



# Opportunities in digital competence development in totally closed institutions Pedagogical materials

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## Introduction

In Europe, but also in the world in general computers are getting a more and more important role in our everyday life. The coverage has also been accelerating, there is broadband internet connection nowadays in more and more places as well.

However, there are some social groups who have been excluded from the circle of computer users. One of these groups is the group of inmates; people who are serving their sentence in totally closed institutions. Imprisonment means the control of information too, so it's obvious that internet using in prisons of the participating countries is not allowed. But the "strange, not known world" just enhances the social exclusion, so from our point of view computer skills should form an integral part of reintegration programs. Because in the 21st century without using info communicational equipment we can't or just hardly can cope in the world. So entering to the info communicational society is a very important element of reintegration.

Why do prisoners, released, so basically everyone participating on (re)integration programs need computers, information technology knowledge? Here are some extremely important areas without claim of being exhaustive.

1. **Job searching.** Nowadays searching and finding a job is not an easy task. Advertised position now can be found through computers. Application for a job also happens like that: your curriculum vitae (even in the case of low status jobs) has to be edited and sent – with the help of some kind of mailing program. You have to register on job searching portals, you have to remember your password – these all are knowledge which can help to get a job if you acquire them in a skill level. And job is part of changing, so basically an indispensable part of (re)integration.
2. **Administrative tasks.** People have to arrange several cases, documents, papers after release in bureaus, banks, document offices, etc. For this you can ask for an appointment with IT skills, but which is even better: nowadays most of these things can be done with the help of the internet.
3. **Conversations, mailing, finding old friends.** We obviously look at the latter one from the positive side, since relation capital can be very important for instance in case of job searching. You can Skype, mail, keeping in contact with other people for "free" thanks to the internet.
4. **News, information.** You can get the latest news online, and this is also for "free", moreover it is environmentally friendlier.

- 5. Entertainment, games.** We have to include this point also, since it is an integral part of our lives, of our physical-mental well-being. Several films, programs, e-books, etc. can be gotten by the help of the internet.

All in all, this competency is needed for this target group, because of the same reason why everyone else needs it. However, they have to be supported in a special way and with a special programme, since they have been missing out from the info communicational society (too) for years. They have to learn a lot of things after their release, including this. We believe that these knowledge's acquirement have to be started earlier – even in the prison.

Five countries' organizations are trying to provide some help for this with pedagogical materials, programs, and curriculum. This book is about this, and we hope that it can be useful for other people (people working in a different field, organizations supporting other target group, etc.) as well.

Mészáros Mercedes  
Váltó-sáv Alapítvány

# Váltó-sáv Alapítvány

## Mercedes Mészáros: Focus on digital competencies – a project's experiences



### 1. Context

The “**INNO-VÁLTÓ**” innovative, experimental employment program for prisoners/released (**TÁMOP-1.4.3-12/1-2012-0155**) was a complex and synergic, innovative experimental employment project in Nógrád county, in Balassagyarmat Strict and Medium Regime Prison, supporting the social and labour market reintegration of prisoners and released after release, focusing on the development of digital competencies. Training, social supporting and employment were included in the project – with the tools and methods of digital competency development. The project was formed to try out a new idea, it is not a widely used method – thus a similar project has never been implemented in this level of complexity and synergy. A new method, which has never been used with this topic or target group, was tried out here (digital competency development and the use of IKT-tools with complex services in the case of the labour market /re/ integration of released prisoners).



The aim and task of **Váltó-sáv Alapítvány** is to support the social and labour market reintegration of prisoners and released people. The foundation's consortium partner was a penal institution in a convergence region, the **Balassagyarmat Strict and Medium Regime Prison**, which can be found in the former capital of Nógrád county, Balassagyarmat city (Madách street 2.)<sup>1</sup>. Budgetary institution, legal entity. The basic tasks of the institution are pre-trial detention, adult male convicts' imprisonment in medium and high security level and the provision of duties connected to these. Its supervisory body is the Ministry of Justice and Law Enforcement, professional supervision is supplied by the Prison Service Headquarters.

The project was between 01.04.2013 and 31.03.2015. A front office was formed by our foundation in Balassagyarmat, which one – similar to the one in Budapest – was operated as a drop in location. The foundation would have liked to stay in the area, but because of the lack of funds the office had to be sold off on 31.05.2015.

**Justification of the project:** prisoners and released are underprivileged (according to the Commission Regulation 800/2008/EK, article 2., section 18.), because the majority of them have not been in a regular paid employment for the last six months, and/or did not get any secondary/vocational certification, and/or belong to an ethnic minority group. Tercier criminal-prevention is a common interest of everybody, since demonstrably the withdrawal of freedom (=prison) is the most expensive form of punishment, moreover, in the long term the support of released people's re-integration process means a positive quality change in the safe feeling of major society as well. Prison population is a client group with very low SES (social economical status), thus their (social and) labour market reintegration touch more professions and dimensions. In the case of their situation employment is harder, because they do not have proper school certifications, marketable professions, experiences, competencies. The technology of the 21st century, which could be useful in finding a job – digital competencies – are not allowed in a totally closed institution because of security reasons. This way they are excluded, since they just limitedly get information and opportunities, even after release, so the lack of digital skill and competencies are a characteristic of them. Emphasized goal of the Digital Agenda is to integrate underprivileged unemployed people into the labour market concentrating on informational and communicational technologies and on the development of digital competencies. It is said that everyone has the right to get those knowledge and skills which are indispensable to become the part of the digital era, to be succeed easier and more efficiently in their life independently of their age and social background.

1, In Hungary 19 countys can be found as administrative regions. One of the most disadvtageous county can be found in North-Hungary Region, Nógrád county.

Digital Renewal Action plan (2010-2014) draws attention to the followings:

- Digital literacy has become such an expectation in the labour market that the lack or shortcomings of it can lead to limited employment, which is basically repossess the whole country's competitiveness (within this the region's, county's, subregion's, etc.).
- The leeway of the requested ICT user level detectably leads to money and time loss for the economy and public sector (development is useful not only for the individual, but also for the subregion, region, country).
- Disabled people and other disadvantaged social groups are excluded from the benefits of ICT; thereby the gap between social groups is getting deeper and deeper.
- Almost half of the above sixteen years old population is still digitally illiterate. The lagging is particularly big in the case of elders, disadvantaged people, people living in a small settlement, and people with low educational level.
- Among the managers of small- and medium-sized enterprises and particularly micro-enterprises the digital skill level is low.

In special cases a good idea or an outstandingly successful company owner is enough - but for the chanceful participation of Hungarian small and medium-sized enterprises in national supplier chains or even in international cooperations the use of info communicational tools are indispensable. In conclusion: enterprises are looking for new markets, new partners and new, more efficient services. Cost-effectiveness, cross-border business presence and cooperation, and the chance of advancement in the supplier value chain are a more and more important aspect.

In Hungary in the year of 2013 71 percent of the households had an Internet access in all, and this is lower than the European Union's average with 8 percentage points. In the case of enterprises this proportion is 88 percent, so Hungary can be found towards the end of the Union's gradation (data of Central Statistics Office). According to the following data more and more enterprises operate a web page: compared to the 57 percent of 2010, in 2013 61 percent of the enterprises had an Internet access. However, this proportion is lagged behind the Union's average of 71 percent, and just five other member countries' enterprises had a lower number of web pages than us.

So the future is the improvement of people's life quality, widening of their knowl-



edge, the contribution of creating the social equal opportunities between citizens of geographical areas with different development and economical power level, and the elimination of “digital gap” coming from their isolation. The project contributed to this, while it was reacting to the local labour market needs and general challenges (lack of employment expansion possibilities).

One of the goals of Digital Renewal Action plan (2010-2014) is that the indicator of regular Internet use reach 75% (from 60%), and in the case of disadvantaged people reach 60%. Furthermore, until 2025 the number of people who have never used Internet has to be halved.

Active and extensive requisitioning of services not only affects to the citizens' convenience, but also has an economic recovery effect, since the demand for newer and newer digital content and services increases. This in the case of enterprises generates demand, enhances their efficiency, thus new services, and necessarily new jobs come to be.

Proficiency in the digital world means a more competitive labour and a more demanding consumer. As far as stopping of digital breakaway and creating of equal opportunities concerned use-oriented visualization of the services and information education's modern tool system are indispensable. Important elements of this: digitalization of the educational content, multimedia, even creation of 3D e-learning solutions, all in all, the development of digital competency.

## **2. The use of ICT in the Hungarian prisons**

Information technology classroom is commonly established with 10-15 PCs in the Hungarian penal institutions. However, the use of this classroom is significantly restricted, supervised. Maintenance of the computers is an important task; Internet using is not possible, but there have been some examples before (in the framework of two VSA projects). Nevertheless, for Internet using significant security measures are needed. From our point of view creation of firewalls are not impossible, yet this area is very lacking. The Internet using education is usually happening off line, which improves the trainer's creativity, but does not give a real experimental knowledge for the user – prisoner. Most of the programmes organized in penal institutions are aiming some modules of ECDL, so they are teaching primarily user level knowledge, but even this is for a very limited number of prisoners. Nowadays the number of this kind of programmes has been decreasing, and it has rather been shifted towards vocational education which can be finished in a short term. At the same time development of digital competency is primarily not as professions can be important for the target group in the future, but as transversal competency in the labour market and in other

fields of life – administration, knowledge acquisition – with dynamical development/changing. So: if somebody is lacking of the digital competency he/she could easily get disadvantaged in the area of job seeking, working, fundamental business managing, interest enforcement, parenting, family life, etc.

### 3. The goals of the project

- Long-term, general goals
- Reduction of economical/social and/or political marginalization, creation of possibilities for (re)integration
- Actuation of social attitude change toward the target group members and the problem
- Fight against discrimination, unequal opportunities

#### **Short-term, direct goals**

- General education (9-10th grades, school leaving exams as needed), and vocational education (ECDL-training, office assistant training, 500 hours information technology training) for disadvantaged – fighting with complex/special drawbacks – prisoners. Social (re)integration of the target group: ensuring/supporting its education/training, labour market placement and employment, supporting its integration and staying in jobs.
- Providing digital competency development for the involved.
- Providing and organizing other trainings for the target group (Peer counselling)
- Launching individual and group competency development programmes in penal institutions, and operating civil supporting (=mentor) system.
- Strengthening of social, citizen, employee and individual lifestyle skills, and learning and working motivation; information about employment, trainings, counselling/supporting.
- Preparation of employers to the admission of the project/target group, sensitization of employers.
- Strengthening relationships with family, relative and other communities.
- Elaboration, development of a labour market integration supporting method for a special target group (prisoners/released), in a special location (penal institutions) with the tools of the 21st century's info communicational technology and with the toolkit of social/helper work.
- Quantifiable results: we have planned to involve 70 people in the project and to start 3 types of trainings (ECDL-training: 12 people, office assistant training: 12 people, 500 hours of information technology training: 10 people, 34 people involved in the trainings in all). We would have liked to place 4 people into 6 months of employment.
- The realization's result has significantly amended (see under, quantifiable results).

### 4. Activities

1. Project preparation (reconciliation of consortium partners, development of feasibility study).
2. Project starting: formation of project management, searching/furnishing of tenement, formation of project implementation documentation, acquisition of equipments, starting of educational content formation, starting of public procurement. During the two years of project a 70-square-meter front office has been established, which was important firstly for the co-workers (because of sleepover, documentation, printing, etc.)<sup>2</sup> , secondly for client receiving (released people), and training implementation.
3. Choosing, recruitment of involved people: arranging condition survey, motivation, group and individual conversations (VSA, BFB)<sup>3</sup> . Input competency measurements, enrolment of diagnosis, and formation of individual development plants. Continuing the formation of educational contents.
4. Labour-market trainings:
  - ECDL-training (started with 12 people, 10 people got a certificate): ECDL (European Computer Driving Licence) is a unified European computer-user certificate supported by the European Union, which do not primarily verify the information technology, but the user knowledge, and the existence of information technology literacy. ECDL is aiming to spread information technology literacy and is redounding to support more and more people in becoming the information society's full member. The goal in numbers is to the 8-10% of Hungary's population become certified information technology literate.
  - Office assistant training (12 people) (OKJ 33 346 01 1000 00 00): office assistant is doing the job of a secretary; carrying out data input tasks; using business-management-technology tools, equipments; handling, scrapping, inventorying documents, records; carrying out document editing tasks; doing electronical text processing; handling information on the computer; performing subtasks related to economy; establishing and maintaining contacts, carrying out written contact maintenance. Our organization have already bought office assistant training as a service in the previous years, and the employment of certified people have seen to be sure, since people know how to use ICT tools, and possess the skills and knowledge mentioned above could work in civil organizations and small-and medium-sized enterprises. The input competency for the office assistant training was having 10 grades in this time (later it was having school leaving exams after the change of adult education act)<sup>4</sup>.

2. Our organization's headquarter is in Budapest (see in the map!).

3. VSA=Váltó-sáv Alapítvány (Change-lanes Foundation), BFB= Budapest Strict and Medium Regime Prison (Budapesti Fegyház és Börtön)

- 500 hours information technology training (web designer, other multimedia etc.) They could get the knowledge of **WebDesigner OKJ** (OKJ 54 213 04 0010 54 01), **Web application developer OKJ** (OKJ 54 481 02 0010 54 03) and **Multimedia developer OKJ**<sup>5</sup>. (OKJ 54 213 04 0010 54 04) within one 500-hour, state-approved training, where they got a certification (10 people).

The essence of the trainings was that the acquisition of info communicational techniques and the digital competency development could succeed in a special location, in a totally closed world. The professional training of non-qualified, unemployed, inactive target group members has been realized. The implementation of these OKJ trainings has been happened with an external supplier (Fekete Felnőttképzési Kft., September 2013- September 2014, 12 months).

Realization: all three information technology training have been realized in the framework of the project; moreover, the ECDL-trainings as well. Two accredited programmes have been implemented: Focus on competencies (20 hours credited training – number of participants: 14 people), Peer counselling (30 hours, licensed training – number of participants: 12 people). 60 people have been involved in labour market training in all. 28 people have certified from the OKJ training and ECDL training (500 hours information technology training: 8 people, office assistant training: 10 people, ECDL training: 10 people). 21 people had got a certification in all (Focus on competencies: 13 people, Peer counselling: 8 people). In total: 49 people. 60% of the people who had started the trainings had been prognosed to successfully finish it according to the feasibility study, however, the 82% of target group members who started it succeeded in the trainings, owing to the dedicated learning helping/supporting work of mentors and other professionals involved in the project, since besides the trainings learning helping, preparation, coaching were implemented in the classical sense, because the target group members were lacking of competencies.

In the framework of the project the Váltó-sáv Alapítvány had been enrolled to the adult education registration in 28.05.2014 with one programme's accreditation: Focus on competencies (competency development programme, 20 hours, with the participation of 14 people, 13 people got certification). Based on the deliverance in 19.08.2014 other two programmes had been broadened our training programmes: Peer counselling (30 hours), and Tolerance-strengthening, anti-discrimination training (10 hours). A Peer counselling training had been launched in 10.09.2014 in the Balassagyarmat Strict and Medium Regime Prison with the participation of 12 people (8 people got a certification, date of end: 07.01.2014, examination: 14.01.2014). In addition, as an effect of this project other trainings' licensing had been happened: Communication and self-knowledge, Digital competency development (not in the framework of the

4. Most of the professions representing a real labour market value need a finished 10th grade.

5. OKJ=National Qualification Register (Országos Képzési Jegyzék) (includes the accredited professions).

project, just as an effect).

5. The input competency for real, marketable professions (office assistant training) is a finished 10th grade. The target group members had an opportunity to acquire the input competency before the involvement in training (input competency development, 9-10th grade: Change Programme, 20 people). Preparation for school leaving exams have been also realized (VSA) as needed (joint discussion with the target group member). The verification of secondary school studies have been carried out by the Belvárosi Tanoda Foundation Secondary and Vocational School, so the Tanoda was the educational background institution in the project.

In total 22 people had been involved in secondary school education in the framework of the project, and 5 people had been applied for taking their school leaving exams, but finally no one participated in the examinations. All of the 10 office assistants had got their 10th grade leaving certificate (who had not got it yet).

6. Supporting of low-educated employees' participation in lifelong learning has realized with the programme element of competency development with the form of group and digital work. Moreover, this programme element (competency development) meant the development of trainability as well. For this a CD-ROM was made (INNO-Change-Fever: CD-ROM for released). This CD-ROM can be used individually, and in distance learning; it is for social and competency development. On the one hand the digital on the other hand the social integration supporter competencies are realized in the same time (VSA). The shaping/development of the CD-ROM's content was the task of VSA, the technical realization happened with the involvement of external supplier. The target group members' competency development was implemented in a self-constructed way (VSA).
7. The improvement of learning techniques (learning methodology) of low-educated target group members was also one of the most important programme element (development of trainability, supplement of lacking basic knowledge, development of learning skills, teaching computer-user knowledge). This was also realized with the help of a CD-ROM, whose use on the one hand developing the digital competencies, on the other hand gives learning methodology knowledge. The finished multimedia material is suitable for distance learning too. The shaping/development of the CD-ROM's content was the task of VSA, the technical realization happened with the involvement of external supplier.

In conclusion: 3 CD-ROMs was made in the framework of the project (digitalized version of the Change-Fever: preparation for release board game, furthermore,

Learning methodology and Competency development – also in a digitalized version). All three CD-ROMs were tested by the target group of prisoners (everything is documented). Moreover, one methodological summary was written with using of project experiences.

Based on the experiences of ECDL training a 10 sessions (1 session/2 hours) digital competency development group was started in 22.10.2014, especially for the target group of prisoners with low competency level, who have never met with the information technology world. Number of participants: 10 people. The training programme has been elaborated and approved (not in the framework of this project, but as an effect of it).

For BFB an informatics' involvement was necessary, because of the infocommunicational techniques.

## **8. Social supporting services**

Since the area of labour-market and social (re)integration can't be clearly separated, so the subservience of socio-cultural circumstances and psychosocial condition arrangement and development of people involved in the project was indispensable. Our goal and task was the creation of an atmosphere which is suitable to say out and discuss problems, and where the target group members can turn to the helpers, teachers, project professionals with the fullest trust compared to the situation. The goal of individual or group helper relationship/social supporter services is the development of lifestyle competencies, completed with career planning and employment competencies, so the mapping of personal resources and skills, preparation for release (housing, training, livelihood, job searching, arrangement of human relationships, etc.). Supporting the client is naturally indispensable after release, since the actual realization of "positive" plans can encounter with several difficulties.

### **a. Mentoring, helping relationship (VSA) – granted for every involved target group member.**

Helping relationship provides an opportunity for the client to cope with his/her life tasks, so the goal is the development of problem solving skill and coping capacity.

The task of the helper is changing or making a change, and the continuous monitoring, observation of this intention/will, motivation.

### **b. Strengthening family relationships –digital competency development for**

target group members and their relatives: Skype connection meetings- VSA (strengthening family communication, social supporting, strengthening of SSS – community contacts), for this an informatics was provided in BFB.

Social support systems (natural supports) have a big impact on defining the individual and social operation. Every individual is a part of a personal network, which is providing the further:

1. emotional bonding, which is enabled by the intimate relationships providing the feeling of safety and belonging,
2. social integration, which is enabled by the participation on the network of people with the same values and interests,
3. possibilities for caring other people (mostly children), which is inciting for tolerating the difficulties
4. proving of personal preciousness (mostly by family and co-workers),
5. consciousness of reliable alliance, primarily provided by the relatives,
6. helping and guidance for solving difficulties (by friend advisors)<sup>6</sup>.

Some particular problematic situations – for instance imprisonment or release – can mean such a big difficulty, that if continuous reliable answers don't come from the SSS for the needs mentioned above, serious disturbances can occur in the operation of fighting with difficulties. In contrast, presence of suitable SSS generally decreases the effects of difficult situations and helps the successful conformation.

