

DEVELOPMENT OF TRANSVERSAL COMPETENCES

2017.

(PEDAGOGICAL
MATERIAL)



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Mészáros Mercedes (Váltó-sáv Alapítvány): Transversal competencies (learning to learn, cultural awareness and expressiveness)

In the current project's respect the conceptual clarification is important because of the development and evaluation of the competence.

Competence is a Latin origin word, with the meaning of suitability, skilfulness. However, the explanation of the concept of competence is multifarious; there is no clear and unified explanation in the international pedagogy. Right belongs to its meaning: in the social division of labour some people get responsibilities, entitlements, scope to make or implement decisions. In the case of certain specialities- e.g. car repairer, carpenter, economist, or pedagogue – it is about the expertise and suitability of particular professions' representative. Generally this concept of competence is used by the lay general opinion, broad public.

Pedagogy's competence concept means the combination of skills and abilities, which helps one's problem solving in a given area, furthermore means somebody's willingness to use and carry out this problem solving ability. The concept includes somebody's knowledge, experiences as well as its personal talents. The competence is an ability system for decision, implementation, and realization.

According to the DeSeCo's programme interpretation "competence is ability for the successful solution of complex tasks in a given context". The concept includes the mobilization of knowledge, cognitive and practical skills, social and conduct components and attitudes, emotions and values as well.¹

Several subdivisions have been published; according to a simplified version key competencies and transversal competencies are distinguished.

Key competencies:

1. Three key competencies are distinguished by the DeSeCo programme:

- in connection with autonomous action,

¹ Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), 1997. One of the most extensively and determinatively published work in connection with the interpretation of the concept of competence.

- with creative uses of tools,
 - and with the operation in socially heterogeneous environment.
2. The following key competencies are considered important by the European Training Foundation:
- communication,
 - use of IT and communicational techniques,
 - practical calculations,
 - responsibility for own studies, achievement and improvement,
 - problem-solving,
 - cooperation with others.
3. Eight areas was emphasized by the Council of Europe in 2002 spring:
- native and foreign language communication,
 - information and communicational technology,
 - calculation, mathematical,
 - scientific and technical competencies,
 - apprenticeship/trainee,
 - interpersonal and civic competencies,
 - learning,
 - general culture.
4. European Union's basic skills, then key competence work committee also interpreted eight key competencies. These are the followings: ²
- native and foreign language communication,
 - mathematical literacy,
 - basic competencies in scientific and technological area,
 - abilities in connection with the use of information and communicational technologies,
 - learning to learn,

² Key Competencies. A Developing Concept in General Compulsory Education. The Information Network on Education in Europe. Eurydice, European Unit. Brussels, 2002. 23.

- abilities and skills in connection with the evolving of interpersonal and civic competencies,
- entrepreneurship deepening,
- and lastly cultural awareness.

Transversal competencies:

1st definition

Besides the skills connected to special professional abilities, in our modern, accelerated, performance-orientated world the individual needs to possess of such general transversal competencies, which enable the individual adapting to changes.

These contribute to the work quality affecting motivation and to the satisfaction with work too.

Key competencies have to be interpreted with transversal competencies, which is learnt by everybody in the school system, and broadened, completed during lifelong learning.

Transversal competencies:

- learning to learn independently
- social competencies
- cooperative activities
- kritikus gondolkodás és reflexió
- digitális kompetencia
- critical thinking and reflexion
- digital competence

2nd definition

Transversal competencies mean those opportunities, which are connected with a given specialty, education programme, and which are characterized by transdisciplinarity.

Some highly important skill:

- skill of learning

- communication
- problem solving
- reasoning
- leadership/management skill
- creativity
- suitability for teamwork

Some **features** of the development of these competencies:

- developing in team work,
- requires verbal and/or written communication in native or foreign language
- during their development these rely the use of communicational techniques and computer technology
- the development requires, assumes decision-making and problem-solving strategies and techniques
- during their development personal and social peculiarities and differences are respected, appreciates the opportunities of multiculturalism
- autonomous learning is appeared as an aim, as well as entrepreneurship, initiation and openness for innovations
- respect to professional ethics and values

3rd definition:

Transversal competencies are general skills, which are unattached to subjects, can't be connected to a particular discipline; nevertheless they can be used expansively. According to B. Rey the term transversal doesn't refer to the common element of subject-based competencies, but to the content of subject-independent and subject-over competencies, which can be carried over to other areas and can be used successfully.³

4th definition:

- critical thinking,
- sense of initiation,
- problem solving,

³ **Rey, B.:** Les compétences transversales en question. Collection Pedagogies. Paris: ESF éditeur, 1996. p.16.

- and the ability of working together
- the development of entrepreneurial skills.⁴

5th definition:

The transversal key competencies of the European reference limit:

- learning to learn
- social and civic competencies
- skill of initiation and entrepreneurial competence
- cultural awareness and expressiveness

6th definition:

Philippe Perrenoud (sociologist-anthropologist): the important thing is not to make a proper list about the competencies needed for a normal lifestyle, but *to introduce those social customs, which contain competencies*. It is way better if we write down and live with them, than if we pretend that we solved the problems.

In the area of education transversal competencies are those, which reach through different subjects. Those competencies are called transversal, which reach through the *different sectors of human life*, without being in connection with any kind of scientific or school discipline:

1. the ability of recognizing opportunities, rights, difficulties and needs;
2. the ability of individual or collective strategy-development;
3. the ability of analyzing situations and relationships;
4. the ability of cooperation, participation and leadership;
5. the ability of building and operating democratic institutes;
6. the ability of management and problem-solving;
7. the ability of observing and elaborating game rules;
8. the ability of securing order in spite of the cultural differences.

⁴ European Committee, 2013.

Overall:

Based on the different definitions, the existence of transversal competencies enables us to more successfully conform to changes reaching us. They are connected to education, is can be characterised by transdisciplinarity. However, it can't be linked to particular subjects, sciences.

With this background/knowledge in point of prisoners and released, so in point of a special target group the transversal competencies are the following by VSA:

- learning to learn (learning the opportunities to access the knowledge/information, methodology)
- social and civic competencies
- skills of initiation and entrepreneurial competence
- cultural awareness and expressiveness
- digital competence
- the competence of identify and solve a problem
- competence of communication and comprehension
- mathematical competence.

In the framework of PRE-project the participating organizations and professional determined the following transversal competencies on special scene (totally closed institution, scene of helping work after release), moreover, with special target group (prisoners, released):

- learning to learn (learning the opportunities to access the knowledge/information, methodology)
- social and civic competences
- skills of initiation and entrepreneurial competence
- digital competence
- communication and comprehension
- competence in work/labour market
- cultural awareness and expressiveness
- the competence of identify and solve a problem
- self-management
- TM (time management)

- conflict management.

Váltó-sáv Alapítvány chose the competencies of “learning to learn” and “cultural awareness” from these to elaborate them.

TRANSVERSAL COMPETENCE: LEARNING TO LEARN

Theoretical background: what is learning? Everybody knows what learning is. Does everyone know what is learning? A lot of people think that their answer for this question is yes. And people who are thinking like this, naturally they are right. Everyone knows learning or knows something about learning. Parents know that they used to have to do this in school, and now their children’s task to do it. Mother (and of course father) of the one-year-old baby knows that their kid is learning their mother tongue soon. When a child is trying to do his first uncertain attempts in a recently bought bike, his parents are proud of him: their kid is learning. We learn to crawl, we learn to walk, we learn to catch the ball, we learn how to write down the letter “a”, we learn what Japan’s capital is, and we learn how to solve quadric equations. If somehow it happened in our life that we have to change our field of work, we go on further studies and study again, just like we did it as kids in the school. But we also study at home from books, learning foreign languages with the help of CD-ROMs, because it is needed at work, and we learn fishing, just because our friend persuaded us.

So what is learning?

Learning is a *process*: something is happening during learning. This something can be really complex, our sensory organs, brain, our even our whole body play a role in it, because often leaning is happening during some kind of action. Our social relation can play or play a role as well, even when it seems to be that we are learning alone.

Learning is an adaptive change, occurring in a system and taking effect in the long run (=adaptation process).

In the case of learn it is naturally a requirement to the acquired knowledge being durable, we seek to it, want to achieve this. During learning a change occurs in the knowledge system of the learning person, since usually there is an aim of learning.

We can learn in several different ways: with knowledge transfer, with demonstration, with action. We believe that every person has some kind of prior knowledge, experience, and we

want to activate that, building new knowledge onto that. The learning person is thinking, interpreting, critiquing, summarizing, questioning - in one word is an *active* participant.

We can naturally learn in several different ways. However, we believe that we also have to learn how to learn. There are skills whose development is needed; we have to be aware of this for effective learning. This is why we made this material; we would like to help in this.

Learning methodology is mapping/developing the following fields:

- cognition
- attention (concentration)
- thinking
- vocabulary development
- comprehension
- text writing
- memory.

I. Topic: ‘Three-minute task’ – concentration

Duration: 10 minutes

Aim: to show in an experimental way that the instructions have to be carefully read, before fulfilling the subtask you have to get an overall picture about the whole task. This is really important in everyday life as well, managing practical questions (e.g.: reading of the employment contract), but also in any exam or exercise situation.

Methodology: individual work, then group discussion.

Bibliography: Aradi Bence-Kincses Tamás-Mészáros Mercedes: Learning methodology. Budapest, 2013. Manuscript and CD-ROM

Part of the competency: learning to learn – attention

Connection to the other competencies: learning to learn – memory, mathematics, comprehension, thinking, problem solving

Theoretical background: what is attention? Psychic process, which is responsible for the blocking and selection of stimulus taking effect to people. So we are just choosing and processing only a part of the stimulus affecting us. It can be divided into conscious and unconscious (=voluntary and vegetative) attention. In a learning situation the conscious

attention plays determinative role, since we want to learn, acquire everything which is in the course book, so we aim our interest and sensory organs consciously onto the learning material (onto course book, notes, lecturer, CD-ROM, etc.). The longer we can aim our interest onto the material, the more durable our attention.

Attention and interest are in a closely related, meaning that the bigger the interest, the stronger the concentration of attention. It is a well-known fact that the work, which we are interested in is not tiring; that we can get without any bigger effort huge experiences with our hobbies and passions imperceptibly. Moreover, the more someone knows about something, the more and more interesting it will become.

Practical:

Read the following exercises, and fulfil the tasks in the order of numbering as fast as you can.

You have maximum three minutes for the tasks. Write down the answers or – if the instruction says – say it out loudly.

Time starts!

1. Draw a small circle into the upper right corner of this paper!
2. Which is the odd one out? Underline it!
Jane, Mary, Ann, George, Dorothy
3. How many centimetres is one meter? Say it out loudly!
4. Which country's capital is Moscow?
5. How many vowels can be found in the fifth question?
6. Underline the last word of the fifth question!
7. Which is the odd one out? Frame it!
Danube, Rhine, Seine, Balaton, Thames
8. Clap little ones three times!
9. What are the meanings of the following words?
typography –
therapy –
toxic –
10. Solve the following equation:

$$16 \cdot 16 - 2 \cdot 2 =$$

11. Where was the 1986 football world championship held?
12. If you are here, shout out: "I'm coming like a whirlwind!"
13. What colour can be made from blue and yellow?
14. Which is the odd one out? Underline it!

Nightingale, bummer, bittern, mastiff, golden jackal

15. Draw an exactly 5 cm long and 3 cm high rectangle into the paper's left upper corner!
16. Shout out: "Home stretch, tweets-tweets!"

If you get here with reading you need to know: you don't have to do any of these tasks. Stay silently and look at the trainer.

17. When the Olympic Games were not held in the XX century?
18. When was the battle of Borodino?
19. Shout out loudly: "Now, this is finished!"

Conceptions: supposedly everybody was concentrating on the time (3 minutes), so they didn't pay attention for the concrete instructions, and everybody started to do the task fast – but not in the right way. **Edifications:** 1. the instructions are have to be read carefully, and only after that worthy to start answering the tasks, 2. attention is a hugely important part of learning. **Good news:** attention can be developed! Every activity whose achieving is unimaginable without attention is developing it. Doing things connected to arts, music learning, and drawing are very useful, but we can also train with less complicated exercises as well.

II. Topic: visual memory

Duration: 15 minutes

Aim: to show the usefulness of observation and remembrance in an experimental way; development of the process of reception.

Methodology: individual work, then group discussion.

Bibliography: Aradi Bence-Kincses Tamás-Mészáros Mercedes: Learning methodology. Budapest, 2013. Manuscript and CD-ROM

Part of the competency: learning to learn – memory

Connection to the other competencies: learning to learn – attention, thinking, problem solving

Theoretical background: memory is that skill of an organization which stores, preserves and recall information and experiments. According to current researchers memory is a complex process expanding to the brain's several areas, which is not taking place only one specified region of the brain. The process of memory starts with ***coding*** (=reception), continues with ***storing*** (=preservation) and finishes with ***evocation*** (=recall).

The characteristics of **short term memory** (STM) are the short time of information storing and the limited possibility of locking. People generally can memorize 7 piece of information at once (+/- 2).

The system of **long term memory** (LTM) allows us to store information for a longer period of time. Contrary to the short term memory long term memory doesn't have a capacity limit.

Practical:

We are showing a complicated, detailed picture for 30 seconds, and then asking questions in connection with it. Observe the photo, and try to store as many detail as you can. The more, the better!



Firstly, try to list as many object from memory as you can.

You get one minute for recalling them (In your mind and/or write it down!)

Correct it together!

How many correct answers do you have?

In the following part we are asking questions – still about the photo! Answer the question as closely as possible! (It can be a multiple choices task or the questioned person can answer the questions directly!)

What colour was the armchair? (Claret, red, pink, blue)

How many chairs are depicted in the picture? (1, 2, 3, 4, 5)

What animal's fur is there as a rug? (Lion, bear, tiger, rhinoceros)

Mark the objects which are on the mantel! (Clock – map – firearm – sculpture – pipe – lamp)

What is in the armchair? (Newspaper – pipe – hat – gloves - handkerchief).

What are on the left side of the fireplace? (Objects to manage the fire – coal in a metal bucket – magazine rack – walking sticks – nothing)

You can look at the photo again for two minutes!

What colour is the wall? (White, green, brown, yellow, red, striped)

How many photos are at the wall? (1 - 2 - 3- 4- 5- 6)

What colour is the lower part of the wall? (White, green, brown, yellow, red, striped)

In which country the photo was probably taken? (Hungary – France – Australia – England – Russia – Japan)

How many lamps are turned on in the photo? (1 – 2 – 3 – 4 – 5)

How many lamps are at the shelves behind the claret armchair? (1 – 2 – 3 – 4 – 5)

What do you know about the person living in this room? (Suppositions, conclusions)

Has she/he has ever been to a foreign country?

YES – NO

Presumably YES: from the pith helmet at the rear wall and the Persian slippers hanging from the fireplace we can draw the conclusion that the owner has been to abroad. Moreover, there is a British flag hanging at the wall, and the whole room's furnishing is really British. Brits tend to like travelling, several famous explorers are British.

Does she/he have any kind of harmful habit?

YES – NO

YES, several: a pipe and a liquor glass can be found at the table next to the armchair. We can see several empty bottles standing at the shelves' lower part, behind the armchair. There is a hookah at the shelves behind the armchair, which is even suitable for smoking hashish.

Is the owner of the room a woman or a man?

Presumably a man (pipe, walking sticks, other furnishings).

Conceptions: a Development of the reception can be done by *mnemonic*. The question is: how?

A long time ago, in the ancient Greece, in Thessaloniki the roof of a rich person, named Skopas, caved. At that time no one would have thought that this dramatic accident was going to be the cause of the formation of one mnemonic.

From the company only one guest escaped, Simonides, who had left the hall before the catastrophe. When he went back he only found ruins, and his friends' dead bodies. Shortly after the accident the family members started to arrive to bring back home their loved ones' mortal remains, but they could hardly identify them. Unfortunately, Simonides couldn't help in this; however he remembered where his friends had been sitting during the tragic dinner. While he was recalling where his friend had been located in the hall, he realised which factors could redound remembrance.

He included among these the order of things, and the visual imagination too. Later based on this Simonides elaborated the so-called mnemonic, the proceedings facilitating *remembrance (memorizing and recalling things)*, which rapidly spread all around Greece and the Roman Empire. These techniques are named mnemonic in honour of Mnemosyne goddess, the muse of remembrance.

Scholars at that period using the mnemonics were able to achieve huge performances. They were competing to get above each other. Seneca was able to remember two thousands phrases connected to each other; moreover he could even recite - in inverse word order! – narrative poems.

At those times remembrance was one of the most popular intellectual exercises, since paper was unknown. So rhetorician was forced to memorize speeches, actors to memorize theatre roles, narrative poems, and judges were forced to know court speeches by heart. The general need for formulating methods that significantly ease and make more efficient the tiring process of remembrance is originates from here.

Instead of words, pictures are being memorized during using mnemonics.

TRANSVERSAL COMPETENCE: CULTURAL AWARENESS AND EXPRESSIVENESS

This is one of the most important competency fields connecting to self-actualization and individual development, social integration, active citizenship and employability. Cultural awareness and expressiveness is a transversal competency, and all of the EU member state has developed different tools in order to contribute to these competencies' development and acquisition. In the formal education (e.g. schools) this is happening directly, in the non-formal sector (e.g. in cultural institutions) in an indirect way, while in the informal learning (e.g. inside the groups of families and fellows) it is only happening exclusively in an indirect way. The main tools solely working with cultural awareness and expressiveness are art education and cultural education; both are indispensable for life-long learning and for the complete development of personality and civic awareness.

Cultural awareness and expressiveness can be defined as the acknowledgement that the creative emergence of ideas, experiences and feeling through different art branches such as music, performing art, literature, and fine arts fills in an important role.

Cultural awareness contains the local, national and European cultural heritage, moreover, the understanding of their place in the world. This includes the main cultural works' basic knowing, meaning also the popular contemporary art. Supporting the European ideals regarding respect and solidarity understanding of Europe's and the world other regions' cultural and linguistic diversity, the need for consuming these and the aesthetical factors' importance in everyday life are indispensable,

Skills are equally connected to respect and expression. Furthermore, they contain the ability of an individual for connecting one's own creative and expressing viewpoint with others' opinions, moreover, for recognizing those social and economical opportunities, which can be realized in a cultural nature action. In the current situation, where growing and job creation get a highlighted attention in our continuously changing society, the impact of cultural expressiveness in the development of cultural skills is indispensable, which can be transferred to different professional correlations as well.

In the case of every competency development, but here it might be particularly true that we can use and apply already existing, developing board games. Ones that are not only for kids, but also for every age group – also for adults, too.

I. Topic: STORY CUBES

Duration: from 15 minutes up to one hour

Aim: development of verbal expressiveness.

Methodology: individual and/or group

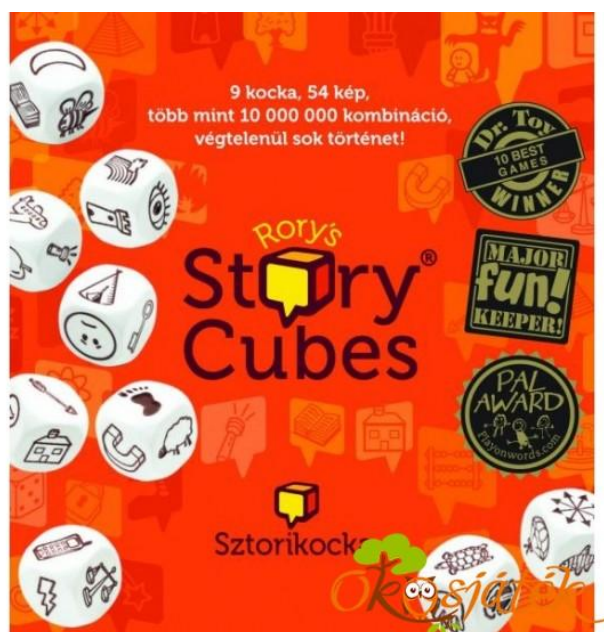
Bibliography: Story Cubes

Part of the competency: communication and comprehension – development of verbal expressiveness

Connection to the other competencies: learning to learn, social and civic competence, skill of initiation and entrepreneurial competence, the competence of identify and solve a problem, competence in work/labour market

Theoretical background: the development of verbal expressiveness – which is seemingly touches and affects other competency fields as well – can be done with exercising, which in groups and in a playful way is the most effective.

