

Social sensitization - tolerance improving, anti-discrimination training for the majority society



(curriculum)

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Authors

Stefa Kondrotiene, LPF “Garsycios grudas” (LT)

Paulina Kuczma, Slawek Foundation (PL)

Zuzana Kršková, Konzultačné a informačné centrum EDUKOS (SK)

Otília Škarbová, Konzultačné a informačné centrum EDUKOS (SK)

Lenka Ouředníčková, Rubikon Centrum (CZ)

Mészáros Mercedes, Váltó-sáv Alapítvány (HU)

Compiled by Váltó-sáv Alapítvány (HU)

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Social sensitization - tolerance improving, anti-discrimination training for the majority society (curriculum)	
The objective of the training program	<p>Active change of the basic components of the attitudes towards (ex)convicts: development of non-discriminatory attitudes, reduction of prejudice and development of empathy and communicational skills in relation to the (ex)convicts.</p> <p>Make the participants more sensitive towards problems of minority groups, especially offenders, prisoners and released, deviants, strengthen their tolerance, make them aware of their prejudices, handle them and if it's possible decrease them. It's a goal that they could recognize discriminative situations, and they would be able to prevent, handle them. Participants become more sensitive towards the topic and field. The training focuses on decreasing prejudices towards offenders, prisoners and released.</p>
The intent of the training program	<p>To identify and implement the basic approaches in communication with (ex)convicts with an emphasis on the elimination of barriers and discrimination and the reduction of the existing prejudice, increase in empathy and prevention of conflicts and aggression.</p>



Competencies that can be acquired during the training	<ol style="list-style-type: none"> 1. Participants of the training get help to understand the mechanism of the formation for prejudices, to recognize and handle their own prejudices, make them more sensitive towards problems of people who are members of an excluded minority group. 2. After the training participants will be able to recognize discriminative situations, and they will be able to prevent, handle them. 3. After the training participants will be more sensitive towards problems of minority, underprivileged and/or groups with difficulties (especially offenders, prisoners, released, deviants, etc.); they will be able to handle, decrease their own prejudices. 4. The training focuses on decreasing prejudices towards offenders, prisoners, release. Participants will get concrete knowledge about the situation, problems, motives of the target group, moreover, they will get personal experience by meeting with the minority group (personal, games, practices, etc.).
Target group	<p>Anyone, who is interested in the topic and in the field. Employers, juveniles and people working on helping field are in focus.</p> <p>In details:</p> <ul style="list-style-type: none"> • juveniles (high school students, university students) • professional workers (social, prison resort, labour market, educational etc. areas) • employers (potential and actual) • representatives of NGOs' • representatives of for-profit sphere • members of the majority society.
Number of participants	Max. 15 persons per group.

Criterion of joining the programme	<p>It's not restricted to educational or professional qualifications, medical fitness. Existences of reading-writing skills (reading comprehension, text creation) are needed for latching on to the programme.</p> <p>There is no other, expected knowledge except Practise Interviews Days which can be chosen as a method of personal experience. The participants in this part have to be able to lead a job interview (knows the protocol of job interview, has already participated on a job interview as an employee or an employer).</p> <p>Other criterion:</p> <ul style="list-style-type: none"> • ensuring that the participant will participate on the whole training • applying, participating on the training is a voluntary taking.
Criterion of participating on the programme	<p>Personal presence (it can't be done with distance learning, presence on the contact lessons are needed).</p> <p>Permissible absence: 20% of contact lessons, so 2 hours.</p>
Training hours	<p>10 hours per training (one day workshop)</p> <p>Theoretical lessons: 5 hours</p> <p>Practical lessons: 5 hours</p> <p>Overall: 10 hours</p>
Form of the training	Group training



Main methods of training	<ul style="list-style-type: none"> • large group processing – plenary work • small group processing • personal processing • situation games / role-playing games • lecture, frontal work • personal experiences • short movies' analysis (max. 10 minutes) • interactive discussions • living library or testimony program • prison visiting • board game • job interview • Brainstorming, discussion, explanation, individual work: work sheets, diagnostic methods: tests, evaluation of read text, case studies, read texts, metaplan method, staging method, active listening.
Modules (curriculum units)	<p>1st module: Stereotypes, prejudices, discrimination – theoretical basis</p> <p>2nd module: Personal experiences, sensitization</p>

1st module:	Stereotypes, prejudices, discrimination – theoretical basis
Goals of the module	<ol style="list-style-type: none"> 1. Participants of the training get help to understand the mechanism of the formation of prejudices, to recognize and handle their own prejudices, make them more sensitive towards problems of people who are members of an excluded minority group. 2. After the training participants will be able to recognize discriminative situations, and they will be able to prevent, handle them. 3. Become aware of the triggers of discriminatory behaviour and thereby avoid conflicts in the process of communication.

Content of the module	<p>Acquisition, application of concepts, contents, such as:</p> <ul style="list-style-type: none"> • Generalisation, stereotypes, prejudice; • What is discrimination? Forms of discrimination (direct, indirect) • Distorted perception of the other person; • Errors in social perception (the effect of intentionality; the first impression; the halo effect; the effect of position; the effect of similarity; the effect of goodness; the effect of generalisation; the effect of desire; the effect of sympathy and antipathy); • Scale of values, morality, faith, the conflict of values; • Holding of power and abuse of power; • Lack of information, disinformation, conflict of information; • Conflict of interests – the conviction that in order to satisfy one's own interest people have to fight against other people; • Public perception of the former prisoners • Reasons of prejudice; • People getting released from detention and discrimination; • Social integration: its concept, advantages, disadvantages, objectives.
Used methods	Brainstorming, discussion, explanation, individual work: work sheets, analysis of a read text, case studies, work in a big group, work in small group, and work in pairs.
Training materials	Work sheets, texts, case studies, handouts, leaflets, films, articles. See the Annex 1-2!

Other equipments	<p>The classroom should be equipped with mobile furniture so that it can be freely adjusted to the work with the target group (tables and chairs arranged into a circle), eventually to the work in small groups. It is necessary to use various relaxation games and activities during the program with this target group, therefore the classroom should be big enough to enable the performance of these activities.</p> <p>Minimal required technical equipments: PC, data projector, flipchart paper or traditional writing tools, markers, wrapping paper, office paper, stickers, magnets, scissors, pens, pencils, colour crayons, coloured cards; Computer, multimedia, internet.</p>
Number of theoretical lessons	2 hours
Number of practical lessons	3 hours
Verification of finishing the training	Issuing certification after finishing the two training unit. Criterion of giving a certification during the training is participating on the 80% of the 10-hour-training. So the total absence can't exceed the 20% of the hour number of the training programme (2 hours).
Other notes regarding the module	-



2nd module:	Personal experiences, sensitization
Goals of the module:	<ol style="list-style-type: none"> 1. Participants will get personal experience by meeting with the minority group (personal, games, practices, etc.). 2. General goal: changing attitudes, destroying prejudices. <p>Detailed:</p> <p>→ destroying prejudices and common way of thinking about the ex-offenders, which usually suppose that the ex-offenders are not willing and able to work.</p> <p>→ the personal meeting also eliminates fear – fear based on the idea that people with criminal record are always bad and dangerous, because people don't have experiences, they are "impersonals", the experiences coming from media are the dominant.</p> <ol style="list-style-type: none"> 3. Own experiences can provide help for personal meetings with deviant target group members who are hardly accessible for inter-personal meetings, moreover, it gives you an opportunity to be a part



Content of the module	<p>1. Practice Interview Days (PID) – (see Annex 3-6) (Rubikon Centrum, CZ)</p> <p>2. Discussion about case studies (Annex 7, (Slawek Foundation, PL; Annex 8, Váltó-sáv Alapítvány, HU)</p> <p>3. Testimony (Annex 10, Slawek Foundation, PL)</p> <p>4. Meeting with perpetrator / released / ex-criminal / addicted / deviant target group - interactive conversation (Váltó-sáv Alapítvány, HU)</p> <p>5. Change-Fever: board game for preparation for release – general description, introduction (goal, content, challenges, rules, accessories, role of game leader). Change-Fever: own personal experience (http://www.preproject.hu/PDF/O2-Opportunities%20in%20preparation%20of%20release.pdf, 4-20 p., Váltó-sáv Alapítvány, HU)</p> <p>6. Visiting a penal institution (familiarizing with totally closed institutions with getting personal experiences, sensitization, social awareness raising) – facultative part (Váltó-sáv Alapítvány, HU)</p> <p>7. Short film, spots (http://www.rubikoncentrum.cz/pozitivni_pribeh.php, Rubikon Centrum, CZ; http://www.valtosav.hu/tevhitek.html, http://www.valtosav.hu/kiallitas.html, Váltó-sáv Alapítvány, HU)</p>
Used methods	<p>1. A trial working interview between employer (real representative from business companies, or someone who hold the position of an employer) – candidate (as a potential employee). It has a format of speed dating.</p> <p>2. Discussion / experience sharing after the personal experience gained within PID.</p> <p>3. Case study (discussion)</p> <p>4. Metaplan</p> <p>5. Testimony</p> <p>6. Conversations with target groups</p> <p>7. Change-Fever: board game</p>
Training materials	See the Annexes 3-10!