At present the majority of prisoners-released can only rely on the SSS, because we don't have the criteria for institutional support. Because of this every tool has to be grabbed to strengthen the loosening/disintegrating family relationship, because of the imprisonment. For this contact within reasonable time is needed, which is often can't be provided by families for their imprisoned relative, because of travelling reasons (travel costs) or the travel difficulties (tiny villages are the characteristic of Nógrád County). One of the solutions is the opportunity of **Skype connection meeting**. The prisoner is getting into touch with his/her relatives with ICT equipment; they can be seen/heard, which is very similar to "personal presence". The preparation of the relative family member for the Skype connection meeting is done by a community contact person: he got into the family member's home, helps to get to the nearest e-Hungary point, or provides the needed equipments by mobile Internet (travelling to the location, "relocation", setting of the equipments), and provides technical help for the relative/family member. Meantime the digital technique's several benefits can be observed, so the digital competency development of family member/relative is realized effectively and indirectly (not in a really structured way, but with focusing in a concrete problem, task, practice, in an oriented way). Besides, the fact that the contact keeper is a released co-worker can have a capital importance,

6. Theory and practice of social work. Edited by Tanczos Éva. Bp., 1994. Semmelweis Publishing Office



because the life path of the co-worker is the same with the imprisoned person. This can induce several meaningful conversations, so actually the preparation for release of relatives and family members is realized (preparation for release, the reception of released prisoner) (VSA).

Conclusion: the family relationship strengthening connection meetings by Skype had been continuous from 23.04.2014 until the end of the project (30.03.2015), with weekly basis, with the help of a community contact keeper. The number of relatives who had been participated on the Skype connection meetings in all: 98 people. The service had been operated until 31.03.2016, once a week. Localities which had been reached in the framework of this project can be seen in the enclosed map.

#### **c. Implementation of Family Decision-Making Group Conference (BFB).**

Implementation of Family Decision-Making Group Conference (BFB): the implementation of project element was supported by the Community Services Foundation (KÖSZ Hungary). 45 sessions had been held in the case of 11 prisoners in all, which from 16 sessions on the form of telephone coaching. From the involved prisoners in the project element, the implementation of conference had happened in the case of 5 persons.

#### **d. Preparation for release – Focus on groups for preparation for release (with the toolkit of social work) (VSA)**

Operation of groups for preparation for release (in penal institutions, based on voluntary applications, helper groups organized for special problem processing) – 3 groups had been realized during the project duration.

#### **9. Job searching, job searching by Internet, motivating the target group in this direction**

**INNO-Change-lanes Informational Basis (VSA):** collection, storage, update of information and knowledge needed for the release and labour market (re)integration during the time of imprisonment and after release, and providing support for the target group members.

Beside the competency development (individually or in groups) and providing information about jobs, so-called job coaching is playing an important role. The essence of this is that every released prisoner has a “coach”, who discusses the client’s job workflow with the client from time to time; they are doing analysis and evaluation together. The coach is keeping/starting a contact with the work-



place – as necessary or needed. This is playing a key role in the process, since besides finding a job, keeping it is also very difficult for his target group. The coach and the services provided by the coach serve to alleviate this problem. The activities are operated by the mentors and the services of the Basis. Spontaneous digital competency development was run for the released, since during the job searching and arranging other businesses this skill was indispensable, and while the “occurrences were happening” the helper was developing these fields (it was shown by the helper, they practiced it, saved things, made an email address, searched online, filled forms, etc.).

Conclusion: INNO-Change-lane Informational Basis is the collection, storage, update of information and knowledge needed for the release and labour market (re)integration during the time of imprisonment and after release, and providing support for the target group members. It was continuous during the project duration, and opened for the client in Nógrád County.

## **10. Development, formation, further development of services**

### **a. Peer counselling training** (development of local community and individual services) (VSA)

The essence of peer counselling is that the peer helper is present in the subculture. The role of peer counsellor is that he/she is a “savvy fellow” in the wording and solution of problems. Advantages of a peer helper: he/she is “always at hand”, institutional borders don’t have to be crossed, so it is fast, he/she doesn’t stigmatize, furthermore, a peer helper has significant experiences about the world of the subculture, “they are in the same shoe”, so the understanding and opening to each other is easier. Its goals are primarily to raise awareness, develop social competencies, familiarization with learning and with a new type of thinking, its “intake” and “spreading” in the totally closed world of penal institutions, so in the inmate subculture which has particular and special values. 3 released people had been working in this current project, which could serve as a model for the target group members (the professional executors’ 21% had been released from imprisonment). The training had been accredited in the framework of the present project.

### **b. Change-fever: board game for preparation for release –CD-ROM / accessing to the release preparation supporter board game in a interactive form (content development: own implementation, technical formation: external supplier).**

The board game and the idea were formed into a multimedia guide, which ena-

bles the individual use. With the use of multimedia the knowledge acquisition, knowledge communication, possibilities for navigation and opportunities for dynamic use had been realized at the same time. The simulation is important because it's more lifelike, the game is remarkable as a method and as an application as well.

## **11. Sensitization of employers (VSA)**

3 sensitization trainings had been planned during the project duration, with 15 participants (Augustus 2013 – March 2015).

## **12. Creation of sustainable jobs for 4 target group members (VSA)**

In favour of getting a real (work)experience we undertook 4 people's employment.

Realization: 1 person office assistant was employed by the Váltó-sáv Alapítvány (6 months employment). 1 target group member, who had participated on the 500 hours information technology training, was employed by the Váltó-sáv Alapítvány (the client got a continuous employment, for an indefinite period after 6 months), 1 person with work contract got employed according to his vocational knowledge (finished the 500 hours information technology training), 1 involved target group member was employed in a non- information technology job.

## **5. Quantifiable results**

During the two-year duration project 294 disadvantageous people had been involved (instead of the planned 70 persons). 60 people got into labour market training (instead of the planned 34), and 49 persons (82% of the starters) finished the training successfully (instead of the planned 20 persons). 61 persons (instead of the planned 50) had participated in counselling built on individual needs, 4 employer sensitizations had been implemented, with the participation of 22 persons (instead of the planned 3 groups / 15 participants).

## **6. The project's effect**

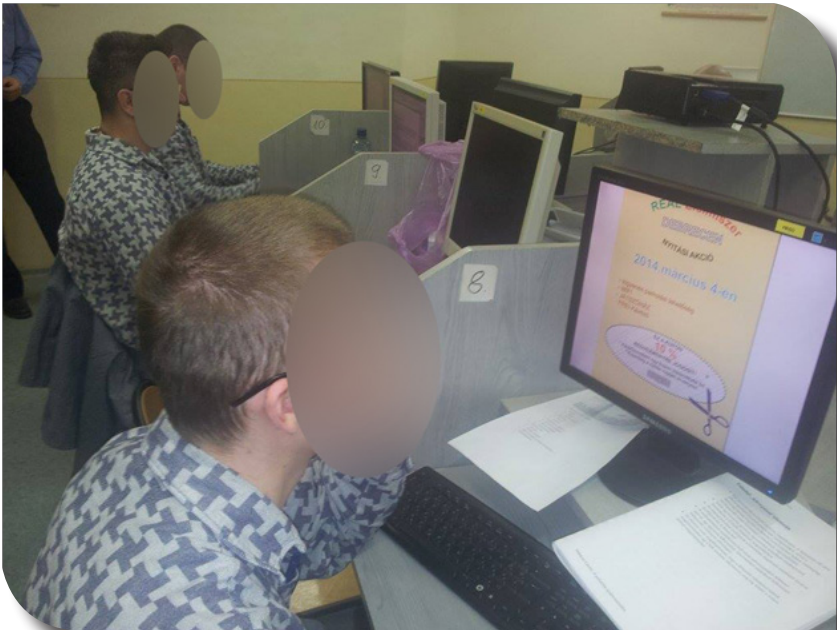
It can be stated that the different regional and social disadvantages, tensions and conflicts, which can be experienced in the case of (the most) disadvantaged target group members and areas, require complex and synergic approach, and can only be eased with "slow" developing tools, such as trainings implementing in the long-run, meetings (employers, celebrities, relevant people, etc.), formation/realization of cooperations, moreover, with generating further projects

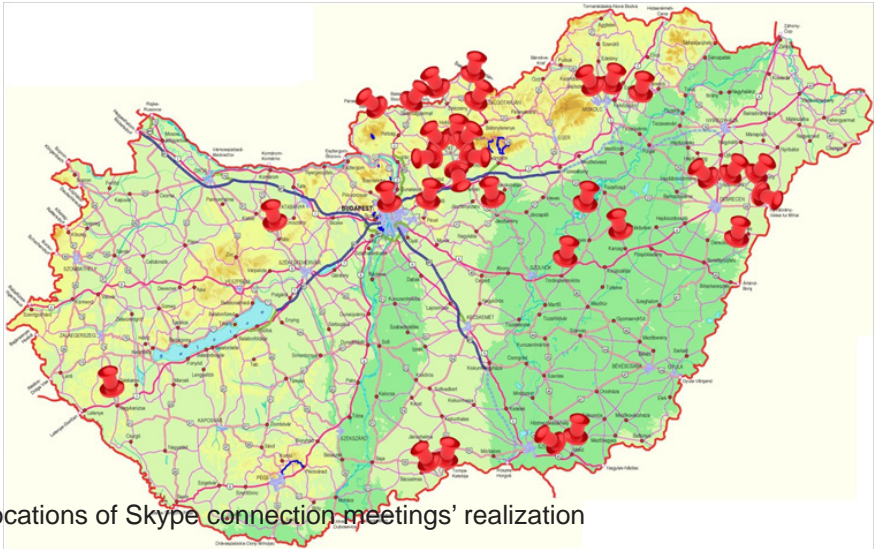
and actions. However, for this the formation and support of a local community core is necessary (in this situation peer counselling of target group members, involvement of family members/relatives, etc.), which is after project closing – even with help, but able to – support the target group members' more successful advocacy. The project had been formatted with this in mind, so beside the involvement of ICT-tools and digital content, psychosocial support also got a role in the development. Thus, the “slow process” had shortened compared to the possibilities, so as the result of the project the inputs had returned as quickly as it was possible, and the efficiency of tools had also grew.

In the case of prisoners serving their imprisonment sentence in a totally closed institution any kind of “presence” and consciousness of the outside, civil world can make the time inside more bearable; furthermore, it can generate/indicate changing. Concrete, reasonable tasks, training/education can structure their time, the formed and existing tolerance toward the helper professionals, and the emotional support coming from the outside world which are signs meaning the support of life changing after release, integration into the society, simply meaning the feeling of “it is still worth it” to them.

A marginalized, in the labour market disadvantaged, burdened with prius target group had entered into education/training by this project, and we ensured other developing, reintegration programmes for them, furthermore, they got individual, personalized supporting mentor – namely helping professional. The biggest effect of the project is that the objective and subjective elements had occurred together, moreover, the supportive and educative elements are also complex, and they have a synergic effect.







**Váltó-sáv Alapítvány**

# Dávid Csizovszki - András Giba - Tamás Kincses - Kornél Pósa: Digital competency-development: Training program (National Qualifications Framework E-000363/2014/D005)

## Training program

### 1. The training program

1.1.	Name	Digital competency-development
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### 2. Competencies gained through the training

2.1.	Training's participant will be able to distinguish between the parts of the computer, learns the definitions of hardware and software.
2.2.	Participant will be able to use the keyboard and the mouse, besides they will understand that same instructions can be executed with both devices.
2.3.	Training's participant will be able to navigate through the directory structure of the Microsoft Windows Operating System, learn the folder and file operations. He/she learns to create, copy, cut, delete, etc folders and files.
2.4.	The participant gets acquainted with the most frequently used programs, and learns the basic concepts and the logical structure of these programs.
2.5.	Participant of the training get acquainted with the Microsoft Word word-processing program. The participants will be able to create documents. He/she learns the basic character, paragraph and page formatting.
2.6.	Participant of the training will learn the basic level of the Microsoft Excel spreadsheet program. The participant will be able to create spreadsheets, and formatting them. The participant learns the most basic functions, and will be able to create, format and insert a chart.
2.7.	Training's participant will learn the operations needed to an image file (creating / editing, etc.). The participant will be able to create graphics, drawings, and diagrams with a specific program.
2.8.	Training's participant will be able to use the Internet as a source of information (search engines, filtering, search tools, etc.).



2.9.	Participant of the training get acquainted with other ICT – (information and communications technology) – devices such as Smartphone, tablet. The participant will be able to consciously use these ICT devices.
2.10.	Participant of the training will learn to create an email accounts. He/she may be able to send an e-mail, and attach a file.
2.11.	Training's participant gets acquainted with the most important job search websites; learn to navigate through these sites. He/she will be able to individually look for a job on the web.
2.12.	Training's participant will be able to edit their own resume (formatting, inserting a picture, etc.) and he/she will be able to apply for an advertised job.

### **Aim of the training:**

In the 21st century, the usage of the information and communication technology (ICT) has become an unavoidable knowledge in almost any area of the life. For instance, a significant part of the job opportunities are available only on the web, therefore the basic IT skills are essential also for a job application. Remarkable part of the knowledge is digitized, thus the lack of digital literacy leads to another dimension of social inequality. The aim of the training is that the participant could be at home in the virtual environment. The participant will be able to use the computer individually and get acquainted with the most often used programs. He/she will be able to navigate on the interface of the Microsoft Windows operating system. The participant will be able to edit an image, a text, a spreadsheet, navigate on the Internet by him/herself and get acquainted with ICT devices. The general aim of this training is to develop basic digital competencies. During the training, the participant learns how to create personal resume and apply for a job through the Internet.

**Target groups:** first of all, young people and/or disadvantaged and/or deviants, but in general, anyone who does not have basic digital skills. The training can be organized in a totally closed institution (prison).

### **The main methods of the training:**

lecture
practical lesson
project work
computer work
individual work

group work
interactive discussion

### 3. Participation conditions

3.1.	Levels of education.	reading and writing skills
3.2.	Professional qualification	not necessary
3.3.	Professional experience	not necessary
3.4.	Precognition	reading and writing skills

### 4. Schedule

4.1.	Theoretical lesson	15 hours (1 hour=45 minutes)
4.2.	Practical lesson	35 hours (1 hour=45 minutes)
4.3.	Total	50 hours (1 hour=45 minutes)

### 5. Form of the training

5.1.	Form of the training	group training
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### 6. Syllabus

6.1.	First steps
6.2.	Microsoft Windows operation system
6.3.	Word-processing
6.4.	Excel (spreadsheet) – Image editing
6.5.	Browser
6.6.	Other ICT devices
6.7.	Project work

#### 6.1. Module

6.1.1.	Name	First steps
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6.1.2.	Aim	In this module the participant gets acquainted with the computer, with the most important hardware and software, and he/she will be able to distinguish between them. The participants will be able to handle the keyboard and the mouse. He/she learns the most essential security issues and operations.
6.1.3.	Content	<p>Computer system consist of:</p> <ul style="list-style-type: none"> <li>• hardware</li> <li>• software.</li> </ul> <p>The most important hardware: engine room, etc.; Peripherals: keyboard, mouse, monitor, external drives, storage devices, printers, scanners, etc; Connectors: serial, VGA, USB, SCART, audio, HDMI.</p> <p>The most important software's. Operating systems, Microsoft Windows, firewall, anti-virus software; important programs.</p> <p>Microsoft Windows menu structure: windows, icons, desktop, taskbar, start menu.</p> <p>Mouse: Start programs (left mouse button), use the context menu (right mouse button).</p> <p>Keyboard (letters, numbers, Enter, Space, Shift, Backspace, etc.).</p>
6.1.4.	Curriculum	Váltó-sáv Foundation notes: cca. 15 pages.
6.1.5.	Theoretical lesson	3 hours
6.1.6.	Practical lesson	3 hours
6.1.7.	Module criteria	Allowed absences: 20 %, that are 2 hours.

### 6.3. Module

6.3.1.	Name	Word-processing
6.3.2.	Aim	In this module the participant gets acquainted with the Microsoft Word word-processing program. The participants will be able to create documents. He/she learns the basic character, paragraph and page formatting.

6.3.3.	Content	<p>Concepts: characters, spaces, line, paragraph, document, new lines, capital letters, exclamation/question mark, etc.</p> <p>Creating, opening, saving and printing a document.</p> <p>Text typing. Spelling and grammar check.</p> <p>Format:</p> <ul style="list-style-type: none"> <li>• Editing font: font style/size/colour, effects.</li> <li>• Paragraph formatting: text alignment, left/right/centre align, spacing, bulleted list, sorting, edging, word wrap.</li> <li>• Page setup: orientation, margin size, page border, columns, breakpoints, tabulator, print preview.</li> </ul> <p>Insert:</p> <ul style="list-style-type: none"> <li>• pictures, clipart, auto shapes,</li> <li>• table, row-column format,</li> <li>• headers &amp; footers, number of page.</li> </ul>
6.3.4.	Curriculum	Váltó-sáv Foundation notes: cca. 40 pages.
6.3.5.	Theoretical lesson	2 hours
6.3.6.	Practical lesson	12 hours
6.3.7.	Module criteria	Allowed absences: 20 %, that are 2 hours.

## 6.4. Module

6.4.1.	Name	Microsoft Excel (spreadsheet) – Image editing
6.4.2.	Aim	<p>In this module the participant will learn the basic level of the Microsoft Excel spreadsheet program. The participant will be able to create spreadsheets, and format them. He/she learns the most basic functions, and will be able to create, format and insert a chart.</p> <p>Training's participants will learn operations needed to an image file (creating / editing, etc.). The participant will be able to create graphics, drawings, and diagrams with a specific program.</p>

6.4.3.	Content	Excel menu structure, the most important cells formatting (number, alignment, font, borders, fill). Basic functions (SUM, average, max, min, count, etc). Creating, formatting, inserting charts. Windows Photo viewer, Microsoft Office Picture Manager (rotation, resize, crop), Paint (select, tools, shapes, colours).
6.4.4.	Curriculum	Váltó-sáv Foundation notes: cca. 20 pages.
6.4.5.	Theoretical lesson	1 hours
6.4.6.	Practical lesson	7 hours
6.4.7.	Module criteria	Allowed absences: 20 %, that are 2 hours.

## 6.5. Module

6.5.1.	Name	Browser
6.5.2.	Aim	After this module the participants will be able to use the Browser programs. He/she learns how to visit a website and how to find specific information there. The participant gets acquainted with the basic concepts, the role of the Internet in everyday life. He/she will be able to create and manage his/her own e-mail account, and write a letter.
6.5.3.	Content	Concepts: role of the Internet, most important pages, social networking sites, internet etiquette, interface, history, tracking, downloading, file sharing. E-mail: Create/manage an e-mail account, spam, letter writing, protocols, attaching, download, check. Social networking sites, chat rules. Useful sites, bank, store, sightseeing, transportation, etc.
6.5.4.	Curriculum	Váltó-sáv Foundation notes: cca. 15 pages.
6.5.5.	Theoretical lesson	2 hours
6.5.6.	Practical lesson	4 hours
6.5.7.	Module criteria	Allowed absences: 20 %, that is 1 hour.

**6.6. Module**

6.6.1.	Name	Other ICT devices
6.6.2.	Aim	After this module the participant get acquainted with other ICT – information and communications technology – devices such as smart phone, tablet. The participant will be able to consciously use these ICT devices.
6.6.3.	Content	Concepts: Internet service provider, subscriptions, data usage, 3-4G, wifi, open networks, phishing, data transfer, Bluetooth, applications, anti-virus software.
6.6.4.	Curriculum	Váltó-sáv Foundation notes: cca. 10 pages.
6.6.5.	Theoretical lesson	4 hours
6.6.6.	Practical lesson	0 hours
6.6.7.	Module criteria	Allowed absences: 20 %, that is 1 hour.

**6.7. Module**

6.7.1.	Name	Project work
6.7.2.	Aim	After this module the participant will be able to look for a job on the web by him/herself. The participant will be able to edit his/her own CV with photo. Create his/her own e-mail account and apply for a job.
6.7.3.	Content	CV: text typing, formatting, inserts a photo. Create an email account. Job Application: job search, attach the CV, writing/sending a letter.
6.7.4.	Curriculum	Váltó-sáv Foundation notes: cca. 5 pages.
6.7.5.	Theoretical lesson	1 hour
6.7.6.	Practical lesson	5 hours
6.7.7.	Module criteria	Allowed absences: 20 %, that is 1 hour.