Practical:



Throw the dices and work in all 9 thrown pictures in a full story!

The game rules of story cube include alternative game versions. It can be also played differently: the started tale/story is always continued by the next player, so the tale/story is created together, so it is a well-rounded whole!

[illegible]

Consequently, the following conditions must be satisfied:

III. Topic: Somewhere...

Duration: from 20 minutes up to one hour

Aim: development of written expressiveness

Methodology: individual and/or group

Bibliography: VSA exercise

Part of the competency: communication and comprehension – development of written expressiveness

Connection to the other competencies: learning to learn, social and civic competence, skill of initiation and entrepreneurial competence, the competence of identify and solve a problem, competence in work/labour market

Theoretical background: the development of written expressiveness – which is seemingly touches and affects other competency fields as well – can be done with exercising, which in groups and in a playful way is the most effective.

Practical: Everyone gets an A/4 sized paper with the following sentence fragment:

Somewhere in the world exists a person...

Continue the sentence!⁵

IV. Topic: Find the odd-one-out!

Duration: 20 minutes

Aim: getting to know fine art works.

Methodology: individual and/or group

Bibliography: VSA exercise

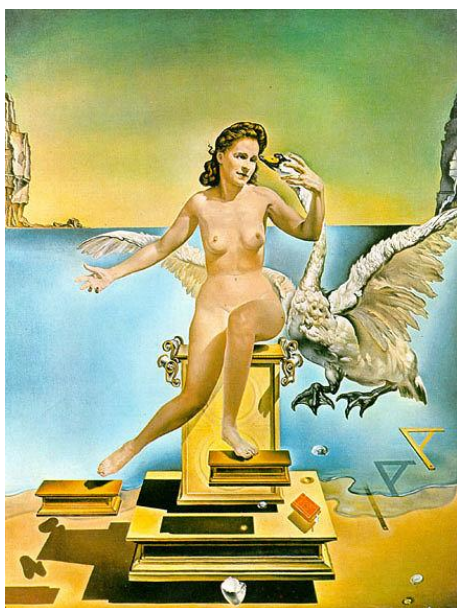
⁵The „solutions” diversity can be seen in the publication of Váltó-sáv Alapítvány called Probation: <http://www.atvalto.valtosav.hu/others/probaido.pdf>

Part of the competency: cultural diversity, awareness, self-expressing.

Connection to the other competencies: learning to learn, social and civic competence, skill of initiation and entrepreneurial competence, the competence of identify and solve a problem, competence in work/labour market

Theoretical background: fine art works, getting to know the universal culture treasure, game, attention – connecting with different fields of culture (e.g. mythology). The task can be freely formed, relying on everyone's own fantasy, knowledge, but also can be problem focused.

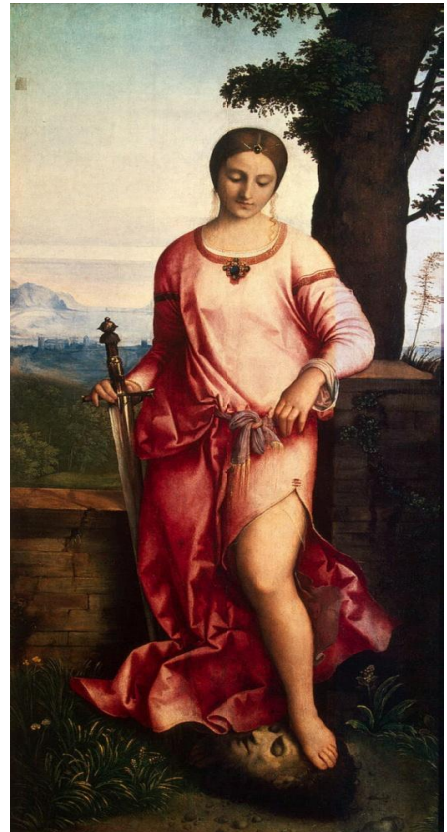
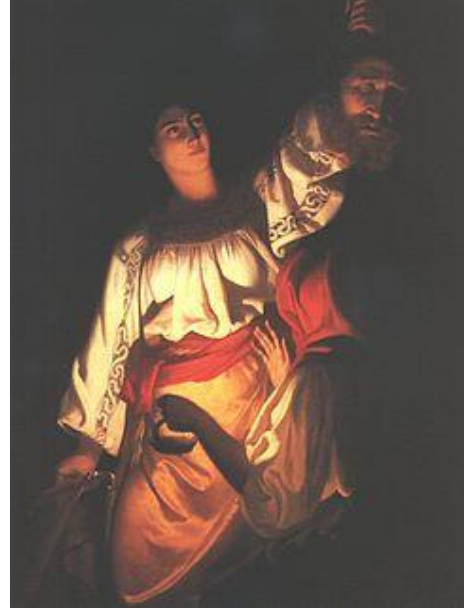
Practical: you can see five art works' reproduction in front of you. Because of something one of them doesn't fit in the line. Find it, and give reason why!



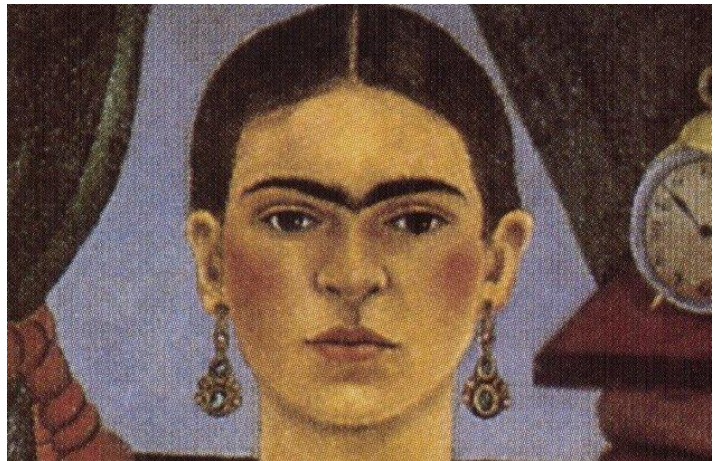
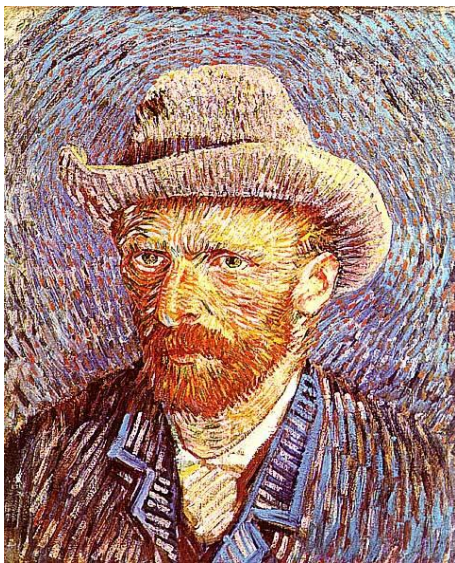
(Solution: every painting processes Greek/classical mythology, except the first one; that one is biblical. Painting: 1. Susanna and the elders, 2. Danaë, 3. Heracles, 4. Leda, 5. Venus and Adonis)



(Solution: there can be several solutions, since the tasks are in different difficulty levels. The simplest solution: everyone has some kind of head-gear, except the woman in the second painting /Dali: Gala/).



(Solution: each one is about the biblical Judith, except the first one, that depicts Ophelia /Shakespeare: Hamlet/.)



(Solution: every painting is the painters' self portrait, except the fifth one that is just a portrait of Pushkin, the Russian poet.)

V. Topic: manual competency

Artistic development has an outstanding role in the coping with stress, in its cognitive restructuring, in problem solving, in addition, in the solution of negative emotional conditions and tension. This type of workshop connects the process of creation and skill development together with personality development, social competency psychic welfare and everyday's fundamental questions. The cognition and solving of problems arising through creation, the experiment of personal successes and the awareness of possible verbal remedies can highly contribute to the forming of a self-reflective personality, which is one of the corner stone of the prevention of crime offending and becoming a victim. The goal is the formation of a value transferring (at the same time value creating) and personality shaping activity forms and atmosphere.

Possible processings:

Crime in arts (the original sin, the seven deadly sins, other sins: systems, structure, conversations, taking picture of the seven deadly sins, group work: making montage of photos, choosing one sin, which one mostly interested in, its processing with a chosen techniques, painting analysis: Bosch, Dix, Bruegel, etc.) – talking about the seven deadly sins, Bible and fine art works



Design a logo, poster (for an organization/topic)! You can use any kind of technique!

Make a montage (about your life, present situation, future, etc.)!

Miroslav Špánik, Martina Špániková, Oľíia Škarbová, Zuzana Kršková (KIC Edukos): Development of transversal competence: communication and comprehension, self-management

The characteristics of transversal competences

Transversal skills (or competences) can also be called the so-called intersectional skills which include generic soft skills and generic hard skills. They are important for the (re)integration of (ex)convicts into the working process as well as everyday life.

The development and exercise of **interpersonal skills (soft skills)** can encourage a better social integration of (ex)convicts into the society. They are the following: getting to know oneself, empathy, communicational skills, stress management, solution of conflicts, competence of work-free time equilibrium, ability to organise, ability to organise one's time and ability to be understanding and tolerant towards others.

Hard skills are professional knowledge and skills which support a better integration of (ex)convicts into the working process. They are skills and abilities which we need to perform a certain type of tasks and activities. They are the following: skills of suitable professions, PC skills, financial literacy.

Such a definition of transversal competences is based on a long-term professional practice in the Slovak republic and despite a slightly different conception of the other partner countries it is not in conflict with them and definitely fulfils the criteria, objectives and integral approach in the development of the higher categories of the transferrable skills in the convicts.

The selection and characteristics of two competences

The basis of an acceptable existence of an individual is good communication. It is a condition for the development of our personality. In a closer analysis we could find in most convicts some kind of communicational barriers which significantly influenced their lives even before their incarceration. The way of communication can have sometimes an important impact on the final length and form of the punishment. By imprisoning and a temporary short-term or long-term exclusion from the society this state only gets worse or a real predisposition for it is created by the influence of the involuntary stay in a residential facility which could be perceived as a place unfavourable for the development of natural interpersonal relationships

and communicational skills. Furthermore, these consequences of prisonisation can actively reduce the effectiveness of resocialisation of the convict or eventually prolong its duration. Therefore, in the introductory part we will naturally deal with the principles of communication and comprehension as transversal competences.

1. Communication and comprehension

Communication means in simple terms the process of mutual exchange of information which however has very often negative manifestations and consequences in the context of interpersonal relationships and contacts.

Communicational competence is in general defined as a set of all mental predispositions which enable a human being to communicate. However, it is necessary to understand it in much broader terms. It not only contains the linguistic competence but also the knowledge of the sociocultural rules, norms of the given society or community, the people “around”. The non-respect of the mentioned attributes is one the key problems because of which the convicts get into conflict with the law and so it is very often a common problem for persons that commit unlawful acts.

The communication competence is developed by means of four communicational skills:

- the skill to create, receive and process information
- the skill to look up and send information
- the skill to formulate one’s own opinion and argue
- the skill to verbally and non-verbally express one’s will and emotions

The comprehension competence is closely related to the communicational competence. What we understand by the comprehension competence is the ability to be understanding and tolerant towards other people in one’s surroundings. This competence is conditioned by various predispositions e.g. empathy as an effort to understand others and the unconditional acceptance of others.

The process of empathy consists of three activities that follow one another: putting oneself in the perspective of others - the effort to understand - sharing

Therefore the comprehension competence is inseparable from empathy.

The listed skills are deficient especially in long-term convicts who have been forced to spend a lot of time confined with a limited number of persons. In these conditions a specific mode of communication is created which can after release cause problems and repeated conflicts with the surrounding world.

We have tested in the framework of the project the following selected tasks from the set of available activities which are appropriate for the renewal and development of communication and comprehension competence. They are on the basis of the verification of the partner organisations suitable for the target group of (ex)convicts in the environment of a residential facility taking into consideration the support of the subsequent postpenitentiary care as well. We have selected the following exercises as the most effective in terms of international comparison:

A, one- and two-way communication - simultaneously the ability to put oneself in the perceptive perspective of others, into their ability to receive and understand the received information

B, the identification of the received information expressed by a gesture or bodily posture

C, the training of active listening

D, “I “- statement - the ability to formulate one’s expressions that do not lead to defence, explaining, “fighting” with others or cummination of aggressiveness

E, the distinguishing between assertive, aggressive, passive and manipulative behaviour

F, the training of various types of behaviour

G, the training of receiving and giving of feedback

Testing of the effectiveness and expediency of the implemented exercises is a natural part of the training program. It is implemented on the basis of tests done before and after the various exercises or after a set of exercises. They are the following:

A, tests containing specific ways of communication

B, tests identifying various forms of behaviour

C, tests focused on the level of assertive behaviour

Exercise for the development of the 1st competence: Communication and comprehension

A) Topic: Assertive behavior – the fable „The Princess and the Tiger“

The aim of this activity is to re-evaluate the various aspects of human behaviour in terms of its motivation and value-system orientation, think about the human behaviour and its consequences in the given environment. This is the primary activity in the exercise of assertive behaviour, which will make for us the process of understanding of various manipulative techniques easier. Thanks to this it is possible to identify and neutralise them better. Thanks to the exercise of assertive techniques the communication is open and effective.

Methodology:

The activity is optimally meant for 4 or 20 participants. The lector after the introductory motivational speech divides the participants into 2 or 4 groups with approximately the same number of members. Each participant gets a text of a fable and works on the basis of the instructions of the game leader in the group. In the course of the game they mutually confront their attitudes on an individual and collective basis. The role of the lector is to lead the participants to a common solution – a combination of potential patterns of behaviour of the actors whose possibilities grow?

Conceptions:

1. The introductory motivational speech of the lector:

Nobody of us can absolutely exactly estimate how he/she is going to react in unexpected situations. No matter how we prepare ourselves for such a situation, in most cases it takes us by surprise. In spite of the fact that our reaction can be sometimes more rational or emotional, it is always conditioned, besides the hitherto acquired experience, by the psychological and social disposition, the adopted pattern of behaviour and value-system orientation. Certainly, our relationship with an individual or group and the ability to feel empathy for their behaviour is also of great importance for us in the decision-making process.

2. The division of the participants into groups

3. The instruction of the lector No 1:

After reading the fable „the Princess and the Tiger” try to assess in your team how the princess and the soldier made their decision and what motives led them to it. Do not be afraid to discuss and accept various viewpoints on the behaviour of both in terms of their motivation and value-system orientation, think about human behaviour and its consequences in the given environment, even if we do not know it quite well.

„The Princess and the Tiger“

In one for us exotic country a cruel governor ruled and the human life had no value for him. And as it is usually the case in our world as well, the people that he ruled were of the same nature. His only daughter fell in love with a member of her personal guards and they felt as the happiest couple on earth. However, the governor learned about their relationship and on the basis of a fictitious criminal act sentenced the guard to death. The way of his execution was not quite usual either. On the day of his execution the convict was brought to an arena with two doors situated opposite the seat of the governor and the princess. The convict upon reading the verdict was to point on the basis of his own decision to one of the doors. If he were lucky behind the door was a young virgin and he was liberated on the condition that he marries her, however if he were not lucky behind the door was a hungry tiger...

The princess left nothing to chance, she found out who or what was behind each door and when the convict looked at her a moment before his final decision, she secretly pointed to one of the two doors. The convicted lover thought only for a moment and then he decided to...

4. The discussion of the participants about the decision in the model situation

The lector hands out two cards to each group and in an agreed order the groups present their conclusion that they have discussed. The lector directs the discussion with the objective to exhaust all the possibilities of solutions together with the explanation of the motives of the princess and the soldier.

Card 1

HOW DID THE PRINCESS DECIDE, SENTENCE TO DEATH OR PROTECT THE LIFE OF THE PERSONAL GUARD, WHO WAS BROUGHT TO THE ARENA BECAUSE OF THEIR LOVE?

Card 2

**HOW DID THE PERSONAL GUARD DECIDE – SAVE HIS LIFE OR ACCEPT DEATH?
WHAT DID HE THINK ABOUT THE MOTIVES OF THE PRINCESS?
WHY DID SHE DECIDE LIKE THAT ACCORDING TO THE PERSONAL GUARD?**

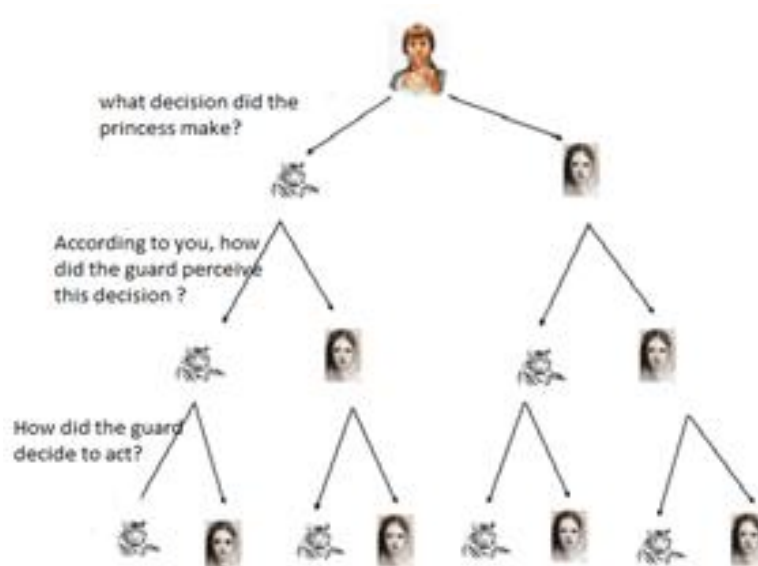
5. The instruction of the lector No 2:

The decision that we expect or presuppose from others, need not necessarily condition our decision in the same situation. How would you personally decide in the given situation in the position of the princess and the soldier, what motives would lead you to your decision and in what way would your motives be different from the behaviour that you originally attributed to them.

6. The discussion of the participants on their own decisions in the model situation

The lector directs the discussion with the objective to exhaust all the possibilities of solutions of the given situation together with the explanation of the individual motives of the participants (he/she encourages the participants to take into consideration the difference of the context) and presents the various decisions graphically on a flipchart board. The activity ends with the analysis of the whole portfolio of possible decisions.

The patterns of the decision schemes:



Part of the competency:

The activity develops communicational competences by means of deepening four communicational skills: the skill to create, receive and process information; the skill to look up and send information; the skill to formulate one's own opinion and argue; the skills to verbally and non-verbally express one's will and feelings. In the same way the competency of understanding is developed.

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B) Topic: the „I“ Statement

The aim of the exercises of the I – statement is to acquire the skill to express one's own opinion, eventual dissatisfaction with something or adopt an attitude towards a certain kind of behaviour without arousing another conflict and encouraging aggressive behavior in communication. This is non-confrontational and non-accusational expression of dissatisfaction with somebody whose behaviour arouses in us negative feelings.