Other equipments	<p>two rooms, chairs, small tables, papers, pens, CV of candidates</p> <p>2 meeting rooms, a meeting room for the interviews (6 tables, with each table, 3 chairs), Room B as a base for candidates with tables and about 10 chairs</p> <p>Flipchart, Post-it, Pens</p> <p>Change Fever- Board Game</p> <p>Annexes</p>
Number of theoretical lessons	4 hours
Number of practical lessons	1 hour
Verification of finishing the training	<p>Issuing certification after finishing the two training unit. Criterion of giving a certification during the training is participating on the 80% of the 10-hour-training. So the total absence can not exceed the 20% of the hour number of the training programme (2 hours).</p>
Other notes regarding the module	<p>The specified contents and methods are optional; in fact all of them can not be used during only one training. Different options are arising in the case of different countries, groups, trainings. We actually edited an offer list from the best practices.</p> <p>The method of PID doesn't have to be suitable for all type of participants. The participants in this part have to be able to lead a job interview. On the other hand is not necessary, that all participants are employers or HR specialist. Clear structure and role of both groups (people with a criminal past and participants) will help overcome shyness and enable participants to ask various questions, including questions about criminal past.</p>

Description of the performance evaluation system	Criterion of giving a certification during the training is participating on 80% of the 10-hour-training. Since personal experiences and activity are important in the training, performance can't be measured like that. So the issuing of certification about finishing the training: the total absence can't exceed the 20% of the hour number of the training programme (2 hours).
Conditions of training transaction Personal conditions	2 professional helpers with any kind of higher education in a human area are needed for carrying out the training. In case of the educator at least 1 year professional practice, at least 1 year tutorial practice, at least 1 year adult educational practice are needed.
Material conditions	<p>A classroom with moveable furniture, which is capable for placing the group and the educators (1,5 square meters/person). The lighting of the classroom has to be corresponding with the safety and ergonomic standards. The chairs in the classroom have to be able to be placed in a circle and divided too.</p> <p>Minimally required equipments: moveable desks and enough desks, chairs for the 15+2 people, blackboard (it can be substituted by flipchart paper or other kinds of equipments which can be used for writing), or other substituting transporting equipment(s), training materials based on the used methods, exercises (copied papers, paper based, for practices, exercises, etc.). Blackboard or flipchart, laptop and projector are needed on the location.</p> <p>The printed/electronic lecture notes are assured by the training transacting organizations.</p> <p>For especially Practise Interview Days is needed in addition: 2 meeting rooms, a meeting room for the interviews (6 tables, with each table, 3 chairs), Room B as a base for candidates with tables and about 10 chairs.</p>

Annexes

Annex 1 – Exercises for the 1st module – Stereotypes, prejudices, discrimination – theoretical basis (Konzultačné a informačné centrum EDUKOS, SK)

Exercise No 1

Triggers of discrimination

Objective:

Become aware of the triggers of discriminatory behaviour

Description of the exercise

We know various triggers that can lead us to discriminatory behaviour and to misunderstandings, even conflicts with other people.

The participants are told to write down on two pieces of paper that they were given before what they think can be the reason why they might treat in the same situation a certain individual differently than another individual. They should write one trigger on one piece of paper.

After they comment their pieces of paper and stick them on the board. The lecturer will then try together with the participants to find common features in the answers on the basis of which categories can be created which the lecturer in the end summarises:

Conclusion:

Discriminatory behaviour can be stimulated by:

- Supposed difference, distorted perception of the other person, non-acceptance and rejection of the behaviour and difference of the other side.
- Our scales of values, morality, our faith, what we like and what we despise, life style that we consider to be correct, our ideals.
- Power is a source of misunderstandings if it is abused in dealing with clients. We will talk about why power is a source of misunderstanding, how it can be and is in dealing with the members of the target group abused, how important is to relax the power that we have as more privileged members of the society, officers, counsellors, social workers, etc. and so avoid unpleasant situations.
- Lack of information, disinformation, drawing different logical conclusion, selective perception of information and data, other approaches to obtaining information and their interpretation;
- Conflict of interests that arises from the perception of incompatibility of the

needs of people in the given situation. It comes into being when people are convinced that in order to satisfy one's own interests they have to fight against other people.

Exercise No 2

The halo effect

Objective:

Become aware of one's own mistakes in the social perception

Description of the exercise

The lector will give the following task:

Imagine that you have seen somebody in the street coming with a halo. On the basis of this idea create a list of his/her characteristics.

Each participant individually creates a list of characteristics according to his/her own consideration and then presents it.

The lector summarises:

Nobody's list contains any mention that he/she was a drunkard, a thief, or womaniser/nymphomaniac or that he/she commits financial frauds. How come that we have inferred all of this about him/her? We only have one piece of information about him/her – the halo. His/her halo is the determining, central defining feature on the basis of which we create the image of the whole personality and add further characteristics in such a way that they correspond with the central feature. This is because we have the tendency to create individual and consistent images of personalities. This is called the halo effect.

The halo effect is a systematic error in the evaluation of people in which one personality feature assumes a dominant position leaving all the other characteristics in the background. This feature then determines the overall impression and influences the perception of the other personality traits.

Exercise No 3

The first impression

Objective:

Become aware of the errors in social perception

Description of the exercise:

The lector will show the participants the face of a strange person for cca. 2 minutes. Then he puts away the image and asks the participants to write what they think about the person: what is his nationality, what is his job, what are his character traits. When presenting their ideas the lector asks them especially why they thought it, according to what they thought it and on the basis of what they have drawn these conclusions.

At the end the lector will summarise:

The first impression about a person is a mechanism of quickened perception of another person in whatever situation where we meet people that we have not met before and have no time for a thorough analysis. The meaning of the first impression is to choose an optimal model of behaviour in communication with them. In the process of getting to know each other the emotional mechanism precedes the logical one. We create the first impression on the basis of an overall external observation and we compare the results of our first impression with an internal data base of prefabricated stereotypical inferences about external characteristics and their corresponding models of behaviour. The first impression is many times in the process of evaluating other people the strongest and the most important moment, especially in cases where we do not develop further relationships with these people later. It is formed in the first 30 seconds or 4 minutes and it can influence our opinion for many years. In the chronological sequence of receiving information the first impression is as a rule stronger than the last impression.

Exercise No 4

The effect of generalisation

Objective:

Become aware of the error in social perception

Description of the exercise

The lector will divide the participants into pair and give each pair a work sheet with the following words:

A dark-skinned person
A blond woman
An old man with wrinkles around his eyes
An older grey-haired man
A plump older woman
A person with glasses and a high forehead
A woman with full lips
A hairless robust young man
A woman with a sharp nose and protruding chin

The lector will tell the participants to discuss in pairs what they would think about each person, what characteristics they would attribute to them.

In the end the lector with each pair discusses their opinions and presents the theory of the effect of generalisation: it is a psychological interpretation of the physical traits of the perceived persons. When perceiving and judging other persons their physiognomy, mimics, looks, colour of voice and body languages becomes the basis for this process. It is important what impression the person leaves e.g. if he/she is slim (fat), small (big), robust. The lector can name the following tendencies:

- Attribute to dark-skinned people hostility or a lack of friendliness and a lack of humour.
- Attribute to blond-haired people various auspicious qualities. In literature there is a tendency to depict blond-hair persons as heroes and villains as dark-haired or dark-skinned persons.
- Perceive faces with wrinkles around the eyes as friendly, full of humour and frivolous.
- Perceive older men as more noble, more responsible, more educated than younger men.
- Perceive older women as motherly.
- Perceive people who wear glasses or have a higher forehead as more intel-

ligent, more reliable and more diligent.

- Perceive smiling faces as more intelligent.
- Perceive women with fuller lips as more sexual and with thinner lips as asexual.
- Perceive protruding lips as a sign of vanity, lustfulness and amorality.
- Attribute to every African face (black face) superstitious, religiousness and frivolity.
- Faces that are adequately formed relative to the position of the nose, shape of the chin, etc. are connected with more auspicious qualities than other faces.

Exercise No 5

The effect of similarity – projection

Objective:

Become aware of errors in social perception

Description of the exercise

The lector will present a saying: „According to myself I judge you“. Then a discussion with participants follows about what it means. Then the lector concludes that the effect of similarity is a tendency to perceive and evaluate others according to oneself, especially if one sees even minor similarities.

Exercise No 6

The effect of position

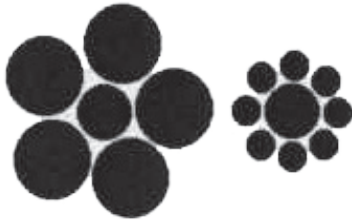
Objective:

Become aware of errors in social perception

Description of the exercise

The lector will show the participants a picture and give them the question which inner (central) circle is smaller.

After the answers of the participants he continues:



Just as the inner circle in the picture on the left seems mistakenly smaller among bigger circles than the same circle on the right among smaller circles, so we have a tendency to perceive differently the winner of a marathon run in a smaller town in Slovakia and a marathon runner who finishes last in a run at the Olympic games, even though they both had the

same time and gave the same performance. Likewise we have a tendency to judge more negatively people who associate with our enemies and more positively people who associate with our friends. Sometimes people are also judged by the company that they were seen in. In the collective we often judge according to people with whom they meet, according to the so-called referential group. If we are at odds with their referential group, then we also find negative traits in the individual. The popular saying goes: „A crow looks for another crow”..

Exercise No 7

Auction of values

Objective:

Become aware of possible triggers of discriminatory behaviour

Description of the exercise

The lector will give the following question:

- What do you understand by the term value? (essential and long-lasting attitude towards the world, nature, interpersonal relationships as well as one's own position and mission in this world)
- What is of value for people in life? What values do they have? - the lector writes down the answers on the flipchart board. This will be a tool for later individual work.

Instruction: the lector is going to ask the participants to create for themselves their own scale of values, attribute a monetary value to each of them and then obtain these values in an auction. The participants will obtain a symbolic sum of 5 000 € to obtain these values at the auction. The bidder can describe the various values in order to increase the effect.

Conclusion:

The discussion about the auction of values can be focused on the following: conflictual values, what values can cause the discrimination of another (relationships, moral values, value of consumption, religious ideals, the desire for power, searching for the truth, one's own wellbeing....)

Exercise No 8

Work with power

Objective:

Become aware of the possible triggers of discriminatory behaviour

Description of the exercise

The lector will hand out the participants a case study: a late arrival of a Romany, a former convict, at the Labour office.

Case study

Mr. Gejza Lakatoš is a Romany who has been recently released from prison. He regularly arrives late to his meetings at the Labour office. He has not worked for a longer time and you are convinced that he does not want to work at all. You personally think that all Romanies are thieves and loafers.