**7. Headcount**

7.1.	Maximal headcount (people)	12 people
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## 8. Completion of the training

8.1.	Terms of the certification	The exam is practical. In the course of the last module the participant prepares his/her own resume and e-mail account. Beside this the participant must looking for job on a job search sites, and applies to a job. Allowed total absences: 20 %, that is 10 hours. If it is more, than the participant does not get the certification.
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## 9. Terms

9.1.	Terms of staff	Two professional helper people who possess a high level of computing knowledge (file operations, Word, Excel, internet access, etc in the field). For trainers conditions: min. work of one year of work experience for disadvantaged target groups, min. 1 year high computing practical work.
9.2.	Terms of materials	The training must take in such a room where as many computers or laptops are as participants. Education is essential devices the projector. Education is happening using the Windows 7 operating system and the Microsoft Office package. Internet access at various modules (7.5, 7.6., 7.7.). The location could be the office of the Váltó-sáv Foundation or other place of business, but prison or other outside locations as well. Váltó-sáv Foundation notes: cca. 120 pages.)
9.3.	Other special terms	-

# Labdaros ir paramos fondas “Garsycios grūdas”

## Stefa Kondrotienė: Digital literacy training program

### 1. INTRODUCTION

#### 1.1. The concept of digital literacy

One of the most important characteristics of any country's population describing - their literacy level. The most common literacy is defined as the ability of people to read and write (other scientists add the ability to count).

European Union Information Development Plan, the Lisbon European Council conclusions, the European lifelong learning memorandum emphasizes the need of the activity competence in cyberspace for society members. Computer literacy is also one of the most important new skills which are needed for those who want actively to participate in the information society and knowledge economy life. European lifelong learning memorandum also states that information technology management skills gaps are related to high level of unemployment in certain regions, in certain industries, and among the most socially vulnerable groups of the population. Thus, the ability to use information technologies increases people's opportunities of participation in the labour market more widely, allows easier access to the digital market services (information networks, electronic payment, e-commerce, the ability to electronically order services, the ability to use the multitasking cards and so on.). This requires a new approach to learning organization. An important role for the social aspects of learning: educational disadvantage often leads combination of personal, social, cultural and economic circumstances.

Digital literacy - is very important skill for all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. After acquired a basic education, people should have the necessary skills for adult life and to develop it further, to maintain and update throughout their lives.

#### 1.2. Digital literacy's role in society

**“Population Digital literacy research in Lithuania.** Research of year 2009 showed that the greater part - two-thirds of 15-74 years old of the population uses a computer. Half of the population uses it often - every day. A computer

user is generally young, educated, employed man with higher incomes. PC does not used or rarely used by the older, especially in the retirement age population, lower income, poorly educated respondents. The computer is also less accessible to the countryside population.

According to the RESEARCH DATA, two-thirds (65.3%) of the respondents use computers. 34.4% of 15-74 years old population do not use computers at all.

Digital literacy must be separated from information literacy - critical thinking, ability to work with information, according to certain criteria to select it the way that it would be useful to use by cognitive terms.

The main purpose of general computer literacy programs is - to accelerate the creation of an information society in the Republic of Lithuania, which allows residents to seek general computer literacy corresponding to their education and career. The program formulated the following tasks:

- To ensure appropriate training to young people who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to reveal their educational potential;
- To ensure that adults will be able to develop and update their key competences throughout their lives and that special attention will be paid to target groups in the national, regional and (or) the local circumstances are identified as priority groups.”<sup>7</sup>

## 2. TARGET GROUPS

First of all, young people and / or deviant behavioural young people, all those who do not have basic digital skills. The training can be organized in a fully enclosed institution (in the prison).

## 3. COMPETENCIES GAINED DURING THE TRAINING

3.1.	Mathematical competence and basic competences in science and technology
3.2.	Digital literacy
3.3.	Interpersonal, intercultural, social and civic competences
3.4.	Learning to learn
3.5.	Enterprise
3.6.	Cultural expression

7. Plg. <http://europa.eu/scadplus/leg/de/cha/c11328.htm>

#### 4. REQUIREMENTS FOR PARTICIPANTS

4.1.	The level of education	To be able to read and write
4.2.	Professional qualification	Unnecessary
4.3.	Experience	Unnecessary

#### 5. BASIC TRAINING METHODS

5.1.	Lecture
5.2.	Practical lesson
5.3.	Windows Internet Explorer browser
5.4.	Practical self-sufficient work
5.5.	Interactive discussion about signs which expressing emotions in e-mails.
5.6.	Creative therapy
5.7.	Group work

##### 5.1. LECTURE

Global, post-modern, consumerism, excess, communication, information and similarly called society lives in the new conditions of coexistence. No matter how we call it, in this context, labour, capital and / or natural resources are not the main factors. Nowadays' main product is information which exists in the diversity of opinions and a plethora of theories explaining the current prevailing situation. Most authors talk about information as a key feature of modern society, and note that we have entered into information age, into the era of global information economy.

**Digital competence** involves the confident and critical use of information society technologies (IST) at work, leisure and communication. It is based by general skills of ICT: the use of computers to search, evaluate, store, produce, present and exchange information, also to communicate and participate in collaborative networks via the Internet.

“One of the information society qualifiers states that “information society”- is a qualitatively new level of society, where all entities - people, population community, the government, businessmen, state and municipal authorities of public organizations - intensively use information and the latest its processing and



transmission technologies in their daily activities at work, learning, leisure and communication with each other. National Information Society Development Strategy states the need of targeted information development and efficient use of information technology development, which the lack cause that Lithuanian society facing additional socio-economic development challenges, increasing its backlog and the global information divide, declining Lithuanian international competitiveness. Use of information technology in professional, working and daily activities is effective in many ways: strengthening the competitiveness of the employee, increases the value of the work, extends the communication possibilities, saves time and reduces costs. By few clicks we can get national and world news, to communicate with relatives and friends even when they are in the other end of the world, to buy goods and services, to book air tickets, to declare income or pay taxes. Large part of the society, especially the elderly or people living in countryside areas, cannot take advantage of the benefits of technology because they do not have computers, literacy skills or those skills are weak.”<sup>8</sup>

Because of the rising specialization the public activity becomes more global, and people are less limited by the time and distance. Competences, awareness, the ability to use information technology are gaining a significant value.

One of the main objectives of Lithuanian National Information Society Development Concept is - “to ensure the opportunity for population to acquire knowledge and skills”. Unfortunately, a large part of the Lithuanian population cannot or do not know how to use information technologies. In daily work the transfer and presentation of information is becoming increasingly necessary.

After the course and its practical tasks and tests you will improve your computer / digital literacy skills and will strengthen your position in the labour market, will be able to adapt better to economic change. Strengthened capacity and skills let you have more opportunities to survive tough competition, especially in during the period of the economic downturn and rising unemployment.

### **The training goals are:**

- Speed up the information society development by allowing prisoners to seek general computer / digital literacy corresponding to their education and professional activity.
- To increase employment in prisons.
- To facilitate work power adaptation to changing conditions in the labour market.
- To create better employment conditions for the convicts and other groups which integrate into the labour market more difficult.

8. <http://www.ppsc.lt/media/file/projektas%20045/projektas%20045.pdf>

### **The training objectives are:**

- To promote the study of information and communication technologies and their use in various fields, to become full-fledged members of the information society, able to live and work in the information society.
- To teach digital literacy, compatible to participants' education and professional activities regardless of age, gender, special needs, social status and place of residence;

“Digital competence requires a good understanding and knowledge about the innovative technologies’ (IVT) nature, role and everyday life opportunities - personal and social life and work. This includes main computer programs and applications such as text processing, spreadsheets, databases, information storage and management, and an understanding of the Internet and communication via electronic media (e-mail, network tools) for leisure, information sharing and collaborative networking, learning and research. In addition, people should also understand how IVT can support creativity and innovation, and be aware of the issues related with validity and reliability of available information.

Required skills: the ability to search, collect and process information and use it in a critical and evaluating relevance in systematic way, separating real things from virtual by recognizing the links between one and another. People should be able to use tools, to produce, present and understand complex information and the ability to internet access, search and use; they should also be able use IST to support critical thinking, creativity and innovation. Use of IST requires a critical and reflective attitude towards available information and a responsible interactive media using; interest of engaging in communities and networks activity by reaching for cultural, social and (or) professional purposes also supports competence.”<sup>9</sup>

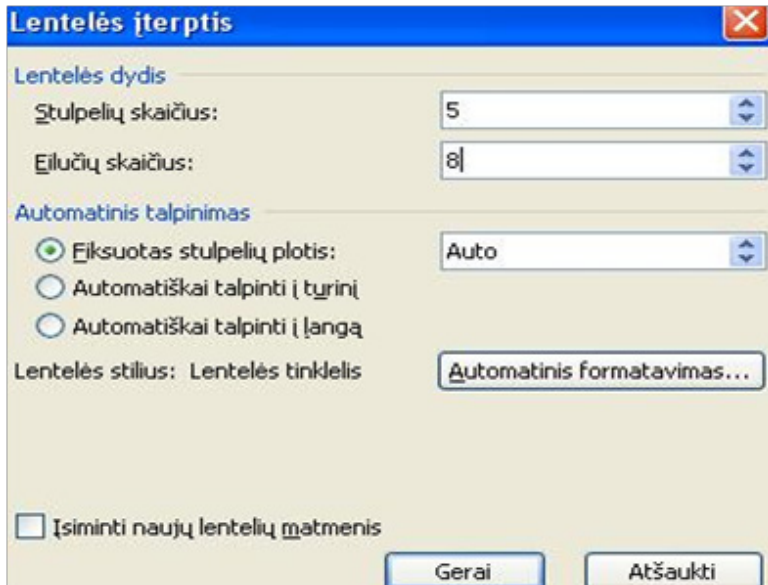
## **5.2. PRACTICAL LESSON**


### **5.2.1.Tables creation (MS Word )**











1. Call up a text editor: Start, Programs, Microsoft Office, and Microsoft Office Word.
2. Insert the following table: follow the commands Table, Insert, Table. In the field - Number of columns, type the number of columns (e.g. 5), in the field - Number of rows enter the number of rows (e.g. 8). Click the OK button.

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9. “THE EUROPEAN PARLIAMENT AND COUNCIL RECOMENDATION about lifelong learning skills” Brussels, 10.11.2005.



3. Fill the table with data.
4. Change the table column width and row height; drag the mouse to the desired direction of the line between the columns (rows) to the correct column width or row height.
5. Insert a new column in the table: select in the table as many columns as you want to paste, run commands Table, Insert, Columns to the left or Columns to the right.
6. Insert the new rows in the table: select in the table as many rows as you want to paste, run commands Table, Insert, Rows above (rows are inserted above the marked one) or Row below (rows are inserted below the marked one).
7. Place the table in the centre of the page: execute commands Table, Table features. In the dialog box, in card Table, check the box Alignment Centre. Click the OK button.
8. Delete table column: Select the column, follow the commands Table, Delete, and Columns.
9. Delete table row: select the row, follow the commands Table, Delete, Rows.
10. Change the background colour of table cells: select the desired part of the table, in tables and side management tools bar, click the button  colour and in opened window select the colour.
11. Align table cells text vertically: select the table cells and follow the commands Table, Table features. In the card - Table, select the desired alignment.

12. Unify multi-column width: Select the columns, click the Distribution-Column,  which is in the tables and the sides toolbar.
13. Unify multi-line width: select the rows, click the Distribution-Row button  which is in the tables and the sides toolbar.
14. Merge several table cells: highlight selected one, follow commands Table, Merge Cells.
15. Merge several cells in a table using the button: select they click  Merge Cells button , which is in the tables and the sides' toolbar.
16. Change Table border line style, thickness, colour: select the part of the table and in the boundary management toolbar select line styles - press the button - Line style  , thickness - press the button - Line thickness,  1/2 , colour - press the button - Border Colour  and press the button - Outer edge  . In the Opened menu specify which part of the marked table boundaries need for selected parameters (e.g. click the button - Border-All  ).
17. Hide some borders of the table: select the appropriate part of the table and in tubeless creation toolbar list select line style - No border, and in frame management list indicate which borders should not appear.
18. Divide the table cell into several parts: select cell, follow commands Table Split cells. When dialog will appear, in the field - Number of columns, enter the number of how many parts you want to split the cell (e.g. 2). Click OK button.
19. Divide the table cell into several parts using the button: click button - Split cells  , which is in the tables and the sides' toolbar and in the fields of window that appears type the number of columns and rows, which have to split the table cell.
20. Change the text direction in the table: select the desired part of the table and click on the toolbar button - Change text .
21. Save the document: File, Save As. In the dialog box, enter a file name, type a document name and click Save.
22. Close the program: run the command File, Close.
23. **Task:** Create a table. By using Side and Table toolbar strip arrange the text in the table.

Row Nr.	The name of planned works	Planned date		Necessary			
		Beginning	End	Tools / measure		Materials	
				The name	Quantity	The name	Quantity
1	Concreting	06-21	07-01	Stirrer	1	Cement	20
				Level	1	Gravel	2 t
				Shovel	2		

### 5.2.2. Tables creation (MS Excel)

1. Start the calculator program: Start, Programs, Microsoft Office, and Microsoft Excel. There submits empty workbook, which name is Book1. It consists of 3 work sheets: Sheet1, Sheet2 and Sheet3.
2. Change the name of the sheet: Double-click the left mouse button on the sheet tab Sheet1, and then type a new name.
3. Add a new workbook sheet: Insert, Worksheet. The new sheet is inserted before the sheet to a tab has been clicked.
4. Change the column width: Move the mouse pointer over the column dividing line and wait until the cursor changes shape, pull the line to the left or to the right.
5. Specifically, set the column width to select the column (e.g. B), follow Formatting, Column, Width. Offers a dialog box in which specify the column width - Enter the number, e.g. 10 (1 symbol = 2 mm, then 10 characters = 20 mm).
6. Change the row height; drag the mouse to move the line dividing line up or down.
7. Specifically set the line height: mark the line (e.g. 4), run Format, Row, Height. There open a dialog box in which specify the row height - Enter the number, e.g. 20 (1 point equals = 0.354 mm).
8. Remove the column: select the column and run Edit, Delete.
9. Remove the line: select the line and run Edit, Delete.
10. Insert column: select the column and run Insert, Columns.
11. Insert the line: select the line and run Insert line.
12. Close the calculation program: File, Exit.

**Task:** You need to go to the store to buy food. For this you could use a list of items and to count how much money you will approximately need.

Set up a table and fill it with the data. In the table cells G7: I14, G15, enter the relevant formulas.

	A	B	C	D	E	F	G	I
1		Shopping list						
2								
3			Name Surname					
4			Email name.surname@ gmail.com					
5								
6		Row. Nr.	Product Name	Unit of measurement	Quantity	Price in Euros	Sum in Euros	
7		1	Sugar	pack	1	1,20	1,20	
8		2	Milk	pack	3	1,05	3,15	
9		3	Potatoes	kg	5	0,40	2,00	
10		4	Butter	pack	2	1,02	2,04	
11		5					0,00	
12		6					0,00	
13		7					0,00	
14		8					0,00	
15					<b>Total:</b>		<b>8,39</b>	
16								

### 5.3. BROWSER INTERNET EXPLORER

**Internet** – worldwide global computer network. Internet services: web, email, chat online, files sending, and so on.

For the Web content review there are designed special programs - browsers. E.g. Internet Explorer, Mozilla Firefox, Opera, Netscape Navigator and others.

The purpose of the toolbar buttons in Internet Explorer browser



Back - you can go back to the previous page.



Forward - you can go to the next Web page.



Stop - stops the download site.



Refresh - refresh sending web page.



Homepage - opens the homepage.



Search - opens the search site.



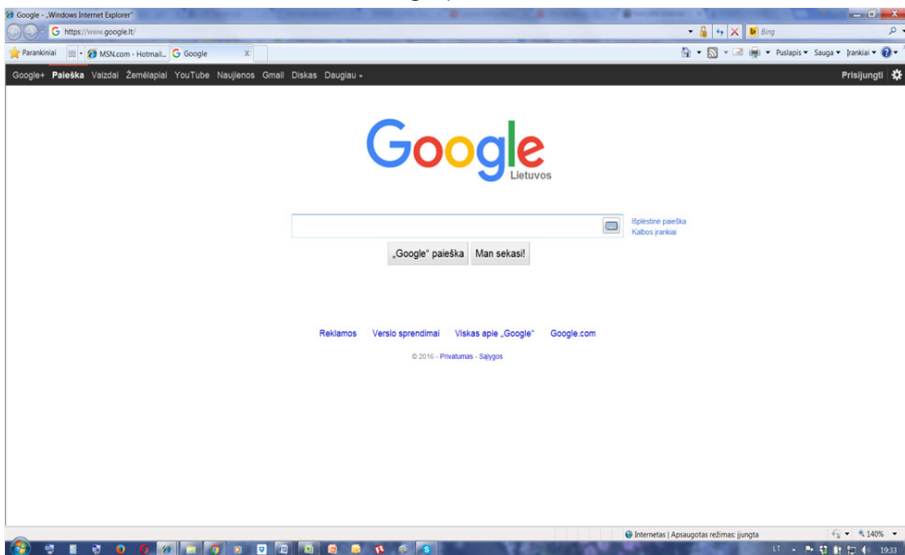
Favourites - inscribe site address to a folder.



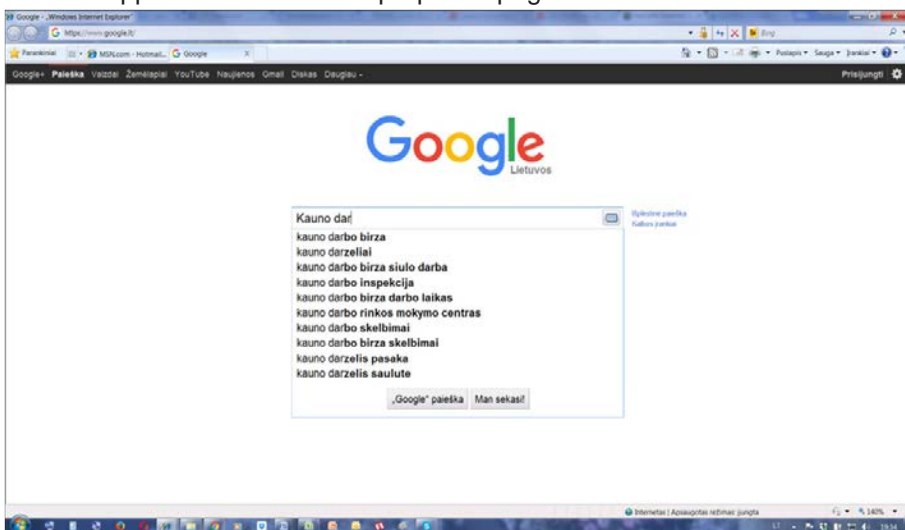
History - shows a list of previously visited Web pages.

### 5.3.1. Registration in labour exchange

The first thing that you needed when you don't have job (after leaving the prison) is a register as an unemployed. For this purpose in the search bar, type / paste the following link: **https://www.google.lt/**  
When you open this window, into the search box enter the needed words - (in this case - "Kaunas Labour Exchange")

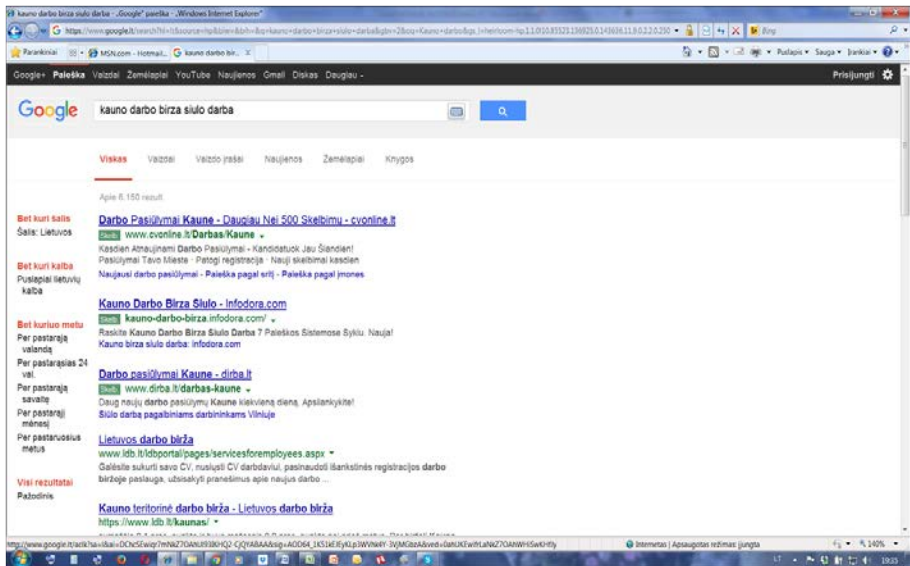


Just start typing in the text box at its bottom will appear a few suggested links. Select the required (in this case - "Kaunas Labour Exchange"). Clicking on it there will appear other list of the proposed pages.