Methodology:

The activity is optimally meant for 10 or 20 participants. The lector after an introductory motivational speech divides the participants into pairs. Each participant gets a work sheet with model situations and formulations for the various types of behaviour and works on the basis of instructions of the leader of the game in the pair. During the activity the participant confronts his/her attitudes with the attitudes of the other pairs. The role of the lector is to lead the participants to a common solution – combination of potential patterns of behaviour of actors that will be in accordance with the social norms.

Conceptions:

1. The introductory motivational speech of the lector:

We learned to name our feelings and needs clearly, comprehensibly and specifically in the training of verbal and non-verbal communication. The expectations of the partners in the process of communication are often different. We will try now to learn to consciously use the communicational method, known as the „I“-statement and fulfil one's expectations if we find ourselves in the same model situation with a partner in „three styles“ – assertive, aggressive and passive.

2. Instructions of the lector No 1:

The „I“-statement is an assertive self-expression with a structure that always expresses one's own emotion in the first place, then the behaviour of the partner is described whereas the intensity of the feedback can be strengthened by explaining the reasons why we do not like this kind of behaviour. The situation ends with a constructive suggestion of a specific step to be taken to attain the expected positive change.

The model of the „I“ - statement:

The structure of the „I“-statement:

MY FEELINGS ARE.....

(the listener cannot question the feelings of the speaker and if the speaker expresses them clearly, the listener can better understand the good intention of the speaker, even in a case where the speaker expresses criticism)

WHEN YOU.....

(in this place the behaviour which is understood as troublesome should be described as clearly as possible)

BECAUSE.....

(an explanation on what consequences the behaviour of the listener has on the speaker should be presented here)

AND I WANT / NEED/ SUGGEST.....

(the concise, clear and specific description of the realistic and wanted step to be taken on the part of the listener should be presented).

3. The division of participants into groups

4. The instruction of the lector No 2:

In the sheet for the activity of the adjusted „I“ – statement you will find the description of a few specific situations in which you have already found yourself in you life so far or you can find yourself in anytime in the future. Your task is to adopt an attitude to each situation so that you could:

A, evaluate, ironise, humiliate the other person, so that your communicational partner only suspects what you are getting at (non-assertive behaviour – aggressive, passive, manipulative),

B, avoid evaluating, ironising and humiliating the other person, so that your communicational partner knows exactly what you are getting at (assertive behaviour).

„I” STATEMENT for various kinds of behaviour

Formulate the „I” statement for the following situations:

1. You have borrowed a larger sum of money from your good friend and promised him to return the money on specific day when you obtain it from a legal source (salary, social benefits, etc.). One week has already passed from the agreed day and your friend has come to you to talk to you about it.
2. You explain your colleagues at work important work procedures that they must master in order to guarantee the quality of their work and ensure their safety. You are personally responsible for the result of their work as well as their safety. However, two employees do not pay attention to your exposition and have a private conversation.
3. You agreed with your friend to help him with the reparation of his house that he is not able to do without your help as an expert. Without the reparation the house is going to get irreversibly damaged and your friend is not able to do it on his own or buy the reparation service in a professional company. It is the third time that you have broken your word and have not turned up.
4. Remember and describe briefly and clearly a certain event, which is for you more or less typical and use the „I”-statement in it in the following ways of behaviour.

In the given situation describe:

Non-assertive behaviour – passive:

MY FEELINGS ARE

.....

WHEN YOU

.....

BECAUSE

.....

AND I NEED/WANT

.....

Assertive behaviour:

MY FEELINGS ARE

.....

WHEN YOU

.....

BECAUSE

.....

AND I NEED/WANT

.....

5. The discussion of the participants about their own decisions in the model situation

The lector directs the discussion with the objective to exhaust all the variants of solutions of the given situations with an explanation of the motives of the participants and the various decisions graphically presented on a flipchart board into the scheme of *Five Styles of Interpersonal Conflict Management*. The activity ends with an analysis of the whole portfolio of the possible pairs of answers.

6. The final summary of the activity by the lector:

The aim was not only to train a clear, comprehensible and specific communication by means of the „I”-statement and learn to express what we feel in specific situations and what we are getting at, what we want to reach, but also as good chess players to learn to consciously predict by the first move the following moves, predict the way of behaviour and arguments of the partner in communication.

Part of the competency:

The „I”-statement is part of the transversal competence – communication, communicational skill to formulate one’s own opinion and argue.

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2. Competence: self-management

The convicts often perceive their life only from the perspective of the present moment and the fully organised time in the correctional facility and are not aware of the importance of planning and organising one’s life. They rely on the help of others or on chance, as far as their future is concerned.

Self-management is in general a process in which a person sets for himself personal and work goals, organises their implementation and evaluates their attainment. He/she thereby uses

his/her qualities, knowledge and skills, sets his/her goals, organises his/her activities for their attainment and checks the success of one's effort.

The process of self-management is implemented by means of various functions:

1. self – acceptance
2. self – realisation, which includes: self-planning, self-organisation, self-check.
3. self – development and self- education

The extension of the levels of the various functions develops from the characteristics, knowledge and skills of the individual which can be developed in various ways:

- The qualities of a human individual have an emotional dimension whose level can be increased by upbringing.
- Knowledge has a cognitive dimension whose level can be increased by means of study.
- Skills have a will dimension whose level can be increased by means of training.

An opportunity for work with (ex)convicts presents itself here. They are given the chance to increase their qualification or education in various areas already during their imprisonment sentence. This is one of the parts of self-management. Another very important area is the development of skills by means of specifically targeted trainings.

The function of self-acceptance represents awareness of what he/she is like, what are his/her characteristics, dispositions, what he/she knows, what is his/her knowledge, education, what he/she can do, what are his/her abilities, skills. It is possible to develop this function by means of trainings focused on getting to know oneself and self-evaluation.

The function of self-realisation means the realisation of one's own activities developed already during the imprisonment sentence focused on setting goals of one's personal and work life, self-planning, realisation of set goals and their eventual

modification, estimation of difficulty and reality of the set goals and their implementation (self-control).

The function of self-development includes education (bringing-up, studies, training) focused on the development of positive and the elimination of negative characteristics – self-education, development of professional and general knowledge (self-study) the development of necessary skills and the elimination of bad habits – self-training.

Examples of exercises:

- questionnaires for getting to know the personality, temperament
- questionnaires for getting to know the components of self-awareness
- identification of career orientation
- styles of receiving information
- training of planning one's own personal and work time

Exercise for the development of the 2nd competence: self-management

A) Topic: self-evaluation/ self-appreciation

The aim of the activity is to re-consider the various aspects of the behaviour of a person from the point of view of his/her own present value orientation (self-appreciation) and his/her own competence – perceived through his/her own performance as well as the internalisation of new roles and norms. This behaviour can, due to its importance, have a considerable impact on the ability to assess the practicability of the set goals in the process of resocialisation of the convicts. It is a relaxation activity in the form of an exercise of one's self- acceptance which will make it for the client easier to understand the sequences in the decision-making process. Thanks to this it is possible to better understand the need for the sequence of various steps and the impact of the decisions on the evaluation of one's own work in the future.

Methodology:

The activity is optimally meant for any number of participants. The lector after an initial motivational speech on the need for positive self-evaluation, which is based on the recognition of the value of one's own work, shows gradually a story about a potential employer who does not only provides work for an ex-convict corresponding with his/her

knowledge and skills but also two variants of reward for his/her work. During the game each participant on the basis of the instructions of the lector makes repeatedly decisions about the variants of reward and subsequently confronts his/her attitudes and procedures with the attitudes of other participants and then expresses his/her idea about his/her own potential and work possibilities/perspectives. The role of the lector is to lead the participants to a suitable way of self-evaluation and self- appreciation of one's own work.

Conceptions (curriculum, timetable, plan):

1. Initial motivational speech of the lector:

Each of us as a rule evaluates all objects and phenomena around us from the perspective of one's own needs and interests. All of these values are called „our value system“. They condition our personal behaviour and can lead us many times into problems, especially in cases if we hinder somebody without his/her consent from „enjoying“ temporarily or permanently whatever they want, whatever is for them valuable – ranging from simple things of everyday use to things related to their own health or life.

Everything which constitutes our personality belongs to the most important values for all of us, e.g. the value of our own work. This value is the result of our knowledge and skill – competences. However, can we correctly ascertain the value of our work? Do we think sometimes that somebody is not appreciating a part of our work?

2. Telling a story and the first version of conditions of reward:

Imagine that you perform a certain type of work that you like and that fulfills your professional ambitions. The reward for it does not fulfill your expectations – do you feel underestimated? One day an employer shows up at your work that offers you the same work with a monthly trial period and at the same time gives one of the following options of reward for your quality work for the given period:

The offer of the employer for a trial period of one month:

A, at the beginning of each month you always get 100 000 € in advance in cash

or

B, the first day you get 1 euro cent and each following day a double of the value of the previous day for all 30 days in the month,

What would you choose?

3. The first decision of the participants of the activity

The lector asks the participants of the activity to decide about the advantage of the first or the second option using mutual consultations and only on the basis of initial supposition. After each participant gives his/her opinion the lector gives another option.

4. The continuation of the story and the first version of the conditions of reward:

After the first month the new employer is extraordinarily satisfied with your work and therefore offers you the two following possibilities:

A new offer after the trial period:

If somebody offered you the following reward for you work:

A, 100 000 € cash for each day for the whole month (30 days)

or

B, the first day one euro cent and for each following day the double of the value of the previous day for the all 30 days,

What would you choose?

5. The second decision of the participants of the activity

The lector asks the participants of the activity to decide about the advantage of the first or the second option without mutual consultations and only on the basis of a pre-supposition. After each participant gives his/her opinion the lector shows them the variant B of reward and consequently also the comparison of all variants of reward.

6. The discussion of participants about the decisions of reward

It is a paradox that we decide faster and more intuitively about things which are for us more important and have a permanent influence on our future than about things that have a lesser impact. What led you to this decision in the first and in the second case and to what extent are you satisfied or dissatisfied about your decision? Is your decision in similar important cases analogous? What job would you like to have after release and what would be an adequate reward for this kind of work?

7. The end of activities

The lector asks the participants of the activity to decide about the advantage of the first or the second option without mutual consultations and only on the basis of a pre-supposition. After each participant gives his/her opinion the lector shows them the variant B of reward (picture 1) and consequently also the comparison of all variants of reward (picture 2).

Day	Daily Value	Total	Day	Daily Value	Total
1	0,01	0,01	16	327,68	655,35
2	0,02	0,03	17	655,36	1 310,71
3	0,04	0,07	18	1 310,72	2 621,43
4	0,08	0,15	19	2 621,44	5 242,87
5	0,16	0,31	20	5 242,88	10 485,75
6	0,32	0,63	21	10 485,76	20 971,51
7	0,64	1,27	22	20 971,52	41 943,03
8	1,28	2,55	23	41 943,04	83 886,07
9	2,56	5,11	24	83 886,08	167 772,15
10	5,12	10,23	25	167 772,16	335 544,31
11	10,24	20,47	26	335 544,32	671 088,63
12	20,48	40,95	27	671 088,64	1 342 177,27
13	40,96	81,91	28	1 342 177,28	2 684 354,55
14	81,92	163,83	29	2 684 354,56	5 368 709,11
15	163,84	327,67	30	5 368 709,12	10 737 418,23

Picture 1



Picture 2

Part of the competency:

The activity helps develop the transversal competence, especially the function of self acceptance – mainly in the area of self-evaluation. The convict has the possibility to become aware of the important interrelation of the qualities or dispositions (knowledge, information, skills and abilities) and the reward for work. It is possible to support this function by means of trainings focused on getting to know oneself and self – acceptance: the change of the current value orientation (one's own self- evaluation), the level of one's own competence – one's own performance, internalisation of new roles and norm, ability to realistically assess the practicability of the set goals in the process of resocialisation of the convicts.

The testing of other transversal competences

The competences were tested in two locations:

- the prison of Ružomberok - 6 participants (men) serving various sentences, at various age and an elementary level of education;
- the Regional Court of Banská Bystrica, - 11 participants (9 men and 2 women) conditionally sentenced for imprisonment, some of them with a past experience of imprisonment, out of them 8 were employed, 2 unemployed, 1 on maternity leave. They had good level of IQ, sufficiently motivated for the participation in the training.

Exercise: „Three-minute task” – concentration – (Váltó-sáv Alapítvány)

The exercise is a suitable initial activity which can be attached to any topic: e.g. getting to know oneself, communication, assertive behaviour, solution of conflicts. The exercise points out the importance of carefully reading the instructions before the actual realisation of the task. Application in practice: in case of headlong ill-judged signing of various contracts, e.g. work or loan contracts.

Exercise: Social competence training exercise "Dilema" – (CSF "Garstycios grudas")

The exercise is a suitable supplement to exercises focused on getting to know oneself, communication and solution of conflicts. The activity was clear, comprehensible and positively received by the participants. It encouraged them to an extensive discussion, the group was able to formulate their attitudes and discuss them. Despite the different attitudes to various types of people the participants could in the end reach a common solution of the dilemma.

Exercise: „Conflict Map” – (CSF "Garstycios grudas,,)

In the beginning the lector explained and led a discussion on the topic of conflicts in everyday life and gave initial exercises and activities focused on getting to know the characteristics of conflicts, place of conflict in life, triggers of conflict, kinds of conflicts and approached to solving them. The exercise „Conflict map” was subsequently realised on a specific conflict situation. The graphic depiction helped the participants not to lose track of the problem and by means of a common discussion add other components. Then each participant formulated his/her own conflict map.

Exercise: Constructive way of controversy and conflict solution – (CSF "Garstycios grudas,,)

The exercise was realised on a specific conflict situation. The participants defined in the first step the possible ways of solving/behaving; in the second step they described the probable reaction of the opponent. They had bigger problems with further steps, e.g. to evaluate the probability and the advantage of the development of events. The exercise can be evaluated as more demanding for the given target group. It requires more time and a quality preparation on the part of the lector.

Exercise: Civic education exercise "Countryman, citizen, nationalist, patriot and community member" – (CSF "Garstycios grudas,,)

At the beginning the group in the form of brainstorming defined as many representatives in the 5 explored categories as possible and then selected a category. The lector explained the socially accepted definition of patriotism and subsequently the group realised the various steps of the activity in accordance with the predefined model with the following slight modifications: thanks to the age composition and educational level of the participants it was possible to create a profile of the selected personalities (positive and negative qualities). In the context of the preparation for a next one-day training program each participant thought about which personality he/she would like to be if he/she were to wake up in his/her skin the next day.

Exercise: The method of "6 Thinking Hats" – (Slawek) – tested in 1 group

The activity was received positively by the participants. It required maximum concentration on one's role, formulation of thoughts in a way that would be corresponding to the colour of the given hat. The activity was clear and comprehensible for the participants. It encouraged them to activity. The group was able to formulate one's opinions and discuss them. At the end the participants were able to come up with a common solution to the problem.

In conclusion, the testings showed that it is appropriate to use creative techniques in working with (ex)convicts which give the opportunity to see problems from a different angle. For this reason, for example, the task "6 thinking hats" and social competence training exercise "Dilemma" were received positively. The graphic depiction of a task can also immensely contribute to its successful solution (Conflict map). However, some tasks are not due to their difficulty suitable for every group of (ex)convicts because they require e.g. a lot of general knowledge. The task: civic education exercise: "countryman, citizen, nationalist, patriot and community member" is dependent on the knowledge of the facts of national life, famous personalities, etc. The difficulty of the evaluation of the probability and advantage of the development of events poses another problem (Constructive way of controversy and conflict solution). Therefore, we have confirmed ourselves in the conclusion that it is always important that the lector suitably selects the tasks according to the level, problem and composition of the participants. As a result, the lector plays an important role in the successful course of the training. His/her appropriate preparation as well as experience with the target group are indispensable for the performance of his/her work.

In this document we have dealt with the problem of transversal competences in the theoretical as well as practical level with the objective of a conceptual approach in the process of their renewal and development in the target group of (ex)convicts. The process of international testing of the selected procedures showed the transferability of most of them with smaller or bigger modifications (e.g. the methods of the 6 thinking hats) and the importance of their interconnection with the program of the development of transversal competences in the period after release from prison. During the testing in the remand centers and prisons and the following dissemination focused on all the significant professions working with (ex)convicts we have come to the conclusion that the various outputs of the project (not only this one) are suitable tools for them. Another significant contribution of the transversal competences is that the use of the database of methods and exercises has a broader scope of use i.e. not only in case of prisoners but also the conditionally sentenced convicts. Depending on the complexity of the various activities or their combination it is for the lectors to consider if they will use the presented outputs or include them in the prepared trainings which their organisation will organised even after the end of the PRE project.

Stefa Kondrotienė, Gitana Steponavičienė, Jaunius Mincevičius (CSF "Garstyčios grūdas"): Transversal competencies (conflict management competence, social and civic competences)

With the advent of new technologies, rapid and intense changes take place in new ways of organizing companies. It affects the global labour market. Employees need to improve their professional specific work skills and acquire basic skills as they must adapt to changes in the labor market. These are the key factors of competitiveness that strengthen not only employees' motivation but also the quality of work. Most people work in groups or teams. Even if work with other people is very common, this is a task that requires specific skills, both professional and social. In the course of larger changes, different interests arise which develop into open or hidden (latent) conflicts. By themselves - it's not a negative situation, but unmanageable and unresolved, it can stop the success of a change / project or affect not only the person but also the organization.

The general skills are interconnected and, in the case of the convicts and those who have returned from detention facilities, are closely related to other factors that have an impact on improving the quality of non-formal education.

In the case of the target group of convicts, two of the many other essential competencies are necessary:

1. Conflict management competence.
2. Social and civic competences

CONFLICT MANAGEMENT COMPETENCE

The conflict - is collision of the opposite goals, interests, positions, opinions or attitudes, serious disagreements during which the man are overwhelmed by unpleasant feelings or emotional experiences.

The conflict term comes from the Latin word *conflictus*, which means collision (J. Almonaitienė and others, 2005). A. Petrulytė (2004) points out that conflict are the intersection of different opinions, sometimes deadly struggles. It's hard to find someone who would never have gotten into a bigger or smaller conflict. No matter how unfortunate it is, no

one can imagine life without conflict simply because people prefer their own business and interests. Therefore, it can be said that to some degree conflicts are inevitable.

A. Jacikevicius (1995) points out that conflict is more or less expressed in the struggle between two or more sides that have contradictory norms, objectives of action or resist aggression which is directed to its values. The essence of conflicts is revealed by describing their basic characteristics. To all conflicts general are:

1. Each conflict consists of a series of episodic partial conflicts, each of which has its own sequence and evolution. At the same time, the conflict has its own overall stability.
2. Conflict can be not only negative, but also a positive feature. Its roots can be in the individual or group context, without knowing it is not possible to solve the conflict.
3. Conflicts are related to the stability and changes of an individual or group (organization).

The classic conflict management theory says that the conflict is like an iceberg, the visible side of which is external reactions, words and statements, and the real causes of conflict / disagreement are often invisible and inexplicable.

Some people think that the best way to solve a conflict is to avoid it. Conflict, according to psychologists, can be solved before it happens. To do this, you need to learn how to manage it, to understand why it comes up and how to solve it. However, life experience shows that conflict prevention is not always possible, but it is not always necessary to avoid it.

The other side of the conflict should not be forgotten - despite the negative strain, conflicts encourage change and improvement. Interpersonal and internal personal conflicts promote the development of personal relationships. In conflict situations, people are given the opportunity better to know themselves and others. Conflicts usually cause new solutions. Consequently, conflict is not an evil, it all depends on how people behave in a conflict situation, how they handle emerging problems. Conflict solution is skills that can be learned.

