

Opportunities in preparation of release

OPPORTUNITIES
IN
PREPARATION OF
RELEASE



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2016

- 18.9. Determination of problems/critical situations.
- 18.10. What work gives to us?

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Innumerable forms and shapes of crime. Every crime - individual. We can say: how many crimes, so many threatening and often wild, brutish, nasty faces. Among that wealth is very difficult to recognize, identify, deter and stop the crime. Moreover, it is hiding behind various masks, stains selective various colours. What resourceful, vigorous, "creative" and perfectly impersonating evil! ...

17. PART

17.1. Earlier release to freedom - future without crimes

The decision on parole release from correctional institutions should be made in place where the convict correctional institution is, in the district court.

Provision provides correctional institution. The offender is committed to prove his changes by honest and diligent behaviour.

What individuals could be conditionally released from prison? ... (Description of all terms)

17.2. Have decided do not make crimes anymore – apply for president pardon.

To the head of state is addressing as to the final truth, humanism authority. By Grace Act is softening a fate of convicted person, adjusting mercy and justice provisions. Presidential pardon is an exclusive state act. The President gives freedom or shortens the time of captivity, reduces court sentence. This way Grace somehow serve to justice.

Principles of Grace ...

Grace procedure ...

18. TESTS - TASKS:

- 18.1 Watch our everyday dreams and future visions
- 18.2 To what kind of persons do you attribute yourself and other convicts
- 18.3 What position from the listed below, had the biggest influence?
- 18.4 Don't get yourself in situations, which can easily provoke you to commit a crime.
- 18.5 Analyse what you lose being in the prison.
- 18.6 Are you addicted to alcohol?
- 18.7 Check - whether you possess the following features.
- 18.8 Life values

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Váltó-sáv Alapítvány - HU

Tamás Kincses-Dávid Csizovszki: Change-Fever: board game for preparation for release

- I. Crisis of release

Getting out of prison means a great pile of problem for prisoners even if they are not aware of that. One part of these problems is practical, like invalid ID, lack of tax number, increased chance for unemployment, financial difficulties. Others cannot be seen so easily, but have a great influence on the released. There is a great amount of this kind from losing previous social network, through the problem of missing regular meals, up to some psychosomatic phenomena observable after release.

- II. Pre-release programs

All over the world there are programs before release to diminish the disadvantages of re-entry and increase the efficiency of it. Prisoners and their families receive assistance and support from prison/probation services, voluntary agencies, NGOs to help them prepare for life after prison. This can include training, education, work experience and preparation for release. Prisoners preparing for release attend courses that help them deal with the problems they may face after being released, related to housing, employment, benefits, health, drugs, alcohol, finance and family.

- III. VSA program for preparation for release

The VSA, as a unique NGO in Hungary dealing with prisoners since 2002, has been playing a pioneer role also in the field of pre-release programs. Since the beginnings VSA delivers courses to the target group. These courses consist of 10 to 15 sessions and deal with the most important pieces of information and the most probable problems a prisoner can face while re-entering into society. Participants get to know themselves better, learn how to treat conflicts, are presented different ways of solving a problem, make schedule for their first day/week/month, get aware of prices, create financial plans, learn to write a CV and apply for a job, get best practices and experience from previously released peers.

The applied methods are from a wide-ranging repertoire from self management to board game therapy. Application depends on the skills and competences of the members of the actual group.

- IV. About board games in trainings in general

Game is an entertaining way of learning. As the idea of lifelong learning is getting widely adopted, games are slowly becoming a method also in adult educa-

14.5. Legitimate defence

A person has the right to self-defence.

A person is not liable under the criminal law, if he, within the limits of self-defence, committed an action with formal crime signs, during self-defence or in defence of another person, property, home, other rights, public or state interests from an actual or direct threat.

Self-defence limits infringement is the case when the somebody is directly intentionally killed or got serious damage to health, if the defence did not clearly match the nature of the attacks and hazards.

A person who overstepped the limits of self-defence is liable under criminal law.

15. PART

15.1. How to win people's trust?

The offender must, first of all, to change his thinking and make the following steps:

- to recognize the obvious factors of crimes instead of denying them;
- to take responsibility for his actions, and not pretend that didn't decide anything;
- to take responsibility for the damage caused to the victim, family, community;
- to make a decision to change;
- to make and develop a plan for after release period to eliminate any law infringement cases;
- start practicing his new behaviour in correctional facility with purpose that this new way of life will become normal. ...

16. PART

16.1. "We have got nothing, but only our own life"

Justinas MARCINKEVIČIUS

Good and evil arise from us.

We grew up with the crime inside of us. Like a poisonous fruit, it ripe, grown up, and one day escapes from us, bringing others pain, sadness, loss, moral humiliation. Collapse of faith and confidence in man. Frustration, resentment. Maybe revenge.

14. PART

14.1. If I only knew

The error cannot be avoided, it only matters how we respond to mistakes. Here are only a few cases when the offender will not commit a crime if he will know that his actions are criminal.

14.2. What is a crime? What is criminal responsibility?

It cannot be considered a crime act, which is not provided by Criminal Law (Penal Code). Other offenses regulated by civil, administrative, labour and other regulations.

It describes what is:

- accomplice
- executor
- organizer
- instigator
- assistant

14.3. Attempt to commit a crime

An attempt to commit a criminal act is a deliberate act which directly begins a crime, if the crime was not completed due to the perpetrator will but others circumstances.

An attempt to commit a crime when the perpetrator do not comprehend that he is not able to complete a crime, that he encroaches to the wrong object or using improper measures. . .

14.4. Person's responsibility for criminal activity, committed under the influence of alcohol, drugs or others psychoactive substances

The person who committed a criminal act was under the influence of alcohol, drugs, psychotropic or other intoxicating substances are not exempt from criminal liability ...

Intoxication by previously mentioned materials is an aggravating circumstance, if those circumstances had an impact on criminal offenses.

tion. There is an increasing use of board games in trainings of adults because of its multifunctional character. Games are a fun way to begin building rapport with clients. Playing games is also a good way to train frustration tolerance and to teach clients to follow rules. It helps to develop decision making, to create strategies, to think some steps ahead. It has a good influence on problem solving thinking, as well. Games develop social skills, cooperative thinking, conflict management skills, comprehensive, mathematical competences amongst others. At last but not at least game is the most fun way of teaching.

- V. The games role in the VSA preparation program

Using games was always part of the VSA's courses and trainings. But the board game itself, as a method used in pre-release trainings was first applied in the beginning of the 2010s. A good constellation of creative staff, management will and support from a tender made possible to develop a board game planned specifically for pre-release courses. During the previous years the staff gathered enough experience to be able to plan and create an entertaining but also didactical game capable for being played in the special environment of a prison. The advantages listed above and the need of diversity in methods led to the Change-Fever pre-release board game. After its creation the structure of our pre-release courses changed. The first 8 or 12 sessions (depending on how many sessions the course consists of) run by the previous order, after that there is a preparing session for the game, and then the game itself takes place before last session and evaluation. This structure makes easier to repeat subjects and topics of the course without becoming redundant or boring. The board game goes through the main topics of the course again from a quite different aspect. Besides it helps to consider the special composition of the target group in question.

- VI. The Change-Fever Project

The aim of the game is to prepare (ex)prisoners for their duties in the first month after release. However the game reviews these duties playfully, it is also didactic and easily understandable. The following tasks are integrated in the game: obtaining the necessary documents, housing and other costs, searching for a job, the challenges of self-sufficiency, unexpected events and all the possibilities that facilitate these trials. The board game reflects the reality, the social context and its challenges. Therefore, the values and norms of the mainstream society can be adapted easily and 'empirically' during the game. Besides, all the relevant information are available on information sheets during the game. These information sheets might provide a booklet that might be a complex guide for the practical duties after release. The further advantage of the game is that it is picturesque; the pictograms facilitate the recognition and the memorizing as well.

Considering the points described above the Change-Fever project, which is creating a board game for preparation for release, had to comply with several requirements.

The game had to be entertaining, to make easier or, to be more exact, unnoticeable the process of acquiring information already heard several times during the course. Necessarily it had to be didactic. Because of the special composition of the target group it had to be easily understandable for the undereducated participants, but interesting enough in the same time to fulfil the expectation of the high skilled members of the group.

One cannot create the game of the whole life. We decided to focus on a period of time long enough to contain as many important thing as possible, while not take longer to play than 90 minutes (duration of an average session). So this game is about the first month after release. The player has to acquire the necessary documents, deal with housing and the costs of living, has to hunt jobs, learn about benefits and face unexpected troubles.

Creation of a game to play in a prison was a great challenge. Prison means random composition of target group (dropout, transport, etc.), incalculable time for session (time of check in and out of the prison depends on several conditions), difficulty in learning the rules.

Solving these problems listed above we stuck to think simple. Because of the special circumstances and the original aim of the game, rules are very realistic. So they can be easily understood and acquire. Furthermore, for better access, these rules are described on the board of the game and on personal cards using pictograms in great number.

But the most important characteristic of the game is that it needs a “master” who has an enormous role in playing. He makes the game “oral” so participants without eyeglasses can ask him about the rules. Just like the others, if they have any question. He animates the game, informs the players, suggests them moves, and helps to create strategies, to make decisions. He makes the players understand the aim of the game by explaining the meaning of the symbolic actions of it. He looks after daily costs of the players, collects it, and handles the bank. And, at the end of the game, he is the one who evaluates it, who draws conclusions and explains them to the participants. This is why the master has to be experienced in group work, notable and well-informed, accepted by the group. He has to be aware of the rules of the game and all the information it wants to forward. As with one game 4 or 8 persons can play generally 2 masters are needed in a session.

The game is architected to strengthen comprehensive, mathematical, social, financial competences, problem solving, cooperative thinking thus develop transversal competences, too.

Using the game we found that companions can be trained for being master. We also realised that the game can be used in antidiscrimination and tolerance

Subculture in prison, like in any other organization plays an important role, because it unites, strengthens identity, similarity, the impact of the external environment, regulates relations lifestyle.

The prison community is characterized by:

- ✓ group - “caste” associated with vertical hierarchy of relationships - under the lower is under power of the higher, each with its own status in the community, duties and rights;
- ✓ groups according to their place of residence, criminal career;

12. PART

12.1. Social skills development

... This model suggests that the change in behaviour is regarded as a process comprising the steps of:

- prior consideration;
- consideration of own problematic behaviour;
- a decision to change;
- step (and learn of new behaviour);
- maintaining (and re-examination of behaviour in different circumstances) ...

13. PART

13.1. In healthy body – healthy soul

One of the most pressing problems remain health of prisoners. It is not a secret that the prisons are overcrowded and Lithuania is not adapted to such big number of people staying there. In addition, a significant proportion of inmates consists of persons who use one or the other drugs. It is obvious that they can use drugs in prisons, where there are no conditions for the prevention of drugs addiction. Overcrowding, life in a small space, basic hygiene rules violation, drugs entering inside the prison, non-compliance prevention allows unimpeded to spread diseases such as tuberculosis, viral hepatitis and HIV / AIDS. And alcoholism or drug using is becoming a normal part of their lives ...

Tuberculosis
HIV (Human Immunodeficiency Virus)
Hepatitis
Sepsis (septicaemia - blood poisoning)

11.4. Pay attention to your psychological state.

It is required to take into account the current psychological state: normal, over-optimistic or overly pessimistic, black.

The offender always lives in two worlds: in the captivity and in the freedom. Which of these lives is real? Both real - entwined. Sometimes it seems that freedom is very remote, inaccessible. You orientate only in the area that you intended to carry out the sentence. In contrast, the same man in captivity feels unreal, very temporary. So you can not to plan anything, it is not worth to start to do something. This leads to a lost problem in real situation.

Depending on personal characteristics, people in the same sentence conditions are going through different feelings: some indifferent to their fate, frustrated, depressed, others are full of anger, aggression, by any means trying to meet their hedonistic needs, third experiencing conflicting fault and hopeful future feelings and emotions.

ANGER...
AGRESSION....

11.5. If you will maintain in the prison subculture you will not avoid the crime.

... Criminal and prison subculture investigators raised questions, to which there is no unequivocal answer today: whether prison is a criminal subculture cradle, in response to the forced isolation and the caused pain? ... Perhaps it is natural that in prison appears behaviour and phenomena that are “abnormal” in the freedom, but normal in “unnatural” (specific) prison conditions (e.g., self-harming). Maybe the prison subculture is directly dependent on the conditions of punishment? Or maybe it is just wider criminal subculture “export” product of the freedom?

...

These problems research pioneer in Lithuania Associate Professor of Mykolas Romeris University Psychology Department Rita Bandzevičienė in her works provides such prison subculture definition, its characteristics and other characteristics.

Subculture separately, a relatively closed community-organized social system is characterized by the distinctive structure of relationships, self-regulatory ways, typical values and attitudes, including changing behavioural norms, rules and traditions.

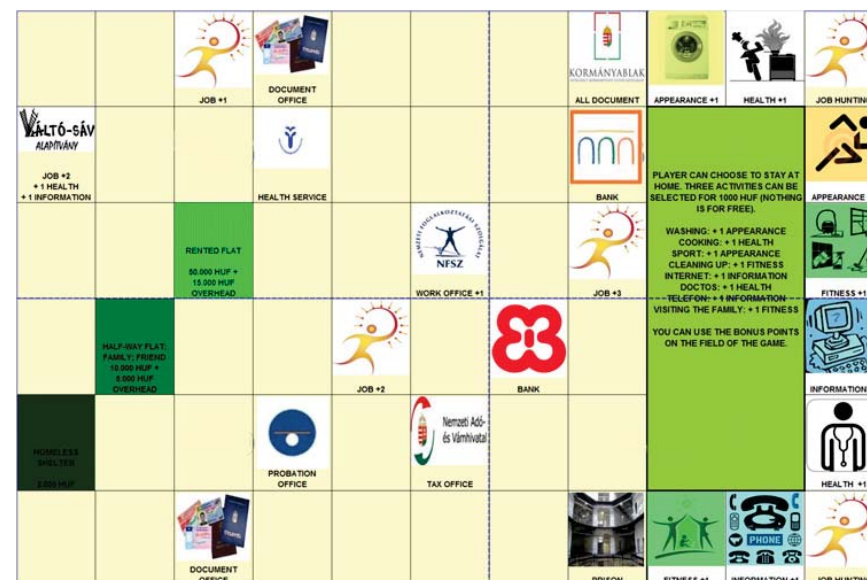
strengthening trainings.

A special challenge was to create a board game cheap and accountable as office cost (printing, Xeroxing, paper, etc). This is why it is made in excel files, disseminated electronically; the most expensive equipment needed to produce it is a laminator. The electronic dissemination solved the problem of updating. The files can be modified, so prices, names of the offices that have changed, can be updated before printing.

Later we had the chance to develop the digital version of the game, as well.

• VII. The game - Accessories

1. Board



The board of the game physically consist of four pieces of A/4 sheet laminated (for endurance) and stuck together with transparent duck tape or cello tape. The left side is the “city”, where players have to complete missions. The right side with the great, green rectangle and the fields around it with coloured figures is “home”, where players also can do actions. On the left side, in the “city”, there are three green fields that are places of accommodation. Closer to the “centre” is a rented flat, in the middle is a half-way flat or a room at the family, the third one is a homeless shelter. The prices of them are less and less, and are written on the fields. It symbolises that a homeless shelter is a cheap way of accommodation but from there (being more distant) it is more difficult to manage life.

The other cells of the “city” are either empty or are offices or other places where players have to go during the game (probation service, document office, health service, tax office, bank, post office, work office). On the right side, “home” is a place where different activities can be done by players (cooking, working out, do the washing, do the room, visiting the family or the doctor, searching the internet or visiting a cultural event). These activities are signed with pictograms and symbolise the “ideal” everyday life of a released.

2. Personal card

APPEARANCE	1 point at job hunting 1 POINT	ONE ROUND 4 STEPS; TRANSPORT 5 STEPS (TICKET: 500 HUF)	MEAL PER DAY 500 HUF	
	Free way at "identity check" without ID		CIGARETTE: 500 HUF (A DAY) ALCOHOL: 500 HUF (A DAY) CAFFEINE: 1000 HUF (A MONTH)	MISSIONS:
FITNESS	1 point at job hunting One more moves once	STARTING CREDIT EACH YEAR IN THE PRISON 10.000 HUF		PROBATION OFFICE
		GRADUATION: AT JOB HUNTING 8 PRIMARY: +1 POINT SECONDARY SCHOOL OR VOCATIONAL TRAINING: +2 POINT	NUMBER OF CHILDREN (EACH OF THEM 500 HUF PER DAY)	ID 1500 HUF
HEALTH	1 point at job hunting Abolishes negative consequences of the "fortune" cards			ADDRESS CARD 500 HUF
				TAX NUMBER CARD 2200 HUF
INFORMATION	1 point at job hunting One more moves once	GETTING A JOB: GET THE NECESSARY DOCUMENTS (ID, ADDRESS, TAX NUMBER, AND HEALTH SERVICE CARD) THAN GOING TO A JOB HUNTING FIELD AND THROW WITH THE DICE. TO FIND A JOB PLAYER HAVE TO THVORW THE DICE, BASICALLY 11 AND OVER (12) WINS. PLAYER CAN USE A MAXIMUM OF 4(3) BONUS POINT S		HEALTH SERVICE CARD 2200 HUF
				WORK OFFICE
				BANK CARD
	CHARITY CLOTHES; 1 PT OF APPEARANCE	INTERNET: +1 PT OF INFORMATION AT EVERY USE	CONTROL; WITHOUT TICKET - 10000 HUF	"OLD FRIENDS" OFFERS A JOB; BACK TO PRISON UNLESS 12
	CHARITY MEAL	MOBIL: +1 PT OF INFORMATION AT EVERY USE	IDENTITY CHECK; WITHOUT ID GO BACK TO PRISON	CASINO; DOUBLE YOUR STAKE WITH DOUBLE DICE
	ODD JOB; WITH TAX NUMBER 4000 HUF	FREE WAY	"FORTUNE" CARDS	FROM THE PRISON GO HOME FIRST

This personal card contains all information, rules and instruction a player needs during the game. In the middle of it there are the rules of job hunting. Below it, there are the meanings of the pictograms of the “step cards” (see later). Above are the basic data of the player that has to be given before playing (number of children, graduation, alcohol caffeine, nicotine use, number of years worked in the prison) – this determines the amount of the starting credit. On the right the missions are listed, on the left side the bonus points (health, fitness, information, appearance) and their meanings.

CRITICAL THINKING

To think logically, objectively and rationally, without distorting the facts and without blame.

SOCIAL PERSPECTIVE

Take into account the views, attitudes, feelings and thoughts of others.

VALUE'S REINFORCEMENT

Practice group interviews, interact with peers. This will help you move away from self-centred world view, to take into account the needs of others.

EMOTIONAL POISE

The success of social adjustment depends on your ability to avoid excessive emotional excitement. Apply psychologists use anger management techniques.

UNDERSTANDING OF THE VICTIMS

Take into account other people's feelings and understand the consequences of the criminal behaviour for other people, especially the victims. Your self-centeredness nowhere will be so noticeable.

11.2. Responsibility for the committed but not revealed crimes won't let you live in harmony and peace

You must decide for yourself what to do. All the time to live in the dark, or to admit the committed crime which is a secret for others until now.

What is the statute of limitations of criminal liability? ...

It is required to note that before mentioned limitations only occur in cases where the person did not hide from the investigation or trial, and did not commit new crimes.

11.3. Criminal lifestyle refusal steps.

Each time, after every fall, you can try to get up again. Even when you don't believe yourself. Do not refuse this opportunity. Then you will have to make following steps ...

- Strengthen addict position, negligence, avoidance of responsibility.
- Appear, form and consolidate the physical, mental and spiritual disorders and abnormalities.
- Begins distorted image of the world and its understanding, assimilate new negative character values.
- You start to think about the criminal action.
- You feel that you are “marked”, stigmatized, separated from other people.
- You start to identify yourself with the criminal world, identify yourself with those who might commit a crime.

11. PART

11.1. Your mindset and rehabilitation program

SELFCONTROL

Before you start to act:

- Consider all the consequences,
- Create and form the plans,
- Use those ways of thinking, which let you to control your emotions and behaviour.

COGNITION

Listen and critically evaluate your thinking - to realize that the way you think, determines what you feel and how you behave. Learn thinking strategies as a means to control your own behaviour.

SOCIAL SKILLS

Behave anti-social, because you lack the capacity to behave socially.

SKILLS

Analyze interpersonal problems, understand and respond to other people's values, behaviour and feelings, comprehend how their behaviour affects other people and why others react to them, and not otherwise.

CREATIVE THINKING

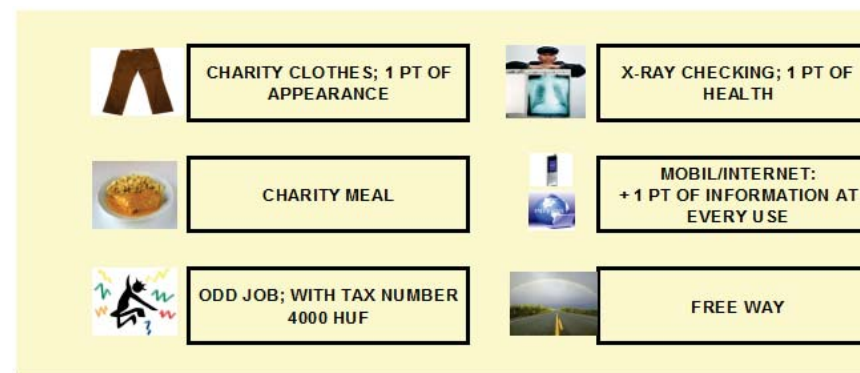
Learn alternative thinking: how to choose a social, instead of antisocial ways of responding to problems.

3. Step cards



On the backing there is the symbol of the VSA, on the front side there are 4 pictograms of different actions according to the 4 possible directions. The meanings of these are listed in the personal card (see above). Namely:

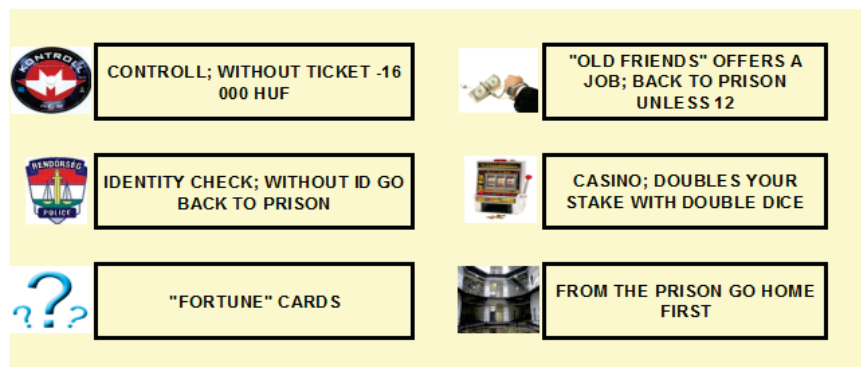
Positive actions*:



*Charity meal refers to the player only. The player has to pay after children.

Meaning of bonus points are described later.

Negative actions**:



**Two dices are used in specific stages of the game.

4. "Fortune" cards



Cards with different content. It may have positive or negative meaning. It consists of unexpected actions of everyday life, important information related to prices, legal rules, health promotion, etc. In the Hungarian version there are more than 100 and it is increasing.

In response to a question about groups of people, with whom the people of Lithuania would like to live in the neighbourhood, as the most disliked groups of people were referred: almost half of Lithuania's population (49 percent.) would not want to live in the neighbourhood with the Roma (gypsies) and former convicts.

A significant part of the population would not like to see homosexuals and people with mental disabilities (under 44 percent.).

In response to a question about the people with whom Lithuanian residents would not want to work in a workplace as the most unpopular mentioned in this group: almost half of Lithuania's population (46,1) would not want to work together with the Roma (gypsies), the ex-convicts and homosexuals respectively 38,4 percent., and 34,4 percent.

10.3. How convict is affecting by isolation in prison.

Specific insulation conditions can not affect the character and personality of imprisoned person. What changes take place in life of isolated person.