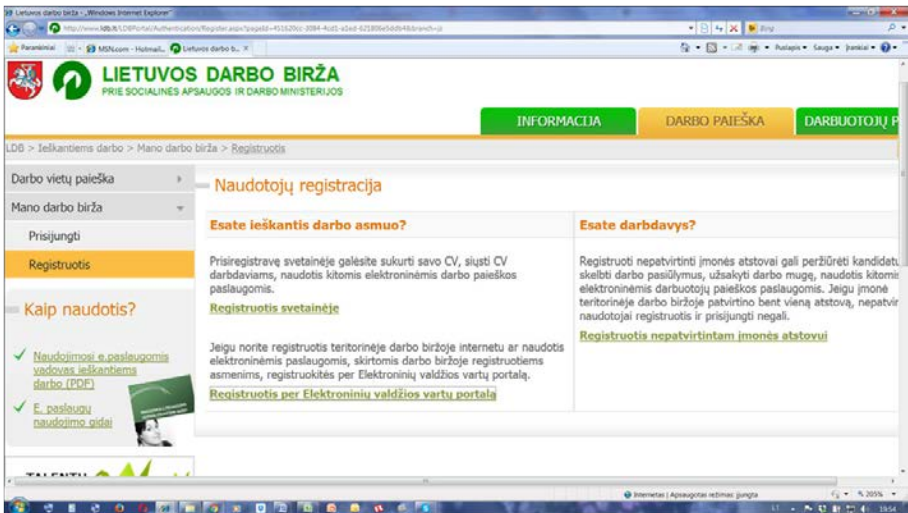
From this list, select what you are looking for (in this case - “Kaunas territorial labour exchange”).



Clicking on the needed page (in this case - “Kaunas territorial labour exchange”) there will be start up the desired page. There you can see the black highlighted text - “Sign up for the site”. Click on it.



This will take you to a page where you will find “Are you a job-seeker? “ And below it - “Register on the site”. Click on the link, because you’re looking for a job.



“When you will enter the site - “Registration for job seekers”, fill the boxes with the requested data and press the button „Confirm“-

### Patvirtinti

After confirmation you will receive a login and password, which entering in following boxes let you dispose the entire labour exchange information special for you and to sign up to the labour exchange by selecting the right day with the right time.



### 5.3.2. Self-sufficient job search

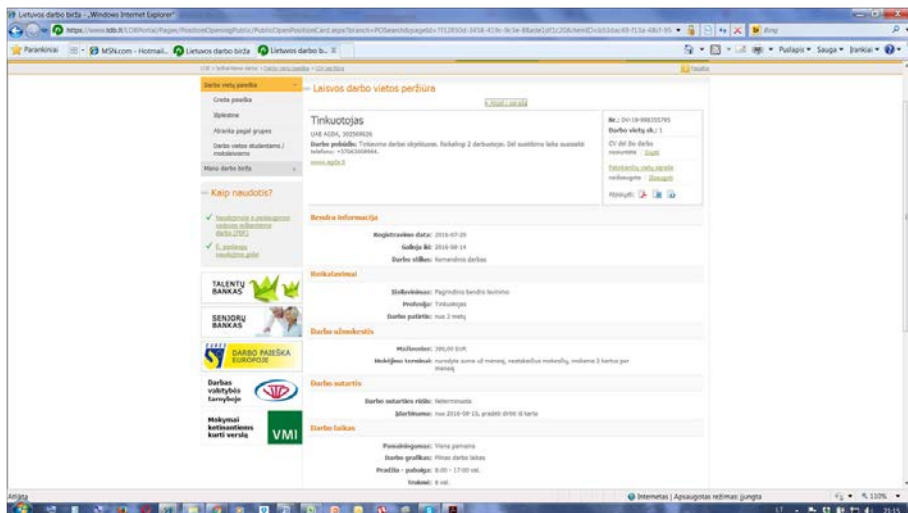
If you want to search for a job by yourself, click on “**JOB SEARCH**” fill in “Quick Search” box with requested data.



You can find the list of ads with employers looking for that kind of employee.



By clicking on the word “Plasterer” you will receive all the information about the employer and the workplace.



#### 5.4. PRACTICAL SELF-SUFFICIENT WORK

##### „Files and folders search program SEARCH“

Qst. Nr.	Question	Your chosen search criteria						Search results
		All or part of the file name:	A word or phrase in the file:	Look in:	When was it modified?	What size is it?	More advanced options	
1.	In the C drive disc WinNT folder find the file notepad.exe							
2.	In the C drive disc find all the files and folders that begin with the letter s, ending with a.							
3.	In the C drive disc find all files whose first name is made up of four characters, and the extension is – txt							
4.	In the C drive disc find all data edited over the past month.							
5.	In the C drive disc find files that have been edited from 2007. 08. 25. til 2008.11.03.							
6.	In the C drive disc search for all Microsoft Excel worksheet type documents.							
7.	In the C drive disc find the data, which size is maximum 1MB.							
8.	In the C drive disc find the data that have been edited in the last year, the size - at least 10Kb, type - Microsoft Word document.							
9.	What parameter you need to set, that search engine will search for data in the folders in the C drive disc.							
10.	How you will formulate the search parameters, if in the C drive disc you should to find a text file, which contains the phrase (the name of the file is unknown):"Today is a great day".							
11.	In the C drive disc find files whose name begins with letter a, the file is edited during the last 3 months.							

## 5.5. PRINTER USING WITH THE COMPUTER

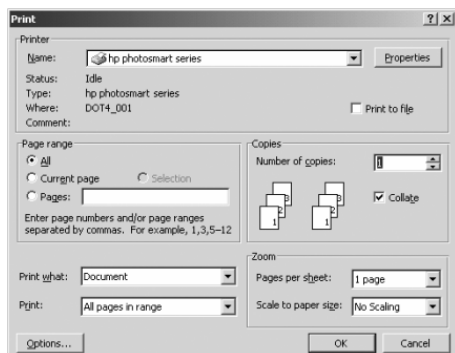
HP PhotoSmart 7550 printer can be used with any computer running a Windows or Macintosh software application that allows printing. You can print a variety of projects, such as Photo album pages, greeting cards, or newsletters.

### How to print from an application program?

S1 Applications menu File (file), select Print (print).

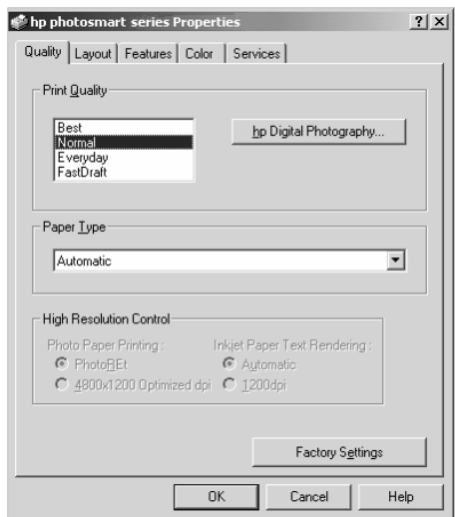
S2 In printing dialog box Print, select the pages and the number of copies to print.

### How to use the printer with a computer?



S3 if you need additional parameters, click Properties.

Set the printer properties (e.g. print quality and paper type) and click OK.



If you want to learn more about the available settings, in the upper right corner of the dialog box, click - ? and then click the item about which you want to get more information. Information can be found and in the manual by clicking "Help".

S4 If you want to start printing, click OK.

## 5.6 INTERACTIVE DISCUSSION - signs which expressing emotions





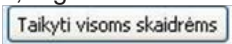

Talking face to face as well and writing e-mails often are using signs wish help to express emotions. Let's discuss in what cases what signs should be used.

Sign	Explanation	Sign	Explanation
:) or :-)	Smile	:-P	Tongue showing
:( or :-(	Sadness	:-~)	Runny nose
:-* or :-x	Kiss	:'-)	User crying from joy
8-0	Surprise shout	:'-( '	User crying from pain
:-E or (:-&	Anger	:-X	"Tabu" (prohibited)
:-D	Laugh	:-o	Surprise
:-/	Thoughtfulness, crooked smile	;-)	Mischievous smile
:-l	Apathetic smile	:-)""	Displays desire
:->	Sarcastic remark	M:)	Greeting
:-@	French kiss	]:-)	Devil
>;->	„Damn” sarcastic remark	o:)	Angel
:-O	Scream	:-G-	Smoking
8-O	Surprise shout	:@)	Pig
%-)	After a long watching at the screen	8:]	Gorilla
:*)	User is drunk	~~~~~8}	Snake
[:]	User is a robot	'-)	Twinkling
8-)	With sun glasses	:'-( '	Crying
B:-)	With lift glasses	-l	Sleep

## 5.7. MS POWERPOINT

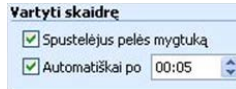
### 5.7.1. Presentation - set of computer demonstration slides.

**Slide** – this is one frame displaying on a computer screen or on the screen.

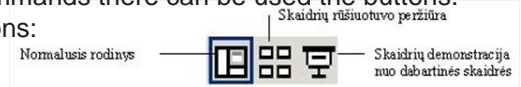
1. Start up the presentation preparing program: Start, Programs, Microsoft Office, and Microsoft Office PowerPoint.
2. There are providing a Title slide.
3. Enter the text in slide's title and the header area.
4. Insert a new slide: Insert, New slide.
5. The insertion of the slide layout has two reserved places: for the text name and for the main text. Using the reserved places.
6. Change the list of labelling: Formatting, Bullets and Numbering.
7. Insert a new slide: Press the keys Ctrl + M.
8. In the window on the right, in the field - Other and select slide template Name, text and illustration.  

9. Fill the reserved places. Insert picture.
10. Insert a new slide: Insert, New slide.
11. In the window on the right, in the field - Other and select slide template Name and table.  

12. Complete the reserved places. Insert the table from 3 columns and 5 rows. Fill it.
13. Insert a new slide: Insert, New slide.
14. In the window on the right, in the field - Content layouts and select slide template - Name and chart.  

15. Fill the reserved places. Insert picture.
16. Apply slides design template: Format, Slide Design.
17. Insert a new slide: Press the keys Ctrl + M.
18. In the window on the right, in the field - Content layouts and select slide template -Empty.  

19. From Word program upload information into the slide by using commands - Edit, Copy and Edit, Paste.
20. Review created slides: View, Slide show.
21. Set up general presentation view: View, Slide Sorter
22. Try change the order of slides by dragging the slide with mouse to another location.
23. Multiply the slide: Insert, Multiple slides.
24. Remove slide: Edit, Delete slide.
25. Select the slides transition effects: Slide Show, Slideshow transition. Select a transition effect, e.g. Random select transition and press the button – Apply to all slides. 
26. Press the button  and review presentation.



27. Slide transitions effects you can refuse in the window by selecting - Slide transition. No transition.
28. Apply text animation effects to the selected slide: Slide show, Animation schemes.
29. The selected text slide animation effect is removed: in animation effects list select - No animation.
30. Set slide show duration: Slideshow, Slide transition. In opened Window, select - Automatically, in the box below or next select the slideshow duration in seconds.




31. Instead, the relevant menu commands there can be used the buttons. Slideshow view changing buttons:

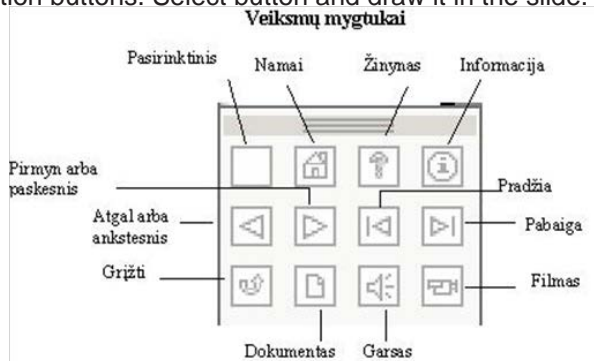



32. Submission save: File, Save As. Saved icons should look like this:
33. Close the program: File, Finish.




## 5.7.2. Additional measures to provide slides more visual.

- a. Open your created presentation.
- b. Slide with numbered list, select the first entry to create a link to another slide: Slide Show, Action settings. In the table with click of a mouse, select the Hyperlink and in next box click  (mark it with the mouse) to which you want to create a shortcut. Press OK. (The record is underlined).
- c. In slide, in which you have created a link, insert the back button: Slide Show, Action buttons. Select button and draw it in the slide.



- d. Open the window Action settings, select the - Hyperlink and press the  button next to the text field, select the slide. In the list, select the slide (with a numbered list). Press OK.

- e. Go to slide show mode: Presentation, Slide show.
- f. Check if the created link is working: in the slide with a numbered list, move your mouse to the underlined word (mouse pointer becomes hand-shaped) and press the left mouse button. It opens the slide to which you have to create a link.
- g. Check if button is working: Click on the button. The result - the return of the slide with a numbered list.
- h. Record presentation in display format: File, Save As. In the box - File Name, type the name, in the field - Save as type, set the recording format for a PowerPoint presentation (\*.pps). Click the button - Save. Record presentation icon should look like this: 
- i. Close the program: File, Finish.

### 5.7.3. The task for the group - “Human life peculiarities”

In the slide sequence should be reflected:

- Playing a musical instrument;
- Recently experienced special day;
- Recently produced special meal;
- Recently visited new places;
- Today, have learnt new things;
- Recently been in a rage;
- Know the game of other country;
- Recently, he (she) got really lucky;
- Regularly doing exercises;
- Can say a sentence in a foreign language;
- Recently felt very happy (-a);
- Know how to whistle.

Presentation should consist of not less than 10 slides. There must be used slide blanks: the title slide, slide with bulleted or numbered lists, slide with the picture, with a table, a chart, etc... Use slide transition effects.

### 5.8. “FREE WEBSITES CREATION AND DESIGN”

In the project activities often require website. Then, web design, SEO optimization and so on is at the second row - it is important as soon as possible solidly to give a brief presentation of multiple documents and contact information. With today's tools, you will create a web page by your own quicker, and then you will explain what you want to specialist.

There are a lot of paid Website development programs for the beginners. The world's most popular is Weebly, Lithuania has recently emerged Dizaineriai.lt and others. However, sometimes a free service is better - no need to align costs with the accountant and the result is actually the same.

Learn how in couple of hours to create a website of your company or project without any programming knowledge: **with a solid domain with no ads, totally free.**

### Domain registration

If you run an ascetic business or you do not want to spend any euro, you cannot register a domain. But then your site will have a much longer address and there will be the name of platform operator. The biggest problem will arise during changing service provider - such an address you cannot move. Meanwhile, your registration with the domain you can move anywhere you want. Later with it you can order a professional website.

If you want to be accepted seriously, I suggest registering the domain immediately. If you have not already done so, just read - How to choose domain name (website address)? From the same service provider also order DNS server - you will need it for a domain location, e-mail configuration mail and so on.

Dizaineriai.lt domain name server changes take effect in just 2 hours. If you will not configuration the domain, then have to wait the 2 hours for the domain will begin to lead to your website. Register your domain, point it to the booked name servers and go to a site.

### Softwares for Web sites creation

Some people write that Weebly is the best free web site creation program. That it is the only one program that allows free location in specific domain (e.g. pakamore.lt) and shows only a delicate banner at the bottom of the site. In fact, almost all the other programs allow parking a free domain only for a trial period or showing aggressive advertising on the website.

Weebly is a paid platform, which offers only limited version for free. But there is one, maybe not well known company, which is even in free sites, **does not show any ads, it also has a Lithuanian language and ensures business-class reliability and security.** The company called Google. For all his 500 million users it offers the service Google Sites with 100MB of space for website files.

In comparison with *Weebly*, the biggest drawback of *Google Sites* is extremely minimal designs patterns. Content formatting features also are not so good. But

with *Weebly* you can create something more beautiful only with pay plans, you will dedicate a lot of time for it, but the result will be far from professional. Today, I propose to continue with *Google Sites*.

If you have a personal Gmail address, you can also use free *Google Sites*. If your company has *Google Apps for Business*, the site will get 10GB of space and teamwork tools.

While writing this article I am using Google Sites Lithuanian version. If you want to make it easier just follow the steps to Lithuanian language Click on the gear icon ( ) at the top on the right, then - **User Settings** and save after you will select the Lithuanian language.

The website designing is intuitive enough - click **Create**, enter a name, select a design (theme) and confirm. Then immediately turn on new empty site where you can cause the entire contents. There are no technical nuances at the start. But I suggest starting from the domain's DNS settings.

### DNS server settings

Before you will start creating a site, immediately direct the domain to Google Sites servers. Otherwise, later you have to wait until the new DNS settings will spread on the Internet. This is the most difficult technical step. However, you need to make it only once.

How to do this is described in detail in the English page [here](#). Shortly, connected to your DNS domain controller, create such a DNS entry:

[www CNAME ghs.googlehosted.com](http://www.CNAME.ghs.googlehosted.com)

All service providers' controls are a bit different, so there are no exactly the DNS settings change. If you do not understand what to do in this step, call your service provider and ask for help during creating your DNS entry.

If you use Google Apps account, the site address could be set only by company administrator. In Google Admin panel go to **Google Apps -> Sites -> Web Address Mapping -> Add a new web address**. In the field - Site location, enter the website address, which you entered during creation of the site, and Web address - www or any sub domain you entered the DNS settings.

If for some reason you use your personal Google, not Google Apps account, being in a new site, click the gear icon at the top in the right, then - **Manage Site -> Web address** and in the field - **Add a web address**, enter your domain name, e.g. [www.pakamore.lt](http://www.pakamore.lt).

If you set up for *Google Apps* unassigned domain or set through personal *Google* account you will have to perform domain verification within *Webmaster Tools*. Then follow the instructions.

### Internet Website Launch

When you will load the entire content, make the site public: being on the site, click [Share], and then turn on permissions settings. If you see **Public on the web**, everybody can already see your site. If you see **certain people**, click [Change] and set the **Public on the web**. Of course, you also can set a limited access that the site can be seen only by your company's employees or only specific individuals.

When your domain will start to work, you will have well-functioning free web site with no ads. It will not be strengthening the unique image of your business, SEO options are also limited, but while your professional service will be ready, this website perfectly will carry out informative function. Correct template site is better than any site.<sup>10</sup>

## 5.9. OTHER COMPUTER LITERACY BASIC KNOWLEDGE

Another basic computer literacy knowledge you can find in the book of Danutė Kaklauskienė - **“Working with a computer primer”**.



In 2010 year book submitted material is sufficient, that a computer user will be able to learn independently and implement simple tasks.

10. <http://pakamore.lt/nemokamas-svetainiu-kurimas/>

## Rubikon Centrum

### Lenka Ourednícková: Vocational Course for office assistant focused on digital competence

**A course which prepares interested people to be a good assistant.**

This manual focuses on digital competences needed for assistant jobs, therefore are themes which are not directly connected to the digital competences mentioned just briefly. Also first chapter are mentioned just briefly because they deal with basic computer skills. We focus mainly on digital skills which are specific for assistant jobs in the manual.

#### 1. Introduction

The course is according to standards of the National Qualifications Framework (NQF) a vocational course and is accredited by the Ministry of Education. Thanks to this accreditation obtain graduates two certificates - a certificate of attendance at an accredited educational program and a certificate of professional qualifications.

RUBIKON Centrum provides the course to persons with criminal record. The course was established from our own experience, which we made by realization so-called training jobs. We had employed our client's with criminal record for limited time – usually half a year. They were employed in a junior administrative position directly in our organization RUBIKON Centrum, or by another employer who cooperated with us (usually NGO).

The experience with the course and then also with employment of candidates on the junior administrative jobs positions brought following findings:

- ▶ The course is effective and also suitable instrument for low educated and low job experienced candidates, who have often also other disadvantages for successful entry to the labour market.
- ▶ The course increases education in professions which directly increases the employability in more subjects. It is also characterized by wide spectrum of usability, examples for job fields – administrative position, telemarketing, receptionist etc.