Gejza and all his family are paid from your taxes.

Today you have had a hard day.

You do not feel very well.

It is exactly 3 o'clock p.m. and you are about to leave for home when Gejza arrives into your office.

He has been late for 2 hours.

Gejza is aggressive, the tension is rising and the situation is escalating to the point that you are forced to call the police....

The lector discusses with the participants the following:

Why did this situation develop?

Who was responsible for the incident?

Who had power? Why?

Could anything be done about it?

How could we characterise power? (the ability and possibility to realise one's

power, influence the activity, behaviour of people by means of some instruments – authority, right, violence)

What types of power do you know? (power on the basis of rules, position, authority, social privilege and physical strength)

Conclusion:

Power connected with love and acceptance creates authority. Power which causes fear or maintained by fear is violence. Let us relax the power and give the members of the target group a feeling of importance.

Exercise No. 9

Conflict of information

Objective:

Become aware of the possible triggers of discriminatory behaviour

Description of exercise

The lector reads a text to the participants which they analyse together:

Text

Chris is in charge of the Social office. She is asked to come to the director's office and is accused of not being able to react adequately to an ineffective member of the team. The colleagues as well as clients complain of a lack of understanding for the questions of clients. Chris learns that the misunderstandings arise from an insufficient knowledge of the principles of effective communication and that there is a suspicion that her inability to hear out the clients properly is due to this lack of knowledge. One hour later the people in the canteen see that Chris is unusually rude and angry and complains about the quality of the served food (which the management always considered to be excellent) and a poor level of hygiene. A plate with food is thrown into the lap of a waitress just in the moment when the security guards of the office appear on the scene... Chris bursts in tears.

Questions of the lector:

1. Did Chris have a talk with the director?
2. Did the talk take place in the office of the director?
3. The others think about the ineffective member of the team that he covers up his insufficient knowledge of the principles of effective communication.
4. At least one person is dissatisfied with the standard of services, provided by at least one member of the team of the social office.

5. The accusation is so unjust that one hour later Chris takes out her suppressed anger on innocent workers of the canteen.
6. The complaints of Chris about the quality of food are unfounded.
7. Chris has thrown a plate at the waitress in anger.
8. The arrival of the security guards of the office signals an unpleasant escalation of the situation.
9. In the moment when the security guards arrive Chris realises that the situation got out of control and breaks down.

Conclusion:

Our opinion which we form about what is going on around us or with whom we meet can be different from the opinion of others. It is formed by means of different logical conclusions from the same or different pieces of information, by means of different interpretation of data.

Depending from whom we have the information, how we interpret the situation that we have seen or heard, we obtain different information on what is going on and so form different opinions on various events. We have different sources, we all believe somebody else, we have lots of reasons why we consciously or unconsciously distort information and create different opinions. We all attribute importance to different pieces of information. It is therefore obvious that we on the basis of what we have heard can have a totally different opinion about what has happened as the person who was actually there, saw it and participated in it. Then on the basis of these different opinions we can have also different attitudes that discriminate the members of the target group.

Exercise No 10

Conflict of interests

Objective:

Become aware of the possible triggers of discriminatory behaviour

Description of the exercise

The lector will divide the participants and tell them to push hands. Normally the situation ends with one person winning. The lector points out that the same situation happens in life. Even though that the instruction was only to push hands, the participants understood the instruction as „compete and win“. Also in life we have many times the feeling that in order to satisfy our needs, interest we have to fight with others. However, we should try to find ways how to satisfy these needs without threatening and limiting the needs of other people.

ple. Taking into consideration the interests of the members of target group it is important to realise which interests are common to all of us and build our cooperation on them.



Annex 2 – Discrimination – a source of conflict (LPF “Garsycios grudas”, LT)

Introduction

Discrimination - it's rights reduction or deprivation of a certain group or her individuals belonging to it on any attributes peculiar to them, the negative behaviour toward the group or its members and activities, where one of the members deprived of the opportunity, which are open to others, differences, formation of unequal conditions for persons (Lawthom 2005; Myers, 2008 and others), incorrect, negative or disadvantage affecting members of the group action, simply because they belong to a different group, actions, when treated with some worse than others. Thus, the following components of this phenomenon: uniqueness from dominant group, unequal, unfair behaviour, harm doing for features holders. This can be permanent criticism of work results and personal characteristics, excessive control, workload bigger than for any other, forcing to work someone else's work or engage in activities that demean human dignity. Discrimination or oppression expresses power relations, it is the power of stronger over weaker. This relation may affect the existence or absence the rights, the psychological advantage over oppressed person. Therefore, discrimination in employee relations we also can to highlight how oppression at work.

Discrimination - social conflict

Discrimination can be defined as boundaries of personal conflictual relationship growing up to social phenomenon, causing interpersonal and intergroup tensions; discrimination - is a social conflict, based on the wrong person or group treatment.

Actions intended to cause for the victim or victims unpleasant feelings, pain, referred as aggression, violence. Aggression - hostile behaviour, which is characterized by audacious demonstration of superiority or even force using toward another person or group of people. The goal of this behaviour is to hurt another person psychologically or physically.

RESEARCH - “Adaptation of convicted persons into the labour market”

Research objects:

- **Public reaction to the convicted persons;**
- **Problems with which facing convicted persons;**

An anonymous questionnaire

I. PUBLIC OPINION ABOUT CONVICTED PERSONS

1. **Sex** ☐ man ☐ woman
2. **Age** ☐ 18-25 ☐ 25-35 ☐ 35-45 ☐ 45-55 ☐ 55-65 ☐ from 65
3. **Education** ☐ secondary ☐ higher ☐ college ☐ other
4. **Did you ever have dealt with convicted persons?**
If you answered affirmatively:

4.1. What is/was the relationship that you share?

☐ family member ☐ relative ☐ friend ☐ familiar ☐ working relationship / other

Do you have a relationship with him/her?

☐ yes ☐ no ☐ other _____

Whether your relationships were affected by the fact that a person has a criminal record?

☐ yes ☐ no ☐ other _____

5. What is your opinion about the convicted persons?

☐ condemning ☐ avoid ☐ afraid ☐ tolerate ☐ depends on the personality
☐ other _____

6. Will your relations change with familiar / friend, if you find out that he was convicted?

☐ will not change
☐ I will break up the relationship
☐ I could not trust him, I will avoid him
☐ other _____

7. What circumstances will affect the relationship with the convicted persons?

☐ offense for which the person was convicted
☐ personal characteristics
☐ activity of person, his lifestyle
☐ sentence duration
☐ other

8. How would you react if your neighbour had a criminal record? What steps would you make??

9. What will you recommend to your friend, who supporting contacts with the convicted persons?

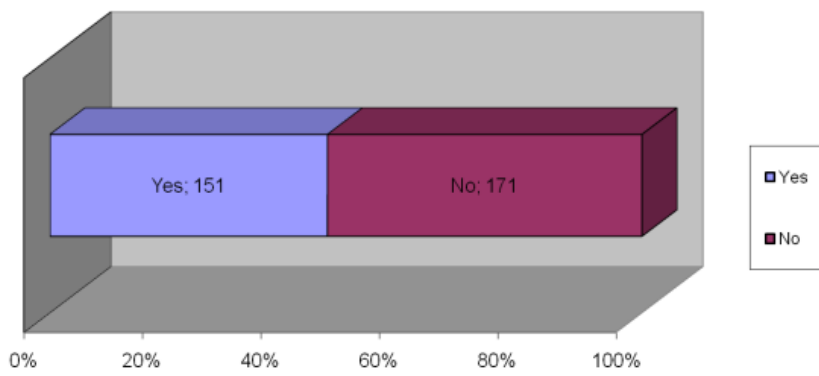
10. Does the person who once made a mistake has the opportunity to change?

yes no

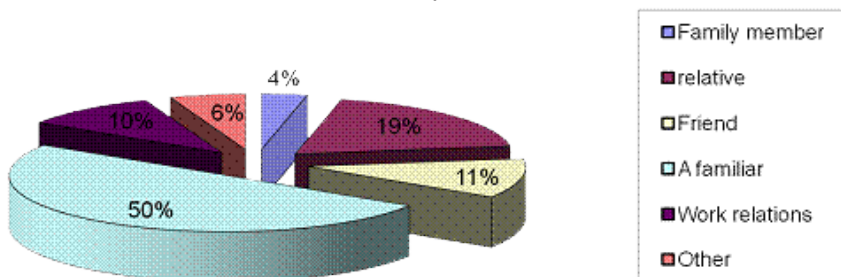
QUESTIONNAIRE RESULTS

In the survey were involved 322 individuals. By sex: 132 - men, 190 - women

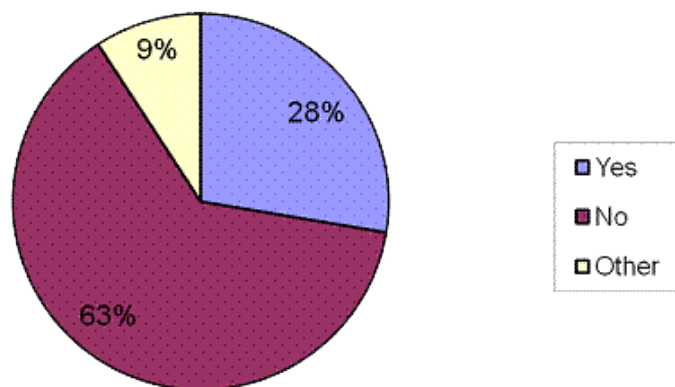
Did you have to face the persons with previous convictions