Conflicts solution competence is:

- the ability to evaluate ownself and others behavior in the existing situation;
- the ability to recognize and manage own emotions;

- constructive psychological attitude to oneself and to others;
- real clear picture of "I";
- high self-control and self-confidence;
- understanding of other person, his attitude and behavior;
- empathy to others.

Working with prisoners was observed that their **internal conflicts expressing in various spheres:**

1. Cognitive:

- contradictions of „I“ view;
- low self-esteem;
- assessment of own condition as a psychological blind alley;
- doubts about own motives.

2. Emotional:

- emotional stress,
- negative experiences.

3. Behavior:

- quality of activity;
- intensity;
- reduced motivation to act (for example: to accomplish the program tasks or to participate in the sessions);
- a negative emotional background of communication.

It is important to mention that the impaired personality adaptation, the intensification of psychological stress are considered as integrated indicators of all three spheres.

Conflict causes

One of the most often reasons of social conflicts - disability to look at the situation in a flexible way, without prejudices or own motives. The conflicts with others easily get involved

stubborn, inert, intolerant behavior contrary people. It is observed that conflictish also are those, whose main goal in life is - at any price to win other people (friends, employees, etc.) recognition and acceptance. Favourable conditions for conflicts appear also when unrealistic requirements are raising for the environment, determined of idealized "I". In this case, the person begins to feel superior then others. He believes that he is a righteous and impeccable man who may prescribe. Conflicts also can be caused by too excessive conformism.

The most notable ways to solve conflict situations:

1. **Escape** - shows that the conflict is so menacing that a person gives all forces to pre-empt a direct collision. He feels that he can not affect the situation in any way and tend to run away;
2. **The force using** - no matter what may think other side, such a person raises himself above all. He wants to win in any case. He often dealt with demonstrations of force.
3. **Hiding – surrender**. As one half have fear to be isolated, open conflict is often avoided. A person who gives up to the opponent's claims seeks superficial harmony with secret motives.
4. **The compromise choice** - occupied middle position, there are no winning or losing side. Realistic, but not fundamental solutions reach a mutually adapting and showing good will.
5. **Confrontation** - person often is confident to raise and protect own interests. It affects as openness to the other person's opinion. When the balance of forces is equal, then appears an opportunity to look for mutually beneficial solutions.

Developing conflict solution competence aiming convicts:

1. Be attentive to themselves and to others, and be able to control their emotions in conflict situations.
2. Appreciate the positive aspects of the conflict.
3. Accept conflict situations as opportunities to strengthen interpersonal relationships.
4. Use the communication techniques to solve misunderstandings.
5. Do not hide conflicts, but will create a safe environment for themselves and others.
6. In conflict situations follow the attitude - "let's win together."
7. Accept conflicts' solution as a way to improve overall effectiveness.
8. Be able to identify and manage own emotions.

9. Be able to develop self-confidence and to follow the constructive psychological attitude towards oneself and to others ("I'm good, and you are good").

We believe that the following two exercises that we chose to describe would be useful for developing this competency: 1. "Conflict Map" and 2. "Constructive way of solving disputes and conflicts".

1st exercise "Conflict Map"

Theme - Human needs

Aim - To learn to solve conflicts in constructive way

Objectives:

- To develop active listening skills;
- To develop a sense of empathy;
- Improve communication skills;
- Understand the reflection (own feelings and experiences analysis) writing the essence. To improve these skills.

Theoretical basis:

This map will help you in cases when:

- You can not understand what is going on;
- You see no way out of this situation;
- There are too many factors, and it is unclear where to begin;
- You feel that you do not have all the necessary information.

What can you win with such a instrument?

- Map limits the discussion with the particular frames, and it prevents expressing own feelings too wildly. We all tend to show restraint in such conversations;
- Allows the group to discuss the problem all together;

- Provides an opportunity to tell everyone what they need, what excites them, and worrying;
- Allows to listen to people who have previously believed that they were misunderstood;
- Allows you to see more clearly your own and other people's position;
- Allows you to structure approaches to the problem of each conflicting group;
- Allows you to grasp new directions of problem solutions.

Map will help you:

- Find what previously you did not know, or what else should be added to clarify;
- Find mutual needs and shared concerns;
- To detect the most difficult areas, which need to solve urgently;
- Please note that if it is possible to reconcile the different values and perspectives. After all, you can even find unexpected solutions;
- Please note if there emerge a mutual views, ideas, values, about which people did not suspect.
- Find most advantageous solution assumptions for all;
- Look for mutual winning assumptions;
- Propose solutions which will let something to win for everyone.

Exercise process:

Recommended 10 - 12 persons group

This exercise is for general communication skills development, and to deal with and manage conflict situations, to see not only own desires, needs, expectations, but also other conflict participants' interests.

In the beginning, participants get familiar with the task, carefully read the instructions.

Duration - 50-60 minutes. (Depending on number of participants)

Instructions: Fill in the columns in the map

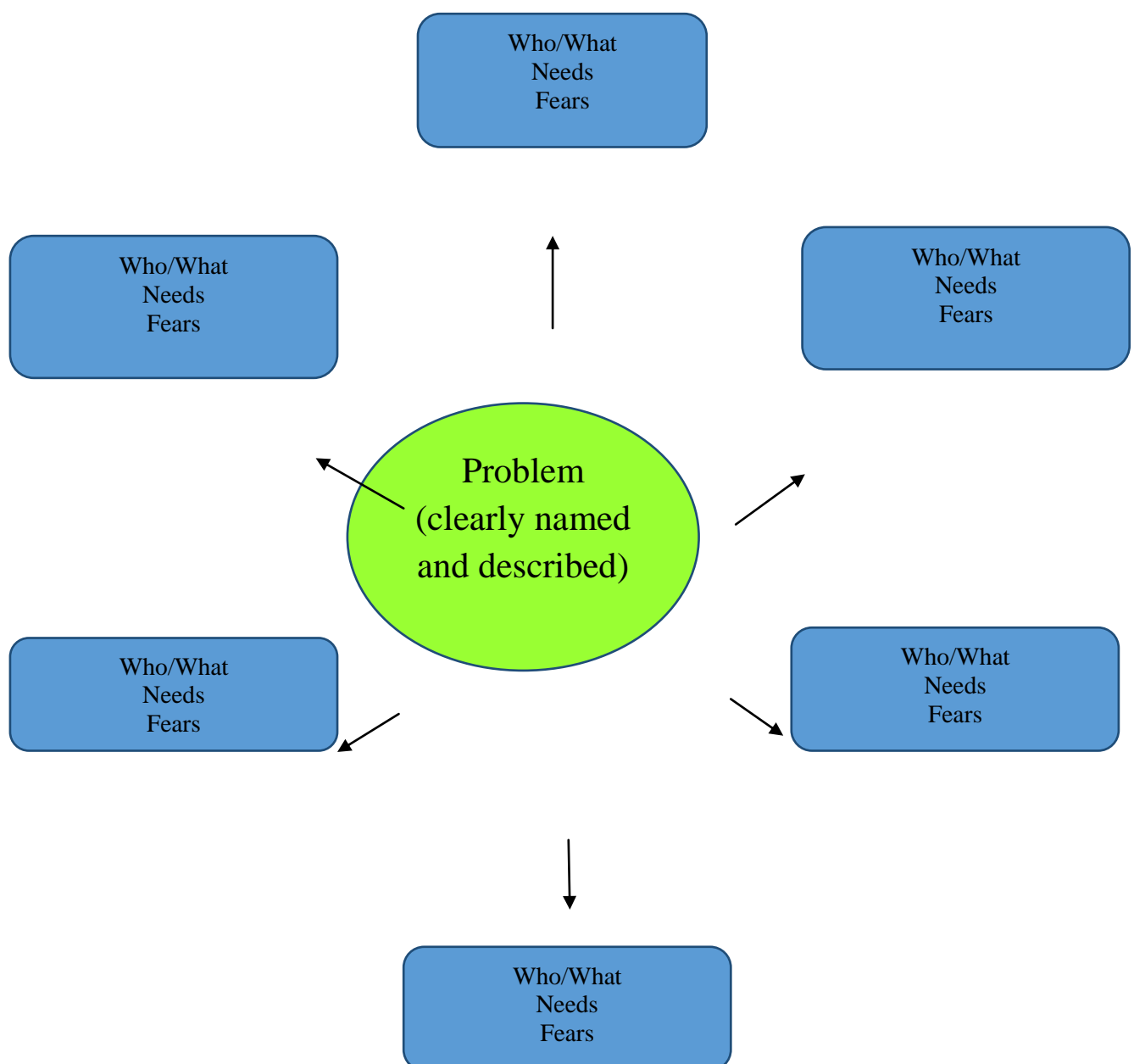
In the column "problem", write the problem, name it.

In other columns write conflict participants (opponents) -"Who", also their current and expected "Needs" and „Fears".

Note:

The number of conflict participants may be lower or higher than that shown on the map, so you handwriting the needed number of opponents.

Fill the map:



After the task, it is discussed in the group, sent the feedback:

- What I realized?
- What became clear to me?
- What do I think about this situation?
- How do I feel?
- What do I think about how the others feel?

Links with other competencies

Conflict management competence has links with: **civic, cognitive, communication and social** competences.

Links with communication competence

The conflict competence is closely related to communication competence. This competence today is understood as language, vision, communication, technological and social skills as a whole. The development of communication competence helps to develop the following values:

- responsibility for the accuracy and certainty;
- respect to the other person's opinion, communication, traditions and culture of the letter;
- defending his attitude and viewpoint, without prejudice to his own and others dignity;
- the need to know own communication skills and to develop them;
- the need to communicate and cooperate;

The person matured these values could easier to integrate into a new environment, successfully will move towards his objectives, will be interesting companion, will be able to show his skills and will be able to engage in lifelong learning.

2nd exercise - Constructive way of disputes and conflict solution

Topic - Human needs

Aim - To learn to solve conflicts in constructive way

Theoretical basis: A Conflict situation occurs in everyone's life, but each of them reacts differently. Most people believe that the conflict is an evil, however, is not like this. If people would learn how to manage conflicts, they can become excellent problem-solving manner. If the conflict is visible and the two dissenting sides clearly express their dissatisfaction, it is need to discern if the conflict is constructive or destructive. If destructive conflict is predominate, emotions are very strong, the purpose of both sides is not to solve the problem but to prove own truth, usually deviate from the main theme. And sometimes once starts to insult opponents and assign them to certain diagnoses. In other words, destructive conflicts ruin relationships, separate and isolate people.

Meanwhile constructive conflict leads to the result. Opponents should listen to each other, seek common solutions, submit proposals, not to deviate from the subject and try to show less emotion.

Destructive conflict is discussion about who is guilty, visible projection into the past, and constructive conflict is projected into the future, so there is sought how to solve the problem. Conflict resolution - a process in which people search options to meet the interests of conflicting persons. Possible solutions of the conflict are discovered by analyzing the causes of the conflict, by listening to the opponent's expectations.

Developing conflict competence aiming convicts and persons after detention:

1. To be attentive to themselves and to others, and be able to control own emotions in conflict situations;
2. Appreciate positive aspects of the conflict;
3. Accepts conflict situations as opportunities to strengthen interpersonal relationships;
4. Use communicative techniques to solve misunderstandings;
5. Do not hide conflicts, but create a safe environment for themselves and others;
6. In conflict situations follow the additute "Win together";
7. Take resolution of conflicts as a way that improves the overall efficiency;
8. Will be able to identify and manage their emotions.
9. Will be able guide the spiritual values and spiritual principles.

10. Will be able to develop self-confidence and to follow the constructive psychological attitude towards themselves and to others ("I'm good, and you are good").

Duration: 50-60 minutes. (Depending on number of participants)

Methodology:

Individual task implementation, its analysis and discussion in group, where participants learn how to analyze, to speak, to express their thoughts, as well as learn to hear the other participants in the group, gradually discovering constructive solution of conflicts and disputes.

Concept (exercise plan)

The method aims to develop constructive communication skills of rehabilitants and teach the proper choice of conflict resolution techniques (aimed at developing conflict competence).

Objectives:

- Get acquainted with the ways of conflicts resolution;
- To analyze their behavior during conflict situations;
- Understand how important (not important) is to meet own needs, how important (not important) is to meet the needs of another person during conflict situations;
- Understand how to choose the constructive resolution strategy in conflict situations.

Exercise process:

- It is recommended for 10-12 persons (participants) group.
- First, the participants performed the task individually.
- After the exercise, it has to be discussed with the group participants.
- Participants take seats in U or O-shaped form, in that way they can see each other.
- Answers are analyzed together

Practice:

Forms "*Conflict Resolution*" are distributed to participants.

Select 1-2 conflict situations, which are named by the group participants.

These "Conflict resolution" method will help adequately resolve the situation. According to this method, distinguishes 2 important aspects, describing people's reactions to the conflict:

- How important to you (or not important) is to meet your needs?
- How important to you (or not important) is to meet the needs of the other person?

In the conflict situation it is not always clear which approach would be most appropriate, and how to achieve a constructive solution.

Responding to these questions, use the five conflict resolution strategies.

1. In the first column of the table write more hypothetically possible selected conflict situations behaviors (for all strategies).
2. In the second column describe what your opponent is likely react to the forms of behaviour, written in first column e.g. what consequences would bring a variety of strategies.
3. In the third column on a scale from 1 to 10, consider how much reality is likely to this course of events.
4. In the fourth column on a scale from 1 to 10, consider how this turn of events would be advantageous and desirable to you (1- totally undesirable, 10 - very desirable).
5. In the fifth column write the final behaviors evaluations (P multiplied by W).

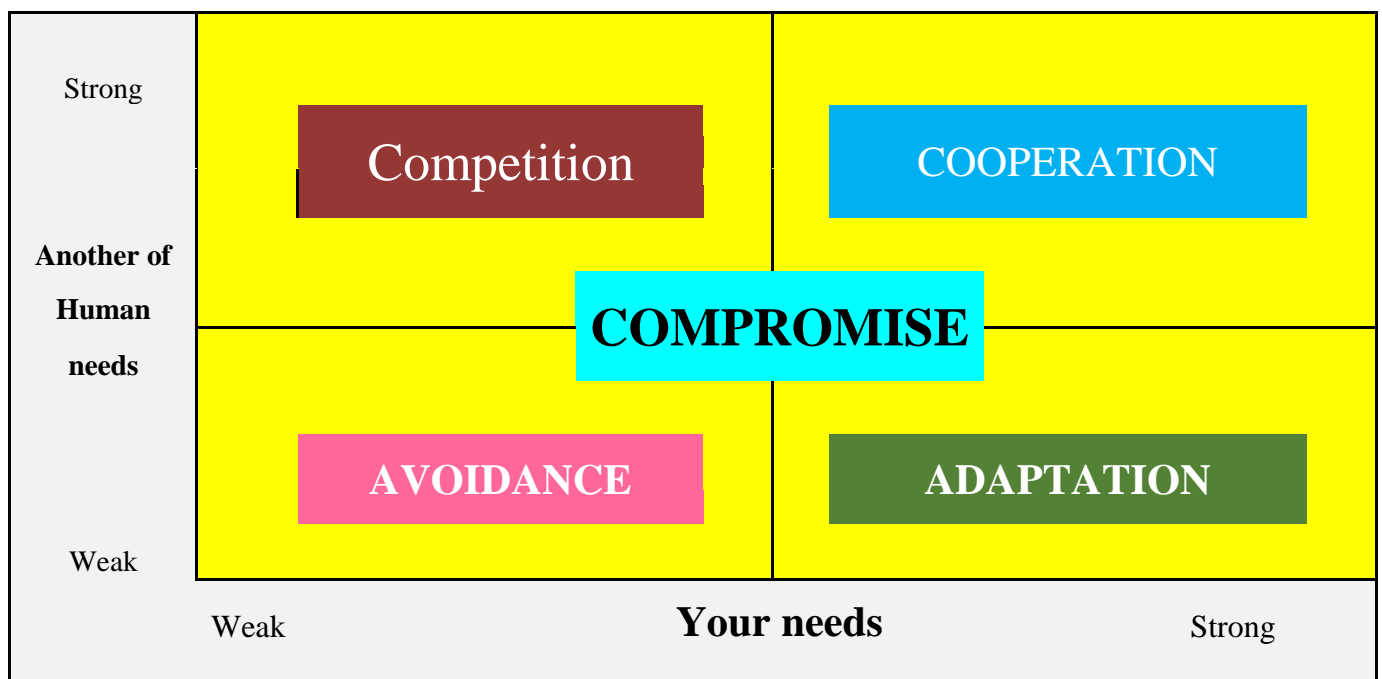
Form "*Conflict resolution*"

1	2	3	4	5
Possible solution way (detail description)	Probable result	The probability of such developments P(from 1 to 10)	The wishing of such developments W(from 1 to 10)	Final evaluation
Avoiding 1)..... 2).....				
Adaptation 1)..... 2).....				

Competition 1)..... 2).....				
Compromise 1)..... 2).....				
Cooperation 1)..... 2).....				

Maximum result will show the option to which it is worth to pay an attention choosing a solution for the conflict situation.

For exercise discussion we recommend to use Thomas - Kilmann grid.



Avoiding strategies is characteristic to ignore the conflict. Interests none of the sides are satisfied, there aren't taken any active steps, everything is delays. This strategy is used when the disagreement seems irrelevant and trying to gain time.

Competition. People first try to meet their own interests and imposing their favour to others. This conflict resolution strategy rarely affects the long-term results, because the other person feel cheated and begins to resist.

Adaptation - accepting the opponent's position and denying own interests. This strategy is used when by any price are trying to maintain good relations with the adversary. If the conflict is not serious, this strategies is using for the sacred peace.

Compromise - conflict resolution strategy is when two conflicting persons make concessions. In most cases, this strategy is applied when it is impossible to fully align its own interests and the opponent.

Cooperation - the most successful strategy used by both conflicting sides. People are actively involved in conflict solution and find a satisfactory decision for both sides.

Links with other competencies

Conflict management competence has links with: **civic, cognitive and social** competences.

Both exercises have the same links with social competence

Conflict solution competence effectively links with social competence. For a person to be able to participate in social life, he/she must be able to adapt to different social contexts and requirements.

Constructively cooperate to aim collective goal, is able to manage conflicts, develops and maintains friendly relations, sympathizes with others and help them.

Social and emotional learning:

- improve positive behaviour and reduce negative behaviour of prisoners,
- encourage behavioral success,
- protects the health and well-being,
- prevent various problems - alcohol and drug use and violence.

Both exercises have the same links with civic competence

A person who can assess himself/herself and his/her own behaviour in a certain situation can learn not only to maintain appropriate relations with other people, but also to learn to live

together: in the community, in the family, in society, as well as to solve disputes and conflicts in constructive way. Only by working with own attitudes and behaviour, a person can become conscious and responsible citizen of his state, as well as to participate in the public life, actively to express civil position and assume responsibility for a creation of safe and healthy environment.

Comment

Before doing these exercises, it is recommended several sessions (lectures or seminars) of conflict themes, that clients better uptake of theoretical knowledge. There also should be continuity of themes and exercises.

Convicts actively working individually and in the group improving their communication skills as well as have the ability to know and understand themselves. They are actively exploring the causes of own behaviour and consequences. Because the work is going in the group, they have the opportunity to analyze others participants' behaviour, and understanding. Clients think consistently, logical and critical, analysing and solving problems and make reasonable conclusions.

These exercises are intended for convicts and persons who have returned from imprisonment, but they can also be successfully used to treat drug addicts.

