their literacy, digital skills, social skills and vocational skills and share good practices related to common European cultural values.

Respectively, the partnership within SOCVOC has prioritized to enhance the social skills of prisoners while they are involved in a vocational training. At the same time, it is a must to train educators working with adult learners in prisons to guarantee that they have the skills and competences necessary to be successful in this special environment.

In that direction, the project aims to produce easy to use methodologies and materials for educators/teachers and an open educational resource consisting of good practices and methodologies for learning social skills to low-skilled and/or older learners while they are learning a profession and train the prison educators how to use these tools. The intent is to promote the use of internet-based learning platform with adapted exercises and instruments which are easy to use by the target group. By using them the learners can increase their vocational skills as well as their social skills which are highly regarded by later employers after they are released.

The outputs and activities of this project can also be used by trainers in their own regular courses in the prisons of the project partners.

PROJECT RESULTS

The SOCVOC project priorities three main intellectual outputs (IO):

Development of an open educational resource: collection of good practices on learning social skills during vocational training.

All partners and stakeholders will introduce some of the materials and good practices developed in their local educational programmes and courses. The open education resource will contain information about the project, its activities and partners as well as all the materials and products developed during the project (database, teaching/learning materials, language content, the set of guidelines and the recommendations).

Development of a set of guidelines for using the good practices for enhancing social skills of prisoners during vocational training.

Through an active learning approach, including three day face to face training educators will be equipped with innovative educational, teaching and training strategies and materials to use when working with adult learners during vocational training. At the same time, it is expected that adult educators will be able to both use the developed materials and learn how to develop their own's as they will acquire new instructional skills, reinforce their teaching and digital competences and be equipped with news and innovative educational methodologies and pedagogies. Prison educators will have a training organized during which they will learn how to develop teaching materials related to a vocational training and adapt them to the needs of their students. Also, all teaching materials, online exercises together with good practices on learning social skills during vocational training will be gathered and embedded in a document (digital book) with a set of guidelines available online through the open educational resource in an accessible and easy- to-understand format.

Development of methodological recommendations for adult educators and piloting of teaching/learning materials in vocational teaching context.

The outcome will be a document with improvement suggestions and clear and concrete steps on how to introduce the improvements proposed to the developed materials. The next step will be preparation of methodological recommendations to adult's educators on teaching social skills during vocational training. These recommendations will target specifically adult learners; adult educators; social enterprises; prisons and policy-makers. It will consist of an up-to-the point and concise publication (fed by the conclusions from the previous activities transformed into recommendations) with simple and concrete key messages. The document will be professionally formatted and designed in order to be appealing to those targeted and in order to be broadly disseminated.

PROJECT PARTNERSHIP

The partnership is made up of 5 organizations from Belgium, Estonia, the Netherlands, Poland and the Republic of North Macedonia. The partners have decided that Polish partner (Busola Association) will be the project coordinator, able to encourage the commitment of all partners to work cooperatively and support each other.

The Busola Association has a network of professionals and volunteers specialized in developing of good working habits for prisoners, as well as preparing them for incorporation into upper studies and labour insertion. The "Busola" association will involve the Penitentiary Unit in Plock, Poland, where project activities are going to be implemented, as well as the Prison School (Continuing Education Centre at the Penitentiary Unit).

Belgian partner – **Asturia vzw** has expertise in coordinating networks and projects. Asturia vzw will involve in this project the CVO EduKempen in the practical supervision of the project.

The **Tallinn Construction School** is an institute for adult education dedicated to vocational training of professionals for the labour market. They will be the main advisor in the creation of attractive,

innovative and reintegrative interactive materials. The Tallinn Construction School involves several pedagogical partners of their institute in relation to enhancement of social skills during vocational training in prison.

The **Click F1** from the Netherlands has a lot of expertise in designing interactive products and guidelines. They will contribute the development of the database of good practices for learning social skills during vocational training.