#### Course Content:

- Administration
  - o Digital competence:
    1. Work with PC: MS Word, MS Excel, MS PowerPoint, Internet
    2. Company correspondence (requirement documents, processing of incoming mail, electronic communication, data boxes)

- o Meeting (preparation, processing , course enrolment)
- o Equipment for the secretariat (office equipment and supplies, retail financial operations)
- Implementation of business processes
  - o The training of OSH
  - o Principles of Management and Organization (organizational rules, job descriptions, corporate culture)
- Communication skills
  - o Making a phone call
  - o Knowledge of the Czech language - spelling
  - o Mental Hygiene
- Principles of social behaviour and manners
  - o The rules of social contact
  - o self-representation
  - o Rules about eating - food preparation
- Orientation in legislative rules for the handling of personal and confidential data
  - o The rules on registration of correspondence, contracts and other documents
  - o Filing of service
  - o The rules of shredding and archiving law
  - o The Law about Personal Data Protection

### Teaching methods

Lecture and trainees use visual aids as a projector or a flip chart. They use also practical exercises and simulations of situations in lectures such as making phone-call and especially working with PC.

Participants prove their knowledge in the field of work with PC practically, especially in the operating system, Microsoft Word, Excel and PowerPoint. They also try a simulated phone call with a client or process incoming correspondence etc. The theoretical part is 30 hours long, practise is 50 hours long. It is about 45 minutes of theory followed by 60 minutes of practise.

### Way to convert course into prisons

- We would like to enrich the need for prior consulting focusing at least on basic diagnostic clients work profile: is the course for the client effective?, is it effective in accordance with its aspirations ?, is the course linked to the labour market demand at the place of client returning? etc.
- The content of the course itself is transferable to the prison environment, but the format of the course must be adjusted according to the conditions of the prison environment: e.g. technical obstacles (see below) can be in the interactive parts or in temporal distribution rate (acceptance of prison rules).

- Experiences of RUBIKON Centre show that it is not effective to reintegrate clients by using only one of the activities, therefore, parallel and after the course should be client involved also in crucial services to increase employment and debt problems (i.e. employment and debt counselling)

### **Potential risks, obstacles, opportunities**

We identified potential obstacles primarily in technical barriers of prisons. There are often limited equipped computer classrooms in prisons. Problem is also in forbidden internet access for prisoners. You can't also "bring" phones and other digital devices to the prisons.

The opportunity is to bring part of the course into a prison and the other part can be finished after release. This solution would bring also continuity in work with people with criminal past. Otherwise it is possible to bring to the prison manual with sample pictures and simulate the practise like phone call etc., many exercises can be also done also by using computers without internet connection. There are also prisons with computer classrooms equipped by internal network, where can be practise communication among participants.

### **Administration**

A manual with sample pictures and detailed descriptions of individual tasks is prepared for both lectures and trainees. The advantage is that the trainees are both an employee and a student who can learn in the process over several months - usually half a year. Each client comes to us at a different level of knowledge of PC and is thus necessary to adjust the assigned tasks its initial abilities and knowledge. We would like to implement the course in closed institution (prisons) where can't be part of course training jobs.

### **Work with computer introduction**

Working with a computer and with digital technology is the most important skill for office assistant in general. Each assistant must operate the basic functions such as are writing in text editor, creating tables, prepare a presentation or on-line searching.

## **MICROSOFT WORD**

### **Introduction of Microsoft Excel:**

Practice has shown us that it is necessary to begin lectures in basic skills and principles of work with a computer. Most of the learners met with the computer but often when searching on the Internet, writing e-mails or playing games. Therefore we make sure that the client knows how to turn on and switch off a computer, and then we start with Keyboard description and basic description of Microsoft World.



## Content of the lesson

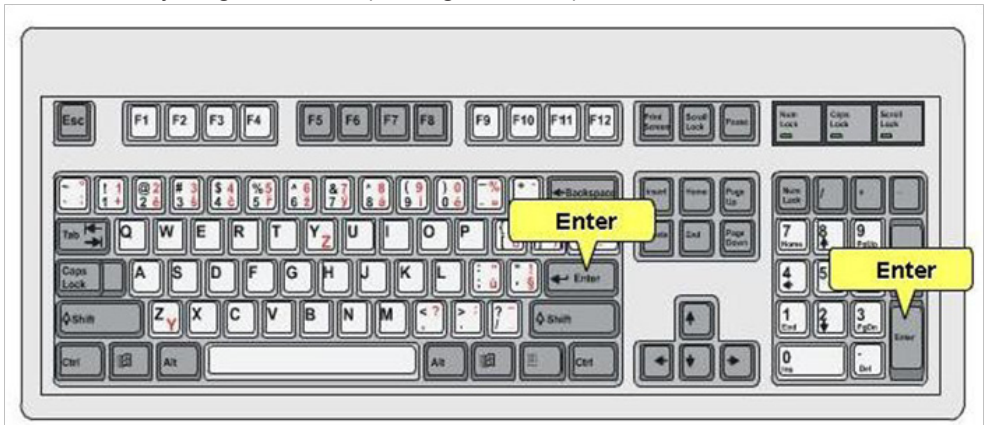
Familiarization with the keyboard and various keys, Familiarization with different typeface, Working with fonts (bold, italic, underline), Font size, Font colour, Text alignment, Bullets and numbering, Copy of the text (via clipboard, keyboard, using the mouse), Work with the pictures (inserting pictures to the file etc.), How to draw a table and work with it, Headers and footers, Page numbering, Page size and orientation (size, margins, layout), Line spacing.

## Examples of work with the manual

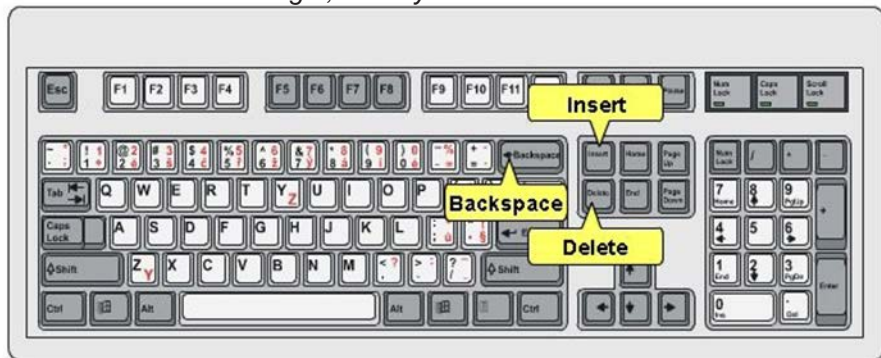
Here you can see a part from manual as an example; other lections are in this manual not described:

Word is a versatile tool for text writing. It is very diverse and provides a wide range of possibilities for its use. We can create simple documents such as letters, manuals or book. Word can create also specialized types of documents using or linking other applications. We can use images, tables and others.

An important instrument in writing documents is a keyboard which also allows plenty of features. When writing text we use key named ENTER for paragraph indent. The backspace key which is located above the ENTER allows you to delete everything to the left. (See figure below).



The key **INSERT** and **DELETE** also help to modify (delete) text. The key **DELETE** deletes text to the right; the key **INSERT** transcribes the text to the left.



### Font face

The typeface indicates its look. It can be set by several different ways – the simplest is probably by using the toolbar.



First select the text which you want to change, then click by left mouse button on the arrow which is indicated in the red rectangle on the picture above and click on the name of the font you want to use. Among the most commonly used font faces are Arial, Times New Roman, Courier New, or Calibri.

## MICROSOFT EXCEL

### Introduction of Microsoft Excel

This application offers wide range of utilization also for office assistants by using so called cells. Into the individual cells in a spreadsheet of workbook Excel is possible to enter the following types of information:

- Numerical values, such as 22; CZK 29.95 or 33%
- Text values, such as Sum, first quarter or 602 00 Brno
- The date and time, for example February 2003, 13. 8. 1977, or 13:00
- Various comments in the form of text and voice notes
- Formulas, for example = B5 \* 1081 or SUM (B3\_B7)
- Hyperlinks linked to an internet website or to other document
- Graphical objects, such as clip art, scanned photographs, maps and illustrations

Each of these types of information is a bit different - it means that the way of work and use is not same.

## Content of the lesson

Entering numerical values, Familiarization with the line patterns, Fraction mis-interpretation, Movement between cells using the arrow keys, Entering text values, Entering comments, Entering formulas, Save the workbook, Edit a worksheet, Select cells and areas, Select areas using the mouse, Erase and delete cells, Moving data using cut and paste, Adding rows and columns into a workbook, Load single cells, Cell formatting, Changing the alignment, Change of orientation of text, Change fonts and text colours, Cells borders, Quick application cell borders, Column width and Row height, Immediate application of the preferred width of columns, Worksheets in a workbook, Management of worksheets, Switch between worksheets, Naming of worksheets, Changing colours of ears, Removing worksheets, Change the default number of sheets, Inserting of sheets, Moving and copying of sheets, Work with a group of worksheets, Print options setting, Page orientation, Change margin, Anchor bars, Processing of numerical data in formulas and functions, Universal function SUM, Function SUM function and adding non-contiguous areas.

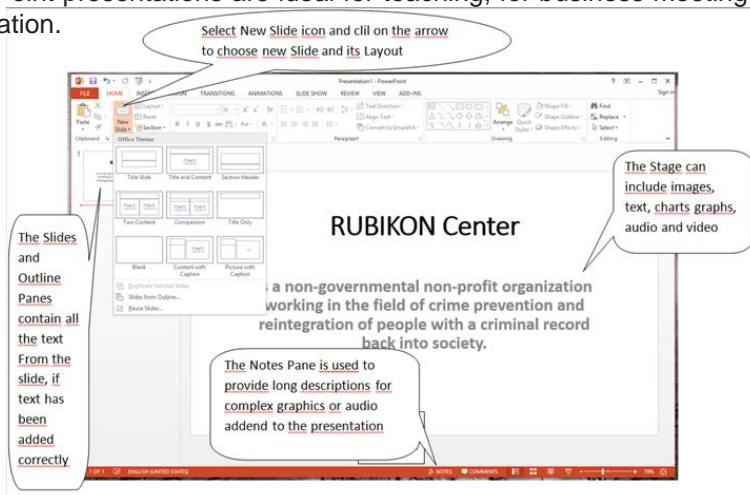
## MS POWERPOINT

### Introduction of Microsoft PowerPoint:

Microsoft Office PowerPoint is a graphic program for presentations.

Older versions used the extension “.ppt”. Newer versions such as 2007, 2010 and 2013 use extension “.pptx”.

You can create and display a series of images that contain text, photos, clip art, multimedia files and animated special effects. The presentation can be converted into slides, transparencies, or printed documents. Program PowerPoint is part of Microsoft Office package, so the presentation can be easily combined with Microsoft Word, Microsoft Excel and illustrations from Media Gallery. PowerPoint presentations are ideal for teaching, for business meetings or any explanation.



### Content of the lesson:

Familiarization with windows PowerPoint, Pictures and its elements (Background Graphic, Heading, Basic Text, Symbols, Header and Footer, Date and Time, Slider Number), Slide show creating (New presentation, Blank presentation, Slide Layout, Slides Design, Photo Album etc.), Adding one's own type of Slide Show Theme, Playing Slide Show, Comments Inserting, Slide Show saving.

Part of the lessons is also discussion about basic principles for creating good Slide show, e.g.:

- In one slide should be no more than two different fonts.
- Keep a rule 6 times 6 which mean no more than six words per line and maximum of six lines per slide.
- Choose the kind of typeface according to audience (for whom the presentation is): e.g. **Tempus Sans ITC** is like a "sloppy" (informal), **Times New Roman** is conservative and **Verdana** is suited for websites environments.
- For Slide Shows playing on the computer screen choose a dark background; for Slide Shows playing on the projector choose bright background.

## INTERNET

### Introduction to the Internet:

**Internet** is a global system of interconnected computer networks in which computers communicate with each other. The common objective of all people using the Internet is easy communication (data exchange).

The best known services provided within the Internet are WWW (World Wide Web) and e-mail (electronic mail/post), but we can find on Internet many other services. Common users confuse sometimes term WWW as Internet and vice versa. The true is that WWW is just one of many services that can be found on the Internet.

**Internet is computers network which connects so called individual nodes. Node can be a computer but also specialized equipment (such as a router). Each computer connected to the Internet has its own IP address which we call domain names.**

**The basic Internet services includes:** WWW - a system of web pages viewed using a Web browser and E-mail - electronic mail/post.

There's almost no limit to what you can do on the Internet. The Internet makes possible to find information quickly, communicate with people around the world, manage your finances, shop from home, listen to music, watch videos, and much, much more. Let's take a look at some of the ways the Internet is most commonly used today. :

**Finding information on-line** for example you want to visit a coffee shop. You

could use a search engine to learn about different kind of coffee shops and go to a nearby one,

Google coffee shops prague - Hledat X


← → ↻ <https://www.google.cz/?ion=1&espv=2#q=coffe+shops+prague>

Google coffee shops prague




Vše Mapy Obrázky Nákupy Zprávy Více ▾ Vyhledávací nástroje

Přibližný počet výsledků: 547 000 (0,54 s)

Zobrazeny výsledky pro dotaz **coffee shops prague**  
Místo toho hledat **coffe shops prague**



Hodnocení ▾

<p><b>Garden Coffee Shop</b> 1 recenze · Kavárna / Čajovna Jungmannova 749/32</p>	
<p><b>Cacao Prague</b> 4,7 ★★★★★ (48) · Bio V Celnici 1031/4</p>	
<p><b>Coffee Source</b> 4,7 ★★★★★ (23) · Kavárna / Čajovna Francouzská 312/100</p>	

☰ Další místa

**Best cafés in Prague (2014) — Taste of Prague**  
[www.tasteofprague.com/pragueblog/best-cafes-in-prague](http://www.tasteofprague.com/pragueblog/best-cafes-in-prague) ▾ Přeložit tuto stránku  
 22. 6. 2014 - Kavový Klub was the place to go for coffee at the Jinho z Podebrad farmers markets for a long time, and they still close the shop on Saturdays ...

**Best Cafés in Prague (2015) - Specialty Coffee Guide to Prague ...**

**Chat and instant message** - send and read in real time,



**Email** – see in the chapter electronic communication,

**Social networking** - connect and share with many people at the same time, e.g. Facebook, Twitter, Instagram, Google+, Linked-in,

**Online media** – watch videos, listen to music, or radio e.g. YouTube, Netflix.

## MEETING

The lecture about meeting has many themes which are not connected to the digital competences. In this manual we concern only with skills connected to the digital competences.

### Preparation of working meeting

Preparation of meeting includes: preparation of data projector and PC, creation of new meeting in outlook calendar, invitation of all participants to the new meeting via outlook calendar, locating the meeting in the calendar. Detailed information you can find in the lesson Outlook and How to manipulate with the projector.

### Processing of the minutes

Each meeting should be kept in record, this record we call Minutes. Minutes are available for all participants to get back to the meeting discussion. Sometimes write minutes one of the participants of the meeting, often it is a job for assistant. Minutes of the meeting can be written directly to the computer, or can be written to the computer on the basic of hand notes made during the meeting.

Minutes should include:

- the date, time and place,
- name of the leader of the meeting,
- control over the tasks arose on the last meeting,
- a summary of new tasks (including person responsible for task),
- course of the meeting according to the agenda (suggestions, discussion, outputs ...),
- attendance list,
- attachments,
- participants should have possibility to correct or complete minutes,
- assessment form can be sent (what was good, what could be changed),
- evaluation of the meeting.

## **BUSINESS CORRESPONDENCE**

All correspondence is officially written electronically. If you send an official letter by post, you must first write a letter in your computer and print it.

### **Content of documents**

#### Address

The address of the sender is always written left up (return address). The address of the addressee is placed beneath it on the right side. Post code and mailing city are placed on one line and between them are made two gaps.

SENDER

Jan Drahý

Česká 123

130 00 Praha 3

ADDRESS

Dear Mrs.

Jana Levná

Polská 1

530 00 Pardubice

#### Salutation

Your choice of salutation depends on whether or not you know the intended recipient of the formal letter. The most usual greeting is Dear followed by the person's name and punctuated with a colon. If you don't know whether the person you are addressing is a man or a woman, you may begin with Dear Sir or Madam, again followed by a colon.



Ending

If is the letter signed by two signatures, place them side by side - the signature of more important person place on the left. Add the place and date of origin of the letter.

**Processing incoming post**

The legislative regulates way of sorting and digital record keeping. It is important to abide these legislative rules, e.g. you can't open letters addressed exclusively to the attention of employees, and this is legislative rule. Each organization has a different way of record keeping of post; one of the possible ways is a table in Excel as shown in the figure below. In the table are recorded following entries: date of delivery, identification of the sender's address, indication what the document was and to whom it was forwarded. Such accurate records are essential for back tracing especially in larger organizations and companies.

<b>MAIL REGISTRY</b>				
<b>Delivery date</b>	<b>Name and surname of sender</b>	<b>Address of sender</b>	<b>Type of delivery/ content</b>	<b>whom</b>
4.1.2016	Martina Damur	Tylova 41, Ostrava Zábřeh	Documentation of travel	John
4.1.2016	Prague Gas	Národní 37, 110 00, Praha 1, Nové Město	invoice	Dana
4.1.2016	Probation and Mediation Service	Hybernská 2, 128 00, Praha 2	PF	RC
5.1.2016	Social Affairs Department	Velká Hradební 8, 401 00 Ústí nad Labem	Attendance list program PUNKT	John

**ELECTRONIC COMMUNICATION**

It is important to follow the principles and rules for classical correspondence also by electronic communication. You need to pay attention also to other principles.

Nonverbal communication (tone, gestures, expression on ones face etc.) says a lot within a personal meeting. I can use at least intonation of voice within phone calls, I can also laugh to make pleasant atmosphere, but I can't do much in e-mail correspondence. We must supply this missing means of expression by something else; therefore we proceed similarly as when writing a letter.

**E-mails****Subject of e-mail**

Do not forget to fill in the email subject; it is impolite to leave it empty. Object



selected appropriately can facilitate orientation in correspondence; it must describe the content of e-mail. Some people decide only after reading subject about reading or deleting the e-mail.

### **Text of the e-mail**

The text must be concise and clear and must avoid emotions. E-mail should not be too long, generally is considered a maximum of 40 lines. Clearly text is divided by lines to preserve clarity.

### **Email ending**

You can thank for an early reply or any positive answer etc. at the end of the e-mail. Signature may contain more information about you and your company, telephone number, company name, etc. E-mail also subject to the corporate culture, which mean that you should take into the consideration style which is usual for corporate documents.

It is also appropriate to end the e-mail politely with for example: "Kindest regards" or "Best regards." Don't forget put your signature (name and surname) on the end of the e-mail.

### **E-mail attachments**

Point out an attachment in e-mail if you attach some, it can be easily overlooked. Make sure that you attached a document, people forget it very often.

### **Multiple e-mails**

Take care to protect the privacy of individuals when sending multiple e-mails. Send messages separately or use the blind copy. Do not spam or junk mail, it belongs to a gross breach of Internet etiquette.

### **Reply for e-mail**

Respond within 48 hours on the business report, even if it's just a thanks and answer for patience.

## **Data boxes**

The designation DATA BOX meant in general any electronic data storage such as e-mail box. But we'll talk about other data boxes.

### **Introduction to data box**

The definition of Data box is a special type of electronic repository established under the law. The repository is designed to deliver electronic documents between public authorities and legal persons. Arranging a Data box is mandatory for state authorities and legal persons in Czech Republic, the public authorities are also obliged to send documents to the data box to legal persons and recipients are obliged to pick up the documents there. Czech Republic is reportedly first country in the world where the use of Data box is mandatory for public authorities and business entities.

Establishment and operation of mailboxes is free (the storage of documents for longer than 3 months is paid). The public authorities send data for free, sending documents between private entities is charged.

There is also so called Hybrid data box which should enable the delivery through a data box also those who do not own the data box.

### System description – differences between data box and e-mail

The data box works from the user's perspective on the same principle as ordinary e-mail box but technical solutions are significantly different. This difference should ensure the credibility of the messages delivery.