Writing of reflections also should have an introductory explanation for the convicts. In addition, the person can write reflection, not only in the conflict situation or at pre-conflict situation.

CIVIC COMPETENCE

Citizenship - is person's knowledge and attitudes about society and the state structure, the basic functions of the state and government, democratic values and principles, also activities and participation in public life skills fostering.

Being civic means to know own rights and thus to know and respect the rights of others. Citizenship - is a desire to change something. It is an initiative to solve problems and not to wait for better life. Therefore, it's all has to start from ownself, without imposing the entire responsibility on the government.

Civically active and competent person is:

- honest;
- responsible;
- respects and tolerates others;
- actively participates in community life;
- works for others;
- guided by the values of democracy;
- loves homeland;
- respects own country and the world heritage;
- concerns about environment security.

This means that civic person:

- understands other people's needs, feelings, different opinions and beliefs and gives the necessary assistance;
- establishes and maintains supportive relationships with others, constructively solves disputes and conflicts;
- cooperates in working as a team, shares common goals, solves problems, combines different opinions, agrees and assesses the results;
- understands own identity and role in the community, uses own rights and responsibly carry out personal duties, respects the law;
- uses democratic sanctions, argues and convinces the need to act, encourages others, initiates changes;
- participates in environmental activities, contributes to the country and the world heritage.

Civil society - it is not only a variety of network forms of organization, but in it is creating and developing an interaction based on trust and tolerance. Education about human rights prepares a person for active citizen life in a democratic society, if there is used an effective learning way, which is based on practical skills, which the participant acquires through trying, asking and learning from its own mistakes by conscious reflection.

To acquire civic competence prisoner must develop the following values:

- respect democratic values and principles, seek to implement them in personal life;
- promoting national traditions and values;
- understand and tolerate a wide range of different opinions;
- with positive attitude contribute to community and local government development; also help to solve local community problems;
- to follow the civic culture principles: responsibility, tolerance, compromise, criticism and participation

To acquire civic competence prisoner must develop the following skills:

- understand the opportunities and ways of personal participation in the nation's life; responsibility for the destiny of the nation;
- the ability to read, analyze and evaluate information and its interpretation in the media, to distinguish fact and opinion;
- be able to defend own, dignity, beliefs and rights when they are violated;
- be able to make decisions in the community;
- be able to provide a reasoned opinion in writing or orally about socio-political life issues;
- to take responsibility for own actions.
- In order to develop civic skills successfully, prisoner has:
- to understand the importance of human and civil liberties, rights and duties of living in a democratic society;
- to understand and evaluate his own and other people's cultural identity, to recognize the cultural similarities and differences;
- to understand the effects of globalization for people, nations and states;
- to know and to understand the possibilities and ways of person's participation in the life of the nation, also responsibility for the destiny of the nation;
- to perceive the problems of public political, cultural and economic life, also possible solutions in contemporary Lithuania; These exercises were tested by the project partners. It is a good thing that civic competence training exercises will be used not only in Lithuania, but will be understood and accepted in other countries and in the European Union.

- to understand how functioning public institutions and what are their main functions.

These exercises, as directed educational activities, we were chosen to educate the convicts of civic competence in order to develop appropriate civic standards and virtues and to promote activity.

Civic education 1st exercise

"Countryman, citizen, nationalist, patriot and community member"

Subject - civic values and tendencies

Aim - to help the participants to form a conception of modern community (network) identity.

Theoretical basis

It is obvious that without a sense of identification with the public and created national identity institutions is impossible to develop neither modern politics nor civic awareness. On the other hand, without complex of patriotic feelings and attitudes is impossible the social solidarity or civic loyalty - things without which society simply will break up. Patriotism may be the result of man dedication to country which has grown him up, language and culture, which is becoming an integral part of the personality, character and intellectual expression. It is possible to respect other countries, admire other cultures (maybe even those which surpassing our own country), interest in the world, but at the same time to feel that without own native language, the landscape and the culture, the human personality would lost something and life would missed something important. This is the authentic affection to the own environment, lifestyle and culture. But patriotism also can be intrusive. In the name of loyalty to the own group or solidarity with the people it is possible to turn blind to the crimes committed by one's people to the strangers. In the name of retention or speading the identity it is possible to start killing different looking or thinking people, although own identity fostering itself undoubtedly enriches humanity.

Duration - 45 minutes.

Method - interactive group exercise

Concept (exercise plan)

Objectives:

1. To encourage creative thinking and the work of the group.
2. To reveal the knowledge and interests.
3. To induce the appearance of spontaneous ideas

Exercise process:

There are formed five groups of participants and each group is allowed to choose one of the following concepts: Countryman, a citizen, a nationalist, a patriot and community member (active community member or the resident of rehabilitation center).

Practice

Working in groups in Table 1:

- In Column 2 - "Persons / Authorities", participants must enter the names of celebrities or contemporary authorities.
- In Column 3 you must write the actions (behaviour) of those persons according to the terms: Countryman, Citizen, Nationalist, Patriot, Community member.
- In Column 4 lists the characteristics of each person in terms of each concept.

Note: If the person you type is not e.g. the nationalist, his line may remain empty or it can be written that he does not act as a nationalist and does not have such character features.

Table 1. Personalities and their identities

Conception / description	Personalities / authorities	Their actions / behaviour	Character features
Countryman/country woman			
Citizen			
Nationalist			
Patriot			
Community member – active community member or network participant			

- Together with all the participants discussing the results, the groups present the selected personalities and describe their descriptions in Table 1.
- Going to a discussion about what connecting and how different the named personality is; Similarities and differences are presented in Table 2.
- At the end, the participants identify which of the above-mentioned features or behaviours best suits them (or which of them he/she would like to boast).
- Summarizing by paying attention to the features and actions mentioned by the participants, corresponding to the concepts under consideration.

Table 2 Similarities and differences of personality's identity

Conception Links	Countryman /countrywo man	Citizen	Nationalist	Patriot	Community member – active community member or resident of rehabilitation center
Countryman/count rywoman	Similarities → Differences ↓				
Citizen		Similarities → Differences ↓			
Nationalist			Similarities → Differences ↓		
Patriot				Similarities → Differences ↓	
Community member – active community member or resident of rehabilitation center					Similarities → Differences ↓

Below are the concepts' descriptions, which can be guided by examining this topic, but in order that participants would form these concepts independently, better do not give them those descriptions in advance.

Citizenship. Being a citizen - constitutes acceptance of our own state legal culture and laws defined in a certain position. That citizenship - means to take on more responsibilities than is required by law, and to be more active. Civic person always participates in elections, even though the law does not force to go to vote and do not take non legal responsibilities; he/she is interested in the country's social, cultural and political environment, participate in non-governmental organizations activities and decision-making. In other words, to be an active citizen or to be civic - means a direct contribution to the community life development, change and management. For the civic person in the state, which citizen he/she, there are created conditions actively to participate in public life, to contribute to the decision-making or to decide who to entrust the management of the state. However, freedom in a free society does

not indicate the person what to do with that freedom, so in this case we facing the ethical and citizenship problems.⁶

Sociality - it is the feeling of the members that belong to and are important to each other and to the group, and their share similar belief that through their commitment to be together they will meet their needs.⁷

For the formation of this sense it is necessary a number of essential conditions:

- membership (participation, mutual trust, personal emotional safety in the community, personal self-investment in the community and a common system of symbols);
- mutual influence (a person influences his group, and group influences - her / him; the most influential ones there are those, who appreciate other people's opinions;
- needs meeting (membership and common values creates an environment in which take place social exchange and mutual assistance);
- emotional connection (the authentic community can be formed only often dealing and communicating, together experiencing critical events and shaping historical memory, which is accepted as general group and personal history);
- conscious identity (the commitment to successful community development and bigger compassion for other community members).

Nationalism - ideology, which claims some of the national population (country) generality and reaching on such generality basis to connect this national group to a public entity. The adoption of a provision that the people / nation is the given value, which content is unquestioned, nationalism is recognized as a necessity; then the only question remains, what is the tolerable level of nationalism. To avoid this, it is necessary to look at the people / nation not as to matter of routine, but as to a visionary and politically constructed reality. Jurgen Habermas (Jürgen Habermas is a German philosopher and sociologist, a spokesman in the Frankfurt School of the Neo-Marxist. Since 1961, Habermas worked as a professor of philosophy and sociology at Heidelberg and Frankfurt University with a ten-year break (1971-

⁶Citizenship and civil society. Comparative analysis of the concept of citizenship, 2012. NGO Information and Support Centre

⁷Plg. David W. McMillan and David M. Chavis George Sense of Community: A Definition and Theory Journal of Community Psychology-J COMMUNITY PSYCHOL 14 (1), 1986; Patricia Obst, Lucy Zinkiewicz and Sandy G. Smith. Sense of community in science fiction random, part 1: Understanding sense of community in an international community of interest, Journal of community psychology 30 (1), 2002.

1981) when he led the life of the modern scientific and technical world at Starnberg's Max Planck Institute Conditions for research) constitutional patriotism associated with the post-national identity. He reveals the constitutional values that create the national and ultranational (e.g. European) identities co-existence capabilities, versatility. European is the British, German or Lithuanian who recognizes the constitutional values. National cultural authenticity remains, but there are establishing more universal values. In the post national identity (contrary to transnational) model differences is stored in the recognition of the constitutional values versatility.

Patriotism as love for the motherland definition could be evaluated in different ways. It has both positive meanings, expressing people's commitment and respect for their state, as well as negative, suggestive national identity, based on its own people and state exaltation toward others. Patriotism is associated with acceptance of its own and others differences, which do not necessarily have to be related to discrimination - you can learn to be proud of your own people and develop respect for others.

Role of (civic) competence

This activity (exercise) helps:

- develop the sense of community - a sense of belonging and importance one to another;
- to know patriotism, which is associated with recognition of the differences between own people and others ;
- to find out what is nationalism and its ideology.

Links with other competencies

Development of civic competence has links with such competencies:

- knowledge,
- social,

- communications,
- initiative.

Links with cognitive competence

To civic person who has the ability to work in a group and to disclose its knowledge and interests, and to induce the emergence of spontaneous ideas will be easier to develop cognitive competence by learning: consistent implementation of the planned activities; to analyze problems in various aspects; to choose appropriate problem solutions.

Links with social competence

Civic person understands its identity and role in the community also could develop social competence much easier by combining a variety of opinions, agreeing and evaluating the results of the cooperation.

Links with communication competence

Civic person capable spontaneously generate ideas should learn to argue, listen to others and to respect the opinions of others.

Links with the initiative competence

Civic person who are able to work in a group should learn of flexible, original and creative thinking and thus develops initiative competence.

Comment

Citizenship - is not knowledge or information, which acquired by the person can create added value for the state and feel himself/herself as a civic personality.

Citizenship can not be learnt easily, it is only possible to practice and continue learning thought practice.

Citizenship - it is life itself, during which the person is constantly evolving and facing challenges and binding decision-making related to the person ownself, his/her family, friends and the surrounding community.⁸

Such exercises are advisable to implement at least 5 in a row. Each of them should be widely analyzed in one of the following concepts: citizenship, sociality, nationalism, patriotism, community member.

Interactive exercise for civic competence learning

Subject - Democratic behaviour and lifestyle.

Aim - To develop clients' civic competence.

Theoretical basis

Public welfare depends on the conscious citizens, who feel a personal responsibility for what is happening in the country, who understand own rights and duties, who are able to constructively participate in society and public life. Therefore, it is necessary to create conditions for prisoners to develop an inner need to be active, to be able to analyze the social, political and cultural reality, possible conflicts in it, to find a peaceful solution to the conflict; the ability to decide freely and consciously to evaluate and make a decision in an open, pluralistic society.

Civic education content is constructed on the basis of three educational activities (*public awareness and exploration, participation and initiation of changes in the community, social networking and support*), with which the educational process should be focused on *civic and social competences*. Civic education should not only impart knowledge and develop understanding, but also to develop social communication and collaboration, problem solving, critical thinking, communication, creativity, initiative, ability to learn and develop the capacity of civil and ethnic values. Knowledge by itself does not change the student's behaviour. This change requires skills and values change. Therefore it is very important civic

⁸Citizenship and civil society. Comparative analysis of the concept of citizenship, 2012. NGO Information and Support Centre

curriculum to orientate toward skills and values education, because it is the most important result of education.

Duration - 40-60 minutes. (Depending on number of participants)

Methods - Group discussion is a forum where clients learn clearly and accurately to express their thoughts, to present the idea in different ways, to criticize, evaluate and bit by bit move closer to the correct solution.

Concept (exercise plan)

Objectives:

1. Recognize and name 3-5 elements of democratic environment in rehabilitation centre;
2. Discuss about the democratic environment and opportunities to change themselves and influence the people around, by reaching democratic relations from existing environmental conditions;
3. Explain how a democratic environment in rehabilitation centre influences the formation of active and responsible civil position.

Exercise process:

1. Discussion topic: Does an environment in rehabilitation centre is democratic?
2. To start a discussion, 3-5 questions are selected from a predefined list of discussion questions. Of course, depending on the selected questions discussion objectives may be slightly adjusted.

Possible discussion questions:

- What are the main democratic (community) society features?
- Does imprisonment community (rehabilitation community) is democratic?
- What are the most important democratic community (society) features?
- What characteristics are typical for the person living in a democratic society?
- What youngster should do in order to become an active member of the democratic community?
- How we can learn all this?
- What is the relationship between the democratic environment in imprisonment institution (rehabilitation centre) and an active civic stance?
- How imprisonment institution (rehabilitation centre) environment could be democratized? (Clients should present concrete proposals for democratization).
- •How the proposals of imprisonment institution (rehabilitation centre) environment democratization could be implemented? (Agree on the implementation of the proposals).

Practice:

Clients seat type during a discussion (discussion participants must be free to see each other).

It is also possible temporarily to compose (put together) benches by U or O-shaped form. If the discussion is attended by more than 12 clients, it needs to lead the way, that the majority of clients would be actively involved into discussion. Using this way, better to organize a short discussion.

Discussion organization:

1. Provide discussion rules (if clients are not familiar with them yet), or, if necessary, remind them and watch that participants would respect them; the rules of the discussion can be set together with clients, for example: no interruption, one speech shouldn't take more than 1 minute, etc.

Discussion rules example:

- respect the members of the group;
 - talk about personal things;
 - criticize and recommend;
 - be susceptible;
 - do not deviate from the subject;
 - to speak one by one;
 - actively listen to each other.
2. Determine the objectives of the discussion (based on the expected results) and explain them to clients.
 3. Introduce with the discussion content (context) (this can be the actual material issue or presentation of problematic question).
 4. Write or ask questions that encourage thinking, to watch how other clients answering.
 5. Make sure that the clients are not going off the topic (if clients are well prepared, you can designate one of the clients, who will ensure that the discussion participants will comply the rules).
 6. Watch the time.
 7. During the discussion keep the feedback with the clients. In the end summarize how clients are going through the topic, if it's needed to do something else (this is especially important if clients only started learn to discuss).
 8. The teacher sums up how they were followed the board rules, what needs to be improved, is the discussions aim was achieved.
 9. It is also good to ask the clients, how they think, what have succeeded and what needs to be improved.

Role of (civic) competence

This activity (exercise):

- assist in changing clients' preferences;
- provides a sense of identity;

- encourage to act;
- encourage the development of own ideas;
- helps to hear other person views;
- to find solutions
- make conclusions.

Links with other competencies

Development of civic competence has links with such competencies:

- the ability to learn,
- knowledge,
- social,
- communication,
- initiative.

Links with the ability to learn competence

Civic client, who has established and maintaining benevolent relations working in a team with the same objectives, seeks not only to learn how to plan, but also to organize various activities.

Civic person, who understands his identity and role in the community, by using his rights, learns how to apply strategies for more effective learning process.

A person who has civic competence can solve problems by combining a variety of opinions and assessing the results could learn how to evaluate his own learning results.

By using the right resources he can use democratic effective measures and also reasoned to argue that only the active participation and encouraging others, it is possible to achieve something and make a difference.

Links with cognitive competence

Clients by using active learning methods, examining the sources of information and using various sources of information, as well as the media and information and communication technology **acquire**:

- a) understanding about the individual's rights and duties, use them in accordance with the law and responsibly accomplish their own duties;
- b) understanding about the community and society structure, ways of its organization and their own identity and role in the community;
- c) aware of key government institutions and their functions, values of democracy and democratic principles, also use democratic sanctions, argue and convince the need to act. Also encourage others to initiate the changes.

Links with communication competence

A person who has civic competence in cooperation and working in a team should be able to: reasonably express his/her views in the public debate, to hear, to listen and to listen to other opinions.

A person who has communication competence by using modern communication tools is able: to argue and convince the need to act, to encourage others to initiate changes.

Links with the initiative and creativity competence

A person who has civic competence are able to think flexible and originally, boldly presents ideas and initiate their implementation using democratic sanctions, also are able to argue and convince others of what needs to be done.

Comment

If series of civic education classes is scheduled then topic should be planned gradually and purposefully, that clients can be able to understand the needs and goals to continue the subject.

SOCIAL COMPETENCE

Social competence - is:

- Know you're own and others' rights and obligations;
- Perceive ownself as a community and the public member;
- Constructive communication and reaching a common goal;
- Create and maintain a friendly relationship;
- Empathize with others and help them.

Social competence reflects not only in the formal prisoner's member achievements, but also in his social skills, forms of interaction with the surrounding objects and people. Growing and continuously developing the social competence, person becomes not only an education object, but also a full-fledged social subject.

Social competence determines the efficiency degree of social behaviour and set up an important part of the personality system. The social personality competence - one of the most important factors influencing its psychosocial adaptation. Socially competent person can be assessed as a pro-active, caring, answering for his actions and their consequences, always reacting to the various challenges and changes society member.

Social competences development is based on these values and attitudes:

- belief and trust in own self and others;
- optimism and belief in success;
- openness and empathy;
- respect other people's rights and preferences;
- caring about others;
- constructive resolution of conflicts, reaching the dialogue and mutual understanding;
- aspiration to be a member of the community;
- aiming for higher results and personal development;
- creative thinking (the ability to create and develop new and valuable ideas);
- constructive and unconventional thinking;
- the search for new, as yet unknown ways to solve problems;

- responsibility in decision-making;
- respect for people and for the world;
- positivity in communication and cooperation;
- responsibility and activity in participation of community and public life;

The main aims of developing social competence are:

- to understand other people's needs, feelings, different opinions and beliefs;
- provide to others a necessary assistance;
- be able to establish and maintain well-intentioned relationships with others;
- constructively resolve disputes and conflicts;
- to cooperate, to work in a team;
- focus on common objectives;
- collectively solve problems;
- coordinate different opinions, agree and evaluate the results of the cooperation;
- understand own identity and role in the community;
- use own rights and responsibly carry out personal duties;
- comply with the law;
- use democratic sanctions;
- to reason and convince of the need to act, to encourage others, to initiate change;
- participate in environmental activities;
- follow the principles of sustainable development;
- contribute to the country and the world heritage.

The role of exercises in (social) competence(s):

- help to understand your true priorities and values.
- help to be open;
- promotes the expression of your thoughts;
- argue for your choices;
- learn to hear and understand another opinion;

- recognize and respect the opinion of other people;
- seek dialogue and mutual understanding;
- find common solutions;
- draw conclusions.

The exercises we choose have links to other competencies

Links with learning to learn competence

A person with social competence is able to solve problems, by combining different opinions and results, one can learn to evaluate the arguments of other people, as well as evaluate their learning outcomes.

Links with cognitive competence

Developing a social competence, a person is increasingly learning to know himself/herself and others. Understand their way of thinking, attitudes, choices and behavioural motives. It also acquires new knowledge by taking foreign knowledge and experience. Lights up curiosity, strengthens motivation.