The **University of Bitola** will be a main consultant and advisor in development of teaching/learning materials for adult learners in adapted and easy-read formats. The University has already established cooperation with the Ministry of Justice due to some specific areas (criminal justice, penal institutions, and juvenile justice) that are covered.

PURPOSE OF THE METHODOLOGY

The formulation of a methodology for in-person training of prison educators, focusing on imparting social skills to individuals who are incarcerated through VET trainings, seeks to provide a structured approach and a fitting method for the educators. This endeavor aims to enhance their capabilities by introducing inventive teaching strategies, effective practices, engaging exercises, and tasks. These components are intended for integration into the vocational training of inmates, with the ultimate goal of enhancing their social skills.

The methodology will provide a structured framework for conducting training for prison educators who will be directly involved in the empowering the convicts with social skills on daily basis. It will include concise descriptions of: a) the training's objectives, b) the required personal skills and qualifications of the educators, c) the new, upgraded approaches and procedures during working with prisoners divided in modules and sessions with provided tools and methods, d) anticipated training outcomes and deliverables, e) evaluation techniques and the assessment of knowledge acquisition among the educators.

The objective of this document is to design a comprehensive methodology for face-to-face training of prison educators, focused on instilling social skills in convicted individuals during vocational training.

This methodology aims to offer educators a methodological framework and an appropriate approach that will fortify their capabilities through the integration of innovative teaching strategies, beneficial practices, exercises, and tasks. These elements are intended for application within the context of vocational training programs for prisoners, with the ultimate goal of enhancing their social skills.

INTENDED AUDIENCE/TARGET GROUPS

Target group of the training are prison educators: social workers, teachers, mentors, professors who should gain innovative educational, teaching and training strategies which will be used later on in their respective institutions.

METHODOLOGY OVERVIEW

The designed methodology encompasses several key components:

Training Objectives: The primary goal of the training is to augment the capacity of adult educators to design effective learning materials and employ specific teaching strategies and methods. These strategies will be directed at enhancing the social skills of incarcerated individuals during vocational training. Additionally, the training will equip educators with the necessary knowledge to transform the content generated during the development phase into practical learning materials. Educators will gain innovative educational, teaching, and training strategies, as well as materials tailored for instructing adult learners in the acquisition of social skills during vocational training. In addition, adult educators will improve their communication, managerial and negotiation skills.

Methodological Framework: The methodology will provide a structured framework for conducting adult training sessions. It will include concise explanations regarding the training's purpose, target audience, methodology, maintenance procedures, module and session structure, expected training outcomes, methodology evaluation, participant satisfaction assessment, and knowledge acquisition evaluation, particularly among the educators themselves.

Language and Expectations: The training program will be developed in English.

Anticipated outcomes for educators include:

- Acquisition of novel skills in utilizing diverse tools, including digital resources, and techniques in their adult learner classes.
- Strengthened proficiency in teaching and digital competencies.
- Detailed elaboration of the methodology required for organizing local working groups of adult learners, adaptable to specific groups.
- Enhanced capacity to employ teaching materials pertaining to prison education.
- Mastery of new pedagogies and teaching approaches for effectively addressing the needs of disadvantaged learners within the prison education context.

The training will be based on a theoretical and practical approach closely related to the role and responsibility of prison educators. It will be conducted through 7 workshops and sessions, and each of them will be dedicated to different 21st century social skills. During the implementation, practical lectures, exercises and demonstrations of tasks as well as group discussions and shared experiences will be used.

The sessions will initiate a participatory and collaborative approach. The training uses methods of active participation and learning, which implies maximum involvement of the participants in group discussions, lectures and exercises. The general approach includes short presentations designed to be interactive in nature to enable optimal participation and impact on educators' practice.