Isolated human tries, within the limits of his possibilities, to overcome the effects of isolation, or at least reduce its impact, in order to preserve the internal and external balance. If it succeeds - forming socially positive qualities of character, if not - character traits and behaviours can take a socially negative behaviour patterns. For example, after changes of social status and the scale of values: when some dysfunctional features reveal itself, such as own criminal behaviour exaltation, incontinence or loss of control, indifference to their further fate, clinging, unrealistic wishes or dreams reaching or ignoring of any positive goals, also formation of aggressive behaviour (aggression by targeting other individuals or even to yourself).

10.4. How can deform your personality in long lasting imprisonment conditions

- Break important social links, form the attitude that you are cut off, isolated from the free world that you are the type of person who does not have anything to do with relatives and other acquaintances till imprisonment.

- Bad habit form.
- Establish antisocial orientation (values, hostility, stereotyping).
- Abandon useful skills acquire in the freedom.
- Attache criminal experience.

SECOND MODULE

10. PART

10.1. In what society we live ?

The criminal justice system includes the living area, which is directly or indirectly is regulating by criminal law - Criminal Procedure and the Penal Code. The police, prosecution, courts, detention centres, and convicts help and supervisors institutions - all those structures create criminal justice. Its task is to prevent crimes commitment, protect the public, to ensure the security of the country. Their tasks Criminal Justice implement by specific measures: interrogative and investigating agencies investigating crimes, provides offenders, charge and communicate incriminating courts. The latter shall impose sanctions, with or without imprisonment. Correctional institutions provide insulation of custodial sentenced persons. Correctional Inspectorate implements surveillance of convicted persons in the freedom. The final operational objective of all those state structures - the prevention of crimes. Those processes are implementing in different forms. But the most important indicator of criminal justice operating efficiency - is a reduction of crimes and number of convicted persons held in prisons. To achieve this, there are various methods, ways and means. One of the most important is the integration of offenders into society and former prisoners' employment.

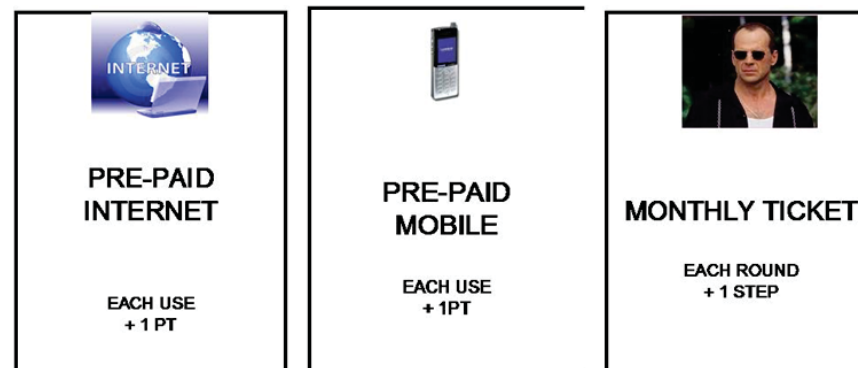
Sentenced person, after accomplished sentence or conditional released, go immediately to the street with no rehabilitation or adaptation period. Rehabilitation for a limited number of convicts is implementing only in Alytus correctional facility, where services are provided by employees and volunteers of CSF "Garstyčios grūdas". In Lithuanian correctional facility there is no intermediate step or open prison. So social integration into society is complicated, especially for those people who come out freedom without any social communication or help from relatives and friends.

The offender hardly will reach his new objectives even he will be ready to start a new life free of crimes if the environment will remain the same, if will not promotes, and will not help the convict to get on his feet.

10.2. In Lithuania there is still no tolerance for former prisoners

Lithuanian people have almost equally negative attitude to homosexual persons and former prisoners. This is reflected in the latest representative survey conducted by the Labour and Social Research Institute.

5. Bonus cards



These are the most common and indispensable instruments for making some-one "mobile". During the game play player get opportunity to buy these cards. With each of them the player gets another move in every round. As basically one has 4 moves, using these can almost double the steps. The game master should highlight the importance of these features, and motivate the players to buy them.

6. Bonus points

There are four of them

APPEARANCE	Free way at "identity check" without ID 1 point at job hunting
FITNESS	1 point at job hunting One more moves once
HEALTH	Abolishes negative consequences of the "fortune" cards 1 point at job hunting
INFORMATION	1 point at job hunting One more move once

7. Mission cards

These are sample versions of real documents to be acquired during the game, such as

- probation office document
- ID,
- address card,
- tax number card,
- health service card,
- work office document
- bank card
- check receipt

8. Others

- info-booklet sheets
- tickets
- fake money
- dices
- pieces

All of these equipments are “handmade”, can easily be produced at the office. Pieces, for example, can be made even by clients during artistic therapy group sessions.

• VIII. Playing the game

a. Preparation

Before playing the game master gathers the following data from the players.

- Number of children (each of them means additional expenses per day in Hungary it is 500 HUF at the moment)
- Graduation – 8 primary 1 point, secondary school or vocational training graduation means 2 points at job hunting
- Number of years spent with work in prison – determines starting credit (each year 10 000 HUF)
- Addictions – cigarette, alcohol, caffeine = 500-500 HUF a day
- Accommodation – there are three kinds of it, signed with green fields on the board. Selection can be changed during the game play, but expenses must be paid for the whole month. Homeless shelter costs 2000 HUF per month, half-way flat 10 000 HUF + 5000 HUF overhead, rented flat 50 000 HUF + 15 000 overhead.

Player starts round from the field corresponding to her or his selection.

8. PART

8.1. Labour law issues

Labour issues are regulate by the law. If you will not know the basic provisions of these laws, life can be greatly disadvantaged. It may be that some committed steps, will bring you a lot of hassle. Moreover, it may happen that your credulity can be used by unscrupulous people. Therefore, carefully read what is presented here, and try to understand.

- The implementation of the right to work
- Illegal work
- Employment contract creation
- Necessary documents for admitting to the job
- Tests during employment contract creation
- Types of employment contracts
- Severance pay
- Payment for redundancies

9. PART

9.1. How to adapt in work team

Practice shows that many of the convicts who are employed for a few weeks or months leave so hard got job. Why? In most cases the answer may be that - he did not adapt in a work team.

New work - it is not only salary, but also new people, colleagues. Sometimes they are uncomfortable.

How quickly to adapt in the team? Forget those habits and behaviour that prevailed in prison. Try not to use prisoners jargon do not present available tattoos, do not show other signs that indicate you belong to a certain group of people. The main thing is to adapt in the team.

5. PART

5.1. Registration in labour exchange.

First thing which have to do the convict came out to freedom, is to register in the labour exchange.

In this chapter is describing:

- What documents is needed
- About unemployment insurance benefits and its payment duration and the size, also to whom they are not granted, payment suspension, termination and renewal.

6. PART

6.1. Lithuanian regions. Which to choose after release to freedom? What you can expect there? Where to come first?

This part of module is intended to inform the convicts, who soon will be released to freedom. Each of the convicts have the opportunity to choose his place of residence, where conditions to integrate to the labour market would be more favourable for him.

Information provided in such principle that the offender will be able to see all the Lithuanian regional services. Some prisoners who have a addiction problems, it is relevant to know what is the availability to get a qualified help and support in rehabilitation centres. There are provided information about the common lodging-houses and listed the conditions of residence. In every region information chapter the convict will find the addresses of the employment services, vocational training schools, and other useful information.

7. PART

7.1. While not found a permanent job - try to work as a volunteer

Even temporarily working as a volunteer you can expect to receive a temporary location where to spend the night and get a food. For your clarity we providing this information, what it means to be a volunteer, what are his duties, the right, how the actual costs are reimbursed if they occur in the volunteer functions. Also we adding voluntary works contract.

The volunteers-are persons who have free will, nobody is forcing them carry out community work, without receiving any remuneration.

After that players get their starting credit according to the given data.

Not long after invention, gathered experience in several game play, we found that the best way of this game, if one character is played by two participants. This force the pairs to cooperate, discuss. They can make decisions easier, complement the knowledge and skills of each others, entertain themselves and the others. So in this preparation stage the game master has to create pairs capable of playing together with approximately the same chances as the others.

b. Introduction of the game

Just like as in RPG, the game starts with a “telling in the tale”. The game master introduces the game, highlight the real aim of it. As players has already got know the game itself (previous session), this is a repetition. The game master has to highlight that this is the game of the first month after their release. Players can use the previously acquired information, practice everyday life, face with problems that are probably waiting for them out of the prison. This is a good chance for them to see, in this stage of their preparation, what they could achieve.

The game master has to present the players the practical targets of the game. Namely:

- If necessary go to the probation officer
- Acquire all necessary documents
- Find a job
- Create a bank account
- Pay all expenses
- To finish the game in the best possible financial situation

c. Game play

Starting player selected by dice.

Player first decides whether he completes mission or stays at home.

A. Mission

It can be completed only in the order listed on the right side of the personal card. The player selects the appropriate target field of the board where the next mission can be completed. The game master or the other players are allowed to help him. For example, second mission is acquiring the ID. That can be made in the Document Office (in Hungary), so the player must select this field on the game board.



USE THE CONVICT'S RIGHT TO LEAVE THE CORRECTIONAL INSTITUTION
TERRITORY WITHOUT GUARDS AND SPENT VACATION AT HOME.

- Prisoners kept in correctional facility of light conditions, regardless of the time of punishment;
- Prisoners kept in ordinary conditions and of having served at least one-third of sentence, etc.
- Take advantage of this right is permitted to not all convicts:

- ✓ dangerous repeat offenders;
- ✓ persons with the most serious crimes;
- ✓ prisoners from which this right was denied because of committed infractions;
- ✓ foreigners;
- ✓ limited diminished;
- ✓ convicts who suffering from infectious and venereal diseases.

4.1. Use the convicts right to spent vacation at home.

The right to Spend holidays at home have only those prisoners who are carrying out the sentence in correctional home light conditions, diligently worked, did not have penalties and carried out at least eleven months awarded punishment.

It is introducing with existing and available organizations in Lithuania, which can help individuals released from prison. Their working hours, addresses and phone numbers, and their services.

Before each step the player turns up a step card, orientates it to the board, and then decides which direction to move. According to his move action (charity clothes, control, etc.) happens.

If the player reaches the target field within his maximum steps, he must pay for the document (legal aid can be accessed by throwing the dice over 8), then he gets it while the game master informs him about the importance and availability of the items in question. If the player hasn't got money, he can get a loan from

ity. Much of it you can learn from business columns of newspapers and magazines. Talk to people who work in the similar companies you are interesting in. The main thing during the interview is to know why you want to work in this company (e.g. ∴ you satisfied with the workplace, it is close to home, wages, working hours and so on).

Frequently asked questions. While every job and employer's style is different, the interview questions are incredibly similar. In addition to the typical questions, very often there could be asked non-typical, provocative questions.

How to choose clothes for the interview. If you want to feel free during the interview, wear comfortable clothing. It is important that it will be clean and smooth. Try to look as good as you can. Remember, better to appear as old-fashioned than very modern. Observe the general rules and procedures and otherness, dress modestly, then you will adapt to any team. Try to cover those places of your body where you have tattoos. Carry a folder with the curriculum vitae, recommendations and other relevant documents (passport or identity card, social insurance certificates, diplomas or degree qualification certificates, photographs).

How to fill a questionnaire. During the interview, you may be asked to fill a questionnaire, so bring a pen, the list of required dates, names, addresses and telephone numbers for to be able to answer questions about education, previous employment and recommendations. On the question about wage you can write -"Discussion object ". Write legibly.

Conversation with the employer

When you greet the interviewer of the company press his hand tight and say:., Nice to meet you " or "Thank you for taking the time to me".

During the conversation, say nothing wrong about former or current employers. Also, in the first conversation you should not ask questions such as: if you will need to work overtime, how many days will lasts your first vacation.

The interviewer will give you a signal when the conversation is completed. He might say to you: Will inform you in a week" or "Will call you in a week". If the other person is silent, then you can ask: "Can I call a week later and find out the final result".

the "bank", at any stage of the game. Interest is 10 %. Players can loan each other with lower interest. This part of the game is a perfect opportunity for developing mathematical and social competence unnoticedly. Members of the target group at this phase of the game have already forgotten that this is a didactic game used on a training course, so they try to make the best business they can. Game master, of course, has to be alert, and not let players to use their inner relations to "convince" others. On the other hand, payers are tending to help each other and cooperate, that must get positive feedback.

At the end of one's turn the game master calculates the daily costs of the player, who has to pay it.



If the player doesn't reach the target field within his maximum steps, he can leave his piece on the actual field from which he can continue his mission in his next turn.

If a player gets to the "prison", he has to get "home" first (as the "prison" is one of the most distant fields on the board it takes 2 or 3 rounds), and only after that he can continue completing missions.

B. At home

Player can choose to stay at home. Three activities can be selected for 1000 HUF (nothing is for free) and these are rewarded with bonus points according to the colour of the selected activity. Blue – information, yellow – appearance, white – health, green – fitness.



washing



cooking



working out



cleaning up



surfing



visiting the doctor



Informing



visiting the family



job hunting

Daily costs and overhead must be paid also after days spent at home.

The game masters task in this case to highlight the importance of these home activities.

c. Paying the overhead

Once during the game, at any stage, player must pay the expense of his accommodation by going to one of the “pot” field, filling in a postal check and pay the sum. This mission can be accomplished any time, even during the compliance of another. In this stage the game master’s main task is to instruct player how to fill in the check correctly.

d. Getting a job

This is the most important, the essential part of this game. As getting a job is a key element of successful re-entry, it gets a central role in the game, as well. This is why the rules of it are situated in the middle of the personal card. The game master has to declare this repeatedly during the game.

To hunt a job player has to possess all personal documents. One can apply for job without bank card, but cannot get his salary (5000 HUF a day).

There are several fields on the board for job hunting, with different advantages. At home one cannot use bonus points.

There are fields with +1 and +2 bonus points



and



Change-lane Foundation (or your NGO) is the best place for this activity as it provides full, complex service.

To find a job player have to throw the dice, basically 11 and over (12) wins. Player can use a maximum of 4 (3) bonus points (values in brackets for a more difficult game play). If job hunting is not successful, player has to go to another appropriate place. The game master has to emphasise how difficult is to find a job with the disadvantages the player has, and also that with steadiness and luck he is certain to succeed.

After finding a job, a salary is due to the player each turn (5 000 HUF). Another job can be hunted with the same rules. Second job is paid the same way. Salary can be delivered only to player possessing a bank card.

2.3. Live description or CV

CV is the most important thing introduction to the employer. Writing CV you will learn to focus on your talents, interests, skills and qualification. CV is divided into several parts: biographical information, education, previous experience, special skills description. Some advises to the person who is willing to write a good CV:

- Write the latest facts;
- Carefully check if there are no errors;
- Write a CV with a computer;
- The text should fit in 2-3 pieces of A4 sheet; curriculum vitae should be brief;
- Do not lie, praise and lie will be revealed anyway;
- Into recommendation list never write a people’s names who are not arranged with you in advance;
- Do not write the desired salary;
- If you have the opportunity, ask a social worker to read and evaluate your autobiography.

2.4. Motivation letter

Advises.

A motivation letter should be written specifically for a particular person or specific company. If this letter is a response to a specific job offer, then you also should write the source from where the information about the vacancy was received (job ads in the newspaper, in the internet, employment agencies, labour exchanges information).

The letter must state the reasons why you want to take this job.

The letter does not have to be long.

It is necessary to provide your personal and contact details.

Letter sent by regular mail must be signed (if the employer asks for a letter sent by e-mail at the end of the letter it is necessary to put your name and surname).

2.5. How to prepare for the job conversation (interview).

In the first interview for a job you should have knowledge about the company where you want to work, the nature of work. Understand your company’s activ-

Living place (residence) declaration

Citizens of the Republic of Lithuania declares residence in migration chapter, section, group or the passport section of local police office. A person which declares the place of residence has to provide for migration service:

1. ...
2. ...
3. ...

To the account list of the people without residence place also can be included a person who not declared residence, who does not have a dwelling or for other objective reasons, can not to declare his living place. To the account list of the people without residence place records make municipality where the person lives, migration department, section, group or the passport subdivision of local police offices, after receiving a citizen application form.

Social insurance document

Social insurance documents could be issued and changed in the social insurance office and its local branches.

Note about health state

For the note about the state of health a person applies to the clinic according to his place of residence, to the designated general practitioner doctor, who will direct him to the health service.

Certificates and diplomas of professional qualification

For the employment are very important professional qualification certificates and educational diplomas. A professional qualification certificates issued by various vocational training centres after attending some lectures. Educational diplomas are issue by the basic, secondary, vocational schools, colleges (former high school), high school. If you lose the qualification certificate or diploma, you should contact the educational institution which issued it.

Education institution shall issue a certificate of educational attainment.

IX. Finishing the game

Under optimal circumstances the game ends with someone's finding a job. Anyway, it is important, that approximately 10 minutes before the ending of the program, the game master has to stop the game play at the end of a round. He collects the dues of the players, and lists the credits and the accomplished missions of them. Then he evaluates the activity of the players. As finding a legal job is the key element of successful re-entry, it must worth the most. This must be considered in evaluation, and not the amount of money a player has. In our practice every job means 5 points, while a completed mission and every 5000 HUF of credit means 1. Moreover we count the credit of a player as the difference between starting and ending credit. It can, of course, have negative sign, too.

Evaluation is the most difficult part of the game, the game master has to get ready for it and let enough time for that action.

X. Digital version – for and against

In the frame of a later EU grant we managed to elaborate the digital version, which is an individual game, no possibility for multiplayer mode thus cooperation and interaction is excluded. The use of the IT cabinet (if exists) of a prison is also problematic. And playing needs extra preparation as we are not allowed to modify the computers of the prison. So the IT staff must be asked to install the game long before the program starts.

But it is also true, that its use greatly strengthens the IT competence of the target group. The player has to fill in online form to play, must use the mouse to get information from pop-ups, and interpret the response of the machine. Using the multimedia opportunities of the computer, information can be learnt easier by this game. In the board game version pieces of information are provided by the game master and the information leaflet (oral and written sources). In the digital version besides these, there are short videos between missions to help the player to acquire knowledge related to the actual document. The playing time is much shorter than the board game version because of the AI quick feedback, so it is perfect for shorter sessions or more skilled clients. It can also be applied during a digital competence developing program as a complementary method.

Although it seems that this game can be played alone, at least one game master is needed also in this case. His task is to help individual players to use the computer, answer questions and evaluate game play. As this is a fast game, player may play even two times during one session. This makes him possible to correct his mistakes promptly.

In general aspect, regarding its aim, content, methods the game is similar to the board game version.

• **XI. Experiences, best practice**

The game has changed a lot since its creation, like us. New elements became part of it, while others got out of it. Players suggested modifications to make it more realistic. The mission of filing in a check and forward it in a post office is a good example of this. Other modification is the consequence of the changing everyday life. Prices, legal norms, sum of fines, names of offices etc. in the game must be similar to the real ones. Fortunately the simplicity of the game's architecture makes it easy to adjust it to reality.

That is also true, that the game alters its rules from play to play. There are some ambiguity in certain rules that can be decided by the game master regarding the actual situation. But also in general, the game master can make changes in game play according to the demands of the group's composition. It is evident, that the game played with university professors must be different from the one played with young criminals in a juvenile institution.

The game masters personality and skills has an enormous influence on game play, this cannot be repeated often enough.

The funniest the game is the best, so e.g. letting players choose nicknames for their characters or making fun of their own character during game play eases learning.

As for practical details, the colouring of the game has proved to be appropriate. Colours are important to attract the attention of clients spending their time in not stimulating environment. We used pastel yellow, green, blue and white, facilitating cooperative thinking, and only a very little, necessary red.

It was also a good idea, that we choose famous artists, authors, poets, film stars as avatars having their name and photos on IDs and other personal cards to be acquired during the game. These cards, so the whole game became attracting and popular. The names and photos can be changed, of course.

During the 5 years of its existence the Change-Fever has proved its *raison d'être*. It was always the most exciting, most amusing part of pre-release courses organised for the target group; "bloody" contests escalated from demonstrating play during sensitisation program for university teachers, young professionals or employers, and, of course, the members of our staff spent several hours playing it with the pretext of testing. We hope others will also find it great, play

Currently, convicted released to freedom, unfortunately hasn't a large choice of work. So he has to work in occupation which is not the most attracted and best for him and for which the salary is not so good.

The list of occupations which, with certain exceptions, are in demand on the labour market.

2.2. Job search

There are different ways to search a job: in newspapers, magazines, online labour exchange, private employment agencies, billboards, acquaintances and friends. Jobseeker ads on the internet and newspapers are an important source of information.

Internet.

The major websites where you can look at job ads or publish it are these:

www.skelbimas.lt – job – offer or search
 www.cvonline.lt – write in your CV or job offers
 www.ldb.lt – offer job – choose wanted profession
 www.cv.lt
 www.cvmarket.lt – for those who search for job – job ads or my CV market
 www.uola.lt – job
 www.cvbanks.lt – for those who search for job

Ads in newspapers....

Advices...

Job search agencies...

Personal connections....

ID card.

The identity card is issued and amended by the migration service according to the population register recorded a citizen residence in the Republic of Lithuania. If citizen residence is not on the population register (unreported) and citizen could not declare the place of residence by the laid down procedure, then identification card could be issued or changed by a separate written request of citizen in Migration Service.

in casual jobs, you changed your activities many times.

It can happen that will have to work casual jobs, some of them will not require higher qualifications. However, in all cases, you need to have the favourite profession and whenever you get the smallest opportunity - take advantage of access to employment.

Here and now having a list of professions, get deeper into each profession. As good as possible try to understand the future work content. Try to understand whether the chosen profession will meet your needs.

Take into account your needs

Inclinations reveal early, already at an early age.

Some people tend to work with objects, tools, (tendency to practical - technical professions).

Others are interested in plants, planting, watering, watching. Or animals, they protect them, take care of them (tendency with related professions).

Others have a tendency to interact (tendency to communication, organization-related professions). Some others prefer to count, compare to each other, draw diagrams (tendency to label and information related professions). Some people have a tendency to arts professions.

Get know your abilities

When you choosing a profession is important to evaluate own skills. Different occupations require different skills. People's abilities are very different. One of the activities is easy to carried out, without much efforts, because the man is gifted. In other - in order to achieve the result, we have to work more, and some other activities, more you try the worse results you get. This means that for this kind of activity man hasn't a talent.

Your skills

If you cannot choose a profession where most of your talents is reveal, it's worth to choose such activities, for which you will have not less than the average skills needed in chosen activity. Remember that skills can be developed, especially if the activity is enjoyable and interesting. Then you do not count your time and get tired less, better concentrate, understand quicker and memorize better. Choose the profession

it, and win.



Váltó-sáv Alapítvány – HU

Bence Aradi: BIBLIOTHERAPY – Method of preparation for release

General Description

The Bibliotherapy is a method included in the group of Art Therapies. The expression Bibliotherapy means 'Treatment with Books'. Its name came from the ancient Greek words βιβλίον (book) and 'θεραπεία' (treatment).

Almost every culture has been recognizing for centuries the fact that the literature was capable of healing. Our above-mentioned special method, the Bibliotherapy became popular for the 19th century.

Nowdays two forms of activity are used in the therapeutic process. The first form is called Receptive Therapy. This method focuses on the understanding and reliving the events of a properly selected literary text. This procedure is mainly verbally done.

The second form is the Active Therapy. In this procedure the participants (clientela) write their own stories (poems, fictional works, diary or memoir). There are two versions of the Active Therapy: one is the Creative Writing, the other is the Autobiography.

In Which Fields Bibliotherapy is used?

For children Bibliotherapy is used in schools, in the educational counselling and in the field of the special education with disabilities.

For adults Bibliotherapy is used in social, educational, cultural and health institutions. In addition, Bibliotherapy is a highly effective method to the development of self-awareness and self-esteem of the prisoners under the detention, and, especially, to prepare them for the reintegration into the civil society after the release.

Which Are The General Goals of Bibliotherapy?

The basic concept of Bibliotherapy is that a literary text would be able to help the clientela in the problem-solving.

The participant can contemplate on his/her own problems from an external point of view. He/she can find typical examples or counter-examples by reading liter-

way of life, make crimes or work illegally.