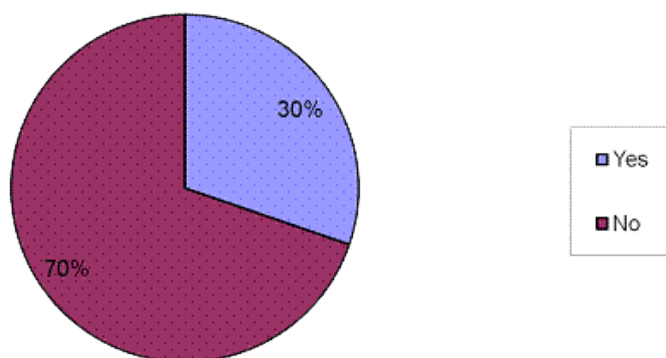
Connections are linked respondents with convicts



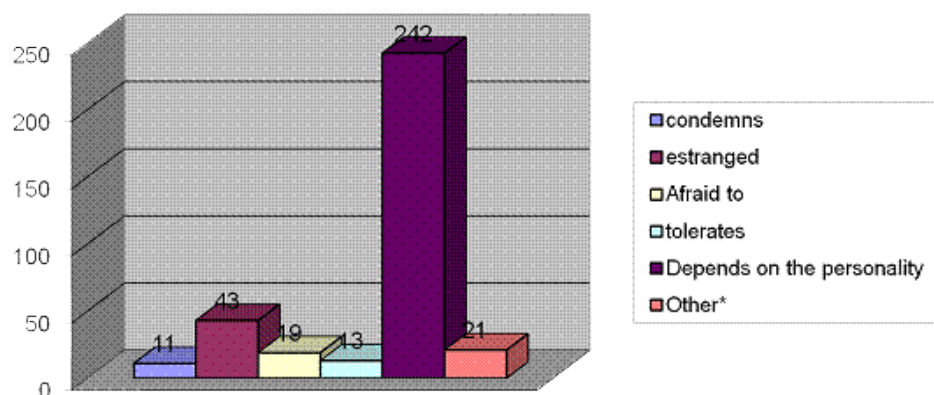
Do you have a relationship with the convicts?



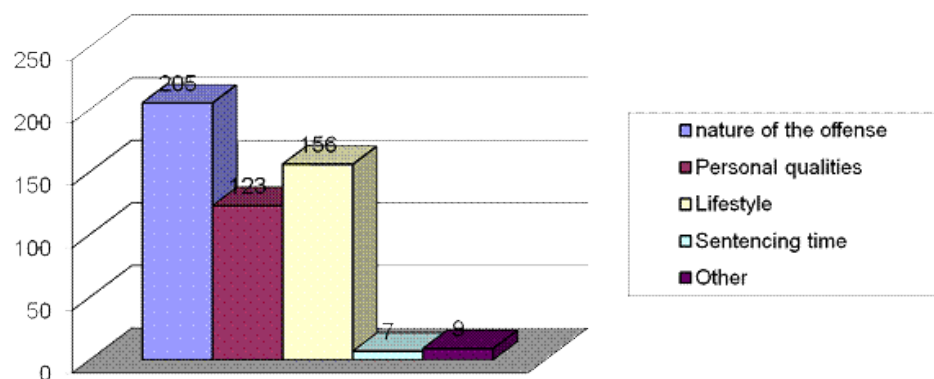
Are relationships affects that a person convicted?



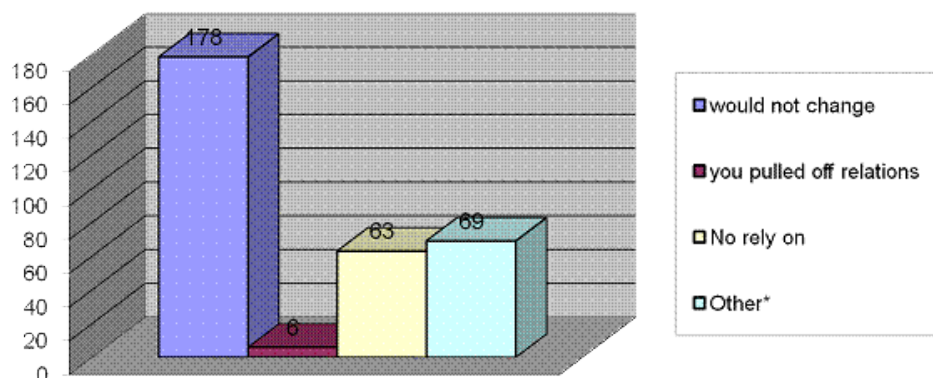
Respondent's opinion on convicted offenders



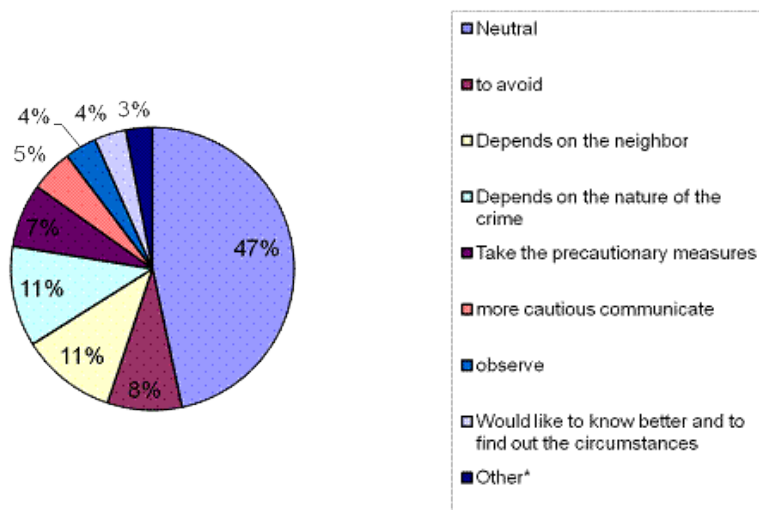
Hate circumstance assumptions that affect relationship with the convicted persons



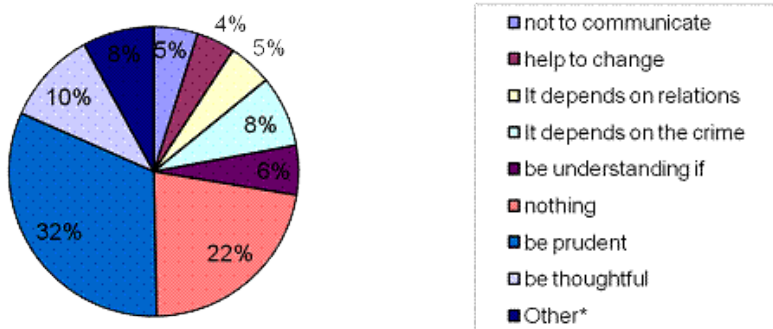
Are you familiar with the change in relationship or a friend to learn that he is convicted?



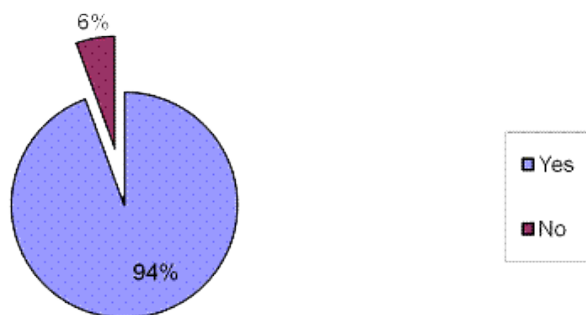
Reaction becoming aware hat the neighbor is convicted



Tips for a friend who is in contact with convict



Does the once was wrong person has the opportunity to mend?



SURVEY FINDINGS

- Public relations and treatment toward convicted persons, in particular, depends on the personality (the prevailing opinion of the respondents (71%). A small number of interviewed persons indicated that they avoid convicted persons (13%), regardless of the circumstances.
- The prevailing opinion is that the assessment of individual is influencing not by the fact that person is convicted, but by his way of life, activities, personal qualities.
- The public tends not to disrupt existing relationships, when they find out that the person has been convicted (55% of respondents).