Joint learning and exchange of educators working experiences with prisoners in their local settings is a very important component during the training,

7 sessions have been defined covering the main areas to be developed during the three-day training:

- Enhancing Social Skills for Prison Learners
- Blended Learning with Open Resources
- Digital Educational Materials and Publications
- Empowering Prisoners' Social Skills for Employment
- Promoting Social Skills in Prison Education
- SOCVOC Platform Guide
- Inclusive Content for Prison Learners

For every topic in the training, are provided the following information:

- thematic units
- the specific goals that should be reached with the covered topic
- the teaching methods that should be used
- tools, materials, and equipment that should be used during training
- monitoring and evaluation of the achieved successes
- learning materials (presentations, exercises etc.)

Session 1

Non-formal and informal methods in teaching disadvantaged adult learners in prison (including low-skilled and low-qualified) focusing on improving the social skills during vocational training

Purpose: To increase efficiency in improvement of social skills during vocational training it is necessary to apply teaching methods in a manner that is likely to appeal to prisoners of different educational levels. The methods will be used by the educators and integrated in the vocational training course. The proposed methods are most often used in already developed and established social skills training programs. Ways of implementing the proposed methods, examples and other materials will be incorporated into a manual and placed on the open educational center.

Session 2

Blended learning and open educational resources for adult educators and learners.

Purpose: To outline blended learning that combines traditional in-class, instructor-led teaching with eLearning content, with special emphasis on using open educational resources for both, adult educators and learners. The purpose is to stress the eLearning components that lend to interactive media such as games, videos, tutorials, quizzes and social media components which can be accessible on internet and/or certain educational platforms.

Session 3

Digital teaching and learning materials. Development of publications in digital format

Purpose: To acquire certain skills for creating and distributing digital content, to get know how to establish online learning environment and to deliver an online-based practical training.

Session 4

Social skills in the labor market. Enhancing employability of prisoners with better social skills

Purpose: Taking into account the wide range of social skills, especially 21st Century skill, as well as various social skills training programs, prison educators should focus primarily on job-based social skills which are highly prized on the labour market. They are important for professional development, for vocational integration and employability as well. Therefore, educators should acquire additional knowledge and competences on how to integrate learning strategies for improvement of certain social skills during vocational training.

Session 5

Improving awareness of adult learners in prison on the importance of good social skills in informal educational environments, through face-to-face and online activities (stimulation and motivation of prisoners to engage in own long-life learning process)

Purpose: To introduce some tools on how to make good assessment of capable prisoners and low social skills that need improvement. Since convicted persons have different pasts, capacities and social skills, prison educators should recognize which persons will be able to follow instructions and pay attention in a structured learning process over the training course. They have to be able to use and understand simple sentences, listen to other people without interruption, and perhaps most importantly, express a desire to improve the quality of their communication with other people. Also, because enhancing social skills of prisoners during vocational training is a nonspecific technique, decisions have to be made about which types of social skills to focus on during the training, or need improvement.

Session 6

SOCVOC (Technical description and explanation of the SOCVOC platform: components, processes, capabilities, roles, procedures, etc., how to apply the SOCVOC platform in real training processes)

Purpose: To give practical instructions, technical description and explanation of the SOCVOC platform: components, procedures, e-learning tool etc.

Session 7

Adapting teaching and learning content for learners in prison: making materials accessible for all.

Purpose: To improve teaching competencies on how to make training more inclusive by improving the accessibility of their learning and teaching materials. This is especially important for materials intended for prisoners because they differ in how they perceive and understand information when presented. Those with differing needs and disabilities or from diverse language and cultural backgrounds may learn most effectively when content is presented in different ways or formats.

EVALUATION AND ASSESSMENT OF THE TRAINING

The monitoring and evaluation of the participants' achievements according to the training is through continuous monitoring of the participant progress during the implementation of the training. After completing the expected number of sessions, a post-training assessment knowledge test can be organized. The participants, who finished the training, will receive certificate.

Evaluation plan of the training will include oral evaluation at the end of the training-feedback, self-reflection forms and semi-structured questionnaire when participants can give their thoughts.