Loss of social and professional skills, or lack of them. During a long prison sentence convicts lose communication, household and professional skills. This loss is influenced by several factors:

- Employment problem in prisons.
- Convicts attitude and the influence of the subculture.
- Negative family model.

The lack of social and professional skills is experiencing when a former convict is employed. After receiving the first salary he immediately spend it. Only rare of them save or restrict their needs.

- b. Addictions – problem when you are employed
Many of the prisoners have addiction to alcohol or drugs. Therefore, a person begins to look for a job that would not require great physical effort and will meet his medical condition, but such work is not so easy to find, since most available labour market professions to former prisoners currently are builder, building support staff, dockers, warehouse workers, and so on. The professions that require physical strength.

2. PART

2.1. Everything what is necessary: how to choose profession, find a job and get employed

If you ask ordinary people how many professions they know and are able to describe a practical work tasks by those professions, they will mention an average 10-17. In Lithuania there are registered 405 profession subgroups, which includes about 6,400 specialties. Of course, the convict access to those professions, at least on average knowledge level is limited. This will require to be satisfied with what is presented according to the actual abilities to get them, and by them to work in Lithuania.

Profession has to help you to meet your needs

Not all people needs are the same. For all the most important is safety. Therefore, they choose professions, which guarantee a stable income, which does not require a high-risk.

You must realize that the choice of profession is a very responsible stage of your life. It may be that until now you have not had any profession, used to work

Of course, a former prisoner caused some people negative reaction. However, much depends on your own.

But there is no choice. There is only one alternative - work activities or criminal lifestyle, in the beginning - the addiction of alcoholism, drug addiction, later crimes and finally - the prison.

We want to help you to advise you to make a decision more quickly. Be aware that the only way, measure and the ability to get out of the complicated situation - is work activity.

We are ready to help you, but the most important is - whether you want to help yourself.

Help yourself – that should be your slogan.

1.2. Check your motivation

One of the most often problem why ex-prisoners do not try to look for a job is their own lack of motivation. Most prisoners, which completed their sentences are very passive in the labour market, they are not interested in working. Conditionally released persons within two weeks after leaving the prison are required to register in the labour exchange, otherwise they may get a penalty and go back to prison. After returning from prison inmates often do not have a clear understanding about what they will run in the freedom, most of them their desire to find skilled job which does not require a big responsibility, physical strength and are well-paid.

1.3. Get rid of addiction

A large part of convicts have addiction to alcohol or drugs. This becomes an obstacle to find a job. Alcohol or drugs addict people have health problems: falling body weight, they feel weakness, frequent poisoning, occur changes in human mental state. A person can suffer from hepatitis B and C, HIV, tuberculosis and so on.

1.4. Pay your attention.

a. Employment problems of ex-convicts

Education of the person. First of all, the problems of employment are caused by low education of ex-convicts. Therefore, it is very difficult for them to find a job and compete with other participants in the labour market. The inability to overcome the obstacles, ex-convicts usually back to the old

ary texts. The participant has the opportunity – through these examples – to find solutions to these problems without consequences. During the treatment process the individual gets closer to him/herself, accepts and declares his/her own emotions, his/her distress is reducing, and he/she can find new opportunities in his/her personal life. Almost all the application of the Bibliotherapy could be able to take aim at the development of communication skills, the creative thinking, the empathy and the susceptibility of teamwork.

There are many kinds of people, but fortunately there are a wide variety of literary texts. The properly selected poem, fairy tale, short story or novel should be suited to the needs and the diversity of the group. Furthermore, in the case of our target group Bibliotherapy is very effective way to the deeper-understanding of the common values and to the accepting of the standards of society.

Special Challenges of Bibliotherapy in Prison

Imprisonment is a legal term; it means the restraint of a person's liberty, for any cause whatsoever, whether by authority of the government or by a person acting without such authority. Imprisonment does not necessarily imply a place of confinement, with bolts and bars, but in the common mind the imprisonment is equivalent to the lack of the free movement.

Perhaps the greatest harm is under the detention that the prisoner is deprived (or limited) in almost every forms of the free communication.

Human communication is a very complex phenomenon. We, human beings are extraordinary in the variety and diversity of our communicational tools among the other members of the animal kingdom. Without the possibility of using the complete communicational tools one can not be diverse and complex human being.

The most characteristic part of the human communication is the vocal language (speech). Over and above there are the other components. Speech also contains nonverbal elements known as paralanguage (rhythm, intonation, tempo and stress). Examples of nonverbal communication include haptic communication (touch), proxemics (the distance between the participants), gestures, body language, facial expression, eye contact, and how one dresses, what kind of perfume uses, what kind of accessories wears, what is his/her hair-style etc. Then there are some scientists who claim that all your goods, chattels and properties (movables and immovables) have communicational values.

The prisoner is limited in all these things.

Due to the long-term deprivation or limitation, all these phenomena (goods, clothes, nice words, tactility etc) became more and more valuable in the mind of the prisoners, but the memories are changing more and more false and distorted. The prisoner tends to forget the uninteresting and unpleasant things. Remaining memories gradually became a sort of miracles. So the real things of the civil world and the memories of prisoner are beginning to lose the connection between each other. But there is quite an enormous need to keep intact the memories of the freedom: often happens under the detention that the prisoner starts to write his /her own memories or autobiography. Due to the aforementioned disadvantageous process these literary works are generally exorbitant or exaggerated.

The successful communication is not a simple task even in the outside world. Imprisonment has a particularly bad influence on communication. There is a very wide variety of people in the jail, whose socio-cultural background and communicational basic are originally different. This difference becomes wider and wider as time goes by, the individual's vocabulary and phraseology became poorer and poorer. There is a popular aphorism in the prison: „Not the jail is dreadful, but the people you are locked in with”.

Moreover, there are two common survival strategies under the detention. The one is the secrecy („Don't trust anyone!”), the other is the exaggeration („What a good guy was I out here!”). Both methods are a form of mendacity, and lying is never laudable.

Even short-time closeness increases the risks of inter-personal and intra-personal conflicts.

Bibliotherapy wants to decrease these risks on one hand. On the other hand, it helps to rebuild the outside (civil) reality by reconstructing a fictional, but logic inside world.

Difficulties in Prison Labour

Usually we don't have got enough time to conduct a whole course from beginning to end: one course usually consists 10 times (sometimes it can up to 12 times). The selection of the members is very accidental in generally, so then a group is very heterogeneous in regard to literacy, intelligence and expressive capability (Once happened that there were in the same group an illiterate, nineteen-year-old prostitute and a sexagenarian lady, doctor of Laws). Let us add to these, that the application for the course sometimes not voluntary and so some people are indifferent, insensible, sceptic or hostile.

Charity and support fund „Garstyčios grūdas” – LT

Stefa Kondrotienė: Interactive learning with special computer program

“Convicts integration into society”

Charity and support fund „Garstyčios grūdas” since 2004 is implementing prisoner's psychosocial rehabilitation and reintegration into society and labour market activities. During rehabilitation period convicts are preparing for release to freedom. One of the method of this preparation is using interactive learning special computer program. This computer program was created in 2009. Since then it has been changed several times according to changes in the legal system and the labour market. The essence of the program is:

PROGRAM ESSENCE

- To help the convict to decide, to understand what work activity can bring to him.
- To strengthen convict's motivation.
- To check what is the best convict suited for, what activity to choose.
- If convict have any addictions - to help to decide get rid of it. To advise how to do this.
- To choose the profession.
- Opportunities for employment in the freedom, how to do that, what is necessary in order, where to go, who can help.
- To learn how to foothold in team and earn a well-deserved standing.

It is impossible to present the whole text of the program, because its extent is very large, so we present only the main points, and in some places we write only chapter names with its summarizing or only the names of the main points.

FIRST MODULE

NOW IT'S TIME FOR YOUR DECISION

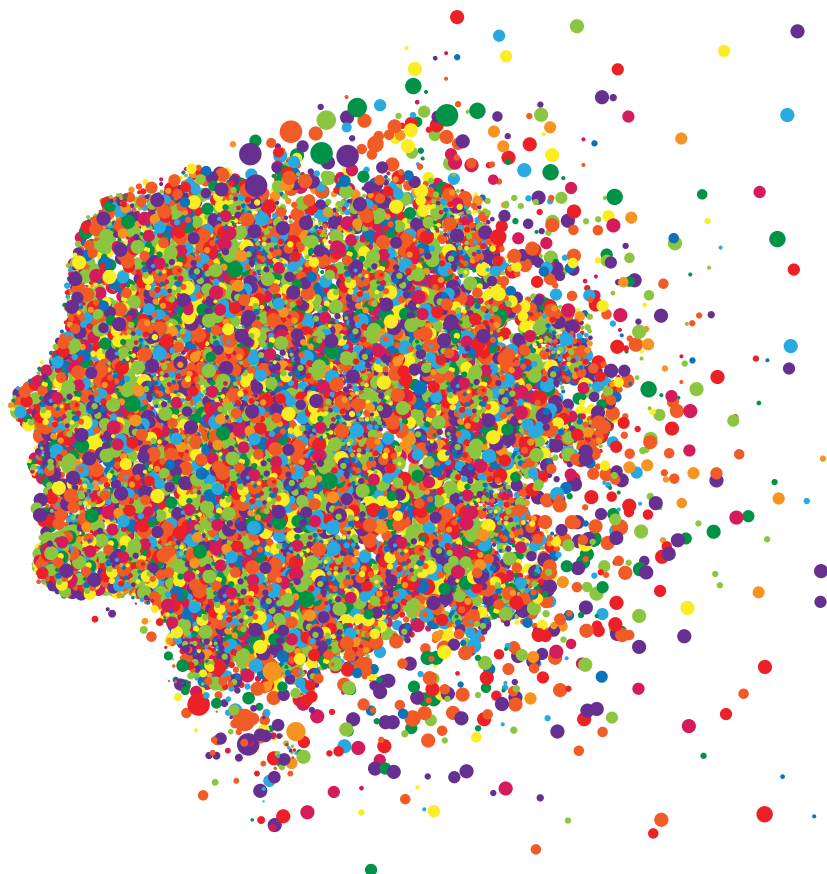
1. PART

1.1. Test and decide.

Sooner or later penalty time comes to end. You need to decide what to do in the freedom.

7. Literatur

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The main task of the therapist for the first time is to assess the needs, according to expectations and the abilities of the group.

First Step: Receptive Therapy with Tales

The basic assumption of the successful communication is the common knowledge and the common language. There is a quite enormous knowledge gap between prisoner and prisoner. They are very diverse persons, due to their inherent or acquired specificities (profession, origin, literacy, property etc). At the beginning of the co-working (therapy process) the therapist must find a common cultural base known by everybody.

Particularly suitable common base is the world of tales.

At the start of the process it could happen that there would be some resistance to the tales. The prisoners often point out the fact that they have been already adults, not children. The force is paramount in the prison. There is a risk that some members are looking at the tale as something funny or childish toy. The therapeutic has a particularly important duty at this stage of the process.

First of all, it should be clarified that the tale, across so many millennia, has been told not only to the children, but also to the adults. The therapeutic must highlights the fact, that the hidden symbolism of the tales contains the universal of the common consciousness. It may be useful technique to read through a short tale together, slowly, step by step. At the first stage we can interpret the concrete reality of the story, neglecting the wonders and focusing only the facts. Who is the protagonist of the tale? Is the protagonist likeable or repulsive? What does he do, why does he do it, when does he do it? Is there any bad outcome of the bad decisions? So this way the story-reading can re-acustom the participants to a standard, formal, coherent minding, according the general rules of tales.

There are some researchers who think that all tales (as a model) are describing individuality's whole psychological walk of life with its ages, risks, challenges and events. Even from this perspective the therapeutic can show gradually, that a tale is as deep and complex in symbols, as rich is the human walk of life with psychological effects. Anyway, the importance of the mystic symbols is enormous in the prison – let's look only at the increased interest in tattoos. It is very useful if the therapeutic has the possibility to discuss the same tale with females and males at the same period (in different prisons, of course). Not only the members of the group, but the therapeutic him/herself can get interesting experience and important knowledge about the mentality of different genders.

The Italian tale „The Illusionist and the Maiden” is a good example that we demonstrate the practice of the above-mentioned principles with. This tale seems very simple, so that its simplicity makes itself quite incomprehensible. But if somebody can unravel the hidden structures and messages by adopting the methods of the Bibliotherapy, this tale reveals its secrets. This is a wonderful tale about the adolescent's thoughtlessness, the male and female roles, the conflict between the individual and the community or society, the spinster-attitudes and its multi-faceted symbolism is extraordinary exuberant (Illusionist, Maiden, Four-leaf Clover, Rooster, Beam, Blue Flower, and Water etc):

The Illusionist and the Maiden

There once an illusionist came to a village to show his art to the people.

The peasants were enchanted. They were surrounding the illusionist staring wide-eyed at him how talented he is. The illusionist caught a rabbit from his hat, made fly a pigeon from his sleeve, and made more pretty tricks. But the rooster-trick was the strangest among all.

Suddenly, when the illusionist has waved with hand, a rooster stepped forward with a bean in his beak. The bean was huge, but the rooster was juggling it so skilfully, as it had been not a heavy bean but a light feather.

There was a maiden amongst the observers. This girl had found a four-leaf clover on the field that morning: however, it is well-known that who finds a four-leaf clover in the field will be not only lucky, but wonderfully wise.

The maiden noticed immediately in her great wisdom that what the rooster was doing was a mere trickery, and the carried thing is not a huge and heavy bean but only a thin straw.

She exclaimed, clapping her hands:

„Oh, you foolish, don't you see it? That's not a bean, but only a simple straw!” The illusion was broken abruptly, and everyone could see that the rooster was taking only a thin straw in its beak.

Then the peasants put away the illusionist cursing and shouting.

When he escaped the angry conjurer decided to revenge on the maiden because of his failure.

Give 10–15 minutes.

All together, discuss one example from each group.

To sum up exercise, ask students:

- when it is easy to understand the feelings of others, when it is difficult?
- what do you learn how to react to other people's feelings?

Note.

In the beginning, you can give examples of how a person can feel and behave seeing the other person's feelings expression, such as: when someone is shouts at him from rage, hugs him from joy or starts to cry from sadness.

Auxiliary sheet of exercise „Other people's feeling“

Emotion, feeling	How it can be expressed?	How others react to this?
Joy	Jumping. Hugging other people. Shouting.	Say „Perfect“, „Well done“. Invite to eat ice cream. Join the happy person. Mock from happy person.

Everybody can become a good talker

You can make more friends in two months, if you sincerely will interesting in other people, than in two years, if you will seek that other people will be interested in you. So if you want to win friends, meet people lively and enthusiastic. If you receive a call on the phone, use the same psychological rule. Say 'Hello' in a tone which would say, that you are glad that you were phoned. There are a number of the simplest and most effective ways to earn the favour of the people:

1. Warmly interesting about other people (that is non arguable rule).
2. If you want to please people - smile!
3. One of the most effective ways to earn the favour of people - to remember their names and let them feel significant. If you want to please the people - remember that to any person his own name correctly spoken in any language sounds the most pleasant and the most significant. Only your attention is important to the person who you chatting with.
4. Be a good listener. Encourage others to talk about themselves. The royal road to the heart of man is a conversation about the things that are the closest for him.
5. Talk about what is interesting to your companion.
6. Allow the other person to feel significant and do it sincerely.

6.4. Exercise „Other people's feeling“

Participants:

rehabilitants and teachers.

Developing skills:

to understand other people's feelings, to compassionate, to work in a group.

Process:

ask students by using "brainstorming" method to list 10 feelings and write them on the sheet of paper or board. Ask to indicate a number of situations in which the participants felt such feelings, and to demonstrate how they expressed it. When all the examples will be discussed, ask participants how they would respond to the same feelings expressions of others, what will be their own feelings in such situations?

Now allocate the students into groups of five persons. Give to each group one auxiliary exercise sheet. Explain and give an example. Ask each group to choose 4 feelings from the list or invent and formulate new one and fill the auxiliary sheet table with the verbal and non-verbal examples.

It had been passing not a long time when the maiden was going to get married. The wedding would be in the next village where the fiancé lived.

The solemn started the wedding march to the next village. There was a large, spacious meadow between the two villages. They were marching across the meadow, forefront the fiancée with her family, after them the peasants.

Suddenly, the fiancée saw, that a swollen creek was blocking them. There was neither a bridge not a footbridge everywhere, there was only the gurgling water. "Never mind – thought the fiancée –, we won't turn back because of such a small nothing!"

She picked up the nice, lacy bridal skirt and waded into the water to cross the creek.

She was in the middle raising high her skirt, when she heard a gloating voice:

„Oops, you wise of the world, where did you have left your eyes? Do you think you're in the water now, that's why you're raising up your lacy skirt?"

At this moment the girl's eyes had been opened. She saw that she was standing not in the water or the swollen creek, but in the middle of a blue-flowering flax-field, raising up high her skirt.

The others noticed the truth and busted out laughing.

The girl started running away in sudden shame – what else could she do? Fortunately, she had been raised her skirt up – so was so easier to run.

She is still running now, if she hadn't been stopped.

Second Step: Semi-active Therapy, Fairy-Tale Artwork

This scale succeeds when the group already has loosened up, and the common tale-reading and tale-interpreting have become natural. Then we can take a big step forward towards penetrating deeper into our spiritual world.

At this stage of the therapy process the participants have to continue a given situation with their own words, but not with complete licentiousness. For example, the therapeutic pick out a typical initial sentence, for example Once upon a time there was a girl... , and the participant continues this story, applying a

Creature, Object or Act, drawn by rolling a special dice (Rory's Story Cubes®).

The random dice-rolling has two important functions. In one hand, the participant must react to an unexpected situation and recall faded memorabilia from his/her own mind, therefore this method is appropriate to reactivate the weakened memories. In the other hand, the diverse symbols of the cubes (dices) strengthen and amplify the faculty of imagination, and the prisoners thoughts would finish to revolve around the same object.

Story-telling is not a simple business. At this stage of the therapy often happens that somebody gets embarrassed and cannot find the right words. In this case – without exception! – other members of the group start to give ideas, and always a kind of brain-storming begins. This activity relieves the anxiety, and contributes to the strengthening of the group cohesion. Furthermore, the ability of cooperation is particularly important goal considering the later re-socialization. The story-telling process is adapted to experiencing again our individual and social problems, challenges and conflicts (jealousy, violence, poverty, financial uncertainty, male and female roles etc.), and, according to some psychologists, we can analyze our hidden problems, aims and desires.

The Magic Ball

Once upon a time there was a village. Just beyond the village lived a poor lady. One day she went out to the garden and began to hoe. During hoeing she found a little, golden box, it was also the key in the lock.

Was pondering the lady: „Should I open it or should I not?“, then finally opened it.

The box was full of gold jewellery, and there was in it a magic ball. The lady garlanded herself with the jewellery, and returned in the house, where was standing her husband.

Then the husband shouted at her: „And you, woman! Where have you got this jewellery from? You have stolen it, haven't you?“

„Haven't stolen, !! I have found it here, in the garden!“

„Gosh! I wonder who dug here... And how did you find it quite now, because you are hoeing in the garden every day?“

The husband was a very jealous person: he suspected a lover again, who had

- d. Appeal (or: what I would like to ask, order). Only in rare cases we are talking “just for talking”. Almost all's messages purpose - to influence receiver. Those tryings to influence someone are quite different.

6.3. What we are - the way we communicate

Our communication is full of joys, surprises, contradictions, misunderstandings and conflicts. The ability to communicate effectively can be attributed to the most important personal characteristics, which determine its success and personal happiness: after all, almost 85% of a person's life and work success depends on how it interacts with other people and what influence them. There are many different ways by which we can improve our communication skills if they are not adequately developed, and does not produce the desired results. It is necessary to start from ourselves, because inside of us, in our unconscious depths, born the first rudiments of communication skills, occurring during interacting with people. So our communication occurs in two forms: internal and external. What kind of self-image we create, such persons we are in real, appropriate is our actions during communication. This means that our communication success is primarily dependent on our own - from the type of self image we create. The self image - it's entire of visions and decisions about ourselves (your character features, abilities, experiences and our place among the people and so on).

Internal, that means, personal communication is called a personal communication with yourself. This is self-recognition and objective self-evaluation. These concepts include our behaviour with ourselves, our thoughts, desires, the ability unconditionally to accept ourselves as we really are. Everyone must come to terms with that, what lies inside of us, because internal communication - this is the main satellite of communication with surrounding people, which determines the strength of our impact on them.

Creating our own “I” image, very important is experience. All of our experiences sooner or later erupt in some form, affects our thoughts and actions. This is a result of all our impressions, experiences, actions, decisions, collected from infancy. In our consciousness lies our self-perception. It depends on how we see ourselves, what are our thoughts and beliefs about ourselves. Internal provisions, strict rules and high standards for ourselves, quite often lead by past experience, limit objective self-awareness. We are more tending to believe not what we see, but what we want to see. What we see, such we are. To comprehend ourselves, to create our own “I” image helps us three main elements:

- how we see ourselves is our view to ourselves;
- how others see us - the surrounding people's attitude to us;
- how we think about how others see us.

determines the behaviour with the people around us. Also effort and attention to improving communications is very important for the communication quality. After all, many of the difficulties of daily life is determined by the lack of communication culture, which could cause misunderstandings at work and personal life. All these difficulties possible to overcome only with the great efforts, keep working, improving, developing, and reaching better results. The largest part of the information during the communication is transmitted non-verbally - through intonation, facial expressions, gestures, body language and other nonverbal language signs. When verbal language does not match the non-verbal language, and people tend to rely on non-verbal. Therefore, it is important to learn to control your own non-verbal language. Psychological research shows that verbally - by verbal way we convey 20 - 40% of the information and 60 - 80% by non-verbal communication. Non verbal language is special, because it is caused by our subconscious, so the body language is difficult to classify. There are two types of non-verbal signs:

- Conventional - in different nations the same sign or characters have different meanings. For example: After we ate a nourishing meal, we brushing with the finger yourself through the neck. In Japan, the same sign means serious trouble: the firing from work, a difficult situation and so on.
- Spontaneously - unplanned appearing and non controlling signs. They reflect the deep unconscious feelings.

In verbal communication psychology we are often face with the terms of sender, receiver and reporting. The sender and the receiver are called people who transfer and receive information during communication process; meanwhile this information is called a message. Each message can be analyzed in four aspects:

- a. the content of the message (or what I inform about). This aspect is the most important in conversations and discussions, or at least it should be thus;
- b. Self-disclosure/self-reveal (or what I tell about myself). By the message is transmitting not only some information, but also information about the sending person. By the way, self-disclosure can be both unconscious and conscious, desired self-representation. Self-disclosure aspect is psychologically very important, because it shows the sender's mood, the sender's desire to be in a "high position" and so on. From here arise a lot of interpersonal communication problems;
- c. Relationships (or: what is my opinions about you). Report shows what the relationship are established between the sender and receiver. This often reveals some formulation in use, tone of voice, non-verbal signals. The receiver usually is very sensitive to this aspect. He soon felt the mocking tone of sender ("not to your nose to understand it!"), although it wasn't told aloud;

given this jewellery to his wife.

„Let we ask the magic ball!” suggested the lady.

Then the magic ball said this to the husband:

„If you want, young man! Ask your wife, where the jewellery came from. But mind to me! If the lady will speak true, all the jewellery will belonging to me, and the lady herself, too, because you will not have trusted her. And if the lady will tell a lie, all these treasure will belong to you, pal!”

Then the husband asked the ball. The ball began to spin and smoke, and appeared a picture in it. The hoeing woman was seemed within the ball, and then the scene seemed within the ball, when the lady founded the box with the treasure and the magic ball in it. But behind the fence was standing the Sweet Prince, staring at the woman, quiet and loving...

When the husband caught his breath, there was no woman or treasure.

(The story was wrote by a female detainee during the course of Semi-active Therapy)

Third Step: Creative Writing (A Fictional Story)

At this point we are leaving the realm of fairy tales and we are passing into the world of reality.

At the third stage of the process the random method has as high importance as had it at the second stage (Semi-Active Therapy). We use several types of dices and a worksheet with well-structured questions and variable tasks in it. The process takes place not only verbally, but the participants must write the synopsis of their own story by the end of the writing course.