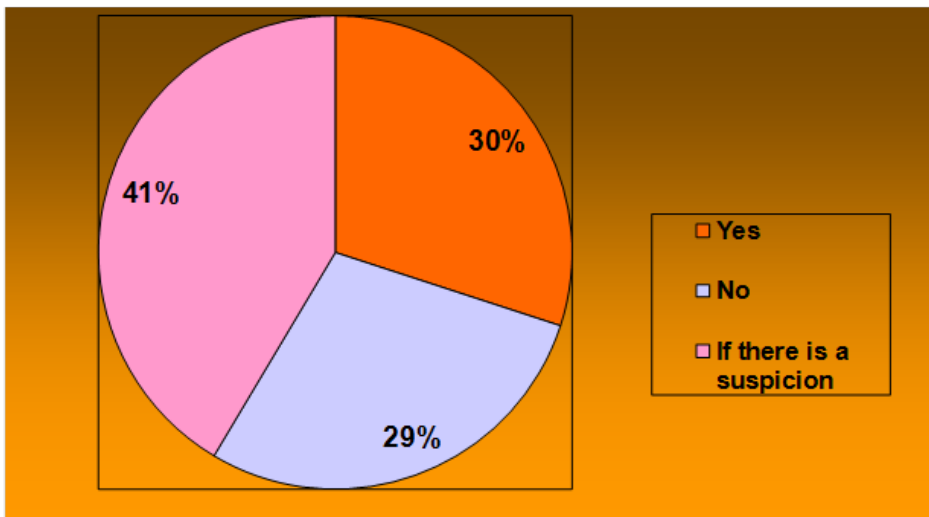
II. EMPLOYERS ATTITUDE TOWARDS CONVICTED PERSONS

QUESTIONNAIRE RESULTS

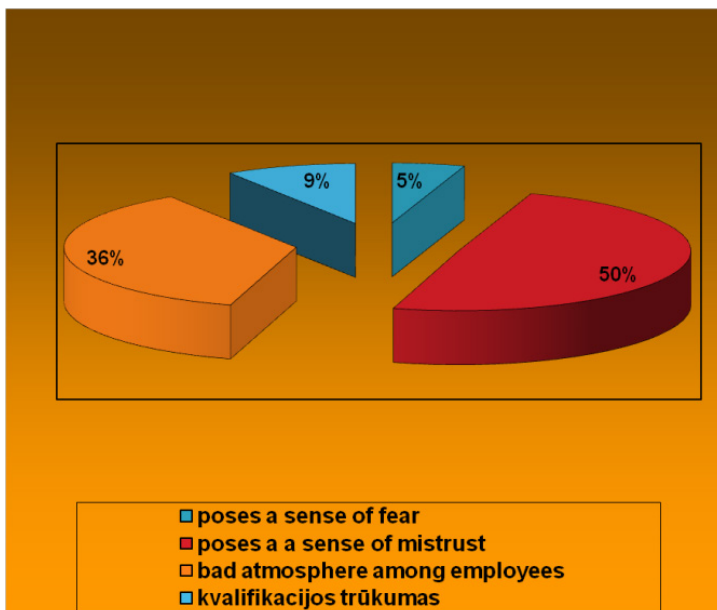
Age of 147 respondents

- 18m-28m - 44
- 29m-39m - 13
- 40m-50m - 15
- 50m-60m - 5

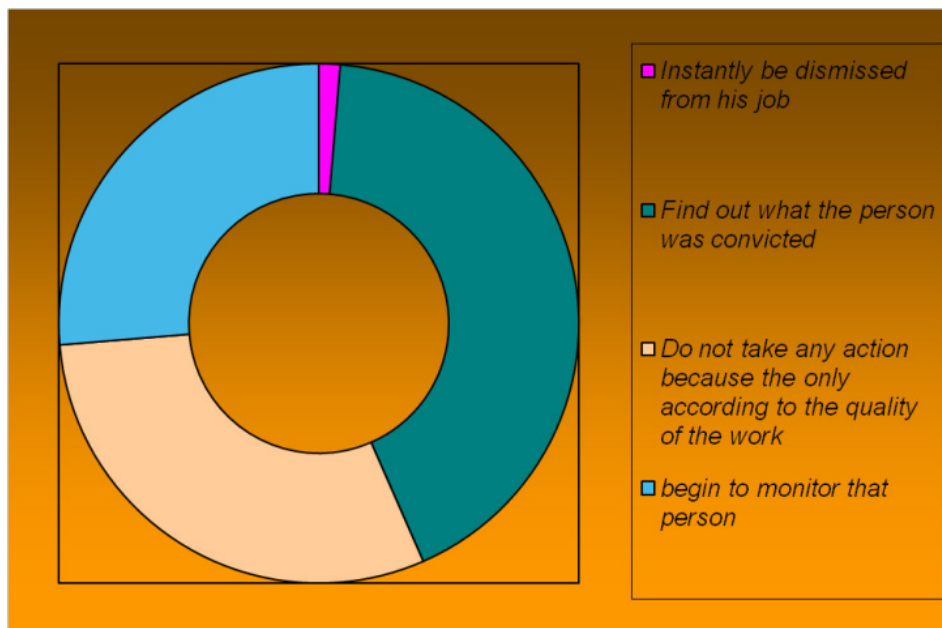
During a job interview do you ask if the person has been convicted?



Mostly convicted persons are not permitted to work, because...



Actions which will be made by employers if they would find out that their employee is convicted in the past...



- To the question whether previous convictions has influence admitting to work 83% of employers said that it depends on for what the person has previously been convicted and noted the reasons in the graph.

SURVEY FINDINGS

- 41% of employers during the interview for a job asks whether a person is convicted, only if there is a suspicion, 30% - always asking, 29% - never.
- In most cases the person is not admitting to the job due to sense of lack of confidence (50%), lack of qualified were pointed by 9% of respondents.
- The greatest influence on the decision-making is admitting to new work has a crime for which a person has been convicted (83%), as well as it has the greatest impact on employers' views, if they only after a while will know that the employee is convicted.
- 51% of employers stated that the fact that a person has a criminal record affects to what position he will be accepted, 41% said it all depends on the kind of crime a person was convicted of.
- 81% noted that in their companies do not work individuals convicted in the past, 19% - work.

III. CONVICTED PERSONS RELATIONS WITH SOCIETY

1. **Sex** ☐ man ☐ woman
2. **Age** ☐ 18-25 ☐ 25-35 ☐ 35-45 ☐ 45-55 ☐ 55-65 ☐ from 65
3. **Education** ☐ secondary ☐ higher ☐ college ☐ other
4. **Crime for which you are serving a sentence for** _____
5. **How long you serving a sentence** _____ **how long you will serve your sentence** _____

6. Do you have a relationship with:

6.1. Relatives a) yes b) no

if answered affirmatively - how often

a) daily b) weekly c) once a month d) once a year, e) other

6.2. Friends yes no

if answered affirmatively - how often

a) daily b) weekly c) once a month d) once a year, e) other

6.3. Familiar

a) yes b) no

if answered affirmatively - how often

a) daily b) weekly c) once a month d) once a year, e) other

7. How do you think it will be difficult to adapt to the circumstances of life, after leaving the prison / jail?

a) yes b) no

7.1. If you answered negatively, for what reasons:

a) because of the public intolerance

b) absence of residence place

c) fear not to find a job

d) other

8. Do you search for job when come out of prison / jail?

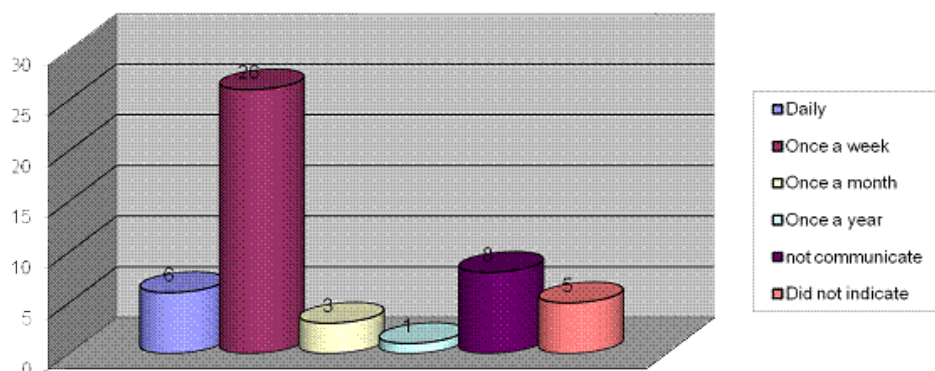
8.1. If yes – what kind? _____

8.2. If not – for what reasons?

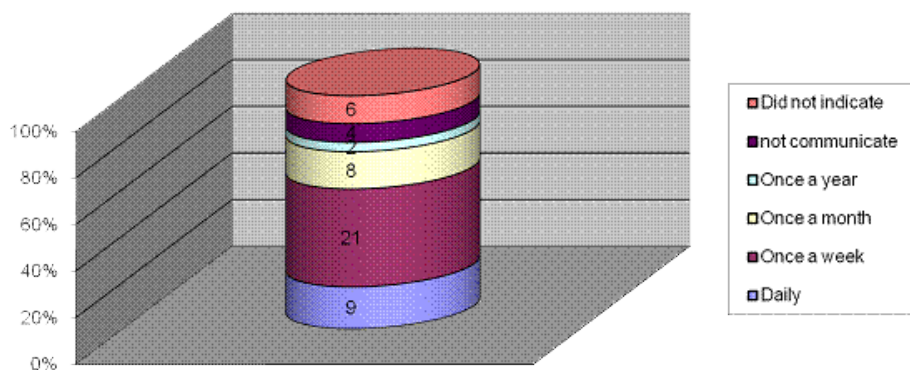


QUESTIONNAIRE RESULTS

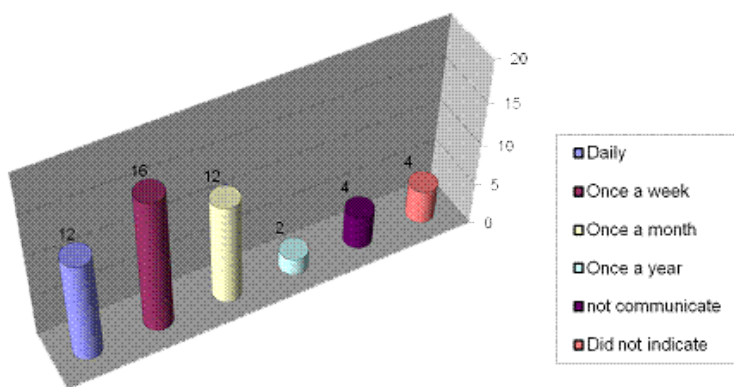
How often convicted maintain contact with relatives



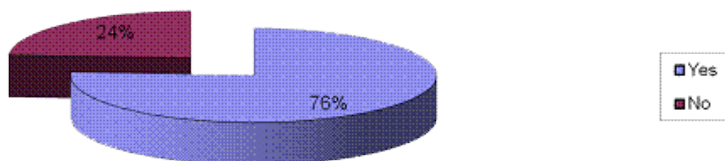
How often convicted maintain contact with your friends



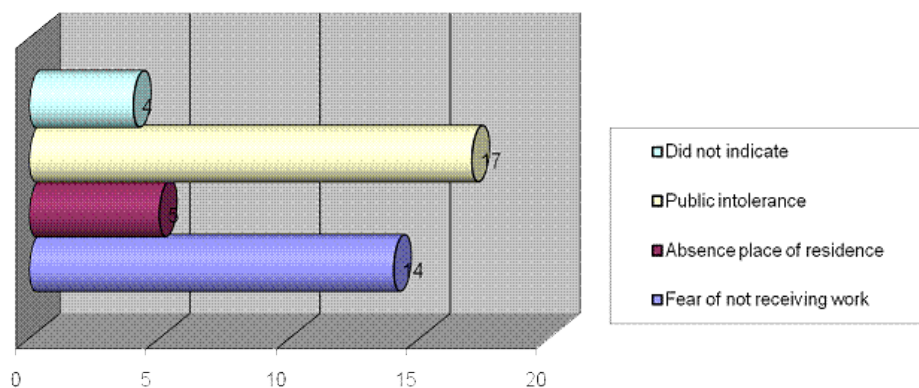
How often communicate with people you know



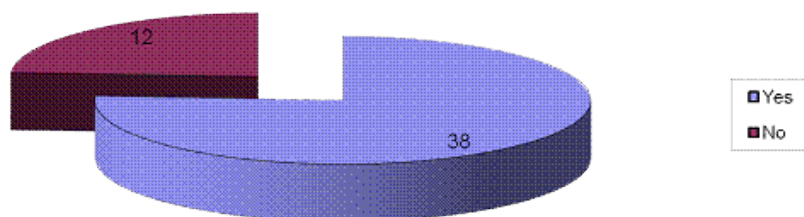
Convicts opinion - whether will be difficult to integrate into society after release



According to the respondent - the reason which leads to a complex adaptation



Are the respondents after the release, promises to look for a job



SURVEY FINDINGS

- The majority of respondents have contacts with relatives, friends and familiars once a week.
- By opinion of 76% of the prisoners - they will find it hard to integrate into society, and the reasons for this - public intolerance, fear not to find a job.