Links with citizenship competence

By educating social competence, the prisoner respects and tolerates the various cultures and social groups, knows their rights and responsibilities, and perceives himself/herself as member of the community and society.

Links with communication competence

A person with social competence by co-operating and working in a team is able to reasonably express his views in public discussions, hear, listen, and listen to another opinion. Social competence contributes to promoting debate, developing persuasive and cooperative skills.

Links with conflict solution competence

A person with social competence works constructively in pursuit of a common goal, is able to manage conflicts, establishes and maintains friendly relations, reasses others and helps them.

1st exercise - Social competence training

"Dilema"

Topic – Values

Aim - analyze the general concept of values, to recognize and identify personal values. Learn to take a collective decision in complicated, ambiguous situations, to discuss, to confront in acceptable ways, to express own views.

Theoretical basis

The social personality competence - one of the most important factors influencing its psychosocial adaptation. In psychology prevalent social competence construct is associated with the context, action-oriented, activity, related to the specific objectives and interaction of the personality. Social competence describes human social behaviour effectiveness level. Socially competent person is conscious, responsible and active member of the community, respects others, able properly communicates and coopetrates with them. Therefore, proper social competence development affects convicts achievement, socialization, awareness, reintegration into society and their personal wealth.

Duration - 60-90 min.

Methodology – During group discussion, argumentative expressing own opinions, to highlight the most important life priorities and values.

Concept (exercise plan)

Objectives:

1. Encourage to analyze general human values;
2. Encourage participants to understand better what values they are guided by;
3. Learn to convincingly express own opinion
4. Learn to listen, to hear and to look for the other person's arguments;
5. Learn to discuss constructively;
6. Find a compromise, if the participant's opinions will be very different.
7. Learn to make agreements and evaluate the results of the cooperation.

Exercise process:

- Discussion topic: What are the most important human values?
- Before the discussion, each participant chooses 5 out of 10 possible options (from the options list).
- Each participant clearly and understandable argue why he/she chose these five options, and why rejected the other 5.
- Together with the all others participants in the discussion are agreed what will be the combined final list of 5 options.

Practice:

The following situation is presented to the group: “After 40 minutes, the Earth will be completely destroyed. You are safe and will not be destroyed, because you're sitting in a rocket. Fuel and food will be enough for the next thirty years. But behind the rockets windows stand 10 people, from whom you can take only 5 (do not offer your seats).” From the list, each participant selects 5 the most acceptable people for him/her, whom he want to take with him/her for a new world creation.

List of the people:

- 35 year old white priest. Calm person who is able to calm down the people and resolve conflicts;

- A pregnant 25 year old Pakistani woman. She gifted cook of Indian dishes. She is seven months pregnant. She is a practicing Muslim;
- 26 year old man, whose wife is pregnant. He successfully managed the construction business, has knowledge about the various structures;
- 38 year old white policeman who is waiting for promotion to inspector's grade. He was awarded for the salvation of the woman and the boy from the burning machine. He has electronic communications and fire-fighting specialist education;
- 22 year old basketball player: has coach education, are able to mobilize a team, when it is difficult;
- 25 year old white nurse - gay. A regular visitor to the Protestant church;
- 22 year old blonde actress, has a primary school teacher education, but working on TV as actress;
- 32 year old white geologist, has two children, divorced, working in the coal company. Actively involved in the Islamist sect;
- 20 years old black guy, sciences student. He graduated from two of microelectronics and computer science course. He is a Jehovah's Witness;
- 14 years old white teenager. She is interested in exact sciences, obsessed by adolescents typical sentiment, currently encouraged by parents started visiting a psychologist.

Choosing 5 people, each participant in the group has to clearly reason why he or she chose these 5 individuals, for whatever good features, advantages, potential and so on. You also need to explain why people did not pick up the remaining 5. What were their weaknesses, negative features and so on. Then the group all together must decide which of them will be taken to the rocket with the group.

After the task, it is discussed. According to the disposition of the group, you can select a few questions:

- What was "the highest" and "lowest" emotional point for each participant in this task, that's mean - when and for what reason he or she felt the best and the worst?
- How did you consult?
- How during discussion the participants expressed their opinion, watched, were passive, and so on?

- What was the basis of decisions making? Which arguments were the most important for making decisions?

Comment

This exercise can be implemented with different categories of people, in different size groups. Also it is possible to create a new characters and create own list of 10 people. The more versatile and more different will people be on the list, the more interesting and useful will the discussion be.

2nd exercise - Social competence training

"Needs pyramid"

Topic – Human needs

Aim - Learn to recognize and identify own real needs. To develop personal social skills and social competence, with the participation in group discussions.

The theoretical basis: Social competence - the behaviour and its shapes, which must be mastered by person in order to participate in social life, to adapt to different social contexts / requirements (academic institutions, family, society), effectively and constructively resolve conflicts.

Social skills are one of the most important things a person needs to have. People are social beings, and therefore a lack of social skills can lead to failures, return to a criminal way of life and return to the institution of imprisonment.

Duration - 40-60 minutes. (Depending on number of participants)

Methodology: For convicts are often very difficult to prioritize. This group work method/ approach helps to agree in the group what is important and what is not so important.

Concept (exercise plan)

Objectives:

1. Learn to identify the most important needs after release;
2. Discuss what needs after release are the most important and what is not so important.
3. To cooperate, work in teams, to coordinate the various viewpoints and agree to evaluate the results of the cooperation.

Exercise process:

1. Discussion topic: What needs after release are the most important and what is not so important?
2. Each participant fills in "the pyramid", where in appropriate order has to write those needs that are most important to him after release, as well as those who are not so important.
3. The written needs each participant has to name in the group of several people in which they all together decide what of the named needs are most important.
4. Each group presents the version of the most important needs to the participants of other groups.

Practice

The sheets with pyramids, which are divided into 10 levels, are distributed to participants.

After, there are asked to fill the pyramids lower levels - to write the basic needs after release, and the upper - less important needs that can be met later.

After this task, all the participants who implemented the exercise are divided in pairs, in which they compare and discuss the records of both pyramids. After that, they adopt a collective opinion and a new hierarchy of needs. Later, three couples join in one group and exchange their views for making a united decision on the most important and less important needs after release. (It does not require for the clients to agree on all ten levels, because it will take a lot of time).

After completion the discussion, each group selects a representative to present resolution of the group. During the presentation, representative of the group can comment on which pyramid levels group members opinion were most coincided, and where the most varied. It was difficult or easy to agree on a consensus? What factors helped to agree on a united version the most, and what factors was the most interferences.

For better success of exercise implementation and more effective work in a group, you should follow this simple scheme:

1. Background. Be clear about the objectives of the session, create a waiting mood.
2. Task explanation. Clearly explain to the groups how to perform a task. Say what you expect. Provide a simple, clear instructions - both orally and in view of (and through kinesthetic senses), if required.
3. Induce active asking. Check if there are any questions. Let the clients to think about the task, to anticipate the difficulties they will face during the task implementation. One of the ways to encourage clients is to ask them: "If you will have a question, what about it will be?".
4. Introduction with the main aim of cooperation. Introduce with the social skills you need to acquire or enhance during this exercise. Explain them. What does it mean to cooperate? Let the clients to practice in the groups for a few seconds. Set rules and distribute roles. Who is going to write everything, who is going to support the right mood in the group and so on.
5. Start the teamwork. Let clients to do everything by themselves, your help has to be very little. Praise and encourage the clients.
6. Group statements. Formulate statements about how teamwork can improve social skills.
7. Clients share their social skills. Allow clients to share the experience of group work ("I felt / I knew / I was able to, because ...").
8. A psychologist or social worker shares his thoughts about clients' collaboration. Tell clients what you have seen, felt or heard.
9. End. Ask your clients what they have to say about their work. Make sure that each member of the group has done what has been entrusted to him/her. Who was active? Who have done his job and so on.

10. Celebration. Go through the class / hall and acknowledge the clients' work. A minute or two all together enjoy and make fun. Then let the clients to write new goals for the next time.

Note

During these exercises clients intensively exchange the information, personal insights, opinions, ideas, and also are involved in the discussion, in which must reach a compromise and model acceptable to all.

Comment

Social training increases the positive and reduces the negative behaviour of the convicted persons, encourages openness to new ideas, protects the health and well-being, prevents various problems - alcohol and drug using, violence.

TESTED PARTNERS' EXERCISES

The exercises described in the book have been tested with our clients at the Alytus Correction House. Prisoners with addictions have the opportunity to participate in the rehabilitation program and live in a separate rehabilitation centre "OASIS". With them were tested the exercises described by the partners, submitted below. After testing the exercises, we can say that they can be used not only for the education of convicts or person returned from prison, but also for other target groups (day care and rehabilitation centres).

We chose 7 exercises that seemed appropriate for our rehabilitation program.

Exercises:

Edukos

1. „I“ statement
2. Assertive behavior

VSA

3. "Three-minute task" – concentration
4. Visual memory

RUBIKON

5. "The first year of the entrepreneur".
6. „Business plan in practice”.
7. „Method STAR”.

TESTING RESULTS

Edukos exercise testing

1. „I“ statement

When we start to explain for participants about the feelings, needs, verbal and non-verbal language, they asked to explain more what the needs, verbal and non-verbal language is.

During interpreting instruction No. 1 we had to talk a lot about what is assertive behavior.

When participants had to formulate the "I" statement in different situations they got confused and quarreled. They often confused what is assertive, aggressive behavior or nonassertive behavior. Again and again they were trying to find out the meanings, which will help them properly to formulate the "I" statement.

This exercise was interesting for rehabilitants and expert who performed the test, because for its implementation is necessary proper concentration, meditation and proper behavioural expression.

We will use it for our clients / inmates in rehabilitation program.

2. Assertive behaviour

The lector after the introductory motivational speech divides the participants into 2 or 4 groups with approximately the same number of members. Each participant gets a text of a fable and works on the basis of the instructions of the game leader in the group. In the course of the game they mutually confront their attitudes on an individual and collective basis. The

role of the lector is to lead the participants to a common solution – a combination of potential patterns of behaviour of the actors whose possibilities grow?

The introductory motivational speech of the lector:

Nobody of us can absolutely exactly estimate how he/she is going to react in unexpected situations. No matter how we prepare ourselves for such a situation, in most case it takes us by surprise. In spite of the fact that our reaction can be sometimes more rational or emotional, it is always conditioned, besides the hitherto aquired experience, by the psychical and social disposition, the adopted pattern of behaviour and value-system orientation. Certainly, our relationship with an individual or group and the ability to feel empathy for their behaviour is also of great importance for us in the decision-making process.

To implement this exercise is not enough 30 minutes. It took 45 minutes, to do everything till the end. Probably because it is a novelty for expert and clients.

Exercise "Fairytale" is very realistic and giving not one solution.

We definitely will use this exercise in our practice.

VSA exercise testing

3. "Three-minute task" – concentration

"Three minutes task" for attention concentration. Was observed that all participants in the experimental group were concentrated in a given period of time (3 minutes), so no one paid attention to the specific instructions and tried to perform the task as quickly as possible - but not as precisely and good as possible. This caused some kind confusion in the group. It was noted that none of the participant didn't read all task instructions. At the beginning of the experiment, all participants were hurrying to draw a circle, then followed the other tasks. Two participants completed the task to the end, without completely read through to given instructions.

After this exercise, the majority of clients were not satisfied with their concentration and were asking how they can to develop their focusing on task in other way.

4. Visual memory

We are showing a complicated, detailed picture for 30 seconds, and then asking questions in connection with it. Observe the photo, and try to store as many detail as you can. The more, the better!

This exercise shows how the participant can concentrate, describes the level of attention, whether participant decision to solve the problems is considered spontaneous.

It's really important to find out implementing rehabilitation program for inmates

This product created by this project is a very useful in developing transversal competencies of convicts to achieve effective integration into society and the labor market.

RUBIKON exercise testing

6. "The first year of the entrepreneur".

The lecturer hands out to the participants papers with tables made from three columns; the first column is completed with the areas of: business, finance, housing, etc. The trainer instructs the participants to fill the second column, where they fill brief (ideally one-word slogan) target which would like to achieve within 1 year of discharge. Clients are then prompted to read aloud their strength and formed groups composed of participants with at least one identical target. The work continues within this group. After finishing work in group everyone thinks about their goals on himself/herself and fills in the 3th column three steps, which are important for achieving the goals and which are also possible to make within one year. Everyone can present his/her result and together with others assess his/her objectives after realising the time-consuming of the steps listed in column number 3.

Before starting an exercise we filled a table in which second column heading we recorded "Objective (who I am and what I achieved or purchased) within 1 year", and in the third column heading - "3 steps / tasks which are important for achieving its objectives and that can be implemented within 1 year". That helped easier and clearer to think about what clients need to write in columns.

During the feedback come to light that 4 participants from the group are not going to be entrepreneurs and for them was completely uninteresting to perform this exercise. The others

two (younger) participants realized that being an entrepreneur is not so simple, because it requires a lot of knowledge, a lot of investment and a lot of work. To the question what could interfere the planning potential business for them was hard to answer, but both potential entrepreneurs pointed out a lack of financial sources and relatives' unwillingness to help.

Since this exercise has continuity, we going to use it in our rehabilitation program.

7. „Business plan in practice“.

Participants are divided to two groups. One group thinks about possible legal business in prison (e.g. with food). They create a brief presentation on the flip board and present it for the second group. The second group is an opponent group and invent arguments “against the business plan”. At the end of discussion should all participants be able to look at their plans more realistic.

An example given in the exercise to create a business with food in prison is impossible because it is prohibited by law. Therefore, we all decided by consensus to create a business plan to provide concreting services. It was widely understood job, which somebody has been worked once.

After explaining why participants have split into two parts, the participants themselves divided up in what group who wants to participate.

The first group wrote a plan on the board rather quickly. It was a short, specific and understandable.

To opposing group were allowed to discuss 5 minutes what arguments they wish to present. The opponents submitted their questions received a reply not soon - the first business plan development group made a brief meeting and fended their arguments by adjusting their plan. Opposing group came up with the questions for each item of the business plan, but the first group active defended their positions trying properly to respond and correct their mistakes.

Everybody liked the exercise and it has continuity, so we going to use it in our rehabilitation program.

8. „Method STAR“.

Method STAR – Situation, Task, Action, Result (+ pattern down)

Task for participants each is: In the middle of the Star write your competence (ability, qualities, skills) that you think you have and would like to defend. Write to each letter by your explanations (S - situation, T - task A - action, R - result).

We implemented this exercise as a continuation of the second exercise "Business plan in practice." Everyone had written their personal competencies (skills, qualities, abilities, knowledge) that they think they have, and which they can use. Although for almost all needed personal counseling, all the tasks were implemented perfectly.

During the presentations we allowed for other participants to ask questions from the presenting person, what allowed for participants at the same time to see whether they really have such abilities to convince others of their strengths. Presenting how to use their strengths, each participant got more or less comments, additions and remarks.

Everybody actively participated in this exercise, so during feedback, all expressed satisfaction with the results of their work in entrepreneurship. All said that now they are at least understand something about how to develop although small, but their own business.

The exercise is very suitable for the convicts and we will practice it in our rehabilitation program.

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Mgr. Lenka Ouředníčková and Mgr. Kateřina Mikuláščíková (RUBIKON Centrum): Development of transversal competences (skills of initiation and entrepreneurial, Time Management - TM)

Transversal Competency is according to us an important key for life in general. We call them also transferable skills, because they are very often universal and transferable among different areas of life. They should bring benefits in a wide spectrum of a context for example on labour market, in private relationships, by political engagement.

Transversal competencies are the competencies that everyone should aspire to develop and maintain. We see potential for mapping transversal competencies in every person as they are very often unconscious.

The selection and characteristics of two competences

We focused on development of two groups of competencies within the PRE-Project: competencies of initiation and entrepreneurial and competencies of time management.

Skills of initiation and entrepreneurial

Entrepreneurial competences are important for those who want to run a business. According to RUBIKON Centre experiences, imprisoned persons have lack of transversal competencies related to the entrepreneurial because of their history (previous experience with fraud and obtaining money through crime; no work experience at all or poor experiences with qualified jobs; accumulation of difficult life situations that people with crime past have to deal with – it leads to over-frequent failure even after taking up employment; inappropriate and risk social environment in which prisoners live after imprisonment).

We pointed out number of competencies which seemed important for starting a business and we focused on their development. The important skill is to be realistic, which means to be able to assess correct options, to have realistic idea of what business I can do. It is also ability to create a business plan and set goals or ability to adapt to what people want. Next important skill is ability of solving problems and conflicts. Important competency is also financial literacy - ability of managing money, estimate financial needs and repay debts. A person who wants to run own business must develop civil skills such as respect for others, empathy,

responsibility, relationship to other people - friendliness, thoughtfulness, ability to communicate, ability to sell products. As an important skill we also consider self-esteem that implies self-management, work habits, planning, diligence, perseverance, dutifulness, self-discipline, self-confidence, self-criticism, humility.

Development of those competences should be focused on fields as: lack of personal involvement, lack of experiences with negotiation, lack of self-confidence, communication, ability to push ahead own ideas through a diplomatic way, ability to process a business plan, ability to set realistic goals, ability to make decisions, ability to handle stress, ability to orientate on long term success, sense of fair play, ability to managing money. For development of entrepreneurial competences, we use personal experiences of our clients which they made in past (e.g. skills to negotiate with cellmates or self-control needed in prison environment) and transfer them to entrepreneurial competences.

1. Exercises:

1. Exercise, "the first year of the entrepreneur"

2. Exercise, „business plan in practice”

3. Exercise, „Method STAR”

2. Methodology:

Number of participants: The ideal number of persons in the group depends on a teacher's knowledge and kind of prisoner's problems. The ideal number is 3-7 participants for one trainer and 7-12 participants for two trainers.

Leading of the group: Two trainers may ideally lecture the training. How they will divide the role and theme is up to them. Activity both of them is appropriate; they must cooperate, support and complement each other.

3. Conception:

It is important to clarify the conditions of the attendance at the beginning. Only then can be created an atmosphere in which all participants feel well and can freely work. The conditions must be included and kept:

- under what circumstances can a participant be excluded from the group (especially poor compliance, threats, insults and arrogance towards other members);
- the participants are expected to participate in each session;

- what are the consequences of exclusion from the program (we recommend to solve it in cooperation with prison service; the consequences may vary depending on the particular prison – e.g. recording into a treatment program);
- activation of participation;
- it is necessary to ensure in all session that the participants are active and that everyone can say own opinion – this can be ensure through practical exercises, role playing and work in small groups (the participants and then the whole group present the results of the work).

4. Part of the competency:

The activities develop competences of initiation and entrepreneurial and deepen following skills: scheduling and meeting major goals by using sub-goals; setting a realistic plan; understand what it is a business plan in practice and what is important to include in it; awareness and advocacy of personal abilities.

5. Connection to other competencies:

The activities stimulate development of initiation and entrepreneurial competence which includes many competencies from a wide range.

6. Bibliography: practices/materials of RUBIKON Centrum;

7. Practical background:

Practical exercise 1: Exercise, "the first year of the entrepreneur"

Aim of the exercise: The priority is to help participants to manage scheduling and motivate them to meet major goals using sub-goals (ie. Kaizen⁹) and set a realistic plan.