During the process the participant has to build an own, civil world with self-constructed, fictional persons. The initial place, where the story is beginning, is decided for the first time, as well as the starting date, hour and day. The selecting of the first place is randomly: it would be for example a bridge, a post-office, a kindergarten or a plough land, an attic, a restaurant, a pension etc. And so the starting time also randomly (for example Wednesday, 15th. January, 02:00 AM).

However, it is very important now, that the story shouldn't take place in a prison! The main goal of the therapeutic process is to reveal our civil personality, and to

demolish the prisoner's attitudes, and to get going on the path of reintegration. The participant gradually establishes his/her own history. After the determination of the initial situation (the place and the time) it has to call up the weather, three odours and six characteristic sounds of that place. Then the writer has to evoke six potential characters. After it we are choosing a character and a sound with dice-rolling, and the participant has to create an unexpected conflict, associating to the drawn sound and the drawn character. During the writing, the participant has to resolve this conflict in some logic way.

From time to time we are discussing the main points of the story. The writer is telling about the development of his/her own fictional character in detail. Although at the end of the course we are expecting only a logical and consistent synopsis, during the process we are stopping at the most exciting turning points. Here the writer has to tell about the sensory impressions and thoughts of his/her character at this well-determinate place. Sometimes the participant have to picture a well-done scene or at least a massively impressive figure: that is to say the creative writing process is expanding in the field of art therapy.

During the process of the creation the participant has to imagine and visualize not his/her own well-known but his/her fictional character's civil world. Hopefully the writer will be able to move away from his/her own quite obsessive and compulsive memories. Metaphorically speaking the participant must picture the feelings, thoughts and problems of the others, must resolve the problems of others, and must recognize the consequences of wrong decisions of others. This practice might lead to a correct, objective self-awareness.

The Fourth Step: Autobiography

The participant has to go through the way of Autobiography alone. It is important that he/she can get to this point only when he/she has been able to observe the hurting problems of other (fictional) people and (imaginary) locations without disturbing emotions, objectively. Perhaps this is the most difficult phase of the whole process, but the final goal of the Bibliotherapy is to obtain the ability of the right self-knowledge.

Auxiliary materials (thematic questionnaires) are provided to this work too. These materials are based mainly on the Autobiographical Method, developed by Professor Demetrio Duccio.

them is one of the most fundamental human needs. How we are able to agree with others determines the success or failure in various spheres of our life. In fact, it depends from our readiness, abilities. We can confidently say that the ability effectively and successfully to interact with people can be called one of the fundamental human values. Without communication would not be possible any personality development, evolution, and creative activity. So if a person fails in communication, unlikely he will be able to evaluate himself well, he will not be able to reveal all his talents and abilities.

6.1. Development of communication

Without communication and cooperation is impossible any group operation, because communication is necessary condition for the human existence and advancement. Mostly communication between people was needed at work. Other people had to be asked to help and join to achieve collective goals, coordinate their efforts, to monitor and get to know other people's intentions and actions. Labour and other kinds of activities dictated the necessity of coordination and consolidation eventually formed a complex communication methods and facilities. At first, people have learned to understand each other from facial gestures and pantomime. Gradually there was formed a perfect tool for human communication - the language. Human communication is secreted by three closely interrelated components:

- a. communicational;
 - b. interactional;
 - c. perceptual.
- **Communicative component** includes the exchange of all types of information (thoughts, images, emotions, interests, skills, dispositions, etc.).
 - **Interactional component** is the essence of the exchange movements and actions.
 - **Perceptual component** includes processes of communication partner's mutual understanding and a deeper knowledge.

6.2. Verbal and non-verbal communication

Human communication occurs in two forms - verbal and non-verbal. Verbal communication - the interactions using speech signs between two or more people. During non-verbal communication the information is transmitted not by the language but by others signs - facial expressions, body language, distance, posture, etc. In order to communicate effectively people need to improve verbal communication skills especially the ability to listen. A huge importance for communication efficiency has the attitude to yourself. By bigger part this attitude

6. Communication (lecture)



Life – is a big scene in which everybody acts something.

W. Shakespeare

Body language is non-verbal form of communication, where the mutual relationship expressed in body movement or other signals. Body language - movements, mannerisms, gestures, which in different situations transmits specific information. Man can hide something by verbal language, but what does not say the words, can be shown by his body language. So, we are talking not only by voice, but also with the whole body. Carefully listening to and watching others people's body movements we can get very much information. Talker body language will reveal whether a person is lying or telling the truth, loves you or not.

Without communication any personality development, evolution and creative activity would be impossible. To improve your own personality, it is important to set goals and constantly strive to achieve them. When person starts interesting in himself more, respect himself more, value and recognize himself, then he can get the same things from other people who surround him. Only through hard work, we develop a positive, pleasant personality, which would feel sense of satisfaction in communicating and dealing with other people, which will experience only good relationships, both at work and in personal life. It is necessary to strive that aim, because everything what we have got is the result of effective communication with people. Communicating with each other, people develop and complement themselves, until finally becoming fully-fledged personalities. Through communication, we are experiencing a variety of emotions: both positive and negative. Communication could be joyful or painful; it can bring together or exclude people. Without communication we couldn't climb the career ladder. Successful communication between people is one of the most important values because that communication failures cause conflicts, alienation, reduce efficiency, damage the psyche and mental health together.

Communication - is interaction of two or more people, during which the information is transmitting and meeting security, freedom, domination and other needs. The Human - a unique creature, which not only participating in social, interpersonal relations, but also creating them, taking into account its personal interests and views of the surrounding people. From the moment of birth, the first time we see the light of day, till death we are among the people, so communication with

Rubikon Centrum - CZ

Lenka Ouředníčková: Method of Financial Literacy Courses

• Definition re-entry by country in connection to Financial Literacy

The treatment of convicts is based on the principles of the „restorative” criminal policy, its aim is to make the offender realize the liability for the criminal action, make an effort to correct the consequences and after the release to be able to reintegrate to the society as a law abiding citizen.

In the Czech Republic we have no compact system for care before and after release - the concept of after-care is fragmented. We have poor capacity of prison staff what cause poor preparation for release, poor capacity of Employment department, poor employment of prisoners and poor conditions for solving the debt already in prison - they just grow till release. Cooperation with probation officers after release is obligated only for about 1/3 of all ex-offenders.

The most common causes of over-indebtedness can be considered:

- 1) Lack of financial literacy - ignorance of incomes, expenses and principles of money management.
- 2) Lack of social skills - easy suggestibility, abbreviated behaviour, consumerist lifestyle.
- 3) Crisis – job loss because of result of the conviction, relationship breakdown, illness.
- 4) Inability to delay their needs – possibility to have everything at ones without thinking if I really need it. It is risk factor for persons who have a problem to control their behaviour and actions.

It often happens that a person sentenced to unconditional imprisonment loses his/her job due to imprisonment, his/her family and friends ties are sever because of imprisonment, his/her debts grows in amounts that are not able to pay off soon. Additionally there are also many of the debts that the person had paid before imprisonment, but during imprisonment is almost impossible keep paying and the many of the debts switch into the phase of execution. In such case is a settlement with creditors after release very difficult or impossible.

The big problem is also imposing a sentence of imprisonment for non-payment of alimony. The convicted persons get in a far worse economic situation in many cases. The sentenced person loses the job and due to this is not able to pay

alimony even after a conviction. In addition to that also grow his/her alimony debts during imprisonment.

Similar situations often lead to relapse in the commission of crimes. Indebted person find a job very hard, such person has neither motivation for legal employment nor force for looking for solution of their situation. The easiest way of life in such situation is for him/her very often illegal employment or criminal activity committing, which is for him at the moment “favourable” than legal work and life in non-criminal society.

- **Background of the course**

Within **Debt solution programs** we realize Financial Literacy courses and Individual debt-counselling. These courses are realized on request for people threatened by debts; participants are from different target groups such as clients of PMS, clients of social services, prisoners etc. We realize also Financial Literacy Courses and Individual debt-counselling already in Prisons.

Financial Literacy Courses in prison we realize continuously since 2005. The reason why we started with these courses is fact that financial instability and debts are a common cause of relapse. 50 % of interviewed convicts are interest in these courses in prison and we have about 150 participants a year. The courses are linked to the subsequent solution of specific cases - our individual debt counselling (in prison and after release). Course use interactive forms and electronic media, you can see some of animated movies on YouTube, for example “01 EXEKUCE Rubikon” <https://www.youtube.com/watch?v=1buOredbQqE>

First convictions but also repeat offenders are very interested in the courses. The course is a tool for preventing over-indebtedness and it prepares prisoners for life after their release, but it is also and above all a space for awareness of their situation and the possible dangers which means over-indebtedness.

It is important for convicts to know that ignoring obvious danger and burring head in the sand will not solve anything. They must also discover that a proactive approach and information about their own situation may help to a better start in life after release and will help them manage the difficult situation that come after leaving prison.

5.7. The task “The basket of good qualities”

Aim: - to develop self confidence.

Process:

- Task is implementing in the group.
- Each member of the group write down 10 properties, which make him feel proud and read it aloud.

P.S. This task also can be implemented by psychologist or social worker.

The task is discussed and summarized by the request of the participants to answer the following questions:

How did you succeed to name your properties?
 What did you understand?
 What features are most striking?
 What qualities you would like to add to your list?

5.8. Task “Schedule for the week”

Aim - To teach the participants to keep the discipline and to plan their own time;

Process:

Program participants are asked to make a **personal week schedule**.

Every personal agenda is discussed with each (particular) client in the individual consultation. If the client has made week routine in which is a lot of free time and there is no need to endeavour for anything, then client has to be motivated to form a new agenda, which oblige the client to put some effort and allow circumstances to bear responsibility for its obligations.

During each group session participants are asked to explain how they succeed to follow the agenda.

If there are any changes, answer the following questions: What is changing?
 How do you think why?

7. Do I able to express MY needs, desires and opinions to work colleagues? Children? Parents?
8. Am I tend and willing to discuss my needs with my friends?
9. Do I suffer from a periodic depressive state? Fatigue? There are the questions about physical health:
 - How many life crises happened in my life over the past two years?
 - If my result is high, what lifestyle changes I have implemented according to this?
 - How does my diet consistent with rational nutrition principles?
 - When was the last time I checked my health to the doctor? When I visited the dentist?
 - How many hours a week I spend to exercises, yoga, deep relaxation, massage, sincere conversation with someone whose opinion I appreciate?
 - Do work does not pose a physical or emotional stress for me?
 - Do I smoke a lot? Do I drink? Use drugs?

Another group of questions related to the relaxation:

1. Do you use specific breathing and deep relaxation techniques for fighting with stressful situations or in order to minimize their effects?
2. Do you regularly practicing sports exercises - or maybe I think that relaxation is worth to practice only if after all the work there left a little time?
3. When was the last time you really laughed heartily?

P.S. It is recommended to discuss this task with a psychologist or another specialist.

5.6. Tasks for the SELF-ANALYSIS

- Positive feelings Table
- Negative feelings Table

By 10 points scale:

1. Every EVENING client evaluating his feelings, which he experienced during the day.
2. Every SUNDAY client evaluating his feelings, which he experienced during the WEEK
3. The stronger feeling, the higher score.

Tables are adding (Annexes - 1,2,3,4)

• Description of the course, work with the target group

Methodology contents interactive forms as individual and group tasks, animated films with comments and discussion, verifications method of understanding the theme, immediate application of awareness. Participants are selected by focusing on their motivation toward a positive life change.

A typical participant in a course in prison is a man who is on average 39 years old and has already been punished several times for property crimes; the prison sentence is not the first time. Its debt is about **100-500 thousand CZK**, its debt was already in stage of execution (at least one debt 82%) and debt problems has had already for about one to five years. In its liabilities outweigh the debts to Non-banking Company and debts to the State. His situation should be solved through personal bankruptcy because he is insolvent. The problem is that he can't fulfil the conditions for bankruptcy because of his low income. The participant want to pursue topics: 1. mapping his debts, 2.to get help / defence in enforcement proceedings (execution), 3.prepare a proposal for personal bankruptcy, 4. set repayments to creditors, 5. assist with communication with creditors. Obstacle to a successful solution of his situation is: very low financial literacy and low motivation to solve the indebtedness (what is caused by low income or no income in prison and by increasing indebtedness).

We used methods as interpretations, exercises, discussions, work in groups and short animated films.

The topics are explained gradually: we start with mapping debt, insolvency and content of financial terms, this is followed by budget, what should one know before takes a loan, communication with creditors, courts and offices, kinds of financial commitments and their specifics, how the debts move in time and we finish the course with enforcement / executor proceedings and insolvency proceedings. The trainer is during whole program also an advisor.

During the training uses lector first sample stories, participants get gradually involved by describing their problems and together with others seek an appropriate solution. They also learn how to prevent specific risks through animated films. The participants look in the interactive films for missteps of movie characters and propose a different course of action.



Participants are familiarized with real documents of the process of debt recovery during the lectures. Participants assess the advantages and disadvantages of the loan agreement and discuss the suitability of loans in various life situations. To make participants more aware of the consequences of non-payment of its obligations we realize in course group activity named "Executor and mandatory" - one group of convicts invents argument for executor who confiscates assets of the debtor and the second group defends the debtor. During this activity the participants can try what it's like to be on the side of the creditor who did not get his money back, and at the same time learn about the tools, how to prevent improper procedure of execution.

The majority of the participants have their own experience with execution. We focus primarily on the information how to prevent the execution, in case that it isn't already possible to prevent execution than we focus on a way how to solve the situation. The participants gain the knowledge necessary for effective protection of nearby persons and to defend their own. The lecturer first explains what it is an enforcement order and what are the most common enforcement orders. Furthermore is discussed the progress of execution in detail and the rights and obligations of participants in the proceedings.

Lecture informs participants about the various ways to perform execution and adds the information: how to prevent illegal procedure, how to protect the assets that executions should not be affected, or how to protect the assets of persons related to the debtor.

We dwell on the topic moveable execution. Participants learn that the course

Relationships:

Are my relationships with people is mutually beneficial? If not, which ones create and make discomfort for me? Is it happening, that I say "yes" when I want to say "no"?

Religion:

What role does religion play in my life? Is it one of the pillars of my life?

Rest:

Do I have sufficient rest - sleep, breaks at work, time off, time for just a dream?

Time:

Do I have enough time to do everything that I want to do? Or maybe permanently being late I running after my busy schedule?

Work:

If I do not have work, do I feel the need to find it? If I have a job, is this the job I really love? Are my work colleagues tend to communicate with me? Do I work intensively enough? Do I have the necessary skills and qualifications? Or maybe I should engage in professional development? In general, change the qualification? Start the self-employment? To become a shareholder?

Third stage

review of physical aspects of own life and self-care. The better your physical condition, the more quickly you will heal the wounds made by stress. Any come out form of self-care is not self-indulgence, but simply the life norm and everyday necessity.

Once again, give (submit) to yourself a group of questions, this time related to the spiritual health:

1. What self- evaluation I see at current time?
2. Do I able to use a self hypnosis?
3. What are my favourite "self-defence" measures in the case of stress - massage, aromatherapy, arts, holidays, pure relaxation weekend, a visit to the beauty salon, eating, reading, chatting with friends on the phone, long enjoyment in the bath, phone off?
4. Is it possible to say that my life is predictable? Is my life style is regular enough?
5. Are there any people in my life to whom I can trust if my things go wrong? Who are these people? Do I constantly feel their support?
6. Do I feel the need to learn and thirst of new experiences and feelings?

Second stage

analysis of your own behaviour in order to grasp development principles and patterns of your live and communication processes. The aim of this self-analysis phase - to identify and determine where the gaps are appears among the core values, worldview priorities and specific goals, current life style and activities. In other words, to evaluate whether your current life style is what you would like.

There are the main questions, which have to be submitted to yourself:

Family:

Is it pleasure for me to be together with my family members - spouse, parents, children? Do I desire to have a child? More children?

Health:

Does my state of health is good? Don't I suffer from depression-like symptoms?

Life plans:

Do I know where and what I would like to be in five, ten, twenty years? Do I expect any career, family, an increase in it or personal development plans? Do I have any individual desires and ambitions which are not satisfied yet?

Love:

Do I feel loved? Am I happy with my partner? Do I not seek for more acceptable? Am I not lost what I loved?

Money:

How do I appreciate satisfaction in my job in comparison with earned money? How much money do I really need to live on? What are the desirable things I cannot afford because lack of money? Could I be satisfied with this, despite what I dream about? Maybe I am "going crazy" for money in order to social status?

Recreation:

How much time each week I am spending for communication, for exercise, for being together with people I love? What are my main hobbies and interest spheres? How much time I spend for them each week? Am I experiencing enough joy in my life? Do my social activities meet my needs? Do I communicate and interact specifically with those people who are actually interesting for me?

of the execution must be videotaped. Lector advises to participants to ensure at least one witness during the execution of movable and to know their rights.

Sales of movable property – executor or his employee get into a place where can be most probably stored moveable property of debtor (it does have to be only permanent residence!). The executor or his employee must prove his identity of bailiff showing identity card/certificate and must also bring execution order for sale of moveable properties.

Executor covers/marks things by yellow stickers and writes them to the inventory of the property (copy of the inventory must leave to debtor). The marked things can be directly taken only if it is expedient for execution. Things will be then appreciate and sell at auction - starting price make up 1/3 of the estimation. Executors can't take things which are part of so called common household items.

Options of defence against execution

- **an arrangement with the creditor** before he will take a legal action against debtor (in danger of execution is good to try to pay the amount due immediately from available resources or to agree on instalments),
- **a proposal to stop the execution** - can be applied by a **debtor**.

There is part of the course which focuses on the timeline of growth of indebtedness throughout a story. Participants can better understand how their debt increases by accessories, how to change the way of recovery after the judgment and what it means an order execution.

- **Sample Worksheets**
- **Sample worksheet 1 : the timeline of growth of indebtedness**

ENTER IN TO A LOAN CONTRACT



DELAY OF INSTALMENT



REMINDER FROM CREDITORS



LAST REMINDER BEFOR PROSECUTION



TAKING LEGAL ACTION TO PAY



TRIAL or ARBITRATION



DECISION ON THE LEGAL CLAIMS OF CREDITORS (ENFORCEMENT ORDER)

- payment order (can be fill an opposition)
- judgment (can appeal against)
- the arbitration award



PROPOSAL FOR THE ENFORCEMENT / EXECUTION



EXECUTION / ENFORCEMENT



TO CARY OUT THE PAYMENTS DUTIES

- Deductions from wages
- Commandments from the account receivable
- Sale of real estate, movable assets

Note:

The emphasis during the course is also placed on awareness of the benefits of legal work compared to work illegally. The big argument and motivating tool for the participants is the opportunity to apply for debt relief payment schedule after their release and finding legal work. Participants look for advantages and disadvantages of legal work compared to work illegally during a game. Participants on themselves recount their experience with illegal work and transmit information about the risks that illegal work brings. It is difficult for participants in prison to build personal and family budget. They often have totally unrealistic expectations about wages and job opportunities after release. The lecturer informs the participants of wage and salary conditions in different professions. Participants then individually compile their personal or family budget together and compare their estimates and individual amounts in the budget. Emphasis is placed on the balanced budget, which plan a reserve for unexpected issue and debt payments.

- **Sample worksheet 2 - budget:**

HOUSHOLD BUDGET:

Martina has already found at least approximate amount of her debts. She would have begun to pay it off, but does not know what to pay first. One month she managed to pay some of the debt which she had by one creditor, but did not pay the full rent and she didn't have enough money even for lunch for her son. She has to think about amount which she can actually give on her debts every month.

Individual work:

After discussing every point participant thinks over and write or draw his wishes, desires related with profession/job.

P.S. The specialist may follow "Wishes map" of participant in the further course of counselling, helping the participant to decide about work or other issues...

Introducing to the psychotherapy group:

Every participant presents his wish map to the whole group.

5.5. Exercise "LIFE ANALYSIS"

Aim

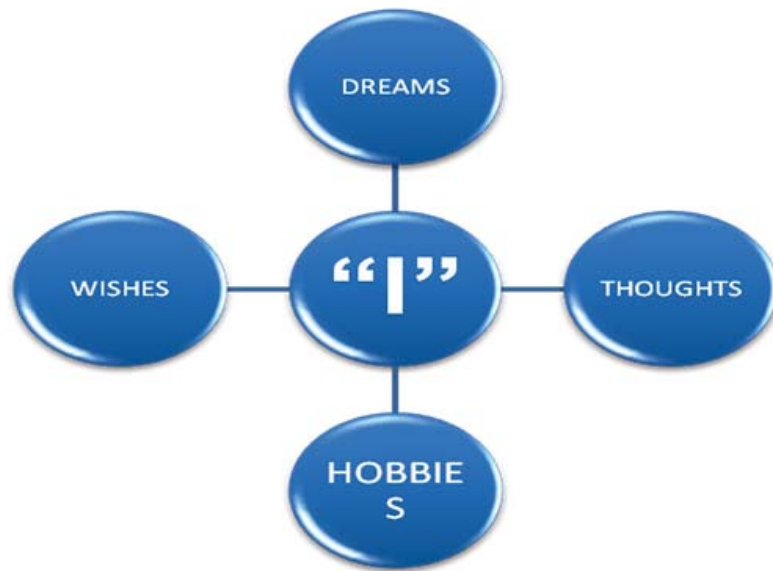
evaluation of your own emotions and lifestyle. Implementing this evaluation, it is necessary to give to yourself a few key questions.

Process

The first stage. Choose a quieter day - like make step aside from the normal flow of life. Let it be a weekend or just a day off. If you do not feel able to answer every question by your own, rely on your doctor, a close friend, a psychologist or psychiatrist help.

Orla O'Neil recommends such questionnaire:

1. What are my attitudes and essential values?
2. What currently are the most important things in my life - religion, love, health, money, work, family, relationships with people, hobbies, recreation, relaxation, vacation?
3. What are my dreams?
4. What makes me happy and allows me to experience a feeling of fullness?
5. What are my strong and weak sides?
6. What do I want and hope from myself in everyday life and what I really can do, to justify this trust ?
7. Do I know My personality type?
8. Did I think through what are the key pillars of my life?
9. If you should to take a look at your life at sixty-five, what their achievements and works done I would be pleased to see? What kind of memories will bring me sense of joy?
10. Are my life values in balance? Or maybe the bigger part of my life is taken up by any one area - money, work, relationships?

**DREAMS**

About what profession do you dream or used to dream in the child-hood?

THOUGHTS

How do you imagine yourself in the future? What would you like to do?

HOBBIES

What do like to do in the leisure the most? What is interesting for you? What activities are most annoying for you and what you do not like?

WISHES

What would you like to do? What kind of work you surely won't do?

VALUES

What are your priorities? What do you value most in communicating with friends, learning and working? What do you prefer, when you are searching for job (security, prestige, earnings, help to others, diversity in work process, loving job, quick employment or other...).

OPPORTUNITIES

Who is most successful in education, work and other activities for you? What things or works are successful? What do you know and are able to do? What kind of your abilities you are proud of?

FEATURES

What is your character features?

RESERVE FOR „RAINY DAYS” = ENSURING AGAINST UNEXPECTED REVENUE SHORTFALLS

Even if you think of all the regular expenses, you have to expect the unexpected expense - you get sick, you have an accident, you lose your wallet or have it stolen, given notice at work, your car stop working etc.

This leads to indebtedness very often – if you do not have a reserve for a rainy days, you will not manage unexpected expenses without borrowing or failure to pay certain payments.

It is absolutely necessary to adapt own lives to the income and keep in mind that failure to respect this rule inevitably leads to a constantly recurring financial difficulties.

Think about your income on freedom after release - what will be, or suspect, that could be. Try to write down for what and how much money you spend per month for each item and how much money is left.