RESEARCH FINDINGS

Convicted persons integration into Lithuanian society is starting in prisons through social rehabilitation programs, and then it continues when persons come out from the prison implementing social adaptation programs.

In Lithuania are developing and implementing various social integration programs, but they often do not reach the objectives because of:

- the low financing;
- lack of number of institutions implementing the integration of convicted persons.
- integration of persons released from penitentiary into Lithuanian society is an important issue, even though the public recognizes that individuals have the ability to improve, but the majority of offenders behaving cautious and suspicious.
- persons released from prison is difficult to find a job because they often cause distrust sense, they lacked qualifications, employers are afraid to spoil the atmosphere of employees.
- by prisoners' opinion, it will be difficult for them to integrate into the society came out of prison, because the public cannot tolerate them, as well as fears that fail to find a job.

1) TASK for discussion:

- a. What kind of pre-provision had a woman?
- b. What form of discrimination occurred?
- c. What are the similarities of discrimination toward former prisoners?
- d. How would you react if you sit next to a convicted person?
- e. How would you behave if you will take place in a comparable situation with a former prisoner?

Discrimination, forms of discrimination, triggers of discrimination

Introduction

A man acquires his rights and freedoms from the birth. Basic human rights principles are enshrined in the Constitution and the specific rights and freedoms are discussed more detail in the law. Using his rights and freedoms, persons must comply with the law and do not restrict other people's rights and freedoms - do not encroach to the other person's space which is protected by law. So, a person living in a social environment has to respect other people's rights and freedoms and to respect other people's interests. Unfortunately, we live in a society where equal opportunities are often only a declaration and in a daily life prominent people become victims of discrimination, stereotyping, prejudice or even outright hatred. Unable to defend themselves or to identify any adverse treatment causes discriminated persons often live in social exclusion, for them are more difficult to get a proper education or a profession and get a well-paid job. For various reasons, vulnerable groups' participation in the society life is limited and opportunities to present their interests are very small. European Union legislation and policies not only allows, but encourages countries governments to apply special temporary measures aimed to improve the situation of certain particularly often discriminated groups (for example, older women). Such measures could be justified, because it reduces the costs of discrimination practices (for example, a negative impact on labour productivity, public mental health), for which in Lithuania in the discussions of social policy, normally are given a little attention. Despite public support, in Lithuania, such measures are not applying yet. In the context of globalized economic challenges, aging population, demographic change, a big labour migration the high social exclusion undoubtedly become a usual thing, so the EU equal opportunities issues are becoming more relevant solving demographic, economic and social problems; also it is important not to forget human rights consolidation in different of legislation levels. Every day because of prejudice and discrimination people in the European Union are facing obstacles, which do not let them to reveal all their full potential in the workplace and in other everyday life situations.

What is discrimination?

Discrimination is understood in very different ways, but most often - as any human disqualification or reduction of existing rights, which cause a person to lose the opportunity to work a wanted job, to buy certain goods or services, to reach an education, to participate in public affairs, and so on. Discrimination affects as a rights limitation for a person or a group of people, when in the same or similar circumstances, a person or group of people with similar characteristics or features using all their rights, or even is in a privileged position. It is necessary always to compare several people and assess whether they are the same by their features, rights and opportunities in the same or a similar situation.

Current Lithuanian Language Dictionary defines discrimination as **deprivation or limitation of rights**;

- in legal literature - as **volitional restriction of human rights or exemption from duties required by law**; as a **restriction of individual rights or appropriate privileges provision**, taking into account certain characteristics, such as gender, ethnicity, age.

In real life, people are discriminated because of some natural or later acquired characteristics or features, such as disability, age, profession, social status. A person or group of people lose their rights guaranteed by laws or opportunities to realize these rights.

Forms of discrimination

Direct discrimination is defined as **passive or active behaviour with the person, when of he or she because of sex, age, sexual orientation, disability, race or ethnic origin, religion or belief is treated less favourably than in similar circumstances is, has been or would be treated another person, with some exceptions**. Direct discrimination always is done with a direct intent. Thus, direct discrimination is not only directly willingly making action, which for one person is less favourable - direct discrimination can occur in such actions, which could restrict the human rights in the past, or the rights which could be restricted in the future.

Indirect discrimination is defined as **any act or omission, legal rule, evaluation criterion or practice which is formally identical, but their implementation or application cause, or could lead to restrictions of the rights of sex, age, sexual orientation, disability, race or ethnic origin, religion or belief**. Indirect discrimination is much harder recognizable than direct. It is often synonymous with harassment or other human rights violations. Indirect discrimination usually has no direct intent character. Discussing it first it is necessary to assess whether the behaviour and the rule of law, at first sight is really formally identical, neutral to all people, regardless of them emit signs. Lately, it must be determined whether the neutral behaviour or rules of law may violate any human or group interests, rights and so on.

Lately, it must be determined whether the neutral behaviour or rules of law violate the rights of relevant human groups. Indirect discrimination shall be demonstrated on the basis of statistics, studies, reflecting the real situation of the people in a particular area of life. It is important to note that the most indirect discrimination is not intentional, it covers more than one man (despite the fact that one person complain), but a few, or even a group of people's interests. Typically, such people even fail to realize that they suffer indirect discrimination because of a seemingly neutral legal norm, the evaluation criteria applicable not for individual person, but for a group of people.

Indication to perform certain discriminatory actions is unacceptable behaviour contrary to the law and is named as discrimination. For example, *the employer's instruction for his subordinate to exclude job applicants of employees which age is over 45 is instruction to discriminate, what makes older workers because of their age face limitations to compete in the labour market.*

For the discriminatory actions, which violate the Equal Status and Equal Opportunities legislation provides for administrative liability, it is fine from 30 to 500 euro's.

Equal Opportunity law gives to the discrimination victim a possibility to obtain compensation for the moral damage.

Equal Opportunities law imposes an obligation to implement equal opportunities despite the human gender, age, sexual orientation, disability, race or ethnic origin, religion or belief for following persons and institutions:

- **country and municipal institutions** (development and adoption of legislation, supporting measures and programs to ensure equal treatment);
- **education institutions, scientific and educational institutions** (when admitting people to study, assessment of knowledge, selection, training programs, etc.)
- **all forms of ownership employers** (recruitment, determining working conditions, raising the qualification of determining wages and so on.).
- **goods and service providers, advertising producers and distributors** (services, sales of goods, advertising of goods and services).

It should be noted that for discriminatory actions are also provided and significantly tighter-criminal liability. Criminal Code, Article 169, provides criminal liability for actions aimed to prevent for a group of people or a person based on gender, sexual orientation, race, nationality, language, origin, social status, religion, beliefs or convictions to participate with others on equal basis in the political, economic, social, cultural, work or other activities. Article 170 of the Criminal Code provides criminal liability for incitement to discriminate.

So a person has been discriminated at work, at higher education institution: for a pregnant woman unlike other, employees were not paid premium for the annual performance for the fact that she is going to give birth for a child and for a long time will not be "useful" for company; woman in her fifties, together with other members of staff was not sent on mission to improve the professional knowledge because soon she will come to retirement and, therefore, not worth wasting institution funds for her training. These and similar cases may occur

each day for each of us. How to behave: accept or try to change the current situation?

Also, a person who has suffered discrimination has the right to appeal to the law enforcement authorities and the courts. The person always must apply to the court if he or she because of alleged discrimination was dismissed from job and he or she wants to be returned to work, or wishes to get compensation for unfair dismissal. In this case, the court is the institution, which may eliminate the base of illegal dismissal and meet the requirements of the injured person (if it is determined that the dismissal is actually illegal).

Although in our country there are adopted a number of laws prohibiting human rights violations, discrimination on various grounds, but in everyday life we are dealing with human rights violations. Various statistics show that in Lithuania, people mostly feel discriminated because of their age, gender, and disability. So the real life shows that respect for human rights, for various socially excluded groups can be developed not in one year. Respecting and tolerating people who are different than we are is a long-term process, because to change a person's attitude is much more difficult than to adopt the required legislation.

The legal base regulating the prohibition of discrimination is a necessary but insufficient step. Necessary legal provisions' implementation into practice, the organization of education, awareness campaigns, through positive action to reduce inequalities.

Types of discrimination

European Union law requires all member states, in their national law to provide the prohibit types of discrimination. In our country adopted anti-discrimination legislation reflects in the requirements of the European Union's Directives. They define types of discrimination, accurately and specifically identifies illegal and prohibited grounds of discrimination.

Equal Opportunity law prohibits discrimination based on sex.

The Equal Opportunities law provides equal approach of people, regardless of their:

- age,
- sexual orientation,
- disability,
- racial or ethnic origin,
- religion or belief

It may be noted that other European Union countries in their national legislation provides a broad list of the types of discrimination, such as discrimination based on language, occupation, social status or profession.