Duration: 30 min

Exercise: A lecturer hands out to the participants a paper with tables made from three columns; the first column is completed with areas of: business, finance, housing, etc. The trainer instructs the participants to fill in the second column a brief target which they would like to achieve within 1 year of discharge (ideally one-word slogan). Clients are then

⁹ Kaizen is a system of continuous improvement efforts, but they are not realized by one-time big jumps, but they refine even the smallest details. Big changes come after many small changes over time. Today Kaizen is recognized worldwide as an important pillar of the organization's long-term competitive strategy.

prompted to read their strength aloud and to form groups composed of participants with at least one identical target. The work continues within this group. When the work in groups is done everyone thinks alone about own goals and fills in the 3rd column three steps, which are important for achieving the goals and which are also possible to make in one year period. Everyone can present own result and together with others assess own objectives after realising the time-consuming of the steps listed in column number 3.

Tools for trainers: The trainer motivates participants during the entire exercise to access to exercise actively and also real. He must also help them with questions and development of real plan for the first year on freedom. Finally, it is possible to summarize the exercise in a feedback and answer questions "can I be actually one of an entrepreneur?" "What did I realize during the exercise?" "Is there something what can endanger my potential business?".

Practical exercise 2: Exercise, "business plan in practice"

Aim of the exercise: The priority is to understand what it is a business plan in practice and what is important to include in a business plan

Duration: 30 min

Exercise: Participants are divided in to two groups. In one group there think about possible legal business in a prison (e.g. with food). They create a brief presentation on a flip board and present it for the second group. The second group is composed of opponents who invent arguments "against the business plan". All participants should be able to look at their plans more realistic at the end of the discussion.

Tools for trainers: The trainer motivates participants during the entire exercise to access to exercise actively and also real. He must also help them with potential questions and the development of a real plan.

Practical exercise 3: Exercise, „Method STAR“

Aim of the exercise: Awareness and advocacy of personal abilities (competencies - the skills and abilities)

Duration: 40 min

Business	I am a freelance electrician	<ol style="list-style-type: none"> 1. Renewal of the law mandatory certification 2. Acquisition of tools and materials 3. Recovery of the trade certificate
Finances	I have repaid at least half of my debt	<ol style="list-style-type: none"> 1. Mapping of all creditors and get know the amounts which I owe 2. Contact all creditors and discuss with them a repayment 3. Ensuring of income for debt repayment
Housing	I have a studio apartment	<ol style="list-style-type: none"> 1. Accommodation by friends and family till saving first money for rent 2. Mapping of advert 3. Visual inspection of the apartment and a contract signing
Others	Current prices in electrical works; what has changed during my imprisonment?	

Exercise: Method STAR – Situation, Task, Action, Result (+ pattern down)

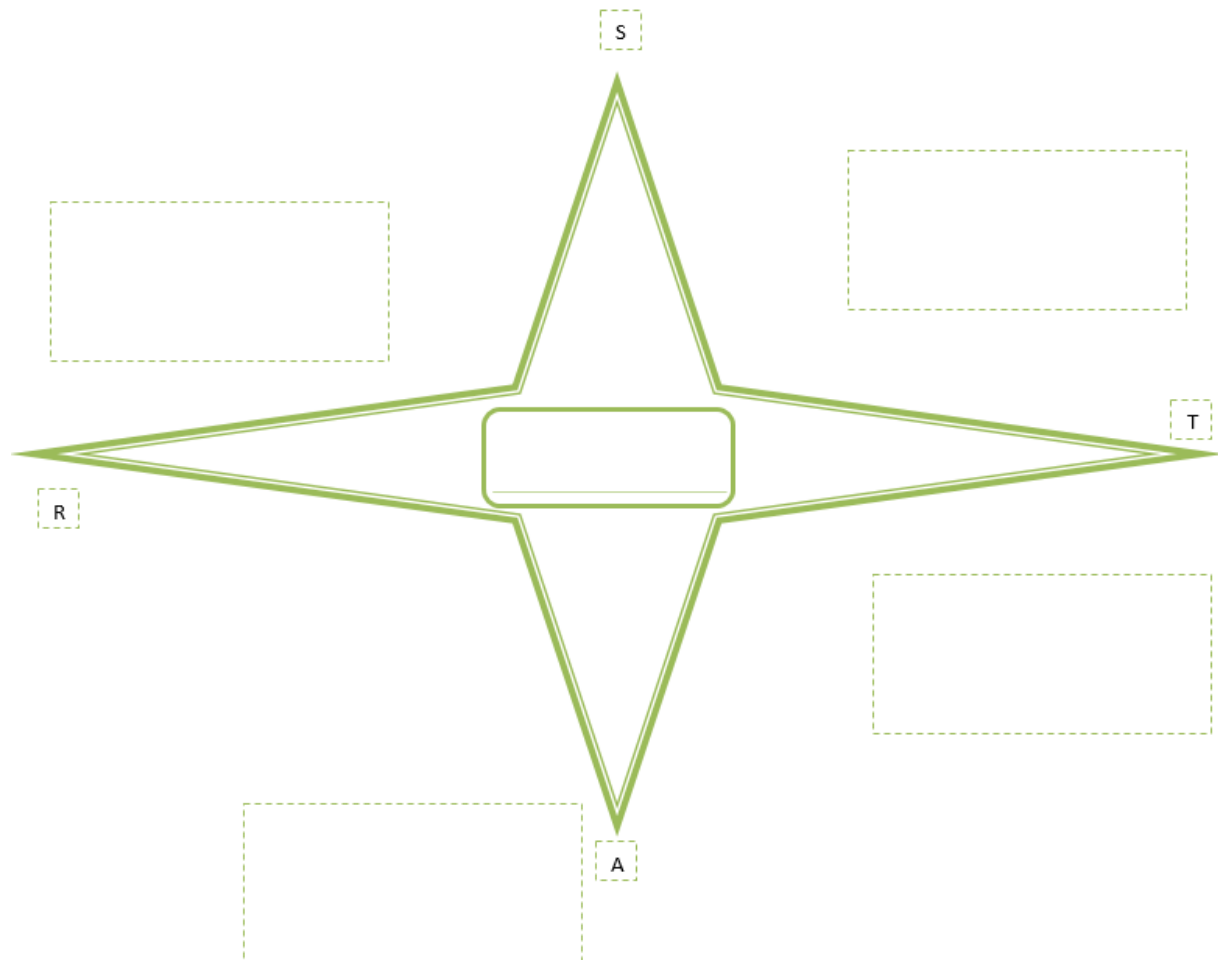
Task for participants: In the middle of the Star write your competence (ability, qualities, skills) that you think you have and would like to defend. Write to each letter by your explanations (S - situation, T – task, A - action, R - result)

- Example:

- I don't have previous practice in any job, but I have organizational skills
 - S I was in the summer camp and lead group of children (What was the situation about?)
 - T – I got a task to organize a whole day trip for my group of children (What was my task?)
 - A – I planed the route, breaks + train connections (How did I solve the task?)
 - R – The trip finished great, no one was hurt and no one got lost, children were happy. (What was the result?)

The participant present they work – what strength they have and how do they want to advocate them.

Pattern of the STAR:



8. Testing:

Result of testing

The method of development of entrepreneurial competencies was tested by two partner organizations: Grudas and Slawek. The result of testing was an advice to give some ideas and examples of business plan to participants before making the exercises. The participants said that after going through they at least understand something about how to develop although small, but their own business. Some of them realised that they have not enough money or

competency to start their own business. Some organizations also integrate the method also into its methodology, e.g. organization Váltó-sáv Alapítvány.

Time Management (TM)

Skill of time management is ability to find a way how to separate the important from the unimportant and realistically organize activity and commitments in time. Competencies of time management are useful in professional as well as personal life.

In prison there is time managed by staff and prisoners just follow a time schedule. They need help with time planning after coming out especially in the first weeks after their release when they are jobless and have great socio-economic responsibility. They have to stabilize their situation, arrange documents, rebuild private contacts and celebrate freedom. Among the target group is also high percentage (about 50%) of long-term unemployment before imprisonment, what itself reduces the ability of time management and leads to temporal disorientation, lack of interest in social events, lack of togetherness with society and getting out of modern consumer lifestyle. There are also specific habits how to spend free time (it is often connected to crime but also to social excluded environment and activity "at the edge of the law"). This is usually without an effort to plan time; on the contrary it brings habits of procrastination and strategy of focusing on short-term goals and quick gains.

For a development of competences we use personal experiences of our clients which they made in past and transfer them to time management competencies e.g. strategy of focusing on short term goals can be used to develop methods of applying kaizen - a focus on partial successes; mode of imprisonment can be used for finding new daily schedule.

1. Topics:

1. Exercise "Opening exercises to familiarize clients with the theme of TM and sense of time after their release"

2. Exercises for prevention so called Culture shock
3. Exercise "Pie of Week of Freedom"

2. Methodology:

Number of participants: The ideal number of person in one group depends on the knowledge of a teacher and on kind of offender's problems. The ideal number is 3-7 participants for one trainer and 7-12 participants for two trainers.

Leading of the group: Two trainers may ideally lecture one training. How they will divide the role and theme is up to them. Activity of both of them is appropriate; they must cooperate, support and complement each other.

3. Conception:

It is important to clarify the conditions of the attendance at the beginning, for more information see the paragraph "Skills of initiation and entrepreneurial".

4. Part of the competency:

The activities develop competences of time management and deepen following skills: familiarization of clients with the theme of TM; scheduling; use of TM as a tool for prevention of recurrence; manage scheduling for the first days after the release; manage obligations arising from freedom returning; manage "culture shock".

Motto: One is not born with the competency of planning and organizing time realistically and systematically, it must be learnt.

5. Connection to the other competencies:

The activities stimulate development of time management.

6. Bibliography: practices/materials of RUBIKON Centrum;

7. Practical background:

Practical exercise 1: Discussion about the meaning of TM and its overhang on "Return to Freedom"

Aim of the exercise: familiarize clients with the theme of TM and its use as an effective tool for relapse prevention

Duration: 30 min

Tools for trainers: The trainer ask clients an open question e.g. "Why is it needed to be able to plan rationally your time?" The trainer corrects their answers to ensure an outcome - a summary of discussion with following points:

1. You will not manage more during a day, a year and whole life.
2. You will feel that you have greater control over your own life.

3. You don't give chance to uncomfortable boredom; in which you can produce a feeling of meaninglessness of life. Boredom may also become fertile ground for various risky ideas that can lead to crime commitment.

Lecturer can motivate clients to deeper reflection on the theme of using indicative questions (it is needed to consider the atmosphere of group and readiness of clients):

What should be kept in mind when you plan your time?

1. Be reasonable when you plan your time; don't forget your ability and possibility. Do not be too hard on yourself, you will get soon tired and you will manage nothing if you get in stress.
2. Your plan must be balanced. Put some unpleasant duties which you have to do and some pleasant activities in your plan. When you finish boring activity you can reward yourself by a pleasant duty. This is the way how you will handle easier with the unpleasant duties.
3. Learn to recognize enjoyable activities and enjoy them.
4. However, what you plan, you may not always get along. Always bet on the fact that in your plan can enter any unexpected event. Life is simply incalculable.

Is there any other important note to this topic?

Practical exercise 2: Exercises for prevention so called Culture shock

Aim of the exercise: The priority is to help participants to manage scheduling and use of TM as a tool for prevention of recurrence

Duration: 30 min

Exercise: Participants write 5 activities, which they liked to do in time before imprisonment and then 5 activities which they like to do in prison. At the end they will have 10 activities. The trainer opens discussion and ask clients to share the activities which realization they really want to renew or keep after their release. The trainer also asks participants to bring other activities which they can do after release instead of crime commitment.

The tool for lectures:

The theme of the fear of recurrence is very often opened within this exercise; therefore we created a motivating exercise, which can be implemented within the beginning or if needed:

What critical event am I most afraid of?	How can I prevent this risky situation? How can I solve it?
	Prevention:
	Solution:
	Prevention:
	Solution:
	Prevention:
	Solution:

Practical exercise 3: Exercise "Pie Week of Freedom"

Aim of the exercise: The priority is to help participants to manage scheduling for the first days after their release, help them to manage obligations arising from freedom returning, and also prevent a possible relapse. It is both a management of a "culture shock" and also prevention of relapse.

Duration: 30 - 60 min

Exercise: Clients draw a circle and divide it to parts according to their plan of activities after their release – what kind of activities they plan and what time subsidies they want to put in it. The final picture will clearly show how realistically or unrealistically clients plan their time. Each client draws than own circle on a board and discuss with others whether the chosen plan is realistic or not. They can then edit the „Pie" till it fits. When the plan is imaginable and feasible, just then can be both – participants and trainers satisfied.

Tools for trainers:

The exercise is appropriate to start with a brainstorming session to repeat the necessary formal Steps after the release, including estimate of their time allocation (e.g. the execution register at the Labour Office needs a reservation of at least 3 hours).

At the end of each sector is appropriate to bring a reward for each step to proper life without conflict with the law (e.g. to finish processing with Labour Market Office I will reward myself with a hot bath).

8. Testing:

Result of testing

Time management exercises were tested by partner organization VSA, which came to a result that the method is very effective in case those people, who has low competences, and have no future-oriented thinking. Váltó-sáv Alapítvány continues with using it during its group works, built in its methodology the developing exercises mentioned above.

The testing of other transversal competences

Communication and comprehension, Assertive behavioural

Developed by EDUKOS (SK)

We tested Assertive behaviour two times. Participants didn't know too much about assertiveness, so we recommend explaining first what assertiveness is and what it is good for. In the second test, we used the "I" Statement exercise to explain the assertiveness, which turned out to be very good as an introduction to the following exercise.

We used the story of a princess and a tiger to practice assertive behaviour. The goal of the exercise was to agree in the group on one option and to discuss why it is best and to discuss other options, too. However, the participants very quickly decided to choose the option where the soldier in love saves the princess. This option has been chosen perhaps due to the fact that the exercise was carried out in a female prison. The lecturer tried to stimulate discussion and present arguments against this option, which helped a little bit, but the female participants did not understand the reason why they should discuss it further. The lecturer got with the participants entangled in countless different choices during both tests, what we saw as a weakness of the exercise. On the other hand, this gave more room for the involvement of

participants and their discussion. Another weakness was the vague conclusion, which could also be due to insufficient presentation of the goals by the lecturer. This can be strength too, because in life unfortunately not a lot of things are obvious and exact, and this exercise can develop this thinking – since target group members often make decisions suddenly and say opinion and judgement as they are sure about it. Anyway, a lecturer need to keep in mind vague conclusion and must know how to end the exercise.

As a conclusion from the testing, we can say that it is necessary to focus on practising assertive behaviour as part of preparing for life after release from prison. Years in prison affect the behaviour of the convicted and distort their perception of equality in dealing with others. However, this is a theme for a longer time than just a few exercises.

Self-evaluation / self-appreciation

Developed by EDUKOS (SK)

The goal was to understand better a process of decision making - better understanding the need of various steps and the impact of the decisions on the evaluation of one's own work in the future. Participants reacted surprisingly competently on the first part of exercise about choosing the kind of salary. They calculated money achieving in both cases. Some of them - about half – intended to prefer a lump sum of 100.000. After consultations with the other half, they revised their initial decision. The second example was a surprise for the participants. They agreed on, they did not expect that it will be advantageous variant of gradual increase before the option, which would receive a wage of 100 thousand per day. They came together to a conclusion that not everything that at first glance looks more preferably is really convenient and it is always better to think twice before making a decision. They didn't understand why they should discuss all possible ways of solution and what the goal of exercise is. It is needed greater intervention of lecturer.

It makes definitely sense to deal with the competency related to decision making and evaluation of different possibilities. Many ex-prisoners complain about hard time on freedom and recall the simple life in prison where everything was clear and there were not enough room for bad decisions.

Social competence training exercise, Human needs

Developed by GRUDAS (LT)

We tested exercise related to human needs 4 times in 4 different groups. Participants hadn't thought too much about their needs after release conceptually and had never prioritized it before. It was needed to explain them what it means when we speak about needs and tell them some concrete examples. During the testing we also came to a conclusion that it is useful to speak concretely about needs which a person after release really have and list them. Only when the participants knew the basic and they named some needs, then we could start to prioritize them. We used a pyramid for prioritization of needs; we started with some most basic needs on which one can build the other needs. We realized that it is important to be concrete as much as possible – for example some participants spoke about long term needs and some about first needs after the release. It also deepens on an exact goal – if you want to prepare participant just for first steps after their release it is better to limit the time for first month. But they understood that without a solid foundation of the pyramid (housing, work, family ...) cannot build another storey of pyramid (move further in the life ...). Participants could realize in the exercise how important it is for them a family or a job - especially in the first phase on the freedom when they want to start building a new life without conflict with the law. Many needs mentioned by participants were connected to financial stability, which is something what scares them mostly. In the exercise, there is also some room to concretize needs which are directly linked to the financial stability. The concretization and prioritization of needs is very helpful for preparation for freedom as the prisoners usually look for the freedom with some unreal expectations.

Learning to Learn, Visual memory

Developed by VSA (HU)

We tested the competency learning to learn two times with two different groups. The testing was made during courses focused on debts solution and labour market competencies. The participants were quite competent what actually influenced the duration of testing but also a result. The exercise was for participants rather kind of relaxation and fun. We could imagine other low educated participants for who could be such kind of exercise and topic much more suitable. We started by asking them if they knew what does mnemotechnic means and most of them knew. Then we followed by reading

the story of Simonides and started the exercise. We started exercise in pairs while we respected the predetermined timing for each part. Participants remembered surprisingly a lot and I think they didn't cheat either. The vast majority of girls - always at least 12 girls from 15 – answered correctly the easier tasks. By responding more difficult tasks was right always something about a third. There arose an excited discussion about definition of a mess – is the mess in the apartment's too bad habit or if they can count among bad habits only smoking hashish, pipes and drinking alcohol. They knew how to answer the questions about bad habit, if it was man or women and from what country the picture and the person were. They actually knew a lot about England. The participants enjoyed the exercise. We practiced memory and we also learned how to discuss and how to connect thinks to come to any conclusion. The exercise was fine, but the question is what exactly it brought to such high competence participants, but at least it was support for their self-confidence after some years in prison. They also had chance to go through a moderated discussion, practise memory and get to know new way of memorization, what was suitable due to the fact that the group was compiled from woman in preparation for release.

Ending

The contribution of output 7 was for us especially in familiarization with different exercises which were made by partners. In all exercises and methodologies were used experiences of our partners. Thanks to practical approach of output we could cooperate closely with our partners and transfer among us experience form our work with specific aim group. Thanks to output we use some new exercises but we got also new ideas for our methodology as well we developed new methodologies which were tested end evaluated by our partners.

Mészáros Mercedes, Pósa Kornél, Csáki Anikó (Váltó-sáv Alapítvány): Transversal competencies (competence in work/labour market, the competence of identify and solve a problem)

„I don't know why I agreed to it, I thought let's try it. The first one was a young man. He just simply checked in, I didn't know what had happened with him. And then after three days he told me: “you were nice with me, so I tell you that I was released recently”. He wanted to get out from that circle, he even gave me the phone number of his contact person. He told me that when he had got a job before they had taken advantage of his situation, that he had been recently released, had given him less money, and hadn't registered him. He already worked for me a couple of months when he decided that he would take a school leaving exam, and asked me whether I could help or not. Of course I helped; I let him go earlier a lot of times. But then because of this his job started to be rhapsodic, ups and downs were changing. I was patient for a while, but then we had to say goodbye to each other. As long as someone doesn't close down his past, he won't be able to step forward; the old friends also came back in his case... but since then I heard that the kid took his school leaving exams!

The other was deep water, a forty-year-old gypsy man. He started with telling me that he had never worked before, but had been to prison for twelve years. Well, I swallowed a big at that moment. He said he had enough, and he wanted to live straight. I will tell the truth, I learnt a lot from him. Once he told me that he couldn't understand why people on the tram are that sad. Why weren't they happy for being outside and for the sun shining?