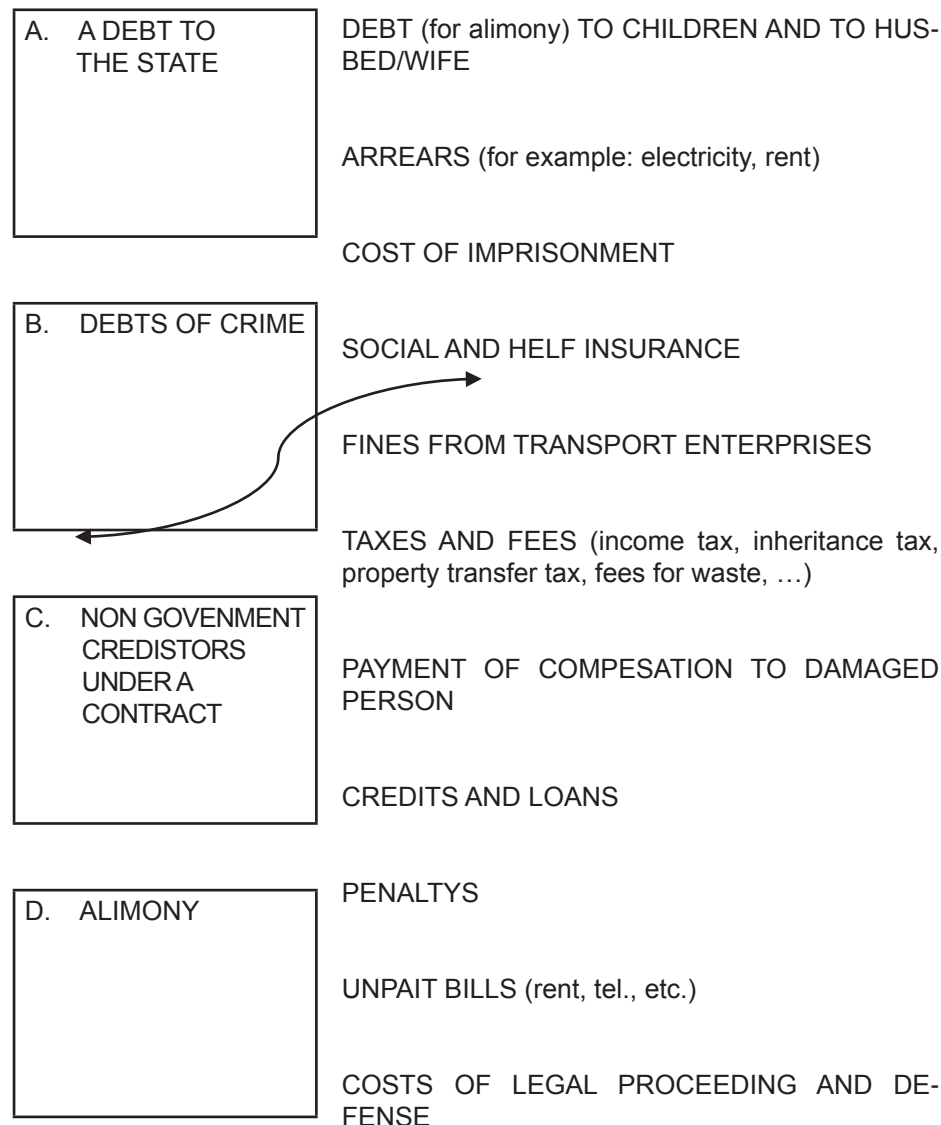
Note:

An important topic of the course is - execution in general and above all deductions from wages. Lecturer primarily explains how to run deductions from wages, breaks misleading and false myths about salary deductions that spread among convicts. Lector shows through specific examples how to run deductions from wages and explains how high non-confiscable amount must remain them.

• **Sample worksheet 3 – debt mapping:**

MAPPING OF DEBT

1. Combine the different types of debt and individual categories into which debt can be split.



Using of “Personality map” is important:

- **For own self cognition.** The mapping process and its renewal has positive actions, it helps to concentrate, to understand yourself and your future reference.
- **For creating and generating the ideas.** Any personal map branch can be used as a powerful tool for creative stimulus.
- **For relationships creation.**

With the help of the branches “People” and “Places”, we need to remember the past periods and our life communication and relationships, you can see that the root of the trouble begins somewhere in the past. Next you should follow the analogue situations line, generate ideas, using the branch “Artifacts” or check your opinion, satisfied that it lies on the line of your personal path, which is marked by the branch “Events”.

→ For the adjustment of our own way and direction.

Choose a specific time for periodic review of your activities and turn it into *personal map revision and updating*.

P.S.

After accomplishing the “Personality map” tasks is recommended to discuss it with a specialist, to write reflection.

5.4. Exercise „Wish map“

Aim - Find out rehabilitation participants desires, values, preferences related to work, family and profession.

Process - For each participant we give sheets of papers with the “Wish map” and after that we explain each task point, which participant must to think over.

The fact that the perception of own self as a constant is very far from reality, is easily ascertained if start to pay attention to reverse ourselves states in which we find ourselves all day. E.g.: When we wake up in the morning, we are fully confident that the next time we will go to bed earlier, but in the evening we even do not remember about it. Or when we feel anger to the person whom we love, we totally do not understand that before we had completely different feelings. The same we can follow in the examples of addictions - for example we can compare the state in the beginning of drug using and after long drug using term. We are a set of points, or even the accumulation of points, the line makes us self-understanding and the answers to the following questions.

The main task of “Personality map” - to gather together all of the things with which form your personality. In order to remain “true yourself”, regardless of the circumstances and to carry out own decisions according to the changing situation.

Personality map creation:

1. Create the four main branches of the tree





This are the places where you live, where you have spent significant time. This is the place where you have lived for a long time, where you have worked, have learned, or else for each place note the time period with which current place is related.
2. Artifacts
 - Talking about artifacts, it is all about mental or physical structures, which helps us to discover the productive status: Art works, which are strongly have influenced you.
 - Your art works - this is what is created in your hands and mind.
 - Clothes that you ware in certain periods of life, and which you liked.
 - Other material things - memorable things, mascots, souvenirs, and so on.
 - Choose your most memorable thing that always trigger your emotions.
3. People
 - With whom you've been the most of the your lifetime - family, neighbours, school friends, cultural or religious organizations, etc.
 - To remember the details of the last stages of life, use the branch “Places”.
 - Pay attention to the people who directly and mostly have influenced you:
 - a. Dream people – people, who are idols for you, which you trying to reach.
 - b. Family and relatives;
 - c. Friends;
 - d. Colleagues, partners, or others ...
4. Events

The most important life events. Those events can be related as with a physical life, as a spiritual (inner).

The basic prerequisite for dealing with debts is **TO KEEP A TRACK OF THEM**. It means to inform myself about debts with following information:

- Creditor (it is the one to whom I owe)
- Date of making the commitment (since when I owe)
- The total amount of debt (the current amount - debt is changing over time)
- At what stage is the debt - e.g. If there is already an execution order

PROCEDURE OF MAPPING OF DEBTS:

- TAKE OVER THE POST, STORE THE DOCUMENTS

- REMEMBER

- ADDRESS THE KNOWN CREDITORS

- PUT IN A REQUEST FOR A LIST OF CIVIL PROCEDURE BY DISTRICT COURT

- TAKE A LOOK INTO THE CENTRAL REGISTER OF EXECUTION OR INTO DEBTORS REGISTER (gaining the information is paid).

Debt relief:

Target Debt Relief: Debt relief is a tool of insolvency law which goal is not only proportional and highest possible satisfaction of the creditors of the debtor (satisfaction of unsecured creditors is at least 30% + costs of the insolvency administrator), but also “economic recovery” of debtor associated with the consolidation of his economic situation.

Forms of debt relief:

- repayment schedule for 5 years - the debtor pays a monthly amount from his income, the amount which the debtor pays is equivalent to executional deduction from wages.
- sale of the estate - the debtor's assets are monetized and monetization proceeds is divided among creditors.

Exemption from payment of debts

If the debtor has fulfilled his obligations (properly, in time and under an approved method of debt relief) the insolvency court issues resolution **in which is debtor exempt from payment of debts** in the amount, which was not met during the debt relief. (The debtor must apply for the resolution).

Borrower will not be exempted:

- from obligations which incurred as a penalty in criminal proceedings for an intentional offense (fine).
- or the obligation to pay compensation for damage which arose by intentional breach of a legal obligation.

Risks and obstacles

Risk factors: Inmates feel very often that their situation has no solution and thus reduces their motivation. Prisoners have usually very poor financial literacy knowledge. Their debts increase during imprisonment also because of lack of professional debt counselling and lack of awareness which can lead to the search for solutions already during imprisonment. There is also lack of employment opportunities for prisoners and without salary can be debts hardly repay. Poor solution of debts during imprisonment and poor awareness about possibilities cause also poor motivation to seek legal employment after release. Ex-prisoners with debts work rather in black market labour to avoid income execution. It is also very difficult to get a legal job because of criminal records. They have little awareness of the opportunities of professional debt counselling after release and lack of vision to resolve their situation in the future (for example qualifies for debt relief under the insolvency law is after release very difficult).

The most common **causes** of indebtedness of inmates are lack of financial literacy, lack of social skills, inability to delay their needs and crisis such as job loss, relationship breakdown, illness etc.

The fact that in prisons are limited possibilities to solve debts complexly, we **concentrate our effort** to mapping prisoners commitments and help them in executor proceeding, communication and repayment to creditors. The main objectives of financial literacy course in prisons are to increase overall competence of inmates in the field of financial literacy, inform them about the problems of debt and explain them their rights and also obligations in a debt solution.

influences. (More characteristic to females).

„LRRR“ – often combination. Emotionality, lack of persistence in solving important issues, easily treated by influence of others, well adapting. Friendliness, easily communicating.

„LRRL“ – bigger character softness and naivety than in previous variation (LRRR).

„LLDD“ – friendliness and simplicity, a bit scattered interests, the „LLRL“ – simplicity, gentleness, gullibility.

„LLLR“ – emotionality, energy and determination.

„LLLL“ (100 percent . left-handed) - “anticonservative character type”. The ability to look at what’s old with new perspective. Strong emotions, strongly expressed individualism, selfishness, stubbornness, sometimes leading towards closure.

„LRLR“ - the strongest type of character. It is very difficult to change own attitude, energy, perseverance in achieving objectives.

„LRLL“ – very similar to previous character type (LRLR), but less stable, the tendency to self-analysis. It is difficult to build friendships.

„RLLR“ – mild character, ability to avoid conflicts, easily communicate and engage new relationships, often interests change.

„RLLL“ – variability and independence, the desire to do everything on their own.

5.3. Exercise: „Personality map“

Aim : The self-analysis skills development.

The exercise is implementing by analyzing the essential questions:

- Who I am?
- What I want?
- With whom I am?
- Where I am going?

The theoretical insight:

The final answer of rehabilitation participants is not clear. Because that in life does work a paradoxical rule - I was such person, which I have become. In other words - our past is done, our future - is in its development process, man finds for himself a new, not incomprehensible essentially levels, and in the development process, the man finds the ways of world’s understanding. And after its discovery, the past becomes understandable in a completely different way to and visible in another perspective. However, without paying attention to this, individual (man) want to continue to identify himself a constant, although in reality probably this is a complex multi-vector forces.

If you targeting with the left eye, closing the right eye, note the letter “L”, if you do the contrary, write the letter “R”.

3. Cross your hands on the chest.

If the left hand will appear on the top, note letter „L“, if right hand will appear on the top, note letter „R“.

4. Clap your palms

If you are clapping the left hand palm over the right hand palm, make a note with letter “L”, if you are clapping the right hand palm over the left hand palm - write the letter “R”.



5.2. Test results

„RRRR“ (100 percent right-handed) – conservative character type, conformist, does not like to argue and to be angry, avoids conflict, tends to follow the stereotypes.

„RRRL“ – the most significant character feature - indecision.

„RRLR“ – very sociable type. Flirting, decision, sense of humour, artistry (More characteristic to females).

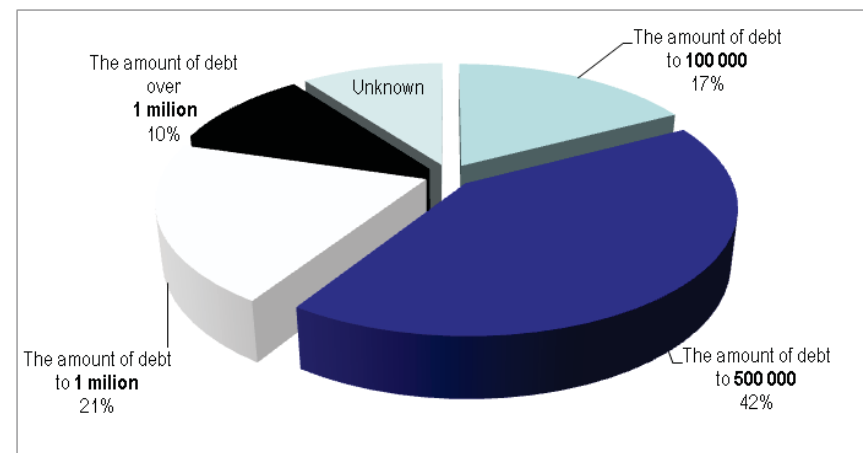
„RRLl“ – rare combination. Character are similar to previous (RRLR), but lighter and simpler.

„RLRR“ – analytical thinking gentleness. Slowly getting used to anything, cautious in relationships, tolerance and a certain coldness (More characteristic to females).

„RLRL“ – most rarest combination. Helplessness, easily suggestible by various

• Results

Statistics of debt amount of inmates



The course is due to its motivational focus a good tool for changing attitudes of convicted for their debts. We offer them the possibility of cooperation after their release in the form of debt counselling in which can effectively solve their over indebtedness. They are encouraged to find a legal job and payment of their debts after the release (if there are appropriate conditions also to apply for debt relief).

An integral of the course is also breaking down the myths about debts that are widened among convicts.

Many convicts are convinced that legal work is not worth to look for and they don't see a way out of their situation. A client who begins to resolve his debt already during imprisonment is better prepared for a situation that will come after his release. He knows how will run Enforcement payroll deductions and sees possible solutions. He has also a motivation to find a legal job and thanks to that has the possibility to repay debts. Participants of the course also don't get so easy into debt again. Map of debts while imprisonment also facilitate repayment of debts after participants release and eventual processing of the application for debt relief.

• Evaluation

How participant evaluated Financial Literacy Courses in prisons:

“The most useful part of the course was for me the part in which I got understand that it was pointless to avoid paying debts, because it can be solved easily and because I can live without debt.”

“The course was useful because I learned things I did not know and now I’m able to write a letter to the institution that I owe.”

“The most useful part of the course was for me that my financial situation can be solved, because we can always find a solution.”

“The most useful part of the course was for me to gain the knowledge needed for basic financial steps which are necessary for collaboration with institutions after release. I want live normal life once again, what includes resolving all problems even financial ones.”

How probation officers evaluated Financial Literacy Courses in prisons:

“I recommended the course to several clients with who I work with. We can say in generally that after the course all where all participants determined to solve their debts. I can say according to meetings with them:

- They were specific in listing their commitments and named ways to deal with debt.
- Before release sent their confirmation of interest to deal with debt after release to damaged persons, health insurance and other creditors.

“I see also good influence in clients’ readiness to the situation and tasks after release. Who is ready is not surprised. Unpreparedness is often the reason for failure, while finance is among clients the most painful problems. “

the typical combination of human qualities, we use the concept of individuality. So personality are not born, so we are not saying “the baby’s personality”, we also not saying - “the animal’s personality”. Personality develops slowly; it is becoming a dynamic process.

Man can become a personality, but personality can also become individual (for example, if a mental illness disrupted its relations with the environment, deforms their own perception and the person loses consciousness). Personality is a complex set of mental properties.

Personality is important as the individuality with its feelings, experiences, needs, abilities and motives.

4. During the individual consultations it is necessary:

- Analyzing the failures, the causes of problems, motives and consequences.
- Current situation is over viewing more detail and attention is focusing to the changes and solutions that client already applied independently. What helped, what, perhaps, not.
- Going deeper into physical, emotional, human resources that are needed to solve the situation.
- Discussing what specific methods and practices would help to start to change the client’s condition, perspective, and mood.
- Giving specific self-learning homework tasks.
- Presenting and submitting a target literature for homework.

Individual counselling must have a structure - beginning, middle and an end (as the rehabilitation process), although this structure, advising convicts often are not entirely clear. Further there are provided some important processes that help maintain the structure of individual counselling.

5. Measures and tools to figure out the causes, the reasons and consequences of the analyzing problems

In order to clarify the following points should be applied the entire set of lessons, exercises and lectures, which are provided below.

5.1. TEST to identify the psychological type of the person

1. Joint all your right hand fingers with the left hand fingers. If the left hand thumb will appear on the top, write down on a piece of paper the letter “L”, if the left hand thumb will appear on the top the top writes the letter “R”.
2. Aim at the imaginary, invisible target.

- am I understand well my abilities, capabilities, suitability for one or other activity? (Cognition of own abilities);
- how well do I know my feelings and emotions, can I tell why one or another form of feelings are arising in my life?
- if I could accurately describe my own relationships with people, my own communication style, my situation in the different groups of people?
- do I feel my own value and significance, do I respect myself, or am I pleased with myself?
- are my goals always meets my options? (Perception of my own aspiration level);
- can I say what or who is mostly responsible for my life, myself or external circumstances, people, fate?
- do I know the reasons of the failures which occur in communication, study and work?

And a few more questions:

- How and what do I comprehend?
- How and what do I remember?
- How to develop a memory and to remember easier?
- How I think?
- How the idea is born?
- How new ideas are arising?
- What is my mission?
- Can I become a creator? ... How ...?
- And so on.

That is what multi-sided information about ourselves and therefore respect to ourselves we need, to be able successfully express and realize ourselves in work, love and interpersonal relationships.²

3. The concept of personality

Personality is perceived at several levels.

In the most general meaning the personality we can call each person, who perceives the environment and himself, and also controlling his own actions. In the household level personalities are called people, whom in their activities have achieved significant results.

Psychologists approach is different, because they claim that personality is the man who is able to perceive himself, consciously act, and identify himself from the rest of the world (“I” and “not I”). When we talk about human uniqueness,

2) MThe textbook “Psychology for the student” Kaunas, Technology, 2002.

Rubikon Centrum - CZ

Lenka Ouředníčková: Method of Cognitive Behavioural Therapy – PUNKT Family

- **Definition re-entry by country in connection to program PUNKT Family**
The treatment of convicts is based on the principles of the „restorative“ criminal policy, its aim is to make the offender realize the liability for the criminal action, make an effort to correct the consequences and to be able to reintegrate to the society as a law abiding citizen after the release.

We have no compact system for care before and after release in the Czech Republic - the concept of after-care is fragmented. We have poor capacity of prison staff what causes poor preparation for release, poor capacity of Employment department. There are only two prisons for Juveniles, what causes worsened conditions to maintain contact with families (this was proofed also by realization of program PUNKT which includes families). There is also big number of children growing up in institutional care and unfortunately big number of them ends up in prisons. The percentage of children growing up in institutional care is besides that in Czech Republic one of the highest in Europe.

- **Background of the course**

History

A similar probation program has been successfully implemented by the Probation Service of Canton Zurich in Switzerland since 1999. It became the inspiration for the Czech form of the program called “Learning program - Juveniles” that RUBIKON Centrum piloted in 2004 - 2006. Until now RUBIKON Centrum has implemented more than 70 runs of the program for about 500 clients; about 68% of them successfully completed the program.

In 2013 RUBIKON Centrum changed the name of the “Learning program – The Juveniles” to “PUNKT Group” and “PUNKT Family”. The second form was modified for individual work with juvenile offenders and their families. On the basis of generally applicable experience that by the juveniles their social and especially family background have the crucial influence on the formation of their value attitudes and consequent behaviours, the program (originally outlined as group meetings) involves some meetings as individual meetings of the lecturer with the participants and their families. Based on information from probation officers, RUBIKON Centrum is able to measure recidivism of juveniles during the program and thereby assess its positive impact.

Since April 2013 RUBIKON Centrum has implemented 24 runs of the program in which were involved about 105 clients; 78% of them successfully completed the program; about 90% of them didn't come into conflict with the law during the program.

It is a group or individual therapy program focused on re-entry of Juveniles and lowering the risk of recurrence based on method of Cognitive Behavioural Therapy. The name **PUNKT Family** means I don't make trouble anymore, pal. Period.). It is probation program which is aimed to reduce the risk of recidivism of juvenile offenders. The program is accredited within the meaning of §17 of Act no. 218/2003 Coll. (Law on Juvenile Justice) since 2007. Before 2007 we have realized the original learning program "The Juveniles" by using know-how from Swiss Probation Service (since 1999). In 2004 we won the award Community Justice Awards for this program. The structured group program is based on Cognitive-behavioural therapy and it consists of 13 meetings per 2 hours for each meeting. The groups are of 5-12 clients. Since beginning in 2013 we realized more than 70 programs and had 500 participants (app. 68 % graduates).

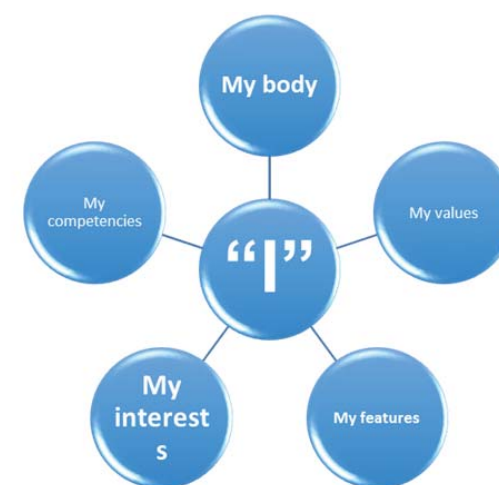
The structured program leads the clients to create and adopt alternative strategies of behaviour that will allow them to avoid further criminal activity, this is aimed by topics and practical exercises such as "create an opportunity for offenders to think about the consequences of the crime" "the victims and society", "identify risky situations that led to the commission of crime (offense)".

The Innovation of the program (in year 2007) responds to long-term need of PMS which are the possibility of combining group and individual work with clients in the program, involvement and strengthening of the family as an important source of support for juvenile offenders, focus on clients with a higher risk of recurrence and work with smaller groups of 3-5 clients.

The Characteristics of suitable clients for this method are age (15 – 18), client committed the crime repeatedly, assessed higher risk of recurrence and need of individual approach including intensive family involvement.

Structure of the program is 13 meetings, while 5 of them are one-hour individual meetings and 8 of them two-hour group meetings. Meetings take place usually once a week. The last 13th evaluation meeting takes place after 3 months, it allow us evaluate success of program by finding whether the clients went in the conflict with the law or commit any crime in this 3 months long period. Whole program lasts max. 7 months. Group of 3-5 clients is led by 1 lector; lectors are supported by a regular supervision.

Knowing own "I" part is one, it relates to the whole range of our thoughts, feelings, desires, actions, allows us to feel our own personal integrity. In addition, because of "I" we feel, we experiencing ourselves as the same in the past, present and future, and constantly understand and feel our own identity, what means - we feel that we are. Therefore, each of our "I" - is like our personal-ity core, the inner world axis and centre. "Mine", which is known by "I" can be numerous and diverse, depending on what in the particular moment we are interested. For example, we can be interesting in our body, personality traits, values, interests, competencies, or something, that we have or what belongs to us (Fig. 1).¹



Also it is necessary to understand how the human personality is form and changing in certain life experiences context. It is impossible to get know yourself well, without knowing how to do it. Therefore, before the learning of important personality factors it is necessary to figure out how well and how deep person knows himself.

What does it mean, to understand and to know yourself?

Let's think:

- do I really know what I want and what is my objective? What are my deep needs?
- whether I can always to tell why I do so, and not otherwise? What I want to reach behaving like this?
- if I could name all the weaknesses and strengths of my character and temperament?

1) Methodological tool "Self-knowledge guide for the student", project SFMIS number BPD2004-ESF-2.4.0-03-05/0159

GRUDAS - LT

Stefa Kondrotienė, Gitana Steponavičienė, Jaunius Mincevičius: DEEPER SELF AND THE OTHERS COGNITION METHOD

*What you think about yourself is much more
important than what others think about you.
(Seneca)*

1. The importance of self-knowledge and self-evaluation

By using this method person:

- will be able to identify what is the self-image and how it forms.
- will understand why it is necessary to know yourself.
- will be able to describe what the self-esteem is.
- will understand how self-knowledge and self-image influence the decision making.
- will be able to ground and motivate the importance of the correct self-evaluation.
- will learn why it is necessary to learn to evaluate themselves realistically and positively.

Also will understand how the human personality is forming and changing in certain life experiences context.

2. Self image

That is the system of personality attitudes, understandings and explanations about himself.