It is formed by "envelope" containing the appropriate electronic tag (e-stamp) and timestamp (qualified timestamp), message content takes the form of attachments. The message doesn't have part called "message body". Owner of the Data box get notice of receipt message according to his wish on the mobile phone (paid service) or e-mail (free service). This is similar to notification about storing correspondence. The maximum size of the data messages is 10 megabytes. There are over twenty types (formats) of files that can be sent.

Each organization can own only one data box, therefore can't be documents addressed to a specific person but only to entity / organization.

Data box size is not limited. It cannot ever happen (unlike email) that the data message is returned as undeliverable because the recipient has a full mailbox. Limited is only time for which messages can be stored in Data box. This period is 90 days from reading the message (reading doesn't mean delivery), after which they are permanently deleted.

Infolinka 279 005 200 RUBIKON Centrum, z.s. Nápověda Odhlásit

**@ datové schránky**

**Krok 1**  
Vyhledejte adresáta  
nebo jej vyberte z adresáře

**Krok 2**  
Vypíšte náležitosti zprávy,  
případně přidejte dalšího adresáta

**Krok 3**  
Připojte ke zprávě možné  
přílohy a zprávu odešlete

Zprávy

Ověření datové zprávy Nastavení

Dodané zprávy Odeslané zprávy **Vytvořit zprávu** Načíst zprávu Úložiště souborů

Vyhledat adresáta

Vyhledat podle parametru

Osobní adresář

Hledat

Hledat všechny datové schránky podle jména, adresy, IČO nebo ID schránky.  
Zadávejte celá hledaná slova, používejte i háčky a čárky.

Kritéria vyhledávání

Hledat: **obecné** V rozsahu: **Všechny datové schránky**

Pro vyhledání datové schránky zadejte do vyhledávacího pole výraz (nejlépe název úřadu, firmy, nebo jméno a příjmení majitele datové schránky).

Omezit kritéria vyhledávání můžete změnou typu nebo rozsahu vyhledávaných schránek.

## Login

There are more possibilities how to access to the Data box; each organization decides which one prefers.

Classical form is with username and password and other option of higher security:

- o Name is given and unchangeable; it is composed of a series of digits with the number of characters at least 6 and maximal 12.
- o Password may be change; it is composed of at least 8 and maximal 32 characters.
- o If you enter an incorrect password five times in a row, signing up is blocked at least for an hour and the user is informed about unauthorized access attempts.
- o After 30 minutes of inactivity is access automatically log-off.

Higher form of security access is provided by one-time password which is added to permanent username and password. The other option is to use login authentication certificate that the owner register in the system.

Data from the system are not-public, manager or operator of the system have no access to the data boxes of other users.

The data box can be accessed via a special web interface in the Czech Republic - <https://www.mojedatovaschranka.cz/>, or using web services. This gives users possibility to work with the data box in either a usual browser, or using commercial applications.

## Archiving of documents from data-box

How to archive a message from Data box:

- o The data is possible save in any data storage, hard disk etc. The message does not lose authenticity due to the fact that the report has a qualified time stamp, and also the qualified electronic signature.
- o The data is also possible to save via a paid service Data Safe (set up is possible by Czech post office). Data Safe keeps messages directly in the Data box.
- o It is also possible to let data convert to paper form on an authorized department.

The screenshot displays the RUBIKON Centrum web interface. At the top, there is a yellow header bar with the contact number 'Infolinka 270 005 200', the company name 'RUBIKON Centrum, z.s.', and navigation links for 'Nápověda' (Help) and 'Odhlástit' (Logout). Below the header, the user is logged in as 'Přihlášený uživatel'. The interface includes a sidebar with 'Zprávy' (Messages) and a main content area with buttons for 'Ověření datové zprávy' (Verify data message) and 'Nastavení' (Settings). A confirmation message states: 'Datová zpráva byla odeslána ke konverzi na Czech POINT.' (Data message was sent for conversion to Czech POINT). It also provides a message ID (377273000), a date (10. 6. 2016), and a QR code. A 'Zpět' (Back) button is located at the bottom right.

An essential part of the system is that each incoming document is confirmed. In the confirmation are all included all essential data - information about the date of delivery, about reading of message etc. These data are guaranteed and thus differs among others the system from conventional email.

## Communication skills

### PHONE CALLS

Each assistant should speak fluent literary language. Especially when communicating with customers, clients and visits. It is also important to follow basic rules of phone calls and to use the correct language when talking on the phone.

### Basic rules

#### Introduction with full name

The one who answer the call introduce himself as first – he can start by greeting and then continue with the organization name and full name. The order may be different, but the content remains the same.

Management of the organization should decide how employees introduce name of the organization on the phone, so it was a short.

It is also appropriate to add some friendly sentence that shows you're ready to answer and induce pleasant atmosphere.

Do not reduce the introduction to "please" or "hello"; thereby you force the caller

to ask who he was talking with. Greetings can also give caller some time to prepare for the perception of other relevant data.

### Make sure about suitability of the call

If you call on a cell phone, always ask whether you do so at the appropriate time. Always make sure that the answering person can perceive what you say especially when you call to busy man. Answering person can't perceive what you say if he does some other activity in same time. It is also polite to ask about possibilities of answering person.

You can use the following phrases:

- "Can you please give me few minutes? I need to talk to you about your offer..."
- "When can I call you to specify our slide show?"

If someone calls you in an inconvenient time tell him the time when he can call again. You can also offer to caller that you will call him later. You can also exceptionally interrupt the call, apologize for it and promise an immediate call back.

### Think about the tone of voice, friendly smile

Impression of the voice is very important especially if you never encountered with the caller before. Focus particularly on your voice tone because which can evokes a pleasant atmosphere.

Smiling can help you gain sympathy from the person on the other side and you will have an easier and more enjoyable communication.

### Speak slowly and clearly and concretely

The goal of the phone call is not to beat call partner with arguments or ideas, but to understand each other. Give the other person sufficient time for absorption of your thoughts and keep his/her attention in the same time. Talk adequate slowly but not tediously.

The frequency of the word during the telephone communication should be approximately half-time comparing to normal conversation. It is mainly because of limited senses that you can use. People use gestures, facial and other expression during personal meetings, but during phone calls you perceive only voice. Therefore speak more slowly, pronounce understandably, speak in short sentences and be brief and objective.

## **Important tips**

### Terminate the call at the right time

Lay the handset only if you are sure that a caller told everything he/she wanted. End the call in mid-sentence is very impolite. You can also summarize the results of the call at the end and avoid possible misunderstandings.

It is also appropriate to end the call politely and wish each other, for example: "Have a nice day" or "Good luck."

### Phone calls etiquette

If you are waiting for more complex telephone communication, you should give lot of attention to preparation. Consider the goal you want to achieve immediately before calling. Keep at hand block for notices, the necessary documents and make notes before you call. The one who calls is the one who needs something and therefore must be initiative.

Remember the name of another person and use it. If you must deal with something important in the office during phone call, even just a signature, inform phoning partner with the excuse. You should not eat, drink or smoke when calling.

Make sure that you show interest during an extended monologue, you can make for example affirming "yes," "certainly". Do not use - "yup", "yeah" or "yep". Always fully concentrate on the conversation. You are welcome to write brief points in advance. You can avoid later misunderstanding by repeating key points and also your partner will know that you listen carefully.

Important information dictate slowly, names rather Spell (feel free to use helpful words - e.g. "A as Agnes").

It is easier say no for the customer or business partner during phone call, important matters discuss rather by personal meeting.

## **Mental Hygiene**

We discuss also mental hygiene as part of the course e.g. food and exercise, sleep and stimulants, how to go to work with pleasure, leisure time.

## **Principles of social behaviour and manners**

In this chapter we discuss greetings, introductions, addressing (handclasp, addressing, titled etc.), self-presentation, seating plan, rules dining - food preparation and preparing for a social event. Assistants can use their digital competencies also during the preparation and follow-up of social events. We take a look at the invitation to the social event in this manual.

## SOCIAL EVENTS

Part of the preparation is an invitation, which can be done verbally or in written form. Written invitation is fundamentally not transferable and shall be sent at least 14 days in advance. The official invitation shall be sent as a personal letter or can be sent as an attachment by an e-mail. The contents of such an invitation should be as follows:

- o name and post of a host,
- o name of guest,
- o reason (opportunity) for which the invitation is sent,
- o date, time and place of the meeting,
- o request for notification of participation or non-participation.

## Orientation in legislative rules for the handling of personal and confidential data

This chapter discusses the rules for registration of correspondence, contracts and other documents; shredding process, the law regulating archiving, the law regulating protection of personal data etc.

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## **Slawek Foundation**

# **Paulina Kuczma - Krzysztof Łagodziński: Computer Competences – Computer Trainings in Prisons**

### **Introduction**

One of the status goals of Slawek Foundation is to equip prisoners and ex-prisoners with basic tools that will ensure their competitiveness in the labour market and in the society after release. We believe that those tools are: professional competences, psychosocial skills, computer knowledge and adequate motivation to take up employment and lead an honest life. From the very beginning we are working to provide these tools both for prisoners and ex-prisoners.

#### **1. Experiences in the area:**

Slawek Foundation started to run basic computer courses for ex-prisoners in year 2003. At this time we were running individual trainings for the persons who showed up in our office in Warsaw. At this time we possessed only 5 old generation computers that we could use for learning. We saw big lack of computer skills and knowledge among ex-offenders. We were trying to provide at least basic knowledge of how to turn on the computer, how does it work, what is internet, how to use e-mail etc. Since then we realized that people to whom we provided this basic computer skills are more welcomed by employers, are able to search individually for jobs in the internet and improved their independence. From year 2005 to 2007 Slawek Foundation was part of the project "Coalition Back to Freedom" financed by European Union - EQUAL Program. That was a first try in Poland to create complex help program for prisoners and ex-prisoners by creating close cooperation between Prison Service, Warsaw University - Faculty of Law, Polish Association for Legal Education, Kofoed School and Slawek Foundation. This cooperation assured assistance for prisoners from judgment day, through the sentence in prison to the time after release. As program activities we provided for prisoners and ex-prisoners:

- Professional courses
- Psychosocial trainings
- Coaching
- Mentoring
- Computer courses (basic)
- English lessons (basic)
- Art Therapy
- Family chains connection program



- Voluntarily actions
- Specialists advises – lawyer, professional advisor, psychologist, pedagogy
- Half-way House
- Jobs

As for the computer trainings in prison - Slawek Foundaion ran 8 courses in 4 prisons: Mokotow Prison, Grochow Prison, Służewiec Prison and Białoleka Prison. During the project implementation we provided basic computer courses for 85 prisoners that did not have any computer skills before. 73 persons (86%) finished the course with certificate. The program included the following issues:

1: Basic skills

- Hardware - basic components of PC
- Use a mouse to point, click and double-click
- Keyboard and typing tips
- Windows XP operating system
- Menu Start
- Opening and closing software files
- Accessing a CD-ROM
- Locating a saved file
- How to copy and paste files or text
- Review Questions
- Quiz

2. Setup and maintenance:

- How to use computer built-in help?
- What are the applications and how to use them?
- Downloading and Uploading
- Installing and Uninstalling software
- Customization of desktop background
- Virus protection
- Printer set-up
- E-mail
- Introduction to Microsoft Office – MS Word, MS Outlook
- Internet
  - Internet Explorer
  - Job offers in internet
  -

Our goal was to give the participants a solid foundation for future development. Once they have understood these basics, they were having a clear understanding how to build future knowledge and skills with computers.

## 2. Developments in the field

The biggest challenge was to create infrastructure for computer trainings that didn't exist in the prisons at the moment. Our innovation to achieve this goal was that we bought 11 laptop computers in order to create mobile computer education rooms for inmates. Thanks to this solution we could run computer trainings in the places that did not have own equipment. We could also run courses outside the prisons for ex-prisoners at the time.

Aside of basic computer skills our program also contain topics constructed specially to help prisoners after release and teach them how to use computer technology to improve live skills like:

- using Microsoft Word to create Curriculum Vitae
  - using Google search bar to search for job offers
  - using specified job offer web pages
  - searching for help in addiction treatment - AA meetings, rehabilitation centres, specialists, therapy centres
  - searching for place to stay – shelters, half-way houses, homeless centres, social centres, public social help system
  - using You Tube tutorials to improve knowledge, interests and self-development
  - using social media and communication tools like Skype to keep contact with families
  - searching for interesting, valuable culture materials – music, theatre, film
- Below you can find training materials and exercises.

## 3. **Computer** is an equipment for data transformation.

What can you use computers for?

- To writing text
- To design, drawing
- To photo tooling
- To playing games and entertainment
- To using Internet

Basic elements of PC:

- A. Computer – central unit
- B. Monitor
- C. Keyboard
- D. Mouse

A. **Computer** – central unit

is a set of basic elements without the work wouldn't be possible. These are the

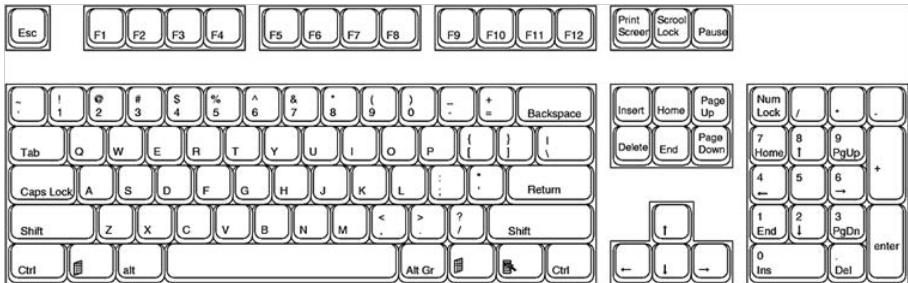
followings: motherboard, processor, memory, graphics card, sound card and network card.

## B. Monitor

It is used to “communicate” with the computer. Displays the results of our work on the computer.






## C. Keyboard



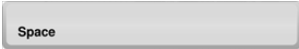




Also serves to communicate with the computer. It allows you to enter text to editors.



The keyboard can be divided into several parts:

1. Alphanumeric - letters, numbers and special keys:

Key	Name	Function
	Escape	pauses commenced operations
	TAB	in text editors will jump to a specific position in the tables and forms skips to the next field
	Caps Lock	enables / disables upper case (the LED indicator inform of this mode)
	Shift	you can use it to get big letters and signs so-called the upper register, which is written at the top of the keys, e.g. .!: , @ , # , \$ , etc.
	Ctrl (Control)	in combination with other keys performs different operations. Oneself Ctrl key does nothing

	Windows	You can run the start menu. There is also in some keyboard shortcuts
	Alt (left)	in combination with the underlined letter in the menu activates the corresponding menu item
	Space bar	is used to insert a break between characters
	Alt (right)	is used to obtain Polish characters, e.g.: $\bar{a}$ , $\bar{e}$ , $\bar{z}$ , $\bar{z}$ , $\acute{c}$ , $\acute{s}$ , $\acute{c}$ , $\acute{l}$ , $\acute{o}$ ; to get them, use a combination of: Alt + a = $\bar{a}$ , Alt + c = $\acute{c}$ itp. Note! To enter letter $\bar{z}$ press Alt + x!
	Menu	develops pop-up menu, such as when you right-click on your mouse
	Enter	confirm all of our activities. In a text editor moves to a new line
	Backspace	erases the character to the left side of the cursor

## 2. Function keys:

Above the alphanumeric keys are the keys F1 through F12. These are shortcuts to different functions, e.g.:

- F1 - evokes help
- F3 - works as a "search"
- F4 - in combination with the "Alt" closes open windows
- F7 - in text editors checks spelling

## 3. Number keys:

To enter numbers and calculations.

#### 4. Navigation keys:

The arrows for cursor control, e.g. In the games, text editors.


#### D. Mouse

is used to move the cursor on the screen. Usually it has two buttons. The left button switch on the programs, open the file (by double-clicking) and move it (by clicking and holding). Right button expands the shortcut menu.

#### Additional components of the computer:

- A. Microphone
- B. Printer
- C. Scanner
- D. Speakers
- E. Headphones

#### How to turn on computer?

When you are sure that the computer is plugged in find the “power” button  in the computer and the monitor.

#### What is the operating system?

It is management software over the computer. The most popular commercial system is Windows. Of all the available versions (95, 98, 2000, XP, Vista, 7, 8, 10), the most common is Windows XP.

#### How to start Windows XP?

It is very simple. Just start the computer. After loading all operational programs welcome screen appears with the inscription WELCOME.

When a computer is used by more than one it is required to select a user and enter a password. The selection is done by the click of a mouse user. The window for entering the password will start automatically. You need to provide it and click on the green arrow.

#### Desktop

It is area of the virtual desktop. We can put on it programs, folders, and files. Background image can also be modified – you can setup any photo.



## Personalize your desktop background

To give your computer a more private character, you can setup any image as your desktop background. Just set your mouse anywhere on the desktop and click the right button. On a pop-up menu select Properties. In the window that appears, locate and click the Desktop. You can choose a background from the list, or click Browse ... to find picture and click on it twice left mouse button. Then select a location below (to the centre, tile, stretch) and confirm the change with OK.

## Icons

It's all elements that are on the desktop. They represent folders, programs, files or shortcuts to them. To start should move the cursor on it and double-fast left-click the mouse. Right-click launches pop-up menu - the most useful features in the program.

## Trash

It stores all the deleted items.



## Menu

It is a kind of table of contents - most programs and some system functions.

## Quick Launch toolbar



It's a place where you can put the most necessary programs to always set them up quickly.

## Taskbar

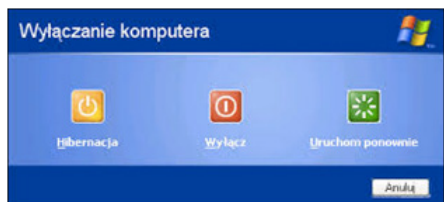


On the left side is the "Start" button and the Quick Launch bar. Further can be see all open files or programs. On the right is visible hour. There are hidden programs running in the "background", e.g. Antivirus tool handling speakers, printer, etc.

## End of work with a computer

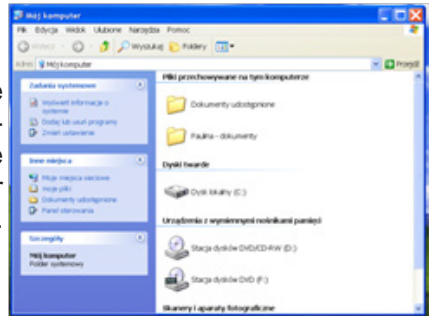
To exit from your computer, close all running programs, open the "Start" menu and select Shut down the computer. At the center of the screen shows the available options:

- suspend - the computer is ready for action, but consumes less energy,
- off - shuts down and turns off the power.
- reboot - the system will be shut down and restarted.



## Windows and their service

**The window** is an area that displays the contents of files and programs. It is rectangular and moving, and its size can be changed using the buttons in the upper right corner (close, maximize, minimize).



**Minimize** “pulls” window on the taskbar - by clicking on its symbol in the taskbar, you can always restore the window.

**Maximize** button will display a window all over screen.

**Close** button closes window.

**The title bar** shows the name of the currently used document and your program.



**Main menu bar** are the most important program options. You choose the option by moving the cursor and clicking the left mouse button.

Plik Edycja Widok Ulubione Narzędzia Pomoc

**The toolbar** collects the most commonly used menu commands.



**The scroll bar** allows you to scroll the window contents. You can do this by using the arrows at the ends of the scroll bars or due to reel in your mouse.

### Files

Files are stored documents. On the screen appear as an icon.

File Examples:

Type:	Symbol:
Text	 1 Dokument programu Microsoft Word 24 KB
Calculation	 Kosztorys budowy Arkusz programu Microsoft Excel 18 KB
PDF – containing text and graphics	 Plik Adobe Acrobat Document 238 KB
Graphic (photo) in JPG format	 image 1280 x 960 Plik JPG
Music (e.g. MP3)	 Take On Me

Type:	Symbol:
-------	---------

Video (e.g. AVI)



## Folders

A **folder** is a collection of files. It is used to organize and segregate them. To open a folder should move the cursor on it and quickly double-click the left mouse button.

### Create folders

It is very easy. In the place where you want to create a folder to find an empty area, right-click - develop pop-up menu. Select New and choose Folder. Icon will appear. Now, just give it a name. Finished!

### Deleting a file or folder

When you want to delete a file or folder, click on it with the right mouse button and a on the shortcut menu select Delete and confirm the operation. You can also perform this operation by clicking the left mouse button on the selected file or folder and dragging it to the Trash (without releasing the mouse button).