Employers do not wish persons with judgment

Vilnius Territorial Labour Exchange, in 2014, applied for a job 388 individuals went out from the prison, 97 of them found a job on average over 3 months. Not concealed that the person who has a criminal record to find a job is much more difficult, regardless of the fact that he may have more motivation for then person without conviction. Many convicts weak point - lack of social skills, employers do not trust people with a criminal record, because the fear of loss and sometimes even refuse to accept such people to interview. Worker of Vilnius Territorial Labour Exchange of Ukmergė unit remembered a recent case where one director has recruited a former prisoner, not knowing about his criminal record. Later, the labour exchange expert interview with the employer during this admitted that if it had known about the employee's past, he would not have given a job. However, he admitted that the convicted employee is working well and executes instructions.

Public attitude towards former prisoners

After the release, the prisoner enters the relatively unfavourable environment. Convicted person enters the prison environment. In prison, however, there is some prison subculture, which components are the behaviour, language, manners, appearance, attitudes. The person has to adapt in prison, otherwise the prisoner's life can become unbearable. Such a forced adaptation of the prisoner turns him representative of prison subculture. Representatives of prison subculture, and particularly long sitting ones, once released, in the society becomes exceptional people. In most cases the prisoners recognized by appearance: tattoos, teeth and often wear signal to others that a person is from prison. In second place is the behaviour, language, behaviour patterns, hobbies can show a former prisoner. All this makes a person from jail an outcast in the eyes of society that is why there is a negative attitude to such persons.

Of course, not all people have a negative attitude towards convicted persons. Survey done online "Do imprisoned person is no longer a human being?" showed that there are individuals who do not condemn prisoners:

"Well, I had never thought that the convicted person is no longer a human being ... I just knew that he had made a mistake as far more than I do on a daily basis ..." or, "Why are people so repels them? Why are we the ones who make mistakes are unable to forgive and help them get back to normal life, because we are not saints ourselves, we know how to judge, but how is with understanding and forgiveness. After all, most of us in our lives are made a lot of mistakes,

more or less. “. In my opinion, these words are not quite correct, because mistakes made by prisoners considerably are higher than those which we do on a daily basis, because some crimes are particularly cruel. Of course, it also does not mean that a former convicted cannot change for the better, but I think these are very few, particularly those who committed a serious crime (personal injury, murder, sexual abuse, etc.).

Problems of the former prisoners

After the release, a former convicted facing innumerable problems: does not have a job and place to live, the education is generally low, the banks do not give loans, and relatives usually break the relationship with a former prisoner. The public tends to ignore such a person; it is likely that the absence of an adequate help former prisoner commits a new crime.

In job exchange supply is low, and if they propose any job, just the employer becomes aware of a criminal record, the most common job is no longer offered. In addition, the majority of specialties requires at least secondary education, and prisoners usually do not have it.

Most of former prisoners feel unsafe, isolated from society, has no motivation to work, are conflictual, pay defeat stress, formed distinctive communication skills, and for them to adapt to society is rather difficult.



Annex 3 – Practice Interview Days I. (Rubikon Centrum, CZ)

Theoretical background

It is far from easy to find a place in life with a criminal record and this is due to unnecessary prejudices.

76 000 people are yearly sentenced in the Czech Republic. The Prison in the Czech Republic continues to be very high. The costs on incarceration of one prisoner are about 50 EUR a day, which comes on over 18 000 EUR a year. The Institute of Criminology and Social Prevention declares the recidivism rate in the Czech Republic over 60 %. The most common reasons of recidivism are the absence of work and debts (ICSP 2008).

People with criminal record constitute a relatively large group of people who are very disadvantaged on the labour market, for the prejudices and fear on one side and for the general conviction that they do not deserve compassion because they are guilty even after they served their deserved sentence. However, **the unemployment and social bottom should not be part of the sentence.** Besides the outer barriers usually made up by the system, they also have many inner, personal handicaps, such as low qualification, no work habits, insufficient practice, low self-esteem, weakened social skills etc. However, the most difficult is the very criminal record. The statistics show that 68 % of employers require clean criminal record and 49 % do not even take into consideration the type of position and seriousness of committed crime.

An unemployed person costs the state a lot of money on the social benefits and for a person without a useful and legal job it is very difficult or even impossible to integrate back to a normal and full-bodied social life and so are debt repayment options. The recidivism is much higher by an unemployed person than by someone with legal and stable job and income.

Considering the whole situation described above we designed the Practical Interviews Day (according to the know-how from Working Chance modified in sync with the conditions in the Czech Republic), which would best **decrease the barriers of ex-offenders on labour market and increase the competitive ability** (by developing the social and professional competencies) **needed for successful entry on labour market.**

Introduction to Practise Interviews Days

- Meeting takes the form of 6 practice job interviews; the client is in the role of jobseekers, you are in the role of HR.
- It is especially difficult for our clients to respond questions about gaps in their CV and a criminal record in the real job interviews, a practice interview will help them deepen those skills and gain confidence for a meeting with an employer.
- Every employer has at his table (with a label of organizations they represent) prepared a folder contained paper with leading questions, feedback forms, and blank papers for any use.
- The practise interview with one candidate will take 15 minutes.
- After each interview will follow the 10-minute long break, during which you will be asked to complete a short evaluation form to a candidate with whom you have just done an interview. Forms will collect the coordinator at the end of event – the feedback will serve for a future skills development of candidates.
- We will point out important time points to remind you beginning or end of a part – we will point out always 1-2 minutes before the end of interview.

Leading questions:

- What attracts you to the job you said in your resume?
- What skills and experience for this job you can to offer?
- What do you think would be your job description?
- What are your other work experiences?
- Why do you think we should choose you? What else can you offer to your potential employer (what other personal qualifications and skills)?
- What kind of employment or work liked most?
- What was your best boss, under which you have worked?
- What was the team where you were most satisfied?
- Can we now talk about your criminal past?
- What did you learn in prison?
- What would you do differently today?
- What experience did it give you for your life? What did it take you?
- What are you good in?
- On the contrary, what you still need to work on?
- Is there anything else you would like to learn?
- What kind of team do you like?
- How should look like your boss?
- What is for you important in a work?

- What do you enjoy doing in your free time?
- What would you like to learn, whether in working or non-working sphere?
- What are your sources? Where do you get energy?
- What always makes you happy? What border you?



Annex 4 – Practice Interview Days II. (Rubikon Centrum, CZ)

INDIVIDUAL FEEDBACK TO CANDIDATE

Name of the Candidate:

Your name:

What did you like at the candidate, what attracted you?

Did you speak with the candidate about criminal past?

☐

yes

☐

no

What did you appreciate on the communication about the criminal past?

Please tick relevant (such as school marking)

Competence	1	2	3	4	5
willingnes to work					
self-confidence					
verbal skills					
ability to argue / discuss					
ability to listen					
neatness					
nonverbal communication (eg. eye contact, handshakes, etc.).					
CV					

What would you recommend to change in a job interview to the candidate?

What did you say to candidate shortly verbally?

Annex 5 – Practice Interview Days III. (Rubikon Centrum, CZ)

Employers' profile – Practice Interview Days

Name of Employer

- Kind of sector: brief description
- Description of a company – e.g. it operates more than 100 restaurants across the country
- Opened job positions
- **Names of persons leading interview**

Name of Employer

- Kind of sector: brief description
- Description of a company – e.g. it operates more than 100 restaurants across the country
- Opened job positions
- **Names of persons leading interview**

Name of Employer

- Kind of sector: brief description
- Description of a company – e.g. it operates more than 100 restaurants across the country
- Opened job positions
- **Names of persons leading interview**

Name of Employer

- Kind of sector: brief description
- Description of a company – e.g. it operates more than 100 restaurants across the country
- Opened job positions
- **Names of persons leading interview**

Annex 6 – Practice Interview Days IV. (Rubikon Centrum, CZ)

Seating plan –

Name of employer / company		Name of employer / company		Name of employer / company	
1.run	Name of candidate	1.run	Name of candidate	1.run	Name of candidate
2.run	Name of candidate	2.run	Name of candidate	2.run	Name of candidate
3.run	Name of candidate	3.run	Name of candidate	3.run	Name of candidate
4.run	Name of candidate	4.run	Name of candidate	4.run	Name of candidate
5. run	Name of candidate	5. run	Name of candidate	5. run	Name of candidate
6.run	Name of candidate	6.run	Name of candidate	6.run	Name of candidate

Name of employer / company		Name of employer / company	
1.run	Name of candidate	1.run	Name of candidate
2.run	Name of candidate	2.run	Name of candidate
3.run	Name of candidate	3.run	Name of candidate
4.run	Name of candidate	4.run	Name of candidate
5. run	Name of candidate	5. run	Name of candidate
6.run	Name of candidate	6.run	Name of candidate

Name of employer / company		Name of employer / company	
1.run	Name of candidate	1.run	Name of candidate
2.run	Name of candidate	2.run	Name of candidate
3.run	Name of candidate	3.run	Name of candidate
4.run	Name of candidate	4.run	Name of candidate
5. run	Name of candidate	5. run	Name of candidate
6.run	Name of candidate	6.run	Name of candidate

Name of employer / company		Name of employer / company	
1.run	Name of candidate	1.run	Name of candidate
2.run	Name of candidate	2.run	Name of candidate
3.run	Name of candidate	3.run	Name of candidate
4.run	Name of candidate	4.run	Name of candidate
5. run	Name of candidate	5. run	Name of candidate
6.run	Name of candidate	6.run	Name of candidate

1	Name of candid 4x	Name of emplo	runs: 1,2,3,5	break: 4,6
2	Name of candid 4x	Name of emplo	runs: 1,3,4,6	break: 2,5
3	Name of candid 4x	Name of emplo	runs: 1,3,5,6	break: 2,4
4	Name of candid 5x	Name of emplo	runs: 1,2,4,5,6	break: 3
5	Name of candid 5x	Name of emplo	runs: 1,3,4,5,6	break: 2
6	Name of candid 4x	Name of emplo	runs: 1,2,5,6	break: 3,4
7	Name of candid 4x	Name of emplo	runs: 2,3,4,6	break: 1,5
8	Name of candid 4x	Name of emplo	runs: 2,3,4,5	break: 1,6
9	Name of candid 4x	Name of emplo	runs: 1,2,4,5	break: 3,6
10	Name of candid 4x	Name of emplo	runs: 2,3,4,6	break: 1,5

Annex 7 – Case studies I. (Slawek Foundation, PL)

8 descriptions of the cases (some cases are extreme and may seem absurd, but they have their reflections in reality). According to the number of participants, we divide them into teams (preferably pairs). Each team chooses the case. The participants get acquainted with the descriptions and try to identify with them. After the analysis in teams we move on to discuss the cases with the entire group.