We know a variety of objects in the outside world - objects and people. But without them in this world we distinguish one particular subject - ourselves. We see ourselves in the mirror, we hear our voice, we touch our body, and also we feel pain or pleasure.

Everyone more or less can accurately describe himself saying: "I am ...", "I feel ...", "I think ...". However, our "I" is not continuous. Self-knowing personality used to split like into two parts:

- To the one that knows and understands himself; it's called "I".
- And to that, which is known and understood; it's called "Mine".

• The objectives of the program

The objective of the probation program is achieved through a structured program and its individual topics or practical exercises. The objectives are to create an opportunity for the offenders to think about the consequences of criminal act for them and identify together with them risk situations that led to the offense. The program aims to reinforce the strengths of clients and teach them how to manage risk situations in everyday life without conflict with the law, to reduce the risk of recidivism of juvenile offenders and facilitate their social integration. This is achieved by using cognitive-behavioural method while working in a group in combination with individual consultations with family of the offender the. At the same time, the program aims to involve and strengthen the family as an important source of support for young offenders.

• Description of the program, work with the target group

• Target group

The clients of the program are young offenders of violent or property crime who commit crimes repeatedly and / or who are at increased risk of recidivism.

• Structure

The program includes 13 meetings, a total of 21 hours for one client. It consists of 5 one-hour individual meetings and 8 two-hour meetings in the group. The meetings are held once a week; there is a 3-months pause between the 12th and the 13th meeting. The entire program should be realized within seven months. Group of 3-5 clients is led by one lecturer.

• Lecturers

Lecturers are particularly experts from the area of social services and social work, who have been specially trained to lead a program. They may use a manual that guarantees a uniform standard for program implementation. The program quality and adherence to established principles is provided by regular supervisions of lecturers.

• Topics of the program and their introduction to the participants

PUNKT program is an offer for juvenile offenders who were in the commission of offenses caught, just like you. The program aims you not to be tried again in the future. The program includes six topics -all are important for you not to com-

mit an offence and have no problems with the courts in the future.

1. The offence and its consequences

Think intensively about wrongdoing - how the crime happened and why you acted so. Think also what goal you wanted achieve in the commission of the offense. You will look back at your action at the end: What advantages and disadvantages brought you your behaviour? If you change your behaviour what will be the overall benefit?

2. Emotion and provocation (recognizing body signals, control of emotions, conscious decision-making)

If you want to have your behaviour under control than you need to notice that you lose the control before anything happens. We will practice the perception of warning signals of your body. You will also learn a method that allows you to control your own emotions and not let them influence your behaviour. Finally, you will learn how to take care about your decisions. You will learn to conscious decision-making and not committing crime in the future.

3. Solving of problems (understand the stages of a conflict)

Everyone has a problem - it is important to solve it acceptable manner. You will learn how to solve problems step by step. There is a simple guide that you will practice in everyday life. We will also think how to better compete in a situation where you can not immediately reach your goal.

4. Deal successfully with people (achieving the objectives using the effective communication methods)

You will learn and practice how to start solving conflicts with others. This is important because unresolved conflicts with others lead often to the offence committing. We will also practice how to look for compromises, if they do not match in your opinion with others. You will learn and practice how to say no when your friends intend to commit another offense. What can you do not to become accomplice when your friends have negative behaviour to you?

5. Understand the point of view of the victim and society

By each offense is affected a victim. Look at the offense from the perspective of the victim: What are the worst consequences for the victim? You will think about what does it mean good and bad behaviour. You will think from different

try to give an attitude.

6. *Use correct timing of feedback* – the feedback is meaningful for the recipient only then if there is a short interval of time between the commented behaviour and the reception of feedback related to this behaviour.



4. The evaluation of the course of the session

In the end of the session it is appropriate to summarise what was discussed during the session, the participants will tell what they view as enriching, what helped them to change their view on problems. It is good if they exchange feedback with each other that will help them see the problems through the eyes of others. However, it is difficult to give feedback in such a way that the other side accepts it. Incorrectly provided feedback does not fulfil its purpose. Therefore it is good to inform the participants about the principles of feedback.

The principles of providing feedback

1. *Focus on specific elements in the behaviour relative to a specific situation (not on the person)* – the feedback should describe the specific expressions of behaviour, it should not give general evaluations or labels. It is best to avoid statements like: *You are not a good person. You have always been lazy and always will be!* The feedback must focus on specific behaviour. The recipient must clearly know why the person is giving feedback negative or positive in their statements about them.
2. *Use an impersonal tone, don't let emotions speak instead of you* – the feedback, especially the negative one, should be descriptive rather than evaluative. It is necessary to speak to the point. If one cannot control his emotions, it is necessary to name them as well as think about what we want to say first and why we want to give feedback. Then it is suitable to say what we have prepared to say, not what we would like to say under the influence of our present emotions. The feedback should serve the client; it should not be used as a vent of emotion for the person giving it.
3. *Start with something positive and end with something constructive* – if you want to say something negative, always start with something positive. Make sure that the listener understands that you are giving him feedback with a good intention to help, change something. The feedback should not end with criticism but a constructive suggestion or question what could be done with the situation...
4. *Be comprehensible, make sure that the client fully understands the information* – it is necessary to make sure that the information is intelligible for the recipient. It is very good if the recipient repeats in his own words how he understood the spoken message. The complexity of language and the style of speech must be adjusted to the recipient of the feedback. The style of speech should also be adjusted to the age and personality of the client.
5. *Make sure if the client can control situations about which you speak* – to reproach others on something over which they have no control, makes no sense. First name the situation and agree with the client on facts, only then

perspectives about decisions in difficult situations.

6. Reduce the risk of recurrence (the family as a system, convert communication techniques and strategies into normal behaviour of a client by creating individual plans for managing risks).

You must learn how to apply the acquired knowledge in everyday life if you don't want continue in committing an offense. Therefore we create a very specific plans how to avoid committing an offense in the future. In which situations is the greatest danger to re-commit wrongdoing? How can you avoid such situations in the future? If you still find yourself in a risky situation, what will you do to avoid committing an offense?

The program includes 13 meetings: 12 meetings take place usually once a week; 13th meeting follows 12th meeting after 3 months. The entire program should be realized within seven months.

The list of individual sessions

1 - individual	Introduction into Program Getting to know the participants and their parents The contract, conditions of participation
2 - group	The offence and its consequences I
3 - individual	The offence and its consequences II
4 - group	Self - control
5 - individual	The family as a system, relapse prevention
6 - individual	Opened topics in the 5th meeting
7 - group	How to solve problems
8 - group	How to deal with people successfully
9 - group	Your offence with victims eyes
10 - individual	The preparation of a contingency plan
11 - group	How to manage risks
12 - individual	Evaluation of the program Risk Management Plan
3 month	
13 - group	Subsequent meetings Evaluation of program success

- **Practical and Sample Worksheets - Topic n. 1: Your wrongdoing and its consequence**

It is important to explain to the participants model of change at the beginning of program. The aim is to provide participants with a simple overview of way of habits changes (this includes criminal behaviour!).

The lecturer explains that in this program is important habits changing and it can be difficult. He mentions the risk of recurrence and its consequences. All participants have already felt the negative consequences of wrongdoing, but it is hard to stop it. Lector uses an example of smoking to demonstrate better steps of the model.

This theory should be supported by a practical exercise and an example of one of the participants. : The lecturer asks participants to remember a behaviour that they would like get out of and which they already tried to lose. Lectors can also specify their own examples. One participant is asked to tell others how he tried to quit smoking. The lecturer asks (in a Socratic style) for details and writes the main points on flipchart. Other participants can contribute their own experience.

This theme is divided in 8 parts:

1. The risk of recurrence and its consequences
2. Conduct of your wrongdoing
3. Objectives of your wrongdoing
4. Typical features of your wrongdoing
5. Advantages and disadvantages of your wrongdoing
6. You are responsible for your behaviour!
7. Your decisions - clearly.
8. Right decisions at the time of hard choices

- **Opening analysis of wrongdoing (15 min)**

The lecturer explains to participants that they must understand exactly their behaviour before they decide to change it. Therefore we are dealing offense in detail like in slow motion. It is not about blaming anyone but completely accurate understanding. We have under control only what we understand!

Participants are asked to remind accurately the last offense for which they are in this program. The lecturer invites participants to describe course of their wrongdoing – by using a guided interview and by asking questions in a workbook,

and to focus on the strongest aspects.

The objective of the exercise is to become aware of one's strong and weak aspects in overcoming obstacles. Increase the motivation for overcoming obstacles.

The work is done in pairs. There are two questions written on the flipchart:

- What are my strong and weak aspects in overcoming obstacles?
- What conclusions can I draw from that?

The participants discuss these questions. After a mutual agreement on what can be revealed, they finally discuss before the group their findings about the other participant.

The exercises in the area of rehearsal of social communication and effective communication

The objective of the exercises is the rehearsal of communicational skills that can help the convict to avoid critical situations that negatively influence the building of the social network after release. The rehearsal of communication, assertive behaviour, solving of problems in a non-aggressive way are the most commonly used in the framework of the exercises.

The rehearsal of communication

The objective is to master the main forms of communication, understand the meaning of active listening and opening of oneself in the process of communication and identify one's mistakes and the mistakes of others in the process of communication. Various exercises of non-verbal communication, verbal communication and active listening are used.

The rehearsal of assertive behaviour and the identification and coping with manipulative behaviour

The objective is to be able to identify the various types of behaviour, the basics of assertive behaviour and the identification and coping with manipulative behaviour.

Various exercises of the basic forms of behaviour, with an emphasis on assertive behaviour and the identification and coping with manipulative behaviour.

The rehearsal of problem solving in a non-aggressive way

The objective is to learn to approach problems in structured and targeted way, learn to try out strategies of problem solving and lead the participants to a systematic solving of everyday problems.

Various exercises on understanding problems, implementations of solutions, action plans, etc, are used.

respect helps us respect and love ourselves. If we respect and love ourselves, then we can respect and love others as well. All problems with which we meet in our lives are due to our low self-respect and self-evaluation.

The objective is to become aware of one's positive personal resources that will help support our self-evaluation and self-respect as well as our personal growth and will improve the quality of our relationships and life.

The participants will get a drawing of an umbrella with set of various characteristics that form self-respect and encourage e.g. a sense of popularity, sense of uniqueness, ability to cooperate, ability to receive praise and criticism, self-discipline, ability to cope with stress, etc. They will choose those characteristics that form their self-respect and they will write such characteristics that they lack and need to complement their sense of respect.

Then, they will create pairs and talk to each other about their umbrellas of self-respect, they will give questions if they need to clarify something and have a discussion. Later, they will present before the group the similarities that they have found among one another in their umbrellas and two characteristics that the partner needs to complement his sense of self-respect. They will discuss the possibilities of strengthening the missing characteristics.

6 steps to the solution of problems in relationships

The solution of problems is the searching and finding of under the given circumstances satisfying outlets from situations that demand attention and coping. The solution of problems has several phases that are presented in this exercise. The objective of the exercise is to define the phases and procedures how to solve problems.

The procedure how to solve problems is used intuitively by people without thinking about it. The participants proceed in solving the selected problem according to the various points of problem solving process.

1. The naming of the problem
2. The defining of the objective
3. The search for solutions
4. The re-evaluation of the solutions
5. The selection of a solution
6. The plan of its implementation

At the end they discuss the appropriate ways of problem solving.

My strong and weak aspects

It is not only important to know how to proceed in problem solving but also what strategy to choose. The most effective strategy is to remove the weakest point

which the lector considers.

Worksheet: Opening analysis of wrongdoing

It is important to know exactly how and why you committed the last offense to avoid committing of wrongdoing.

Please describe your past wrongdoing.

☐ Reason: What happened before?

- How did you feel in the day you committed the offense? Were you bored, anxious, sad, or happy?
- With whom you have spent time before committing the offense?
- Have you consumed alcohol or other drugs prior to committing the offense?

☐ How did it begin?

- What was running in your head?
- How did you come up with the idea to commit the offense?
- Did you plan committing an offense? When? How?

Were you drawn into committing wrongdoing without planning it? How?

☐ Who was present there?

- Did anyone participate in the commission of offenses except you? Who?
- How did opinions of others influence you?

☐ Progress: How the offense happened?

- What exactly did you do during offence committing?
- What was your role in the act?

□□ **Goals: Why did you commit the offense?**

- What did you want achieve by committing wrongdoing?
- What did you expect?
- How was your wrongdoing brought to light?
- How did parents and others respond?

□□ **Opinion: What do you think now?**

- How are looking at your guilt today?
- Would you do it again? Why? Why not?

• **Work in small groups: Reconstruction of offense (30 min)**

There are formed two small groups (according to the number of participants - it is also possible to stay in one group). In these groups will participants gradually introduce their own reconstruction of wrongdoing (10 minutes per participant). The lecturer asks for clarification if is needed and also encourages other participants to ask critical questions. The goal is to understand better the circumstances, progress and goals of one's own behaviour.

The lecturer asks small groups for common features narrated cases, e.g. alcohol, weekday environment.

• **Individual work: Objectives of wrongdoing (10 minutes)**

The lecturer clarifies to participants that offences are committed not only with the reasons, but they are committed also with a purpose. It is very important to know exactly these purposes/goals. We can look for other ways to achieve these goals when it is known.

All participants complete separated relevant worksheets. The objectives are subsequently written on a flipchart. Each participant shall identify what goals were important to him/her. The lecturer can introduce his own proposals if he sees that participants didn't listed important goals.

ships, their understanding and a better understanding of oneself.

On a blank piece of paper the participants should draw circles for each member of their family. They should write the name, age, job, interests, two positive characteristics, one negative characteristic in each of them. Subsequently they should also depict the relationships between the individual members of their family in such a way that the very strong relationships will be highlighted with bold lines, the good relationships will be marked with a normal line, and the "lukewarm" relationships will be drawn with a broken line and the conflictual relationships with a "saw".

Furthermore, they should work in pairs. Each one will present to their partner their family according to the elaborated family map. Finally each of them will present the family of the other before the group, in the end they will discuss the relationships in the family.

The tree of life

The man in the course of his life goes through various life phases, some of them are pleasant, care free, however, there are also phases characterised by life crises and problems that have to be confronted and solved in order to stabilise our life once more and experience it in a pleasant way. The good thing is that also the worst periods will end one day, they are not permanent. The same goes also for the pleasant phase, they are not permanent either.

The objective of the exercises is to become aware of one's current life situation and further possibilities of personal growth by means of feedback from other participants and the lector.

The participants will receive a drawing of various figures drawn on the various levels of the tree and in various positions. Their task is to find one's own figure, the one that characterises the most their life situation that they presently find themselves in, they will highlight their figure and during presentation they will find out who else out of the group has the same highlighted figure.

In groups they will describe the position of their figures and at the same time they will characterise the reasons that led them to choose the specific figure as well as their relationship with their current life situation. Finally they will express their opinions or perspective towards the various figures of the other members of the group. This can be inspiring and helpful for them.

"The umbrella of my self-confidence"

Positive self evaluation and self-acceptance is the basis of our self-respect. The level of our self-respect depends on what we can do, what achievements we have reached in our lives and how much acceptance and praise we have received in our family, school and the broader social environment. Our self-

The following are the most commonly used group rules:

1. Express your opinion openly and directly - every opinion is enriching for the group.
2. There are no right or wrong responses, opinions or reactions.
3. You have the right to give questions to other members of the group as well as the lector.
4. Listen to the suggestions, recommendation and opinions of others, think about them but make you own decisions.
5. Information about problems and people that you acquire here, belong to the group - there are not to be used outside of the group.
6. Let others the opportunity to express their opinion, even if you do not agree with it - do not interrupt others.
7. You have the right not to answer a question, you have the right to say no - the STOP rule.
8. Report disturbing influences - fatigue, hunger, noise,...

2. Defining the problem

In the context of sociotherapy relationship problems are most commonly dealt with - in terms of the preparation of the convicts for release it is appropriate to deal with their relationships with their relatives, to build a social network - mapping of social network, planning of the rehabilitation of social contacts, rehearsal of appropriate communicational skills. It can have the form of solving an individual or a collective problem.

3. The realisation of various exercises

The selection of the exercises is in the competence of the lector who has to take into consideration the level of understanding of the participants, their dynamics of thinking, their ability to concentrate as well as the goal that is followed within the problem.

Examples of exercises used at the sessions:

My family map

Each of us brings with himself a different psychic and social experience from our family: different models of behaviour, messages, rules, secrets, etc. The better the convicts map their families, the better will they understand themselves, their close ones, the better will become their relationships and personal well-being. The objective of the exercise is to acquire a better orientation in family relation-

Worksheet: The objectives of your own wrongdoing

☐ ☐ When you look back today: What did you want to achieve by wrongdoing?
Circle the option below.

I wanted money.

I committed the offence to....

- ☐ have more money for parties, disco etc.
- ☐ get money quickly and avoid long waiting.
- ☐ get money and don't have to work.
- ☐

I didn't want to stay apart in our bunch.

I committed the offence to....

- ☐ become a leader of our bunch.
- ☐ make an action with my friends.
- ☐ feel good in front of my friends.
- ☐ show myself that I can manage it.
- ☐

I wanted feel better

I committed the offence to....

- ☐ forget my worry for a while.
- ☐ to give vent to rage.
- ☐ do what I want.
- ☐

I wanted feel stronger

I committed the offence to....

- ☐ cause damage to the police or state.
- ☐ settle accounts with someone.
- ☐ not let anyone to insult me.
- ☐ show myself my courage.
- ☐

I wanted to experience something exciting.

- ☐ I committed the offence to....
- ☐ try my boundaries.
- ☐ have a fun.
- ☐ stop boring.
- ☐ experience something thrilling.
- ☐

I wanted to attract attention.

- ☐ I committed the offence to....
- ☐ push my parents to react.
- ☐ let adults know that I am not doing fine.
- ☐ show myself where are my boundaries.
- ☐

- **Problem analysis (15 min)**

The objective analysis of the problem is to find a common thread - that means to recognize what have the offenses in common. What are the background, triggers and targets? The lecturer explains these three concepts:

- Circumstances of an offense: Everything that happens before wrongdoing: such as mood, time of day, drug use, company of specific people etc. Risk situation itself does not lead to wrongdoing, but increases the probability of its committing.
- The trigger / stimulus /: "Spark on the detonating cord." The incentive is a factor which (often accidentally) leads to the fact that a person in a risky situation commits wrongdoing. Examples: provocations, window of opportunity.
- Objective: Everything what I wanted to achieve by wrongdoing, e.g. fun, revenge, money. Participants fill in the corresponding worksheets (10 minutes). Subsequently are discussed in detail two analysis of the problem. The aim is to recognize better typical risk situations, initiatives and objectives.

presentation or attractive activities strengthens the motivation for learning. It is good when the content of group work is enriching as well as practicable for the participants.

- The principle of activation – the more the participants are involved into the activities the greater is their motivation. At the same time they retain more information and are able to use the acquired knowledge or skills. The level of involvement, however, depends on the organisation of the lector's preparation, his style of implementation of group work. The participants often remain passive in situations where they do not see any meaning in education or where the abilities of the lecturers do not reach the expected level.
- The principle of feedback – the learning process must enable the participants to acquire various types of feedback either from other participants, their own or from the lector. In staging methods the feedback on the correctness of the decision is used. In discussions the opinion of others and the lector is the feedback.
- The principle of transfer – it is a process of transferring what the participant has learned in the course into real life. The most effective way is e.g. the rehearsal of the skills of the participants which will enable the transfer of rehearsed skills or knowledge. rather than the method of lecture.

The procedure of sociotherapy in the process of preparation of the convicts for release:

1. The introductory meeting

The introductory phase of the process is of great importance in group work. Even in cases when the members of the group know themselves beforehand, this phase often means for the participants emotional insecurity whereas the group norms and the norms mutual behaviour are formed during this phase. It is appropriate for the lector to adjust the environment and facilities in which the activities will take place in order to remove the barriers or other disturbing influences. Normally the sitting of the participants should be comfortable, non-limiting and respectful of their own individual private zones.

The objective of the introductory activities is to remove the initial insecurity, to explain the meaning of the course, its content and the time schedule as well as the mutual introduction in the group and the setting of group rules that all members of the group should agree on. The lector leads the group to create their own group rules that the members are supposed to accept and keep, he/she is the moderator of the group.

In the context of group socio-therapy the following techniques of group and individual work are used in working with participants:

- group work uses the cognitive-behavioural techniques,
- dialogue and group discussion techniques (expressing one's opinions, mutual listening, respect for the opinion of others),
- experiential methods (role play, modelling of situation),
- diagnostic and classification methods.

Sociotherapy is implemented in the form of a training with the main components of learning, rehearsal and repetition.

The main principles in applying sociotherapy

It is appropriate to keep these principles in group work whose task it is to encourage and strengthen the social competences of its participants:

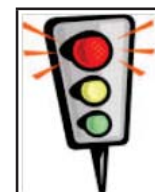
- The principle of active participation of participants in the educational process – their motivation, encouragement of interest in active engagement, is the key element in the effort to engage the various participants into the process of group work. The use of previous experience of the participants and the respect of their current needs is appropriate as well.
- The principle of activation of psychic processes by means of visualisation – new information is better and more permanently retained, if the concrete is connected with the abstract together with the involvement of all the senses of the participants. Visualisation is a means which enables us to better understand things and phenomena.
- The principle of systematic approach – it is necessary to apply this principle already in process of creating the content of the education, the courses, in constructing its clear and comprehensible structure. The information is more easily and more permanently retained when it is incorporated in systems on the basis of connections and relationships.
- The principle of respecting age and individual limits of the participants – it is important to organise the educational process in a way that would enable group as well as individual work. Each individual has his/her own rhythm and level of assimilating new information.
- It is necessary to keep certain principles of group work in order to guarantee the effectiveness of group work. Understanding and application of these principles will enable the lector to improve the quality of the preparation and implementation of the program, increase the affectivity of group work.
- These principles are:
- The principle of motivation –the ability of the lector to create an interesting

• Possible homework (5 minutes)

- Typical circumstances, initiatives and objectives of my guilt
- The course of my wrongdoing - in writing
- Advantages and disadvantages of wrongdoing - viz. workbook

Worksheet: Advantages and disadvantages of your wrongdoing

☐ ☐ What **disadvantages** cause you the commission of the offense?



Difficulties (e.g. less time due punishment, dealing with offices, proceedings - police, courts etc.)

Family (e.g. an unpleasant family atmosphere, you are more under a control, family rejects you, etc.)



School or college (e.g. others look at you ill; friends and teachers don't trust you etc.)



Friends (e.g. conflicts with friends, etc.).

Other disadvantages

□ What **advantages** bring you the commission of the offense?



About money

About school or college



About friends



Concerning mood, feelings

conflicts, the encouragement of positive bonds between the members. The meaning of group social therapy is in using the rich potential of group dynamics. Model relationships are created in the group and the participants collectively share their experience, exchange feedback. Cohesion on various levels is created in the group which manifests itself in increased solidarity, mutual support but also in conflicts and elimination of tension between them. The group also offers opportunities to become familiar with social interactions.

The meaning of building social networks of the convicts

Everybody is part of a certain social environment and creates for himself the so-called social network in it. This network consists of mutual relationships between people. It is actually this part which is the most problematic in convicts. A functional social network is a source of security, solidarity, practical support, however it is not a matter of course in everybody's life. It is important to build it and maintain it. The social network of convicts is disturbed, almost fully destroyed. It is therefore necessary to restore it or re-build it anew.

Sociotherapy offers techniques of mapping social networks and planning of the rehabilitation of social contacts. It uses the exercise of communication with an emphasis on the closest environment of the convict.

The course of the implementation of the method of sociotherapy – the rehabilitation of social relationships

1. introductory session – the explanation of basic rules of group work and the course of the therapy,
2. identification of the problem (either individual or collective),
3. the solution of various exercises, their selection is up to the lector who must take into consideration the level of understanding, the dynamics of thinking, the ability of concentration, etc.,
4. The examples of exercises in sociotherapy:
 - My family map
 - Tree of life
 - „The umbrella of self-confidence“
 - Problems and their solution in non-aggressive ways – case studies
 - Steps to solution of problems in relationships
 - My strong and weak aspects
 - Exercises in the field of social communication and effective communication
5. The evaluation of the course of the session, exchange of feedback
 - The frequency of the sessions is adjusted to the possibilities of the environment and the severity of the problems.
 - The optimal number of the participants of socio-therapy is 5-7.