### Renaming a folder or file

To rename a file or folder hover over it, right-click and from the pop-up menu select Rename. After entering the text, press the Enter key - to approve the change.

### Copying and moving

Select the desired file, expand the pop-up menu, and select Copy. Next, select a destination, expand the pop-up menu and select paste. To move a file, click the icon while holding down the left mouse button and drag it to the destination and then release the button. Ready!

### Selecting a few items

Open the folder where the files you want to select. To select these files, click on one of them, then press the CTRL key (left) and click on the other icons. You can also select them using the mouse with the left button and selecting an area that contains the selected files (if they are next to each other). You can also use the keyboard shortcut <CTRL + A> to select all files in a folder.

## Access to CD-ROM

### What is a CD-ROM?

It is a portable data carrier. The name comes from the English name of the Compact Disk Read Only Memory - Compact disk to read the data. Data written to it can only read, can not be modified encoded data there.



## How to use? Available options

### Reading data

To read the data stored on a disc, insert it into the drive on your computer. It will open a button marked with a red circle in the picture. Usually handling window CD-ROM launches automatically. Otherwise, go to the Start menu and locate and select My Computer, and then locate the icon with the symbol of disc and then quickly double-clicking. Now you can use the data recorded on the disc.



### Data recording

Windows has a system utility for recording data on a CD-ROM. Insert a blank disc into the CD-ROM. Disk management window opens automatically. You must copy the desired files to the disk management window and from the menu on the left side of the window, select Write these files to CD. Launched in this manner Wizard will save your data. Follow the instructions contained therein.

### How to find saved files?

Run Start menu, locate the icon with a magnifying glass described as Search and hover over the mouse pointer. Automatically expand the list of options. Select Files or Folders ... opens a search window. On the left side there is a menu of search categories. Select a category that interests you, for example. The files and folders, then enter the required data (e.g. Name of the file or part thereof) and from the drop-down list, select the place to be searched (e.g. My Computer), and then click Search. Wait a minute while we look for the file. The computer will tell you that the process is completed.



## Installing and uninstalling programs

### Installing on the example of anti-virus software

#### What is antivirus software?

This is a special software to protect your computer from viruses. Viruses are malicious programs or files that lead to damage to software, loss of data or even permanently damage your computer. Antivirus has the task of early detection of infected files and removes them if already on your computer.

#### How to install the program?

There are two possibilities:

The first is the installation program from the CD-ROM. Insert a disc with your antivirus program to the drive. Installation window appears. Select the location to save the program (usually drive C: Program Files folder). The installation

wizard will guide you in this process step by step.



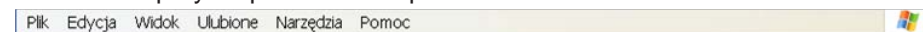
The second option is to download a program from the Internet. To do this open a browser window (Internet Explorer), in the address field type [www.google.pl](http://www.google.pl), and then write in the search box password: antivirus program and click Google Search. A list of sites will come up from which you can download programs, for example [Dobreprogramy.pl](http://Dobreprogramy.pl). Select page by clicking on it. Displays a list of available programs, along with their descriptions, choose one of them and click on its name, for example: AVG AntiVirus. You will be redirected to the rail page. Find the icon and click it. Downloading a file will start automatically. Run the downloaded installer - the wizard will guide you through the installation process.

## Uninstalling programs

Enter the Start menu, locate the Control Panel and then Add or Remove Programs. In the window that opens, find the program you want to get rid of and click on the symbol. Select Delete and confirm the operation. This will start a wizard that will uninstall the program and guide you through this process - follow to his instructions.

## Support

Windows has a built-in help system. In each window, the menu bar is optional assistance. This is a list of the most common problems with mention of their solutions step by step. To start help hover over the mouse and click on it.



Support Centre is also in the Start menu.

## Installation and use of printer

### Installation of device

To use the printer, connect it to the computer with a USB cable. Connect it to the power supply and turn on the Power button. Some printers do not require the installation of software on your computer. It also happens that the printer has entered the program, which starts with connecting it to your computer - appears configuration, which guides the user step by step. The last possibility is the need to install software that came with the printer CD-ROM.



### Printing

If you want to print something open it. Then use the <Ctrl + P>. Launch window print settings. You can specify whether you want to print whole file or only specific pages. You can also select the number of copies. When the computer has installed more printing devices you also need to indicate which one you want to use this time. After making your selection, click Print.

## Internet

### What is Internet?

Internet is a global network of connections. The name comes from the English words Inter - between and Net (network) - Web.

### What the Internet offers?

With a global network can communicate with any place in the world. We have access to hundreds of files, music, photos and movies. It facilitates us to get to know other cultures. We can “look” in different corners of the Earth without leaving home. It also allows you to shop, send letters, hold talks, work and store data. It is used to exchange opinions and ideas and obtaining information and acquiring knowledge. It is a veritable treasure trove if you use it wisely. Unfortunately, it happens, that is used to humiliate or exploit others.

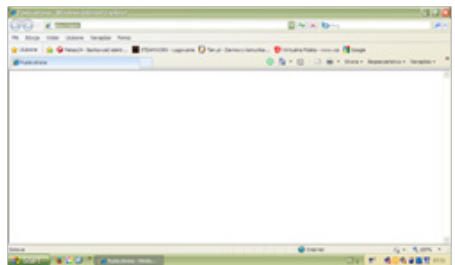
### Using Internet Explorer 8



It is a tool for browsing the Internet. To start the browser hover over the icon and double-click on it with the left mouse button. This will bring up viewing window.

Overview of the main navigation buttons:

1. Back button - to cut back page
2. Further button- to scroll through the pages forward
3. Address bar - the place of introduction of URLs that you want to browse
4. Reload - to reload the page currently being browsed
5. Stop - to stop the process of loading the page
6. The Quick Search Box - to quickly find interesting us page



### Most important websites:

#### Onet.pl

One of the leading Polish Internet portals. Conducts informative activity, lifestyle, fashion, automotive, entertainment and much more.

#### G-mail

It is a tool for sending and receiving electronic messages. To sign up visit [www.gmail.com](http://www.gmail.com), find on Create Account, fill out the form step by step and accept the rules.

## **Youtube.pl**

It is the most popular service of music and movies. Home contains suggested to watch movies. There are music videos, funny videos, but not only. It is not difficult to hit on an interesting and useful guides, recipes and educational programs - just type watchword in the search box.

## **Skype**

is a tool for communication. Just download the app and create an account to be able to talk with anyone. With Skype we can exchange messages or lead video call. To download Skype turn on the browser and in the Address field, type: <https://www.skype.com/pl/>. Then click Download and install Skype on your computer. The program will guide you through the process of creating an account.

## **Facebook**

The world's largest social network site. It is used for exchanging information, creating groups and building image. To use it you must register an account with <https://www.facebook.com/> (for this you will need the e-mail address). Simply fill out the form, accept the terms and confirm your registration by clicking on the activation link, which will appear on your e-mail.

## **Gumtree, OLX**

It's the most popular free portals with ads. You will find among other things an apartment and a job. Enter the browser, type: [www.gumtree.pl](http://www.gumtree.pl) or [www.olx.pl](http://www.olx.pl) and choose what interests you. Ads are categorized. Once you select you will be moved to a place with specific offers. On the left side (Gumtree) or at the top of the page (OLX) you can set up their demand for display ads, for example: region or area in case of job advertisements. The service is very intuitive and easy to use. If you are interested in either offer just click it - then it will be full of content.

## **MS Office**



### **Microsoft Word 2007**

This is one of the programs in the package. It is used for text editing. You can use it to create your CV (curriculum vitae). To start working with the editor find it in the Start menu, Programs, Microsoft Office Word, select and start clicking twice quickly left mouse button. It opens a blank window. You'll notice a blinking black line - this is a cursor indicating where text input. To change its location, just click the left mouse button at the desired location. You can use this also arrows on the keyboard.

## I create a CV

### How to create a CV?

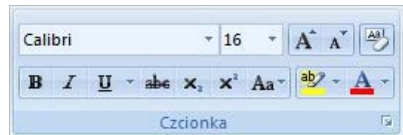
Run the program. Click on the logo in the upper left corner and select New. In the new window, select Installed Templates, locate and select Curriculum vitae and then click Create in the lower right corner. Just complete the required information and add a picture. CV is ready. On the Internet you can download ready-made templates and even create a CV using the wizard.

### Adding photos

On the toolbar, select Insert and select Image. Choose File and Insert. Your picture will appear in the text file. Click on the right mouse button, locate the Text wrapping and select Frame. Now you can put a picture anywhere in the document.

### Font formatting

It is better to set the font before you start writing. You can also do this during the writing by selecting part of the text. Font formatting tool located on toolbar tab in the Home.



Select it from the drop-down list. The most commonly used font is Times New Roman. The next step is to set the font size - typically used to size 12. We can **bold text**, written in *italics* or underline, and change its colour.

### Saving the document

To save a document, you can use the keyboard shortcut <Ctrl + S> or click on the logo in the upper left corner and select Save. Choose a location in which to save the file, give it a name and click on Save.

### I find a job via the Internet

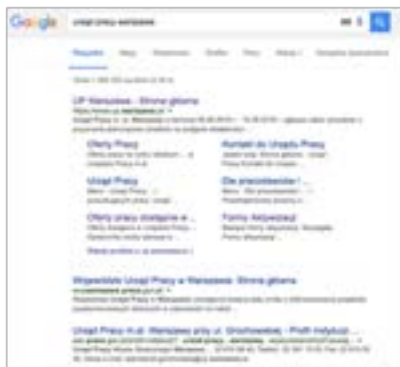
The Internet is a great tool for entertainment, but not only. You easily find here the magnitude of job offers. To start the search, launch the browser. In the address field, type: [www.google.pl](http://www.google.pl). When the page is loaded into the search box, enter key words, e.g.: working Warsaw and confirm by pressing Enter (As you type maybe show you a list of the most common search terms - perhaps one of them interest you too). There is a list of websites with job offers. Click on the desired page to view ads placed there.

### I am looking for a job on the Internet

The first place that comes to mind when looking for jobs is a labour office. Nowadays we can learn about the offers from home - labour offices have a database of ads available to all on the Internet.

## Labour Office Base

To access it, launch the browser and the search engine [www.google.pl](http://www.google.pl). In the search box, type the password, the employment office and the city in which you are looking for employment, eg. Labor office Warsaw. Select the first of the displayed pages and click on Jobs. You will be redirected to the office page - here you need to decide if you are interested in an internship or job. Once you have made your choice browse the available offers. The job descriptions are given detailed requirements, expected salary and the method of application (some employers provide a direct contact, others accept applications only by the Offices).

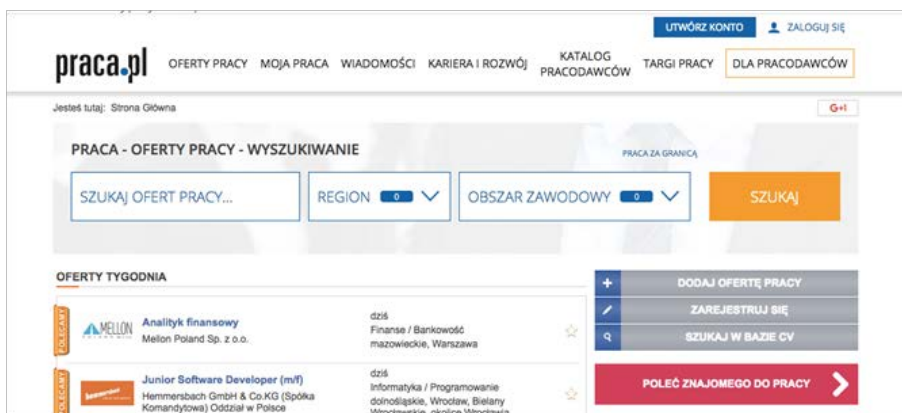


## Other pages

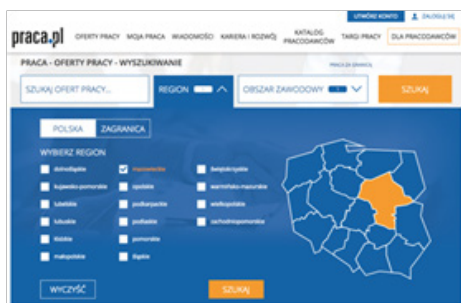
Praca.pl, OLX and Gumtree are the most popular portals of free advertisements. They are divided into categories. Once you select you will be moved to a place with specific offers.

## Praca.pl

In the browser, enter the address: [www.praca.pl](http://www.praca.pl).

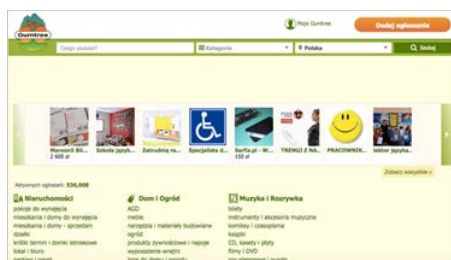


At the centre of the page, select your region and profession.



Below you see a list of offers. Choose whichever interests you and click to view its contents.

Page also has a bookmark with tips - Career and development. You will find tips on how to write a CV (which it included), how to prepare for a job interview or how to handle being unemployed.



## Gumtree

In the browser, enter the address: [www.gumtree.pl](http://www.gumtree.pl). At the top of the page, you can set up their demand for display ads, for example. Region and profession. You can specify a precisely region (eg. The western counties in Mazowieckie). The service is very intuitive and easy to use. If you are interested in either offer just click it - will then be shown the full content.

## OLX

Similarly works to OLX. In the address enter: [www.olx.pl](http://www.olx.pl). On the resulting page, select the category Jobs - develop a list with proposed professions. Click one of them to view the published offer.



## **I'll find a house / apartment / room**

### **Gumtree, OLX**

The finding housing also help you hand Gumtree and OLX. Accordingly, instead of tabs work (see I am looking for a job on the Internet), select Properties and the region which you live. You can accurately determine what you are looking for - an apartment or house, its size, price, number of bedrooms, etc. The content of advertisements usually includes photos and contact the advertiser.

### **Social and communal housing**

Local governments (municipalities and cities) have in their resources, social and /or communal housing. On the Internet you can find the information what you need to fulfil the requirements for such premises but entitled to you but all the formalities you need to do personally in the City Hall or Municipality. To see the criteria, type the search for the keyword: social housing / municipal and city where you want to live. Some offices place on their pages application forms in text files to download - just click on it to start the download. The criteria are set by governments and are not the same for the whole country.

### **I can handle addiction**

If during the serving a prison sentence participated in addiction treatment and/or are still struggling with it you should think about belonging to support group. With the Internet you can easily find such a group.

In browser google.pl enter the password: help with addiction and the city - displays a list of sites where you need to look for information you want. You can add on which you mean addiction – it will narrow the search box and direct you to pages on this subject.

If you live in Warsaw city has prepared a professional informer at: <http://www.uzaleznienia.org.pl/Warszawa/>. Select the area of aid and the address, or for whom the search for and click Browse. It displays a list of places, click on the name to see the details - description of the organization, the forms of assistance provided, etc. Select a bookmark contact to view the address, phone number and the days and hours of the facility.

You can also look for assistance on the website of the Association KARAN - [www.karan.pl](http://www.karan.pl). They have a wide offer for people with behavioural addictions and Centres in Poland. It should also use help lines. To find number on the network, enter the password in the browser, for example helpline alcoholism or enter an address: <http://www.uzaleznienia.org.pl/Warszawa/telefony-zaufania>. Help lines are usually free and operate across the country.



## Youtube – entertainment and development



Youtube is connected mainly with entertainment and funny cinematics, however, for some time a dynamically developing activity of channels with tips and of educational. I order to use the content of Youtube enter [www.youtube.pl](http://www.youtube.pl) in the address field of your browser.

In the menu on the left side you can choose to view the channels and the newly opened page enter the password advice, science, or others that you are interested in. You can also search on the home page - in the upper part of the page there is a field Search. The website works similarly to google.pl and as you enter suggests which search terms are most common. Home also suggests what movies are the most popular.

## Social Media - Facebook, Skype and I

In the previous section you have learned to assume an e-mail. You know that it is necessary to create accounts on social networking sites such as Facebook and Skype.

### Facebook

When you register and sign in to your account you can personalize them, or add information about yourself, add photos, and seek friends. Searching for friends is very simple - just enter Name and Surname at the top of the page in the search box enter. Suitable profile photo makes it easy to find the person you are looking for, especially when it is a person with a popular name. To invite the person to your friends, go to the profile and the bar next to the profile picture click Add Friend.

Once you have added your friends you can talk to them in the chat. A list of your friends is displayed on the right side - the next name appears green dot means that your friend at the moment is active on Facebook. Just click on a friend to this list to start the conversation. To do this automatically opens a window talking in the lower right corner of the page.

To add a profile photo you have to enter in your profile and click on the spot on the photo and select it on your computer.

When you look at somewhere interesting movie or read an article you can share it with your friends by adding a link to your Wall. Just copy the link from the address field and paste it in the status on your Facebook.

### Skype

You can link your account to Facebook to use Skype - enough that you indicate this option when you first use the program. In this situation, your image should

be loaded automatically. If that does not happen you can personalize your account. In the upper left corner of hover and click on your data. This opens up the settings window. To change the image, click to change the picture and select a picture from your computer. You can also set which part of the image will be visible to others.

Skype is used for text chat and video calling, which means that you can talk to anyone anywhere for free. Remember that you need for it the camera and microphone. To search for your friends go to contacts from the menu on the left. On the right side there is a button add contact. Enter the name or e-mail and click the person you are searching and click find. Below you will see a list of people - if you are sure that you've come to the person you are looking for, click on the green button on the right add contact. Done!

The program has a function to set the Status - that is your availability. You can choose from: Available, Away, Do Not Disturb, Invisible (no one sees that currently are available), Not connected (hangs program). To set your status, click on mark next to your picture in the upper left corner of window. You can also add a description, e.g. How are you today.

## **Culture**

The Internet caters to many human needs. Do not forget the direct contact. The network can help you find interesting events in the area. Type in the browser you are interested in place, for example Cinema Kielce. You will see cinemas in Kielce and their repertoire, along with descriptions of your movies. Also easy to find the art galleries, theatres and museums and you are familiar with their offer. Websites of these places are very intuitive and easy to use.

## **Summary**

As you can see, the Internet can serve you for many things - science, entertainment and communication. It is not as difficult as it might seem. Using it is very simple. It is also a great informant, but be careful of sites that mislead. Approach from self-restraint to information on the forums - you never know who posted the information in question and he had intentions. Do not be naive browsing different sites. Never give out your passwords or information about your address. This is very important.

## **Bibliography:**

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2. Self-knowledge

# Konzultačné a informačné centrum EDUKOS

## Eva Vajzerová: Digital competences in prisons

### 1. The intent of the training program:

- **The necessity of digital competences in prisons**
- The information and communication technologies are used in almost all areas of social and economic life. This is implemented through the building, development and use of new electronic/digital services (computers, internet, electronic trade, e-banking, digital TV, mobiles). In this regard the state incessantly tries to modernise its services by electronising them:
- e-government - services provided by the institution of public administration
- e-health - services provided in the area of health
- e-learning - services provided in the educational process

For this reason it is extraordinarily important that persons, who are preparing for their life after release, also acquire education in the area of digital literacy. In spite of the fact that according to the amendment of the law on imprisonment that postulates the establishment of the pre-release departments in which the inmates participate in various pre-release programs focused on the preparation for a smooth transition from life in prison into the life in civil society and leading an independent life afterwards, it is not possible to full extent in Slovakia (and probably also in other post-socialist countries) to fully provide education in the area of digital competence because of the prohibition to use internet in prisons and remand centres. The project of the General Directorate of the Prison Resort on one hand counts on the introduction of a certain form of safe internet with the inmates having access to basic information and consultation services also outside the activities organised within the pre-release department (so anytime in their free time) by means of freely accessible and regularly updated internet page. Besides the safe internet the inmates will also be able to acquire further information e.g. on the current offer of the educational activities in other prisons, the timetable of the day, the prisons policy, etc by means of an information kiosk. However, this project will be launched in two years.