Questions for analysis:

- a. Could it happen to me?
- b. Does this situation have an impact on my life?
- c. How the situation changed my life?
- d. Have I ever thought about the convicted in this way?

Descriptions of the cases:

1. It's Saturday evening. You have drunk a bottle of wine for dinner with your wife / husband. Suddenly, your best friend is calling for your help. You have to take him somewhere by car. You agree without thinking. Unfortunately, on the way you have an accident. You hit a pedestrian. He dies in the hospital. You go to jail.
2. You are father of a teenage girl. You find out that she is molested by a teacher. You go to school to talk to him; however, it comes to a struggle. You punch his face. As it turns out, he made a denunciation to the police. The case goes to the court. You lose. You go to jail.
3. You love to watch movies, but you are not able to go once a week with the whole family to the cinema or purchase access to the movie on VOD. So you search for videos on the Internet and do family seances. Unluckily, you forgot to delete the downloaded material from your PC and you are accused of piracy. You are going to be punished.
4. It is an autumn evening. You're going with your dog for a walk. You are encountering two struggle people. It turns out that a man is trying to snatch woman's bag. You react. You are trying to help. Unfortunately, your dog also reacts. He severely bites the striker. It will be a long convalescence. He pulled you to the financial responsibility by judicial proceedings. He wins the case. You have his rehabilitation and judgment under your belt.
5. A long time ago you get a mandate for wrong parking. The amount was low and you completely forgot about that. Unfortunately the issuing authority didn't forget about it and drags you on process after years. Of course you are guilty. You must bear the cost of this mandate, pay interest and also do

community services.

6. You got a letter from the office. It turned out that a few years ago you made a mistake in tax returns. Attempts of explain the case do not bring effect. You have to settle your debt. Unfortunately, you get the sentence for financial offense.
7. On the occasion of the completion of the project you went with friends from work for a beer in the pub. After a while you get a call on the matter. It turned out that there was a girl and someone sprinkled something to her drink. She accused you. There was also a witness to this event. You got wrongly convicted.
8. You are a GP. To you reported the patient with typical symptoms of influenza. You prescribed an appropriate treatment. After some time it appeared that you made the incorrect diagnosis - it turned out that it was meningitis, and the patient was prolonged treated in the hospital. When he recovered, he founded your case in court. The court deprive you the right to practice the profession and imposed sentence.

The second part of this task is a drama. One of the pair takes a role of the “criminal” from the description. The second person (or a group) is asking questions. This part starts and finishes by clapping hands (which signals entering the role and leaving it).

Examples of questions

- a. Did you expect this turn of events?
- b. How did you find yourself in this situation?
- c. Do you have a guilty conscience?
- d. Would you like to tell something to your victim?
- e. Do you draw any conclusions from this situation?
- f. Have you noticed that people treat you different (e.g. stereotypes)?



Annex 8 – Case studies II. (Váltó-sáv Alapítvány, HU)

I.

Robi is 20 years old; he has been released after a 2 year custodial sentence from a juvenile correctional institution. He went back to the small Northern-Hungarian village, where he used to live, where he had got into prison from. Here he came to know that their house, where they used to live had been lost; his mother was living in a homeless shelter in the near big town. He searched for several of his siblings, but none of them could support him for a longer period of time.

Robi has 6 grades of elementary school studies, he has never worked. He thinks that he is a registered unemployed, but he is not sure. He doesn't have an accommodation, and doesn't have any documents; the address on his address card is their old, lost house's.

He got some kind of skin infection in the penal institutions which should be treated somehow, but he doesn't have a health insurance card either. In his depths of despair he visited his old, non-criminal school mate. This is how it started that...

II.

The 33-year-old Zoli is spending his 9th year in a countryside penal institution, he is going to be released in less than one year, without reduction. Zoli's dream is to get a school leaving exam, but this institution has no secondary school educational programme, you can only get 10th grade. Zoli has already asked for transit, but it has been dragging for a long time. He is seeking for an opportunity to continue his secondary school studies, he has already written to the National Prison Service Headquarters in this case.

During he has been participated on several trainings (fast food restaurant seller, paver) to structure his time, and he has a big need for getting more information. He is from a small countryside village, they committed crimes in that area, so he can't and don't want to go back there.

Zoli's other big dream is to become a confectioner. He really wants to participate on a training like this after release. Obviously he has saved some money for this, but after release he can only counts on himself, so the relatively big amount of money is still not enough now to participate on a training.

Zoli doesn't have any documents, he cut off all of his old criminal relationships, because of the huge distance between his inhabitancy and the penal institution, he is keeping in contact with his mother and one of his brothers – who is also previously convicted – by telephone. He doesn't receive packages. His phy-

sique has changed a lot during custody, so he needs new clothes.

Zoli would like to know his opportunities and what will happen with him after release, so...

III.

Laci is going to be released from 6 years, he is 24 years old. He got into state care after his birth, and he lived there for 18 years. Everything started because he “got into trouble easily”. He met with drugs intensively when he was 13. He has tried several types of drugs, poly-drug, his base drug is amphetamine, which he used intravenously. He could hardly get any drugs in prison, because he didn’t have enough social capital, but he always found Rivotril. He is a drug addict, but his illness awareness is low.

After the end of state care he only spent a year “freely”, he got into penal institution, got custodial sentence for several crimes. In the prison he joined a secondary school educational programme, but just because this way he didn’t have to work, but he receives some scholarship and goes out from his cell. He is not interested in learning, knowledge. He doesn’t know what he will do after release.

He has been keeping in contact continuously, but periodically with different intensity with his mother and siblings – who also grew up in state care. His mother is a homeless, having drinking issues. She has several illnesses, these should be treated. Recently, thanks to a project, his mother could visit him multiple times. They often argued, parted with anger.

Laci doesn’t even know where he will actually be released to, so where he is going to spend his first night. And what will happen after... So...

IV.

Juli is 27 year old, mother of one (9 years old). Her husband is spending his time in prison at the moment with a long custodial sentence. Juli is going to be released in 2 months, after her 2.5-year-sentence. During the prison sentence they have divorced, the guardian of the child is the maternal grandmother. Juli is constantly in contact with her mother and son, following the things happening with him.

She would have been bullied in prison because of her committed crime, so she says a totally different story about the happened things than what actually she is spending her sentence. She is visiting the psychologist regularly, and she thinks that she is going to need mental support after release too.

Juli has a school leaving exam and she worked as a laboratory assistant for

several years. Besides this, she participated on a social assistant training before she got into prison, because she is socially sensitive, and she thought that getting a job with this will be easier, since because of an allergic infection she had to stop her laboratory assistant job. She participated on a gardener training in the penal institution, but because of her release she probably won't be able to finish it. She was interested in the training, she is open to the world.

Juli doesn't want to live with her mom and her other siblings; she is planning an independent life with her son. The truth is that they also won't be able to live in a small flat like they have. Moreover, she can't go back to the small village, where everybody knows her, because of her committed crime.

Juli is consciously preparing for release, she also asked her reintegration officer that she wants to speak with...



Annex 9 – Metaplan (Slawek Foundation, PL)

<p>How is it?</p>	<p>How it should be?</p>
<p>Why it is not as it should be?</p>	<p>Solutions</p>

Annex 10 – Testimonies (Slawek Foundation, PL)

Convicted staying in the penitentiary unit did not believe that after release can result in a fair, independent life - without returning to crime. Often they do not know another life - so they were raised. For some of them it is a way of life and even survival (it happens that due to hit the bars avoid hunger, frost and disease). The Foundation organizes in the individual meetings for interested or selected by tutors convicted with former prisoners, who stood alone on the legs, live in sobriety, they do not return to bad habits, achieved professional success and family.

Former prisoners convicted shown residing in prison, that honest life is possible!

In addition, they are bearing witness by example. They talk about the success of the social and family life and the satisfaction of such a life. Additionally - most importantly - the former prisoners talk about it in their language, and their bearing witness are authentic! This is a kind of living library. The effectiveness of this method is evidenced by its use not only for rehabilitation but also other areas, for example pedagogy, education, therapy.

Prisoners can ask questions and confront their ideas, fears and concerns about the offender. They indicate the need for such meetings and will be happy to come. Often they ask for further meetings of this kind. The program is especially important for old penitentiary offenders who regularly return behind bars. Initially they can take the mask and pretend they do not care, but primarily the point is to "planting seeds in them," to encourage thought and reflection on the present life.

The Foundation works in this field with many former inmates. Those are very happy to share their stories with others. Often they point out that when serving a prison sentence lacked a program such as bearing witness.

Program includes visits penitentiary institutions and sentenced in whole Poland. One of these volunteers is Mr. Joseph Grzyb, author of the book "All my life stealing." Joseph spent in prison 35 years of his life. When he was at liberty he was stealing and drinking. Diagnosis of the disease led him reflection. He managed to overcome their weaknesses. He finished school and became a therapist ... addiction! Today is our frequent guest and an example for others who do not believe that you can change.

On the part of the penitentiary institution, except consent to the program, it is necessary to provide room for a meeting at a specific time, bringing the inmates and to provide input into the prison representatives of the Foundation. Implementation of the program only requires commitment and time.