EDUKOS – SK

Martina Špániková: Sociotherapeutic method of preparation for release

Sociotherapy is the basic method of social work. It is an activity focused on the renewal, improvement, rehabilitation and alleviation of the social status in which the clients find themselves. It is the elimination of the disturbed balance between the client and the environment by means of the activation of the convicts' potential as well as the potential of their environment so that they can adequately cope with their life problems.

Sociotherapy is the synergic action of such interventions whose objective is to secure the functionality of the social relationships. A sociotherapist helps the clients define the social problem, identify the obstacles, organise and propose the ways of their elimination in cooperation with other participants of the present social system.

Two areas of problems that are often solved in the framework of the group socio-therapy

- social situation – financial situation – debts, executions, the basic financial counselling, planning of duties, the techniques of stress management;
- social relationships – relationships in prison, relationships with relatives, with the broader environment, the building of social network – the mapping of social network, the planning of the rehabilitation of social contacts, the exercise of communicational skills.

In the framework of socio-therapy various techniques are used: therapeutic dialogue, therapeutic groups, behavioural therapy, the analysis of problem situation, narrative therapy, systematic therapy, reality therapy.

The objective of sociotherapy in convicts is:

- to support the ability of self-awareness,
- to support the independence in the decision-making,
- to form the social relationships of the convicts in healthy communication with their social system (within their community in prison and the personal supportive network).

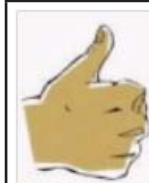
The program with the convicts: in most cases it is group work that uses group dynamics, group dialogues, the solution of model relationships, role play, collective sharing of one's experience, exchanging of feedback, mutual support,

Other advantages

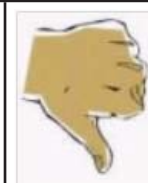
Worksheet: What happens when you look on a long-term perspective for the future?

- ☐ Which consequences will take effect immediately and which will appear later?

Short-term effects (which you experienced immediately after the commission of the offense)

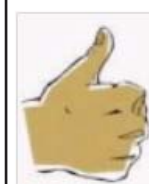


advantages

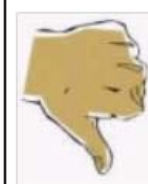


disadvantages

Long-term effects (those that you can experience also today)



advantages



advantages

Questions for discussion

- What are the short-term or long term benefits?
- What are the short-term or long term disadvantages?

Results

Nationwide **implementation** has been realized from 03/2013 to 06/2016, during this period we have went through 200 programs in almost all 76 court districts (8 court regions), app. 90 lectors were trained and we signed 2 public contracts with Probation and Mediation Service of CR.

In 2015-16 we piloted two programs in prisons. The aims of this program are to prepare juveniles for life after release and motivate them to change their style of life to avoid recurrence. Participation in the program was a part of preparation for parole. Participants were obliged to cooperate with Probation and Mediation Service after release. Juveniles are motivated to avoid disciplinary punishments already in prison; it is also part of preparation for life after release.

In cooperation with the probation officers we are able to **measure** the efficiency of the program – during the 13th evaluation meeting we gather the information whether the clients went in the conflict with the law or commit any crime during the 7 months of program duration. Possible recurrence of program graduates is also determined by probation officers after 1 year from the end of the program.

Current outputs (to 31. 12. 2015):

- 142 programs implemented in 60 towns (514 clients participated)
- 98 programs completed (375 clients participated)
- 281 clients (75%) successfully graduated
- 99% of graduates did not recur during the program
- 93% of graduates did not have a conflict with the law during the program
- Measuring of recurrence after 1 year (so far 26 programs)
- 12 out of 125 graduates recur – 9,6% recurrence (!)



- To understand the notion of risk, to be able to identify the main kinds of risks and explain the basic methods of risk management
- To take into consideration the influence of the financial crisis on the economy of the individual and family
- To explain the system of social security in cases of unfavourable situations in terms of health and social background and old age
- To explain the difference between public and private (commercial) insurance. To name obligatory and non-obligatory kinds of public insurance. To characterise the health and social insurance and in this context the medicare, old age pension insurance, accident insurance, guarantee insurance and unemployment insurance.
- To explain in the context of private insurance the basics and meaning of the general insurance, responsibility for incurred damage, accident and life insurance.

Besides the game set the following tools are used in the course of the educational process: flipchart, markers, paper, pens, calculators, data projector and if it is possible a computer with access to internet.

The game cards with case studies, cards with tasks and questions, cards with concepts and their definitions, game letters and game money are used.

The case studies are focused on the risk management of financial crisis and the conditions of receiving social benefits. The participants solve situation of unemployment, count the monthly rate according to the current rate of social charges and study the topic of public and commercial insurance. Theoretical information about this topic forms a supportive background for its presentation.

The use of all sets is flexible and they can be used in variegated sequences. It is also appropriate to adjust the various sets according to the consideration of the lectors to the target group and according to their abilities (level of understanding, dynamics of thinking, ability to assimilate new information, ability to concentrate, etc.) to consider and determine the extent and depth of work with the various sets.

The manual provides theoretical background to the topic of execution, credits, information and recommendation for debtors.

6. Savings and investments

The case study No 1 and 2 of the topic No 6 of the National Standard of Financial Literacy is focused especially on the education in the area of „Savings and investments“ and the understanding of the connections in this area. The main objective is to teach the participants to apply various investment strategies that are in accordance with their personal goals. The set objective contains the following partial competences:

- To discuss the ways how savings contributes to financial prosperity
- To explain how investments build property and help in keeping financial goals.
- To assess financial alternatives
- To describe the ways of purchase and selling of investments
- To explain the influence of tax on the economic return of investments
- To explain the way of regulation and control over the financial market

Besides the game set the following tools are used in the course of the educational process: flipchart, markers, papers, pens, calculators, data projectors and if it is possible a computer with access to internet. The case studies are focused on the topic of savings and investments of financial means. The participants compare and assess the various possibilities of storing their saved financial means in terms of the best appreciation, assess the risk of these investments.

The theoretical information about this topic forms a supportive background for its presentation. It is indispensable to regularly update the used indicators e.g. interest rates or bank fees.



7. Risk management and insurance

The case study No 1 and No 2 of the topic No 7 of the National Standard of Financial Literacy are especially focused on education in the area of „risk management and insurance“ and the understanding of the connections in this area. The main objective is to teach the participants to make decisions where the eventual risk connected with the decision would be proportional to the expected profit. The set objective contains the following partial competences:

Slawek Foundation - PL

Zaneta Lagodzinska: CREATIVE SOCIAL REHABILITATION - METHOD I

The penitentiary staff introduces multiple programmes and classes within the scope of social rehabilitation, and undertakes actions to awaken the will to change in the convicts. Unfortunately, these actions are insufficient to overcome this challenge. There funds are insufficient for multiple activities in the prisons. That is why cooperation with non-governmental organisations is so important in preparation of the prisoners to their release and return to the society. It is much more cost efficient to work with people when they are serving the sentence than provide support for them again when they return to the prison after several days or months. Therefore, financing of social rehabilitation programmes is so significant in order to decrease the rate of relapse to crime.

There are multiple foundations and associations engaging in classes and workshops supporting the release process. One of the methods supporting this difficult process is creative social rehabilitation developed by professor Marek Konopczyński that incorporates several effects described below.

1. SOCIAL REHABILITATION THEATRE

It is based mostly on two presumptions:

- psychological - there are creative elements, potentials in any young socially-maladjusted young person. Bringing them out makes them more socially attractive and helps them solve problematic situations in an innovative manner. (M. Konopczyński, *Metody twórczej resocjalizacji*, pages 201 and 202)
- mutual creative influence of “the world of actors” and “the world of viewers” on each other during common training influences and presentations on scene lasting for many months. Here, the prisoners have the opportunity to get to know oneself more closely by means of presenting and expressing their feelings as well as by widening their consciousness and training their self-expression in the created social roles.

The method of social rehabilitation theatre and further described the method of Social Rehabilitation with Sport - use the methodological procedures of creative social rehabilitation methods, that is the specified actions. These procedures include methods of **emotional, motivation, perceptive, memory, thought, imagination, interpersonal and cooperative creativity**. These methods occur in varied task frameworks performed in the course of social rehabilitation and the-

atrical influences. For this reason, the personnel is important when performing this type of influences: the graduates of the faculty of social rehabilitation prepared to work with adults and with the qualifications to organise theatre classes, open to change, persistent, not getting discouraged with arising problems and the graduates of psychology, qualified to perform theatre or sports classes as well as the graduates of theatre studies or the academy of physical education.

The infrastructure and workshops organisation is very important when performing influences of social rehabilitation and theatre. Social rehabilitation theatre requires a separate room with good lighting, with a climate of mystery and should not bring associations of, e.g. the workshop room of the facility, the facility part with the scene, the facility part for requisites and wardrobe. The method of social rehabilitation with sport requires the infrastructure: a sports hall or an appropriate pitch in the facility premises as well as equipment for sports games.

Organisation of classes:

Number of participants - from 4-12 persons (MTR)

The age of participants - best 16-21 (methodological indication), but the theatre also brings positive influence results above the age of 21

The selection of class participants - a psychologist plays here a vital role as while diagnosing, he can eliminate persons with limitations which have the nature of developmental pathologies (psychopath, mental illnesses). Reliable diagnosis, flexible approach of a prisoner determines the effectiveness of influences.

Duration:

MTR - a class unit from 120-240 minutes (classes, break, problem discussions)
the entire influence cycle - 6 to 12 months

Stages of performance of the theatre social rehabilitation method

- infrastructure preparation
- staff organisation - duration ca. 2 months
- participants' pre-selection - the choice of persons - individuals without developmental limitations and functional disorders. It is recommended to verify the life history in terms of ability to prepare a spectacle scenario.

with the financial situation of ordinary families, in which the participants gradually construct their family budget and solve various tasks. Personal and family budget is a plan of financial management of an individual or the whole family with money. The objective of creating the budget is to gain control over the financial situation of the family (or an individual), prevent incurring debts and form resources for savings. It is the comparison of the expected incomes and expenses.

The manual provides theoretical background of the given topic.

5. Loans and debts

The case studies No 1 and 2 of the topic No 5 of the National Standard of Financial Literacy are focused especially on education in the area of „Loans and Debts“ and the understanding of connections in this area. The main objective is to teach the participants to be able to borrow financial means under favourable conditions and manage debts.

The set objective contains the following partial competences:

- To identify the expenses and profits of the various types of credits.
- To explain the purpose of the information on creditworthiness and the entitlement of the credit applicant relative to the information on creditworthiness.
- To describe the ways how to avoid problems with indebtedness or how to manage them.
- To acquire basic information on various kinds of consumer credits.

Besides the game set the following aids are used in the course of the educational process: flipchart, markers, papers, pens, calculators, data projectors and if it is possible a computer with access to internet.

The game cards with case studies, tasks and questions and pictures of family possessions are used in this game. The advantage is the use of practical aids. The case study No 1 is focused on the acquisition of financial means for the purchase of selected merchandise. The participants discuss the various possibilities and conditions of obtaining money, they choose the most advantageous consumer credit. The case study No 2 is focused on the topic of execution proceedings.



notions of income, the calculation of net income and the work price explained. The attention is paid to social and health insurance charges, the calculation of income tax. Subsequently they solve various cases of income calculation.

The objective of the case study No 2 is to responsibly approach the questions of satisfying one's needs, master the appropriate procedures and behaviour of a job interview. The participants exercise dialogues of a job interview where one participant is the employer's representative and the other the job applicant. The outcome of the job interview will be the signing of the employment contract. In the course of this game the lector helps the participants by directing the job interview in accordance with the supportive theoretical information. Part of the exercise is negotiating and signing the employment contract.

The objective of the case study No 3 is to draw up a list of one's values. The participants draw up their individual lists according to their own attitudes and life styles. Subsequently they discuss their re-evaluation and eventual change of order with the objective to improve one's life situation.

The topic contains theoretical knowledge from the area of needs, values, professions and jobs, career plans and personal goals, work relationships, employees' rewards.



4. Planning and money management

The case studies No 1 and 2 of the topic No 4 of the National Standard of Financial Literacy are focused especially on the education in the area of „*planning and money management*“ and the understanding of the connections in this area. The main objective is to teach people to organise their personal finances and apply the budget when using cash. The set objective includes the following partial competences:

- To elaborate a personal financial plan
- To elaborate a system of keeping and using financial records.
- To be able to describe the way of using various methods of payment.
- To apply consumer skills in deciding purchases.

The game cards with case studies, tasks and questions and envelopes with various types of expenses are used in this game. The advantage of the simulation game is the use of practical aids.

The case studies are focused on planning and money management. They deal

- scenario stage - compiling the fragments of participants' life stories in the complete scenario sound in terms of the content and artistic values - duration 2-4 weeks
- preliminary classes stage (MTR and MRS) - cyclic meetings of the team with participants in order to build the structure of the team, to get to know each other better, try play roles - duration 2-4 weeks
- trial stage (MTR)

Theatre - preparation of stage roles.

Theatre - working on a drama text, text analysis, attempt to build characters (deciding on character's personal traits, thinking and reacting patterns, reasons for behaviour, emotions), scenic actions.

(using actor's means of expression, creating new personal parameters - understanding a character - showing alternative possibilities of solving analogous troublesome situations) (M.Konopczyński, *Twórcze metody resocjalizacji*, p.236)

Sport - training work, sports activities - internal or with prisoners from other facilities.

Final stage - presentation of a theatre play, sport - sport competition.

Benefits from the Theatre Social Rehabilitation method

- change of social behaviours
- deficit compensation in a cognitive, intellectual and moral field
- managing in difficult situations
- improved communication and change of previous behaviours
- learning capabilities one is frequently unaware of
- gaining strength to overcome obstacles

A perfect example of prison theatrical activity is a theatre group of convicted women "Hope" conducted by a nun in the premises of the Investigation Arrest in Grochów. Girls perform interesting, ambitious plays in the premises of arrest buildings as well as in Houses of Social Aid and on the professional stage, learning not only the acting skills. Theatre classes make them realise that despite traumatic experience, "not everything was damaged inside them" and as people they are valuable. Sławek Foundation in 2004, with the help of a theatre

actor from Warsaw, prepared and showed a theatre play "Forbidden Faces" in which prisoners told their real stories, focusing on being lost, going too far. Acting in a theatre gave them the possibility to confront with their own feelings, brining understanding and acceptance.

Sport social rehabilitation method - characteristics

It is directed at creating specified personal competences, building social I, it gives the opportunity to show skill, get rid of tensions. Classes should be conducted by trainers or teachers of physical education, instructors - best from the outside. Exemplary sport activities organised in Penitentiary Facilities:

- 35 prisoners participated in a Golden Hundred and a Half-marathon "Race for freedom" (100 rounds on the running track) in the premises of Penal Institution in Rawicz. Medals and statuettes presented to runners of both races were designed and performed in the prison in Rawicz within the program of social rehabilitation "Convicted in Rawicz". Runners from the entire Poland were involved in the action "I run though I do time - close running clothes in prison" conducted in the facility in Rawicz, which allowed to collect clothes for runners in penal institutions.
- Strength trainings release prisoners from mental stupor and laziness.
- Playing volleyball and basketball or table tennis (Penitentiary Facility in Malbork)
- Playing football (Penitentiary Facility in Wrocław)
- Dance classes - Choreotherapy - "Dance for Freedom" Learning break-dance and Hip-hop.
The classes were conducted by a volunteer and dance instructor from Sławek Foundation. In two penal institution there were organised classes for 9 persons during the period of 5 months - 1,5 h once a week

Organisation of classes

Number of participants - from 2-25

The age of participants - best 16-21 (methodological indication), but the method also positively influences the older people

The selection of class participants - a psychologist diagnoses and eliminates persons with limitations which have the nature of developmental pathologies (psychopath, mental illnesses, very aggressive persons).

Duration: 45-90 minutes - entire cycle: 12-24 months

The objective of the case study No 2 is to increase the awareness about the protection of personal data, the responsibility of the possible consequences and risks of an eventual misuse of personal data. The attention is paid to the consequences and the solution of situations concerning the misuse of personal data. The objective of the case study No 3 is to increase the awareness about the system of the protection of the consumer, the rights of the buyer and the seller. The participants solve situations concerning complaint procedures. Theoretical knowledge on the filing of complaints, expire/guarantee periods, systems of the protections of consumers are part of the case study.



3. Securing money for the satisfaction of life needs, income and work

The case study of the topic No 3 of the National Standard of Financial Literacy "**Securing money for the satisfaction of life needs, income and work**" is focused on the development of the participant's competence to understand and find one's way in securing life's needs of the individual and family, evaluate the relationship of work and personal income.

After a successful completion of the educational process the participant is supposed to have mastered the following partial competences:

- to know and harmonise personal, family and social needs,
- to understand and find one's way in the area of securing life (economic) needs on the individual and family level
- to evaluate educational and work pre-dispositions in terms of satisfying life needs
- to identify the sources of personal income
- to find one's way in the models of providing the individual and family with money
- to describe the factors which influence the amount of net income
- to know the basic aspects of success in the financial area inspired by successful personalities and the application of their procedures

Besides the game set the following tools are used in the course of the educational process: flipchart, markers, paper, pens, calculators, data projectors and if it is possible computers with access to the internet.

The objective of the case study No 1 is to learn how to find one's way in the basic salary calculations and understand the payroll. The participants have the

In the exercise the following tools are used: flipcharts, markers, paper, pens, calculators, data projectors and if it is possible, computers with access to the internet as well as the various game cards from the manual of the case studies No 1 and 2 and of the related tasks.

By means of the game cards with pictures of budget items of “an irresponsible” individual the participants solve situations when his/her expenses exceed the income. By means of the game money they subsequently construct their own budget.

Work with the various game banknotes and coins, their counting, getting to know their value, manipulation with them, information on their protective features is part of the game.

In the context of the exercise of awarding salaries to the subordinates the participants solve situations of irresponsible performance of work tasks and the possibility of deducting the amount equating the incurred damage from the salary. The topic contains theoretical knowledge on the area of personal budget, personal bankrupt, human values and needs.



2. Financial responsibility and the decision making

The case studies in the context of the topic No 2 of the National Standard of Financial Literacy “the Financial Responsibility and the Decision Making” are focused on the development of the participant’s competence to use reliable information and to correctly decide in the area of personal finances.

In the course of the educational process which uses the case studies of the simulation game the participants have at their disposal: pens and pencils, writing paper, the game package with the game cards and accessories, calculators, markers and flipchart for the lector.

The objective of the case study No 1 is to responsibly approach the questions of family financing and making financial decisions by considering the various alternatives and consequences. The participants practise this on a specific case with a specifically defined starting point situation, objective, possibilities, monthly family income and expenses. The task is then, on the basis of the provided information, to construct a family budget, elaborate proposals on how to improve the financial situation and select options from the offer of the various financial institutions. Theoretical information on this topic is also part of the case study.

Benefits of the sport social rehabilitation method

- positive empowering
- well-being improvement,
- improvement of one’s own self-agency,
- improvement of resourcefulness,
- easier goal setting
- self-expression, looking for one’s style, sound competition (Hip-hop dance)

DRAMA

Considered as high effective method this allows to a person to realise inner conflicts, the contradiction between the inner I and requirements or expectations posed by others.

It contains elements of fun and entertainment, combined with reflection.

In the course of drama activities prisoners quickly learn new forms of behaviour and social functioning of a man. Learning is a processes contributing to modification of behaviour under the influence of participants’ individual experiences in the drama. It is based on mocking, forming and consolidating some cognitive schemes and moral-social patterns.

Drama is a method supporting the process of social rehabilitation, aiming to develop psychological attitudes to self-expression that differ from the ones usually adopted and used. Its advantage is that it can be used regardless of the intellectual level of participants. Its main aim is to develop creativity and spontaneity in expressing feelings. Each drama is based on improvising. It is discovery without a prepared scenario. Drama activities consist of a few sessions - regular meetings lasting 3-9 months. Classes should be conducted by persons who know drama methods and have wide experience in running this type of classes.

Drama course

First session: 1) improvised drama session 2) Discussion 3) Presentation of a few groups, their reflections and thoughts. Some unnatural behaviours can occur here.

Second session: Similar to the first one + wider repertoire of expression tools, developing feelings. Manifest actions appear at this stage (expressive forms of behaviour) and explanatory actions (the analysis of situations known from life)

The following sessions: advanced drama sessions - discovery actions appear at this stage - innovative solutions of problem situations.

Basic drama techniques

“Sculpture” - exercise in which a participant by taking on a role, stands still, at the same time expressing a feeling, attitude or situation in a visible and communicative way. What is important is the expression of the whole body as well as its particular elements.

“Freeze-frame” - a live picture made with people, which captures an event in a most dramatic moment, like in a photograph.

Feedback - verbal and non-verbal way of communicating of a therapist with participants

Drama is a method supporting social rehabilitation, the effects of which can facilitate developing intended aims. It is also recommended to apply it along with other methods of creative social rehabilitation.

Drama benefits

Update of own potential

Developing creativity and authenticity and ability to act constructively.

Gaining knowledge

Personality development

stimulation of cognitive processes

mental unwinding,

help in making emotional contact with the surrounding,

increase of faith in one's own strengths.

Discovery of authentic values

should last 40 hours (which means 8 hours per day in 5 days). The sets contain various studies and it is therefore up to the lector to decide and subsequently determine the extent and depth of working with the various sets according to the abilities of the group (the level of understanding, the dynamics of thinking, the ability to assimilate new information and the ability to concentrate, etc.).

In working with the various case studies the lector can on the basis of the needs of the specific target group adjust the work with the tasks and questions, their order, solution, the number of repetitions of the various tasks with different/ original variations, change the actors according to one's own opinion and need or do any other changes that stem from the situation and character of the group.

Before starting work on the case studies the lectors in case of need and at their own discretion can study with the participants of the group the relevant theoretical information needed for the solution of the various tasks. In the course of the work the participants are directed by the lector according to their abilities and knowledge. The lector can also use the theory, the studies and tasks/questions of each set or provide the participants with his own information and experience.

The description of the various topics of the simulation game

1. Man in the sphere of money

In the context of the topic case studies from the field No 1 of the National Standard of the Financial Literacy are used. They are focused especially on education in the field of “Men in the sphere of money” and the understanding of the connections in this area. The main objective on which the topic is focused is to consider the meaning of the permanent life values, especially the influence of money and their conservation and on the basis of this select and determine life priorities and the starting points of securing life needs. The mentioned objective includes following partial competences:

- to conserve the permanent life values and understand the relationship between the life's needs and the finances as the means for securing them.
- to understand and appreciate the value of human work and money as one of the means of its expression.
- to master the basic ethic connections of the area of wealth, poverty and heritage of poverty.
- to describe the functioning of the individual and the family in the economic area.
- to understand what it means to live economically

- to borrow financial means under favourable conditions and manage debts;
- to apply various investment strategies that are in accordance with personal goals;
- to decide in such a way that the eventual risk associated with the decision would be proportional to the expected profit;

The forms of implementation of the method:

Lectures connected with the discussion focused on the transfer of new knowledge, discussion focused on the presentation of opinions on various problems and on finding-out of the opinions of other participants, group work – the solution of case studies – common responsibility for the results, support of cooperative styles of behaviour, mineralisation of communication blockages.

The description of the simulation game:

The simulation game of financial literacy contains a play set, the lector manual, various aids, play cards, case studies.

The play set contains 7 subsets that mean 7 main topics. Each set contains game material and aids which are necessary for the game in the given topic (e.g. play cards with case studies, cards with tasks/questions, note sheets, game letters, envelopes, pictures, etc.).

The lector has an elaborated lector manual available. It is a manual that guides the lector through the various case studies and tasks in the context of the specific topics. It contains instructions for the lector, complete text of the case studies and the given tasks/questions, the proposals of solutions (eventually the right solutions), and theory.

Various aids are used in the implementation of the simulation game: the calculator, pens and pencils, blank paper, game money, flipchart, data projector, notebook with internet connection and others.

The description of the work with the simulation game

Each set of the game contains various case studies which contain the various tasks. The sets contain, besides the above mentioned, cards and note sheets (e.g. blank sheets, cards with game letters, game envelopes, cards with game pictures, etc.) that are numbered.