- The digital competences in prisons in perspective of the EU The European Court of Humans Rights in the case of Kalda vs. Estonia ( Application no. 17429/10) where the applicant filed a lawsuit against the prison of Tartu, which had refused his request to grant access to the internet page [www.coe.ee](http://www.coe.ee) ( the Information of Office of European Council in Tallinn) came to the conclusion that the interference with the applicant's right to

receive information, in the specific condition of the given case, cannot be considered as necessary in a democratic society and that the Article 10 of the Convention for the Protection of Human Rights and Fundamental Freedoms was violated in this case.

In relation to this the following statements of the Court are of interest:

- ... the imprisonment sentence obviously includes certain restrictions in relation to the prisoner's communication with the outer world including his/her ability to receive information. It concludes that the Article 10 of the Convention cannot be interpreted as the imposition of general obligation to provide access to the Internet or specific internet pages for the prisoners. However, it at the same time concludes that in the circumstances where access to certain web pages containing legal information is denied, such a denial represents an interference with the right to receive information...
- ...that the Court cannot overlook the fact that in the many instruments of the European Council and other international instruments the public service value of the Internet as well as its meaning in the process of applying a whole range of human rights is acknowledged. Access to internet is increasingly understood as a right whereas initiatives for the development of procedures for the acquisition of a universal access to internet and the elimination of the so-called "digital divide" are developed. The Court furthermore states that this development reflects the important role the Internet plays in the everyday life of all people, e.g. an increasing number of services and information is accessible only via the Internet as well as in the given case the official publication of the legal acts in Estonia was accessible only through the on-line version of Riigi Teataja and not through its printed version...

As a result the digital competences which are nowadays indispensable for everyday life cannot be fully taught in the conditions of the imprisonment sentence. For this reason we extended our PC course with education in the area of digital competence without the possibility of direct internet access by means of simulation and the use of updated designs of banking, electronic purchase, etc. The method of work is quite difficult for the lecturers especially in those areas where the access to internet is indispensable.

The program will enable the inmates to become familiar with at least such a form of new technologies and inform them about the risks related to criminality and in this way improve their re-socialisation and reintegration process after pre-release.

## **2. The objective of the training program:**

The objective of the educational program is to increase the elementary competences and skills of convicts in the conditions without access to the internet in the area of elementary digital literacy and prepare them for an effective coping with personal and societal life after release

## **3. The target group:**

Convicts preparing for release. The conditions for enrolment into the course are basic computer literacy of the participants.

## **4. Methods and forms of work:**

- group work with PC. The preconditions are that all participants have a PC with the operative system Windows 7, eventually Windows 10 with the freely downloadable program Cute Screen recorder in full version. The program Cute Screen recorder is freely downloadable from its manufacturer. Depending on what videos are to be done by means of this program it is necessary that the PC has Microsoft 2010, because the descriptions and playing of the videos cannot be done in Microsoft PowerPoint 2007.
- individual approach with the respect towards the specificities of the participants
- modelling of situations

## **5. Content:**

- **Internet**
- **Browsers**
- **Downloading**
- **Search for information**
- **E-mails**
- **Risks of the internet**

The recommended extent of the course is 21 hours, which means 7 sessions per 135 minutes. The educator should master the Cute Screen recorder program perfectly in order to be able to answer the eventual questions of the students.

A detailed content is provided in the attachment in the form of a PowerPoint presentation with the use of the Cute Screen Recorder

Below you can also find the procedure how to create similar presentations from similar web pages in your country:

## HOW TO CREATE PRESENTATIONS WITH VIDEOS IN POWER-POINT

When creating instructional videos you must first create a video that will be described in PowerPoint. In the presentation of the *Digital competences the videos* were created by a freely downloadable program *Cute Screen Recorder*. Having saved the video in the WMV (Windows Media Video) format and inserted into a PowerPoint presentation, the commentaries were made by inserting squares and blocks of text. It was first necessary to group these squares and blocks of text in order to be able to freely move them later. After that all of these grouped squares with blocks of text were rendered into animated features. The initial features which in our case means an approaching glide and the final features which in our case means a descent. In the framework of the video that we had inserted into the PowerPoint presentation we had to appropriately time the grouped squares so that they would appear only when it was necessary. For example, in the case of the block of text “*Open Start and find the Internet Explorer*”, we wanted it to appear right at the beginning of the video. Since the videos inserted in a PowerPoint presentation can be only one minute long, the longer videos had to be cut via Movie Maker, which is either freely downloadable or already a part of the *Windows*. The videos which were longer than one minute were cut and separately commented in PowerPoint and subsequently again reunited in PowerPoint once they had been saved in the WMV format (Windows media video). In this way we have made commentaries to all the videos and in the end we clicked on File/save and send/create video/ computer monitors and screens HD/create video. PowerPoint then saved the file in the WMV format (Windows media video).

### PROCEDURE:

1. The video is created by Cute Screen Recorder. Only videos in WMV can be stored and described in PowerPoint, therefore it's appropriate to save the videos in this format already as you record them with Cute Screen Recorder. In order to hide the window of Cute Screen Recorder in the video, we used the following keyboard shortcuts in recording videos:
  - ▶ to start: ALT + S
  - ▶ to continue: ALT + R
  - ▶ to stop: ALT + P
  - ▶ to finish: ALT + T
2. Insert the video file into PowerPoint and equip it with commentaries if it has less than one minute. If it's longer than one minute, we use Movie Maker video and cut it into one-minute parts and only then insert commentaries into it.
3. The Videos is equipped with commentaries by inserting squares with blocks of text. To work with them more easily, we must group them and then time

them appropriately. For example, in the case of the block of text “Open Start and find the Internet Explorer”, we wanted it to appear right at the beginning of the video.

4. After equipping the video file with commentaries in PowerPoint save the file in the following way: Save File/Save and Send/create video/computer monitors and screens HD/create video. Those that we have cut into one-minute sequence are at first separately commented and only then save in the same manner. PowerPoint saves the videos in WMV (Windows Media Video) format.

## How to use Cute Screen Recorder

Cute Screen Recorder is a freely downloadable program for recording images of your computer. It offers many functions as for example setting the field that is being recorded, setting the format of the video or adjustment of the sound functions.

- for recording it is sufficient to fill in the basic settings after opening the program
- 1. in the section Screen Region you can set what portion of the screen will the program record. This can be set either by means of numbers which regulate the ration of the image from each side or we can simply draw the field which will be recorded.

Procedure in drawing of the field which will be recorded:

i. click on the Select Region icon

ii. start to draw the field according to your own need

- next there is the option of Show Region
  - this option will highlight for us what field will be recorded by the program, which means the field that we have drawn
  - the last possibility is Close Region icon
  - this icon is the opposite of the previous icon, that means that it will close the highlighted field
2. the second section - Video Option - can set the quality of the recorded video or the speed of the image or the size of the transmitted data per second.
  3. the last setting section is Audio Option where sound settings are done that offer soundless recording, adjustment of hertz or the quality of the sound
    - as the last step it is enough to select the folder where the recorded video will be saved and the just click on *Start* and play the video.
    - by clicking on the *Pause* icon you will simply stop the recording for an indeterminate time and by clicking again on it you will re-start it.

- the *Stop* icon will stop the recording and place the video into the selected folder
- we will find the recorded videos in the selected folder by clicking on *Open*
- once you are done recording click on *Exit* and the program will close itself





# Digital competences

Internet, internet browsers, downloading and information search, e – mail and risks of internet


Prepared by Ing. Eva Vajzerová

## BASIC CONCEPTS:

- ▶ INTERNET – world wide web;
- ▶ SERVER – a network created by means of computers that are mutually interconnected;
- ▶ HARDWARE – parts of the computer thanks to which the computer works, e.g. the graphic card, RAM, computer cores, computer memory;
- ▶ SOFTWARE – the program on the basis of which the computer can be launched and used;

## BASIC CONCEPTS:

- ▶ WEB ADDRESS – it is the address which is entered into the internet browser for example *www.profesia.sk*;
- ▶ WEB/INTERNET NETWORK – it is the interconnection of various servers (that means a network created by means of computers that are mutually interconnected ) by means of the internet.




## What do you need in order to connect to the internet?


- ▶ A computer: desktop computer or a notebook;
- ▶ The program which is necessary to start the computer, internet and other components = software;
- ▶ The connection to the internet is provided by a service provider e.g. Telekom, Orange...

# INTERNET

## THE BASIC SERVICES OF THE NETWORK:

- ▶ www pages (world wide web);
  - ▶ information search;
  - ▶ information download;
  - ▶ e – mail;
  - ▶ internet – banking;
  - ▶ social networks;
  - ▶ e – shop;
  - ▶ telephoning.
- 

## THE INTERNET BROWSER

- ▶ the display of information on the internet by means of a program (browser);
  - ▶ The basic browser in Windows 7 is the Internet Explorer;
  - ▶ Freely downloadable browsers are: Google Chrome, Mozilla Firefox, Opera, Safari, Maxthon, etc.
- 

# Information search

- ▶ open Internet Explorer;
- ▶ write an address in the form of *www.google.com*;
- ▶ write in the column what you are looking for, e.g. traveling schedules, accommodation, rent of real estates, etc.;
- ▶ *http://* is the indication of a non-secure protocole;
- ▶ In case of banks and social networks it is important to notice if the protocole starts with *https://*;



## INFORMATION SEARCH

Prepared by: Ing. Eva Vajzerová

# ACCOMMODATION SEARCH

- ▶ Just like in the previous case we start with opening the Internet Explorer;
- ▶ The first possibility is to open the page *www.google.com* and then enter into the column the word „accommodation“;
- ▶ The second possibility is to open e.g. the page [www.nehnutelnosti.sk](http://www.nehnutelnosti.sk) via the Internet – Explorer browser.



## ACCOMMODATION SEARCH

Prepared by: Ing. Eva Vajzerová

## DOWNLOADING OF INFORMATION

- ▶ Open the Internet Explorer;
- ▶ Write the address: *www.google.com*;
- ▶ After opening the page, enter into the column what we are looking for e.g.: forms, books, laws, recepes, procedures or proposal...;
- ▶ In case we look for books, we enter e.g. *Alice in wonderland* pdf,
- ▶ In case we look for forms, we can enter the following e.g. curriculum vitae in doc, docx, txt, pdf

## DOWNLOADING OF INFORMATION

Prepared by: Ing. Eva Vajzerová

## E – MAIL

- ▶ A form of electronic mail;
- ▶ By means of e-mail we can send various documents, pictures, congratulations, etc;
- ▶ It can be set up for free at *www.gmail.com*, *www.zoznam.sk*, ...;
- ▶ We can also use the programs which are already part of the computer e.g. *Microsoft Outlook*, *Windows Mail*, *Microsoft Outlook Express*.

## E – MAIL

- ▶ The procedure is the same as in information search: we open the Internet Explorer and enter the address: *www.gmail.com*;
- ▶ When setting up an e-mail account, we enter the address in the following form: *name.surname@gmail.com*;
- ▶ We have to use various symbols, numbers, capital and small letters when creating the password;
- ▶ The @ symbol can be entered in two ways:

- Alt V
- Alt 64



# SPAM

- ▶ Is unwanted mail sent via the e-mail. It is a form of misuse of internet communication. The various forms of spam are advertisements, fraud e-mail messages or the sending out of viruses by means of which the sender it can get access to the computer of the recipient and take full control of it, sent from it other e-mail messages or steal personal data and passwords.



# SPAM

- ▶ **RECOMMENDATION:** most of the administrators of e-mail boxes sort out by means of other computers our incoming e-mails on the basis of a world wide lists of e-mail boxes that send unwanted mail (spam). In case we receive such spam into our e-mail box, it is advisable not to open it because it can either damage our computer or we could lose our personal data which can be misused for other purposes.



# SETTING UP OF AN E-MAIL BOX

Prepared by: Ing. Eva Vajzerová

## JOB SEARCH

- ▶ We can look for permanent employment or voluntary work by means of various pages e.g.: *www.profesia.sk*, *www.kariera.sk*, *www.istp.sk*;
- ▶ The social network *www.linkedin.com* is also used for job search.

# JOB SEARCH

Prepared by: Ing. Eva Vajzerová

## THE POSSIBILITY OF OFFERING ONE'S OWN PRODUCTS

- ▶ It is possible to find temporary work for skillful masters e.g. the manufacture of shelves, painting of pictures,... by means of various web pages.
- ▶ It is always necessary to add photographs of one's own products into the profile;
- ▶ The procedure for the setting up of a profile is the same as in setting up an e-mail box;
- ▶ The following belong to the most popular pages offering one's own products:
  - [www.sashe.sk](http://www.sashe.sk);
  - [www.jaspravim.sk](http://www.jaspravim.sk);
  - [www.fler.cz](http://www.fler.cz);

# THE POSSIBILITY OF OFFERING ONE'S OWN PRODUCTS

Prepared by: Ing. Eva Vajzerová

## INTERNET BANKING

- ▶ Is used for effecting bank transfers via the internet e.g. the payment of invoices for the mobile phone operators;
- ▶ First it is necessary to open a bank account e.g. in *ČSOB*, *Slovenská sporiteľňa*, *ZUNO bank* ...;
- ▶ Mbank is a purely internet bank which offers its services via the internet and has no housed branch office;
- ▶ When opening a bank account we (the clients of the bank) receive login data by means of which we log in via its (the bank's) home page e.g. [www.csob.sk](http://www.csob.sk), [www.slsp.sk](http://www.slsp.sk);
- ▶ By means of internet banking we can check the bank transfers in our account e.g. if we have received our salary and if the received amount of the salary corresponds with the **indications** of the employer.

# INTERNET BANKING

- ▶ We never log in the internet banking service via computers in libraries or internet cafes because we could lose the money in our bank accounts;
- ▶ When logging in via the web pages of the banks using the internet banking service we must check if there is **https://** at the beginning of the web page address, if not it means that the page is not sufficiently secure and we should not log in through it, in that case there is **http://** at the beginning of the web page address.

The screenshot shows the CSOB Internet Banking 24 website. The browser address bar displays the URL <https://ib24.csob.sk>. A callout box with an arrow pointing to the address bar contains the text: "Here we can see that there is https:// at the beginning of the web page address and we can log in the internet banking service without any problems." The website interface includes a login section with fields for "Identifikační číslo a PIN" and a "přihlásit" button. There are also links for "Čipovou kartou" and "Změna certifikátu pro přihlášení". The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 11:35 on 20.7.2016.

# LOGIN TO INTERNET BANKING

Prepared by: Ing. Eva Vajzerová

## SOCIAL NETWORKS

- ▶ Are used for communication and meeting with families, friends via the internet;
- ▶ They are also used for job search via the internet;
- ▶ The most popular social networks are *www.facebook.com*, *www.linkedin.com*, ....;
- ▶ when setting up an account/profile we should use our real name and various symbols, numbers, small and capital letters when creating the password;

# SOCIAL NETWORKS

- ▶ Are used for joining various interest groups e.g. the elementary school of Martin Rázus in Zvolen, painters, do-it-yourself groups,...;
- ▶ The procedure for setting up a profile in a social network is the same as in setting up an e-mail box.



# Creating an account in a social network

Prepared by: Ing. Eva Vajzerová

## E – SHOP

- ▶ E – SHOP = electronic shop;
- ▶ By means of the internet it is possible to buy almost all things e.g. electrical appliances, books,...;
- ▶ We recommend to make the purchase only at well-known pages as for example:
  - [www.mall.sk](http://www.mall.sk),
  - [www.alza.sk](http://www.alza.sk),
  - [www.martinus.sk](http://www.martinus.sk),
  - [www.nay.sk](http://www.nay.sk),



## E – SHOP

- ▶ We can make the purchase via an e – shop without or with registration;
- ▶ It is strongly advised to see the conditions of goods reclaim and complaint in case of your disatisfaction before the purchase;



## RISKS OF E-SHOPS

- ▶ If we make purchases via an internet shop where private persons offer goods, we run the risk of not getting what we have ordered.
- ▶ **RECOMMENDATION:** in case a product which is on offer at this page caught our fancy, it is very advisable to read beforehand what other customers say about the purchase or the seller from whom we would like to buy the product. Furthermore, we should not pay in advance (e.g. via a bank transfer) for a product ordered through such an e-shop, but only via cash on delivery either at the post office or to the courier service.





# PURCHASE OF GOODS IN AN E-SHOP

Prepared by: Ing. Eva Vajzerová

## TELEPHONING

- ▶ Telephoning via the internet is almost free because in this case only the monthly internet fee for the internet provider is paid;
- ▶ We can make phone calls either via the social network *www.facebook.com*, via the program *skype*, or *the mobile phone* which is connected to the internet (*smartphone*).

# MAKING PHONE CALLS VIA A SOCIAL NETWORK

Prepared by: Ing. Eva Vajzerová

## COMPUTER CRIMINALITY

- ▶ In Slovakia all legal punishments for the misuse of internet and computer criminality are dealt with in the Criminal Law no. 300/2005 that has been in effect from 1st July, 2016;
- ▶ **Computer criminality** – the commission of criminal acts via computers and the internet. Its various forms are:
  - Economic criminality – e.g. issuing of fake invoices, frauds with storage supplies, tax frauds...;
  - bullying, blackmailing;
  - Creation, dissemination and selling of child pornography;
  - Falsification of documents and postal stationeries...

## HIGHER FORMS OF COMPUTER CRIMINALITY

- ▶ **Attacks on computers, programs, data, communication devices: e.g. :**
- ▶ **Pharming, phishing, or the creation of duplicates of payment cards (skimming) and most often thefts of bank data or personal data which are later misused either in drawing money from your account, selling your property or in signing various contracts in your name either with the providers of mobile phone services or banks offering loans and credits;**



## HIGHER FORMS OF COMPUTER CRIMINALITY

- ▶ **Unauthorised use of a personal computer or a communication device – it is the use of a stolen computer or a communication device ( mobile phone, tablet);**
- ▶ **Scaremongering – it is the spread of fake news ( hoaxes, starters) which require the participation of the police and/or the army. These pieces of fake news are sent via e-mail, social networks,...**
- ▶ **The theft of a computer, program, data, communication device ( mobile phone, tablet);**

## COMPUTER BANK THEFTS

- ▶ **PHISHING** – a person gets a fake e-mail which invites the bank account holder to change his/her bank account login password,
- ▶ **RECOMMENDATION**: in order to protect ourselves we need to know that no bank asks its clients to change such data by means of an e-mail, post, SMS or phone call. This information can be changed only at a personal visit of the client to the bank.




## COMPUTER BANK THEFTS


- ▶ **PHARMING** – in this case the criminal can steal from you all your money deposited at your bank account. This can be done in the moment of opening the web page of your bank. In this moment the criminal can re-direct you to his/her page which looks exactly the same as the web page of your bank.
- ▶ **RECOMMENDATION**: this can also be avoided by making sure that the page you are opening has the protocole <https://www.csob.sk> and NOT <http://www.csob.sk>, in this case it is strongly advised not to open this page and not to enter any login data such as the login name or password to the bank account;



## COMPUTER BANK THEFTS

- ▶ **THE INTRUSION OF A THIRD PERSON IN THE COMMUNICATION WITH THE BANK (SPOOFING)** – in this case the communication between the client and the bank is disrupted. The identity of sent messages is changed which means that the messages appear to have been sent by the bank even though in reality it is a third person who is between you and the bank who has sent them.
  - ▶ **RECOMMENDATION**: these messages are not be answered and it is the same as in the case of phishing.
- 

## COMPUTER BANK THEFTS

- ▶ **THE CREATION OF DUPLICATES OF PAYMENT CARDS (SKIMMING)** – in this case a fake payment card is manufactured which can be used in the same way as the original payment card issued by the bank. In this case it is not only the data on your payment card which are stolen but also the PIN code.
  - ▶ **RECOMMENDATION**: in this case it is necessary to cover the keyboard when entering the PIN code when using the cash machine. An unauthorised device which the criminal has installed in the cash machine can easily scan your PIN code unless the keyboard is covered in the moment of entering the PIN code on it.
- 

## COMPUTER BANK THEFTS

- ▶ In case of loss or theft of the payment card or its non-return from the cash machine it is strongly advised to visit or call the bank and have it blocked. However, the card is already invalid, if we find it again.
- ▶ If we come across any bank transfers at our bank account which are not related to e.g. our ATM withdrawals or our purchase payments, we also have to visit or call the bank to have our payment card blocked.

THANK YOU FOR YOUR  
ATTENTION