GENERAL DATA PROTECTION REGULATION (GDPR)

It is essential that the trainings are compliant with the General Data Protection Regulation (GDPR) to protect the privacy and personal data of attendees/users. The GDPR is a legal framework that regulates the collection, use, and storage of personal data within the European Union (EU) and the European Economic Area (EEA). It applies to any organization that collects or processes personal data of individuals within the EU and EEA, regardless of where the organization is based.

Online tools and educational web pages often involve the collection and processing of personal data such as names, email addresses, and IP addresses, which are considered sensitive and require protection under GDPR. Organizers of these trainings must obtain explicit consent from attendees before collecting and processing their personal data, and they must have clear policies in place for the storage and protection of this data. In addition, the GDPR requires that attendees have the right to access, correct, and delete their personal data, and event organizers must comply with these requests. Failure to comply with GDPR regulations can result in significant fines and reputational damage to the organizers and institutions.

Therefore, organizers must ensure that they have appropriate measures in place to secure personal data, obtain explicit consent for data collection and processing, and provide attendees with the ability to exercise their rights under GDPR[1].

ANNEXES

Annex 1 : Training Program of prison educators (20-22 February, Skopje, Macedonia)

Strengthening the capacities of adult educators in enhancing social skills of prisoners during vocation training in prison

20.02.2024 Tuesday	
9:30 - 10:00	Welcome of the host organization & Practicalities for the training Program overview
10:00 - 11:00 Session 1	Challenges and opportunities in the development of inmates' social skills during vocational education - Examples of good experiences, Tallinn Construction School
11:00 - 12:00 Session 2	Enhancing Social Skills for Prison Learners - Methods in teaching disadvantaged adult learners in prison, Tallinn Construction School
12:00 – 12:15	Coffee break
12:15 - 13:15 Session 3	Improving awareness of adult learners in prison on the importance of good social skills in informal educational environments through face to face and online activities, Faculty of security – Skopje
13:15 - 14:15	Lunch break
14:15 - 15:15 Session 4	Workmethod SocVoc - Blended learning, ClickF1
15:15 – 16:15 Session 5	How to work with 21st century skills, ClickF1
21.02.2024 Wednesday	
10:00 - 11:00 Session 6	Methodological recommendations for adult educators, Asturia vzw
11:00 -12:00 Session 7	Guidelines for teachers - Adapting teaching and learning content in task sheets for learners in prison: making materials accessible for all, Asturia vzw
12:00 – 12:15	Coffee Break
12:15 – 13:15 Session 8	Social skills in the labor market. Enhancing employability of prisoners with better social skills, Faculty of security - Skopje
13:15 – 14:15	Lunch break
14:15 -15:15 Session 9	Can prisoners be role models? Unveiling potential behind the bars. The journey of transformation and influence, Busola Institute
15:15 - 16:15 Session 10	Vocational training as a vehicle for self-development in a prison. The case of Polish prison vocational education, Busola Institute
22.02.2024 Thursday	
9:15 - 13:00	Prison Visit to Tetovo
13:00-14:00	Lunch break
14:00-15:00	Evaluation of the training activities

Annex 2

A template for a task sheet of teachers

Name of the creator of the material	
Title of the lesson plan / task sheet	
Targeted 21 st century skill	
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	
Specialty/target group (if applicable)	
Learning outcome(s) for the vocational profession	
Tools needed for this lesson plan/ task sheet (if applicable)	
Approximate time to complete the task	
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	
- Warming up	
- Explanation for the students at the start	
- Task description for the students	
- Additional activities for the students	
- Extra resources for learners	
- Self-reflection for students	
- Feedback on the solution (if applicable) / Possibility to check	
License information (if we have a general one on the website, it is not necessary separately for each educational material)	

Annex 3





Teaching and learning materials

PPT presentations

Annex 4

Evaluation form

Annex 5

Learning agreement

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[1] <https://gdprinfo.eu/>