The basic goal of the game is to act out at least one case study with the group together with the corresponding tasks within each set/topic whereas the game

THERAPY THROUGH MUSIC - AS A METHOD SUPPORTING SOCIAL REHABILITATION

Music has a therapeutic influence on a human, its appropriate application influences the development of human potentials, making him sensitive towards and aiming at his activity. Music and contacts connected with it are an important factor in the development of personal, social feelings and moral attitudes. It acts in a more direct way; it is more powerful and dynamic than other arts. (p.257, Konopczynski)

The therapeutic group should consist of 10-12 persons, volunteers. Classes should be conducted by an outside person with proper knowledge and experience at regular set periods. Earlier diagnosis of participants is indicated in terms of mental health condition, living circumstances and individual likes and dislikes. It should be combined with other means of expression such as drawing, dance, gestures and a word.

Course of music classes

Stage I - listening to music easy in reception

Stage II - presenting selected musical material and performing tasks specified by participants (showing emotional states)

Stage III - reflection and analysis of emotional states.

Music therapy is recommended for Penal Institutions as a way of dealing with negative emotions. For 8 days young prisoners participate in classes which eliminate stress and negative feelings. (Investigation Detention Centre in Grójec 3-11.10.2011). Good results in the scope of music influences are also achieved by establishing prison music groups. A band Paragraf 64 which not only regularly practises playing musical instruments, but also writes its own texts and composes music is a good example. With help of Sławek Foundation, the music of known musician Mr Janusz Janina Iwański, it was possible to record the first professional album of the band. Of course, it is difficult to measure the extent in which this method influences the ability to find one's place upon leaving the Facility, but it is worth to refer to opinions on this issue of long-time prisoners. "Music is like therapy for me. It allows me to meet people, it made me improve my relations with my son" or "I know that in music you must be as well-organised as in life" or "I have already received a job offer from professional musicians when I leave the Facility, I have professional experience".

Benefits from therapy through music

- Releasing negative emotions, lowering anxiety and muscle tension
- mood improvement, reinforcing one's value, meeting emotional needs
- relaxation
- change of defective psycho-physical behaviours
- Improvement of interpersonal communication

THERAPY THROUGH ART - AS A METHOD SUPPORTING SOCIAL REHABILITATION

This method is based on a human natural tendency to express emotions in a graphic form or spatial compositions. Participants have an opportunity to discover their creative fields and develop creativity, learning to perceive many plastic elements and structures, integrate them according to the rules and placing them in order. The therapeutic group should consist of 10-12 persons, volunteers. Classes should be conducted by an outside person at regular set periods.

This method includes such activities as: painting, including painting murals in prison yards, sculpture, graphics, artistic photography

An example of activities in this scope have been performed by Slawek Foundation which conducted a project of a prison waiting room performed by prisoners with help of artists. Imprisoned women designed the appearance of a prison waiting room which currently looks as it was developed by its creators. The project, selection of colours and elements, this all is the work of imprisoned women. A neglected waiting room for relatives changes into a cosy place where even children have a corner for play. In the project "Reactor" in Potulice, participants, for the first time in their life, had the opportunity to use sculpting clay and their task was to make a sculpture of a picture of themselves from the past and the present. Not all were able to deal successfully with it, but the performed works were the personification of their desires, needs and skills. In general, what mattered was that the participants were very willing to work with concentration and reflection. A few prisoners, according to artists, showed understanding a spatial form and sculpting sensitivity. Slawek Foundation also organises an artistic plain-air painting for prisoners "Mienia Art" regularly each year. For 3 days prisoners participate in painting and sculpting workshops, learning chosen techniques. At the end, all works are displayed during the finale. In addition to the exhibition of works, a theatre group and prison music bands are presented.

EDUKOS – SK

Eva Vajzerová, Martina Špániková: The simulation game of the development of financial literacy (the simulations method)

The simulation game of financial literacy was created in the framework of the project „Way out of the vicious circle“ implemented in the year 2012 in which EDUKOS also participated as a partner.

The simulation game is an effective pedagogical tool for the development of financial literacy with a whole range of problem target groups that find themselves in long-term unemployment – convicts serving their prison sentence, conditionally sentenced and conditionally released, but also with the long-term unemployed who are threatened with indebtedness due to their low financial literacy e.g. single mothers on maternity leave, the youth, etc.

The game uses the experiential form and is based on the National standard of financial literacy of the Slovak republic. It consists of the following topics:

- The man in the sphere of money
- Financial responsibility and the decision-making process
- The securing of money for the satisfaction of life needs, income and work
- The planning and management of money
- Loan and debt
- Savings and investments
- The management of risk and insurance

Some topics are too complicated for the participants; therefore it is the task of the lector to adjust the lecture to the level of their understanding, dynamics of thinking and ability to assimilate new information and concentrate.

The objective of the method in the various target groups is the acquisition of the following abilities:

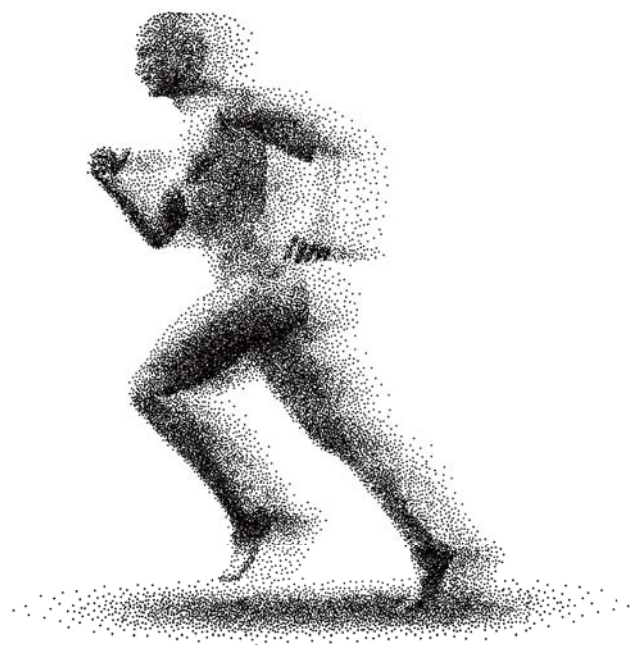
- to understand the meaning of permanent life values, especially the influence of money on their preservation and on the basis of that choose and define life priorities and the starting points for the satisfaction of life needs;
- to approach responsibly the questions of family financing and making financial decisions by considering alternatives and consequences;
- to understand and orient themselves in securing individual and family life needs;
- to organise personal finances and use the budget in dealing with cash;

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Method benefits

Inducing certain experiences and reflections,

preparation to participation in culture,

discovery of artistic values,
enriching daily life

expression of oneself through art

Art and sports activities are organised in many arrests and Facilities. They allows for artistic creation of prisoners, concert performance, broadcasting radio programs and video films by means of cable TV, classes in art workshops conducted by artists - making aquarelles, oil paintings, sculptures, reliefs. Prison works are presented in the Prison Magazine, prisoners are allowed to participate in cultural events (open departments) and theatre performances are organised on the prison stage, concerts of sung prison poetry - using books and art exhibitions (painting, graphics and sculpture, artistic photography) as well as sports competitions (football contests) are organised.

The need for art increases, as shown by figures. The number of theatrical groups increased in years from 2010 to 2013 from 26 to 42. However, it is still not enough in relation to the needs and number of prisoners.

“So far, no statistical research on the effectiveness of social rehabilitation influences of theatre work in prisons were conducted in Poland. Four director-art-therapists were asked, working in different penal institutions with a total of over one hundred people (women and men). In the case of two theatre groups, none of the actors was imprisoned for the second time (singular persons still haven't finished their penalty). In the case of two other groups, one person from each group returned to prison, whereas one of them did not join a recommended anti-addiction therapy outside prison. It is a proof that the theatre run in an appropriate way can be an effective form of providing support to social rehabilitation. If it determines it, it is hard to say” (footnote, text from a website), **Magdalena Hasiuk-Świerzbńska**, *the Institute of Art, Polish Academy of Sciences, Warsaw*, <http://www.naukaonline.pl/nasze-teksty/nauki-humanistyczne/item/871-z-celi-na-scene-z-nicia-ariadny>

Widely understood creative activity in the process of social rehabilitation is recommended by European agencies. Influence projects are performed in the scope of international programs, i.e.: Grundtvig and Socrates. In the case of

various conducted research and observations, it was stated that art classes, in a psychological aspect, allow for:

- decrease of nerve tension among prisoners;
- improving relations with the surrounding and prison administration;
- teaching team work;
- developing proper and adequate self-assessment;

The application of a creative method along with other methods supporting the development of prisoners of type: cognitive-behavioural therapy, individual meetings in the scope of financial education - solving debts, socio-therapeutic workshops, bibliotherapy not only eliminates prison routine, which is one of criminogenic factors, but also is an opportunity for good adaptation upon leaving prison and for lowering the risk of returning to a criminal lifestyle. Creative social rehabilitation includes many influences - however, it is enough to choose one of the above mentioned ways of workshop performance or perform an author workshop in order to start to lay fundamentals of change. It is worth to quote XIX century Russian doctor, A. Mudrowa, who in his work Warnings for young doctors wrote: "the main doctor's task is to release a patient from household concerns and worries which themselves are an illness. Knowing the mutual influence of body and soul, one must remember that spiritual cures heal the body. Art is such a cure. With art you can comfort a sad person, calm down the anxious one, scare the brusque one, make courageous the cowardly one, make out-going the reserved one, humble - the greedy one. Art includes the power of the spirit, which is able to fight the physical pain, nostalgia, inner anxiety".

TARGET GROUP:

All volunteers or selected by educators incarcerated parents (it happens that initially sentenced approach reluctantly, unable to open. Only during the recordings become beliefs).

OBJECTIVES:

- a. Short-term:
 - Breaking down internal barriers
 - Longer creative activity
 - Impetus for reflection on the relationship with the child / children
- b. Long-term:
 - Acquire skills to express feelings by children and prisoners;
 - Rebuilding relationships with loved ones;
 - Develop imagination and sensitivity of children;
 - Improve literacy in both children and prisoners;
 - Reducing the likelihood of duplication of the children of the criminal lifestyle;
 - Reducing stress and trauma experienced by children of imprisoned parents;
 - The inclusion of prisoners in the process of acquisition and development of literacy in children.

RESULTS:

Convicted recording a fairy tale for the child / children see how many lost by their behaviour. A small effort helps to rebuild or build up contact with the child (sometimes that convicted child does not know when getting behind the bars). It notes how important it is to participate in a child's life.

REQUIREMENTS IMPLEMENTATION:

Informing about the program, get in touch with the Foundation Slawek to start the project in the unit, paper, crayons, voice recorder, software for processing audio, CD, cover, place the realization of recordings, a book of fairy tales.

LEADER:

Coordinator of the project implementers.

ordinator of the project offered him a recording of a fairy tale. Embedded with emotion describes how the recording cartoons helped to build a relationship with her grandson: -I wanted to do so well, so special for grandchildren, that makes me a stress, but was able to (...) Now comes the eagerly grandson, brought his book, I recorded yet one. I'm not that terrible grandfather; I'm a grandfather who reads fairy tales.

Also on the freedom of many of the parents are away from your baby, time to go encourages the pursuit of money, sometimes makes life situation. The "Read to Me" is a great example of how the waiting your child can leave part of himself, to which he could return when the overfill it will be longing. A few sentences having the magic shared moments, hopeful and help keep children's heart, the greatest picture, attentive and caring parent. Every mother and every father leaving for a long time, or by sending a toddler on holiday trip, you can equip it with a short recording, knowing that neither bear nor any doll will not be such a support, such as the ability to listen to the voice that has always been associated with love and a sense of safety.

The project consists of several or even a dozen meetings is so time-consuming. It requires commitment and financial effort.

Feedback from participants of the project:

"I know that my baby will be listened to fairy tales, which every day before going to bed I read him, hug him in mind, it will send an angel to him hugged and were with him when I'm in this place"- mother, seated prison Warsaw, participant of the project;

"... The program" Read to me "is a great idea for it to assist in maintaining the bond between child and parent convicted. This is a great idea, even for a gift separated from a parent for his child"- a parent of a child who has received a recorded fable;

"The greatest pleasure while working on a fairy tale made me aware that I read the next heart - grandchildren! Emotion and joy that will hear my voice, they can listen to it whenever they wish" - grandfather, embedded, program participant.

Slawek Foundation - PL

Paulina Kuczma: Renewing / keeping in touch with the family as a preparation for release

Background:

Penitentiary interaction is the general methods and measures used in the work with convicts that lead to achieving the objective of imprisonment. Basic ways of interaction are listed in art. 67 § 3 of the Executive Penal Code. These include: work, especially conducive to obtaining relevant professional qualifications, teaching, cultural and educational activities and sports, **maintaining contact with family** and the outside world, and therapeutic agents.

The phrase "maintaining contacts with the family" means nothing, explains nothing, it also do not motivates correctional staff to activities related to the topic. This notation only indicates the compulsory concern of the prison as an penal institution for reminding the convicted that he has a family, to whom he should return after finishing the sentence. Actual Executive Penal Code of 1997 does not, therefore, define the meaning of this phrase as the necessity of use of the described contacts for corrective purposes. Contact with family are to serve, it seems, the purpose of maintaining ties of the convicted with his family, to make easier his social rehabilitation after release. The current Polish prison system, though it is warily taking notice of the duty to maintain contacts with the prisoner's family, it still provides a lot of situations where these contacts are very close and can be fruitful to re-socialization.

There is a division into programs based on the type of relationship the offender has with his loved ones. Types of relationships observed among prisoners:

1. lack of family ties (marriage, children),
2. average, weak family ties,
3. strong, very good family ties.

To properly plan the interaction and direct the condemned to the right program we need to analyze the pre - criminal period and the period of the penitentiary, the individual characteristics of one's personality, the life situation and the susceptibility to influence. We also need to look at his prognostic diagnosis related to life after leaving prison, taking into account the readiness for acceptance of a former convict by the family, along with the possibilities and limitations that it offers in helping the former prisoner in the social re-adaptation.

Because the process of rebuilding previously broken relationships is very difficult and long, it is necessary to make every effort to maintain ties existing or reconstruct them in the desired direction, even if it is not an easy task to perform in isolation. Let's be aware, however, that there are situations when such a task is difficult, if not impossible to achieve. These situations occur when:

- there is long-term physical or mental violence in the family,
- member or family members are addicted to alcohol or drugs,
- there is someone suffering from mental illness or severe emotional disorders in the family,
- there are traumatic experiences and strong emotions that prevent proper relationships between family members,
- in the name of maintaining family ties, someone is taking steps to actually achieve some other, hidden agendas,
- the convicted fears a family member,
- dominates the lack of agreement and when there is a conflict in the family.

Also, you can identify factors that determine the attitude of the family towards the prisoner and its involvement in his affairs thus that determine the familial bond existing between them. Among those factors you can mention:

- The way of functioning of the family in society,
- Family expectations of the prisoner concerning the fact that he lives in conditions of deprivation of liberty,
- Emotional attitude towards the prisoner and the crime he committed,
- The degree of injuries.

In general, the rule is that the family is not interested in the prisoner and do not help him, if his crime was directed directly against the family. It is difficult to require victims of domestic violence to voluntarily support the person that is the reason behind it. They also will not show interest when the prisoner made an act incompatible with the legal norm, and previously heavily swayed and complicated family life, caused the family members a lot of distress and suffering or was the family's hangman. Then, this situation leads to coming to the surface of a desire in the family members to free themselves from the convicted and break him once and for all any relationship.

We often forget that the court judgment is not only punishment for a prisoner but also for his family, which becomes the inadvertent victim of the judicial process, and for which the situation of imprisonment of one of its members is hard to bear. Especially for the children of the convicted person, who cannot understand and find themselves in the situation.

to help a child survive separation from a parent or grandfather. Currently, the project operates in four Polish prisons and detention centres - Białoleka, Bemowo, Siedlce and recently in Grochów, where for the first time women are also allowed to record a tale.

First is the time for preparations. The prisoner chooses a fairy tale, practices reading with appropriate diction and the division of who speaks, for example the wolf, or the narrator.

There are people who simply cannot read, or do it very poorly. During this meeting the convicted is also encouraged to say at the beginning of the recording for whom they are reading the fairy tale, and to add a personal dedication at the end. Some say it to their child for the first time.

Recordings is associated with tremendous stress, everyone wants to read the story the best way possible, so that it makes an unique impression on the child. When emotion arises, a lot of people start to cry. Then the recording is interrupted. This is an important moment. A lot of prisoners only then become aware of how important their child is for them and how much they lose while being in prison. This fairy tale should be read every night, hugging her son or daughter. They lose time together, which cannot be recovered. This moment is experienced the harshest by women.

Another important element is an autonomous drawing made by the prisoner, which is placed on the cover. Usually these are from the heart with a dedication. Regardless of age, on each of the children's story makes a great impression. Listened to countless times, it becomes like a small fragment of the parent, which may return in moments of longing. Personal dedication and own created illustration are for the child signal that listening to something that is designed specifically for him. Such awareness will give you the strength to cope with the stress of separation, a sense that despite the distance, mommy or daddy is still with him. Tale makes some first step to repair broken for various reasons contacts. Children come and renew the lost relationship with a parent, even after a very long time.

Gift in the form of a CD is sometimes the first step to establish severed contacts not only with the child, but also the person who remained with him to freedom. Participation in the project can take not only parents, but also grandmothers, grandparents, or extended family. Convicted long sentence Paul met grandson while already in jail. We wanted him to come closer to him, but a young child was afraid of his grandfather, who meet behind bars bring officers. He came to view reluctantly, afraid to get close to his grandfather. Aneta Domžalska - co-

- Scarf:
 - balloons inside - we are creating a sea by waving the scarf;
 - who likes to... eat chocolate (has a brother or sister, likes red) runs to the other side of the scarf;
 - we invent fruits and “give” them to the children, e.g. a banana, apple, pear. We issue commands: now bananas change places, now pears, and now the “fruit salad” and all the children let go of the scarf and switch places;
 - children sit on the scarf, hand out cards and make caps / boats then throw the boats to the scarf and create a storm;
 - we are aiming the inside of the scarf with a small ball, so that it falls outside of the scarf through the centre.
- Balls: two teams stand in line next to each other and start passing the ball, the last person goes to the beginning, the team that goes faster wins (we make the task harder by adding modifications, for example passing the ball between legs, from the top, from the side, etc.).
- Train: to the rhythm of music “goes” the train, when the music stops - the last child for example runs between the legs or to the front and becomes the engine-driver.
- Freezing - when the music stops
- Dancing on a newspaper - two people dancing on an unfolded newspaper, at different intervals the persons dancing fold the newspaper. The couple that endures the longest without getting off the newspaper wins
- The balloon held between bodies while the music plays - dance with balloon
- Walking the tightrope (a jump rope and a bouncy rubber is necessary) – we make a hose on the floor and children walk on the tightrope
- We toss balls made out of newspapers through a rope lying in the middle – a group stands on each side and throw balls at their feet, we count the time or play the music - the team that has less balls on their side when the music stops wins
- Painting faces of the children

Name of Program: Read to me

CHARACTERISTIC:

Often we do not realize that children suffering separation the most are those that need to bear with their parent going to prison. Such separation from mom or dad, usually sudden and without warning is a huge blow for the child. Any contacts are additionally hindered by regulations in prisons and in detention centres. Another answer of the Foundation to this need to cultivate family relationships despite dividing walls is the project “Read to Me”. It is a small gesture

The absence of the partner results in taking on family functions of the other, enabling the family to survive. In the case of prisoners, this obligation is taken on often by a woman, struggling not only with the fulfilment of the difficult function of material safety, but also of the socialization function. Failure in these essential functions results in a lack of full realization of other functions, namely the functions related to the transmission of culture and to the organization of various forms of recreation. In the circumstances of fulfilment of these functions by one person, there may appear the threat of accumulating too many roles and, often by that, even the conflict of roles.

Extremely difficult is also to accept the forced isolation of a family member, to establish forms of contact and of maintaining the relationship with the convicted, as well as to talk to their children about the sudden absence of the other parent and the appropriate preparation of and protection from the psychological side of the meeting with the parent residing in isolation.

Another difficult subject is long-time sentence. Over time, relationships loosen, and contact disappears naturally. It is additionally a demotivating factor for the imprisoned, as it gives him a sense of loneliness. This affects negatively his social rehabilitation.

Given the above circumstances, it seems important to lead prophylactic, rehabilitating and therapeutic programs for the sentenced person and his family. These should aim at rebuilding the impoverished area of family contacts in case of confinement. This work therefore requires programs that:

- would appeal to establish positive family relationships,
- allow for the development of a common family strategy of decision-making and problem-solving (e.g. for issues related to parenthood, running the household, the return of the convict to open environment)
- Would be aimed at mastering the necessary prosocial skills, controlling anger, developing elements of the subjective and personal world, reducing the negative family patterns, developing the conviction in acceptance of social life and responsible participation in it, psychological support and build trust and commitment,
- Would show how to skilfully manage complex family relationships and stress,
- Assist to breaking barriers in maintaining family ties.

Described below are two programs referring to family relationships that are carried out by the Slawek Foundation. They fit perfectly into interactions offered by the penitentiary system and complement the programs designed by the staff

of the prison service. They are very popular and meet with the approval of the administration.

Name of Program: MEETING FOR FAMILIES

CHARACTERISTIC:

Mother's Day, Children's Day, Father's Day, Christmas, Easter – these are the most important holidays listed in our Polish and European culture. Each of us in some way celebrates it. Cards, gifts, flowers, kind words, festive meal, small gestures are to us obvious elements of those special days.

The staff and volunteers of the Foundation ensure that the condemned can also celebrate those important moments. Usually, it is a form of collective view within the unit. The husband or partner and children visit the convicted person. The volunteers prepare for this occasion various activities related to the topic of the meeting. These are plays and games for the whole family – for the imprisoned parent to integrate with the child, but above all for activating the child (therefore avoid boredom) so that the parents have time for a tranquil conversation.

If the meeting is held for one family, for example. birthday, Foundation staff and volunteers prepare it together with the convict. They meet with the prisoner to determine the course of the visit, prepare small gifts if there is such a possibility. They are also in touch with the family - they ask for childhood pictures of the convicted and prepare a collage as a souvenir.

Maintaining normal relations with the family is one of the main objectives of penitentiary re-socialization in Poland. Meetings Program for families helps in achieving this goal. It shows to the convicted how important in family life are small gestures and time spent together.

The Foundation also carries a Support Group. Its task is to give its participants strength and hope to survive a difficult and often long waiting for the return the imprisoned relative. Through meetings and conversations family members see how important and necessary in the process of rehabilitation is their support. The meetings are an opportunity for a safe and calm conversation about the difficult situation of being a person, who is in a Detention Center, in a Penitentiary House or in a Correctional facility.

Among the people who have similar problems, who know what it means when you have a person close to you is judged and sent to jail, you can seek help, support and suggestions how to deal with such a situation. The exchange of

experiences on this issue could prove to be very useful and motivating. When we see that not only we struggle with a specific problem, it is easier for us to find the strength to face the encountered difficulties.

Meetings are held in a peaceful and intimate atmosphere. There is a possibility of a personal interview with an experienced employee of the Foundation or with a psychologist.

TARGET GROUP:

Convicted who have a family and family members that are in need of support.

OBJECTIVES:

- a. Short-term:
 - celebration of important family holidays;
 - spending time together;
 - element of the "normal" lives behind the wall.
- b. Long-term
 - Maintaining contact with the family;
 - Maintaining proper relations.

RESULTS:

Convicted maintains contact with the family. He knows how important it is to spend time together. He celebrates important moments with loved ones. After leaving he cares about proper relationships with them.

REQUIREMENTS IMPLEMENTATION:

Informing prisoners about the program. Gathering is willing to participate in it. Preparing space for the meeting.

LEADER:

Foundation staff and volunteers.

COSTS:

Access to the unit in which the program is implemented. Materials needed for the playground (paint, crayons, face paint, cards, scarves, balls etc.), sweets for children, refreshments for families. Gifts made by convicts.

Examples of games / activities:

- Sports competitions - families form separate teams and compete in different sports, for example running competition in bags, relay race, tug competition.