He started it from the basics. For example he had to get used to for getting up in the night before going to bed to turn off the lights, because they wouldn't turn off by themselves. I was surprised when he asked me not to give him his wage in one amount, but to subsume it.

It wasn't easy with him in work. He did every instruction with great effort, but when something changed he couldn't combine, he always needed clear guidance. Once I even shouted with him, he said “boss, if someone had spoken like this with me eight years ago, that person wouldn't have been alive..”

We talked a lot about his soul and feelings, and it was strange. I always told him to move forward from the fact of being outside, try, and then I would help. My only request is not to disappear, if you can't take more, tell me. And in the end it was actually too much for him, what didn't make me surprised. He told me that he would quit. He was registered for eighty thousand at mine, the next day he was taken by a several million car for his papers. He threw them all to the bin.

I might have been naïve... Maybe they got too much freedom. They were surprised that I wanted to help, and talk about the things. Maybe I should have been stricter, because they lived under a strong control before that. It is a bigger effort for them than we can imagine. We don't even see it from this side.”¹⁰

¹⁰ Instalment from interviews made with employers employing released prisoners

Strength and weaknesses of the target group from a labour market perspective

According to our researches it can be said that the characteristics of underprivileged target groups on the labour market are generally typical of people released from penal institutions:

- Majority of prisoners and released **do not have qualifications**, moreover, they are **low-educated**, unfinished elementary education or ones finished only in the penal institution are very common. The 10th grade, which is needed for marketable profession, is generally missing, even in the case of young people.
- They have qualifications, but their **profession is not marketable**.
- They have qualifications, but due to their previous, criminal lifestyle they haven't worked in their profession at all, or worked for a little time, so they **don't have any practical experience, or just have a minimal one**.
- They don't have indispensable key skills for the labour market like adaptive, conflict managing, problem solving, planning, advocating and communicational skills. **Lack of key competencies** (writing, reading, comprehension, money management, planning, etc.) is very common.
- They are not in a work-ready state, nor mentally, nor psychically or even medically, or because of their financial position or reasons they don't have proper clothing, work clothes, etc.
- The employer can't get any support in the case of people released from penal institutions, or if the employer can, it only covers a very small part of employing, but at the same time requires lot of administration. It is not only that he/she employs a deprived, problematic target group member – what already means extra work for him/her -, but also the employer's administrative burdens are increasing, has to “fight” with bureaus.¹¹
- At the same time target group members are **unmotivated for getting a job**, on the one hand, since this slice of the world is unknown for them because of their previous lifestyle, on the other hand because of socialization problems, furthermore because the lack of future orientated attitude and planning, which are generally typical for prisoners and for released too.

¹¹ 6/1996. (VII.6) MüM decree (12.§.7. wage subsidy).

- Target group members are quite “picky”, they have **unreal expectations** of their jobs, also of working, and of the amount of obtainable income. They don’t measure realistically that their situation, education level, and professional knowledge mostly make low-status assistant and trained work opportunities available for them. And these jobs relatively mean low income.

- Target group members don’t have the necessary information for employment, which could been given them already in the penal institutions, considering that they have to be their anyway, so physically they can listen to them for sure.

- Usually target group members don’t ask for help in the case of employment, because **they don’t even know how they could ask for help, or who they could ask help from**. In other cases it doesn’t even emerge that the released prisoner won’t continue his/her previous, effective lifestyle, which only reacts to “here and now”. He/she can’t even imagine that has a chance for something else too. A lot of times their low advocacy skill prevents them from asking for help. Overall, help for them is primarily and exclusively financial support.

The following table shows some characteristics which is typical for the target group (prisoners and released) from a labour market perspective:

Strengths	Weaknesses
<ul style="list-style-type: none"> - practicality, skills, expressly good manual skills in some cases - being over controlled (in the case of long sentenced prisoners) - strong monotony tolerance (in the case of long sentenced prisoners) - precision (in the case of long sentenced prisoners) - advocacy skills - special knowledge - system approach and creativity - communicational (manipulation) skill - quickness; fast reaction - adaptability 	<ul style="list-style-type: none"> - low rule and bound tolerance skill - strong failure avoidance (they even give up good opportunities quickly because of this) - high degree of prejudices - the skills of planning and decision making re very low - low and exaggerated self-esteem together (unreal self image, self-knowinf and self-esteem) - lack of wide, useable contact network (practically they fall out from hidden labour market too) - high degree of adaptability – they

<ul style="list-style-type: none"> - strong attachment, commitment in the case of winning their trust - high carrying capacity 	<p>don't represent their own interests in the case of changing their previous, criminal life style</p> <ul style="list-style-type: none"> - self-assertion in a non-conform way - harmful effects of prison socialization - being unmotivated
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It can be laid down that social integration and labour market reintegration can't be separated from each other. Work in our society is identified with work place, employment, and the activity which ensures earnings. In formal, official work relation, the socially through market recognized to be useful work and because of this paid job ensure the livelihood, social status, identity and several rights and obligations of the individual.

Work is an activity, which means the **adequate method and opportunity of the gratification of human needs**. We talk about necessity even if the activity is mechanical, monotone, and not corresponding for the individual's expectations and skills; working originates from the motivation of "have to live from something". Regardless of motivation it is suitable for creating a base for ensuring the individual's needs and relationship with the society.

Work is important for every person, because:

- lack of it can make us sick (there is no intelligent time structuring, the unemployed person can feel "useless");
- incomes from work ensure the material goods;
- ensures the individual's social relationships;
- a possible way of self-realization;
- it stimulates the development of the individual (motivates for continuous performance in physical, intellectual, and social sense);
- the employment role is a significant part of the self-definition, identity of the individual, which highly affects his/her social, economical status in the social hierarchy;

- getting flow-experience: the state of total immersion and dissolution in an activity, when the person gets into a creator and work ecstasy: this time thinking, feeling and will are in a total harmony with each other. The person is very concentrated in the flow, perfectly watchful, but also highly relaxed; enjoys what he/she is doing, works well, extremely productive; during the activity devotion, creative joy and passion work inside the person.

No one can deny that work, employment, getting a job, and in all labour market (re)integration have a key importance. To achieve success in the case of released prisoners there are several opportunities to develop these area's competencies during already the prison sentence. Several national, priority projects have already been implemented in Hungary with Union and/or national support (at present: Reintegration of prisoners EFOP-1.3.3-16-2016-00001¹²), but also plenty of civil organizations, NGOs, Váltó-sáv Alapítvány amongst the others have been working with this topic, doing practical work on this field. This way we have developed several tasks, from which some will be introduced here.

1. Topic: Attributes that can be used in work

Duration: 30 – 60 minutes

Aim: The goal of this task is to make the participants think over their attributes and think about what advantages/disadvantages those could mean on the labour market. Goal is the development of self-knowing and awareness raising – creating a real image of ourselves, of our employment possibilities based on our personalities; furthermore of on which area could we possibly get a job.

Methodology: individual work, then group discussion.

Bibliography: VSA developed exercise

Part of the competency: self-knowing, communication (interpretation of concepts, widening and development of vocabulary)

Connection to the other competencies: self-knowing, communication

¹² <http://bv.gov.hu/fogvatartottak-reintegracioja-nyitokonferencia>

Theoretical background: real self-esteem, self-knowing are particularly important in the case of getting a job and employment; so in career choice/orientation and in keeping the job. A particular job, work field might be very engaging for us, but we are doomed to failure if we don't have the needed personality traits, attributes. But it is sure that we have opportunities with those features that we possess. We only have to be aware of what kind of people we are...

Practical:

The trainer gives a worksheet, which has attributes, skills in four subgroups on it, to every participant. Firstly read all of these words, and if there are unknown ones, tell them to the trainer. These words, concepts have to be discussed before executing the task, because it is important to be aware of each word's meaning. After discussing the words every participant has to underline all of the attributes, skills, which is a characteristic of him/her.

After this 3 attributes, skills have to be chosen from the underlined ones, which are the most typical of that person. These 3 most typical concepts have to be marked by stars. When everyone is finished with this part we ask the participants to read out one by one these 3 starred attributes, which they feel like the most typical of themselves.

Work approach:

Practical	Critical	Profound
Willing	Aspiring	Reliable
Precise	Have ideas	Goal-orientated
Responsible	Conscientious	Initiative
Venturesome	Consistent	Enthusiastic
Striving for quality	Accurate	Productive
Demanding	Quick	Hard-working
Keen	Cooperative	Likes challenges
Likes new tasks	Likes instructions	

Communication:

Clear	Authentic	Humorous
Plain	Convincing	Facile
Tight-lipped	Fluency	Entertaining
Presice wording	Soft-spoken	Direct
Asks well	Definite	Uninhibited
Can say no	Talkative	Oratorical
Good contact maker/keeper	Understand well others' signs	Likes to listen to other people

Human relationships, relationship with others:

Tolerant	Discrete	Helpful
Attentive	Open	Dynamic
Fair-minded	Considerative	Friendly
Polite	Honest	Sympahizing
Appreciative	Diplomatic	Consistent
Patient	Tender	Likes to be in company
Direct	Emphatic	Positive thinker
Optimist	Sober-minded	Peaceful
Easily adapting	Word keeper	Leading personality
Engaging	Natural	Community person
Interested	Respectful	Human-orientated
Caring	Humane	Ready to make sacrifices

Personal attributes:

Balanced	Determined	Happy
Cool-headed	Open-minded	Admits his/her faults
Calm	Good-looking	Accepts critics
Versatile	Original	Confident
Honest	Has good self-knowing	Imaginative
Flexible	Venturesome	Can face him/herself
Conscientious	Dynamic	

2. Topic: Job searching techniques / Why is it difficult to get employment?!

Duration: 30-60 minutes

Aim: collecting the factors, which are hindering job searching by the participant, considering the participant's own experiences, then we locate these factors on the 4 field of job searching during a group discussion. In further processing of the task, it can be elaborated from the 4 fields separately.

Methodology: Group brainstorming, thinking, idea collecting, plenary processing, discussion, summarization, evaluation

Bibliography: VSA developed exercise

Part of the competency: labour market knowledge (social competency)

Connection to the other competencies: self-knowing, communication, conflict-management

Theoretical background: Later we can refer to the here collected factors and the four field of job-searching during teaching job-searching techniques.

The participants will be aware of the factors, which have to be considered during job-searching, and the difficulties, which they have met before, or they will meet, with collecting the factors, which make job-searching harder, and with the group members' reflections and the trainer's tracking questions.

Practical:

The trainer writes the following question on the board: Why is it difficult to get an employment? The group members collect, list the well-known factors or their own experiences related to this with brain-storming method, and reason their ideas in details. The trainer writes every idea on the blackboard, list-like.

The factors under can mean help, and give further ideas to the trainer:

- there is only a few workplaces
- low / high qualifications
- young / old job-searcher
- medical fitness
- lack of experience
- no foreign language knowledge / not sufficient
- no well-working contact network
- low wage
- the wanted position got held by someone else
- being a minority
- geographical distance
- not registered employment, moonlighting
- work schedule
- mother with little kid(s)
- no driver's license, no vehicle, etc.

After the group members have no more idea, the trainer sticks up the four fields of job searching onto another board:

1. WHAT AM I SEARCHING FOR?	2. TRAINING	3. WHERE AND HOW DO I FIND A JOB?	4. KEEPING THE JOB
- - - - -	- - - - -	- - - - -	- - - - -

The so far unsystematically listed ideas have to be classified into the four categories above together. The group members decide together the factors written on the board are connected to which field, and the trainer writes those into the table, on the other board. The trainer can help the group members in classifying the field of job-searching, if he/she feels like they judged a factor incorrectly. After they identified classified each, it will be seen with a great chance that most factors will be under the category of 1. What am I searching for and 2. Where and how do I find a job?. After this the trainer tells the group members that they are going to process in the next few minutes/occasions job searching too, paying special attention to the two most dominant fields (see: next task).

3. Topic: Image of the job searched by me; “The flower”

Duration: 30 minutes

Aim: The task is aiming to make the participant think through what kind of job he/she wants to undertake. Firstly, the participant have to review what type of knowledge, skills, interests he/she relies on, so the task is good for the development of self-knowing. Secondly, it is directed to the participant’s expectations of his/her work conditions, co-workers. So it is basically shaping a real image of the world of working.

Methodology: individual work, then group discussion.

Bibliography: VSA developed exercise.

Part of the competency: self-knowing

Connection to the other competencies: self-knowing

Theoretical background: Tudatja velünk, hol és hogyan illeszkedünk be a világba, és kiindulópontot biztosít bármilyen változtatáshoz és javításhoz. One of the most important task of all of our lives is to understand who we are, and the feelings connected to ourselves. Philosophers called us on before to “get to know ourselves” – which is the first part of this exercise. True understanding of our personal skills, choices and talents allow us to choose the most suitable hobby, partner, job/profession.

Practical:

Please, fill out the flower's leafes individually! Think about what kind of knowledge, interests you want to work with, in addition, what personal skills you can rely on during job-searching. Furthermore, think over what working conditions are important for you!

The Flower

Picture of my job

I.
By a company, which is required the following knowledge and fields of interest: (ranking!)

- 1.
- 2.
- 3.
- 4.
- 5.

II.
By a company, where the people:

- 1.
- 2.
- 3.
- 4.
- 5.

III.
With the following working conditions:

- 1.
- 2.
- 3.
- 4.
- 5.

And the following skills:

- 1.
- 2.
- 3.
- 4.
- 5.

The competence of identify and solve a problem

From psychological approach every question, task is called problem, which for we can't find the answer, solution immediately and precisely. The subjective and relative feature of a problem is coming from this definition, since a question, task can be a problem for a person, while it is not for another one. A problem situation starts a thinking process.

From decision theory approach a problem is the initial state of a decision making process: an undesirable phenomenon/situation/condition has to be solved/eliminated by a decision. Problems and decisions permeate our entire lives, we shape our environment by them. Adequate quality and quantity of informations are necessary for decisions, moreover, their arrangement and evaluation – correctly for the problem.

Several problem-solving processes are known. Steps of problem-solving process1.

1. Fact-finding: data and correlation, which can be found during the solution process. It could be different types, such as: spontaneous, planned, unreal, subjective, incorrect.
2. Modification of the problem: most of the problem can be solved only if after reading their data and correlations we accomplish some modification on it in order to its solution. The right changes help to find the correct solution.
3. Solution suggestion: usually more than one solution suggestions are born, which from the last one serves as the real solution to the problem.
4. Critic: during the process a question arises about the correct or incorrect nature of the data, suggestions etc.

Steps of problem-solving process 2. – thinking actions

1. Analysis: during the process its resolution into small parts.
2. Synthesis: interconnection, opposite of analysis.
3. Abstraction: highlighting a attribute, data, which can't be regarded as part of the whole. Its opposite is concretization.
4. Generalization: the thinking action, which helps us to find a superordinate data connected to a concrete data.
5. Arrangement: thinking process, which based in a recognized or given principle, viewpoint chooses the adequate ones from groups of objects, data, phenomena, etc.

Steps of problem-solving process 3. (7-step-model)

1. Defining the problem (selection)
2. Examining the problem (data collection, data analysis)
3. Analysis of causes
4. Planning and introduction of the solution
5. Evaluation of effects (retrospective)
6. Standardization of solutions
7. Conclusions, monitoring process, selection of the next problem

Steps of problem-solving process 4.

1. Understanding of the task. In some times it means the reformulating of the problem.
We collect and select the background information which important to the solution.
2. Planning, developing proposal to the solution. In this stage take place the refining, reflecting of the possible solutions, and developing the order of the steps.
3. Implementation, the solution.
4. Revision, controlling. If the process is unsuccessful, we start from the beginning.

Steps of problem-solving process 5.

- Analyze, define the task,
- can divide subtasks,
- can generalize, concretize
- can search similarities,
- can switch viewpoint (figuratively or effectively),
- can change the dimension,
- can make illustration
- can start from the fact that problem have already solved.

And several more ways, possibilities...

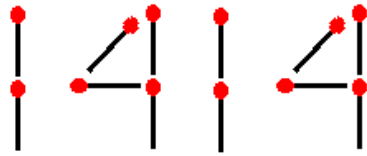
A couple of simple, but illustrative tasks for the development of problem-solving thinking, for
- amongst others - prisoner target group:

1. How can we make true the equality without moving matches?



(Just rotate the paper! Some times we just need **other perspective!**)

2. Relocate two mathes to get 2000!



(Move the matches: MM. Use different solution areas!)

3.

The investigators use deduction¹³ when they want to explore a case.

Mr. Doe was a very famous private investigator; he has found the following during a burglary, in which were three suspects (Tim, Tom, and Tam).

Tim never works alone.

No one else could commit the burglary.

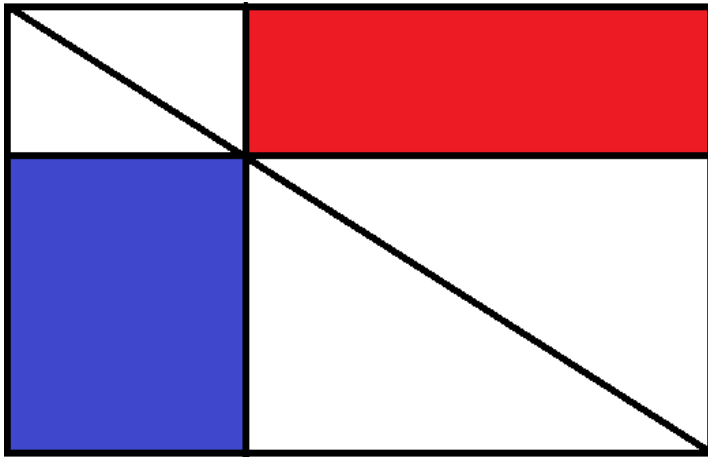
Tam is innocent.

Is Tom sinner?

(Yes)

¹³ Deduction: conclusion from general to unique.

On the following figure the red or the blue field' area is bigger?



(The same. Do not concentrate only the colorful things, maybe they just distract attention!
See the white triangles!)

4.

Two completely healthy people are the protagonists of the following story. We are on a building area. There is a 2 meters in diameter, tubular, channel element, which placed in a north-south direction. The pipe is completely empty, transparent.

Something likes this:



John and Jack looked into the tube at 10 o'clock a.m. One of them north, the other to south, but they did not see each other. Why not?

(Change dimension, be careful, we are more dimensions! Time! They saw into the tube **not on the same day!**)

5.

Tim and Tom do not live far from each other. Once they started to ride a bike to one another. Tim 8, Tom 6 km/h rided. At the moment of departure, a fly started from Tom's nose to Tim's nose with 15 km/h. When the fly got there, immediately turned back to toward Tom's nose, and so on until meeting. They started at 8 a.m. and met at 10 a.m. How many kilometers has flow the fly?

(Maybe a problem is easier, then it looks like. You do not have to count a lot, because we know that the fly can fly 15 km/h, and we know that the duration was 2 hours, so $2 \times 15 \text{ km/h} = 30 \text{ km/h}$).¹⁴

6. Topic: Attention, facts, data

Duration: 30 minutes

Aim: attention, facts, choosing the corresponding data and information play an important role in problem-solving. The next, simple task illustrates well how important it is to sort out the right data/fact.

Methodology: work, then group discussion.

Bibliography: Aradi Bence-Kincses Tamás-Mészáros Mercedes: Learning methodology. Budapest, 2013. Manuscript and CD-ROM

Part of the competency: problémamegoldás, figyelem, információ gyűjtés

Connection to the other competencies: communication, reading comprehension

Theoretical background: attention, acquisition of data/information is highly important in problem-solving process. This simple task tries to highlight this.

¹⁴ Source of the exercise: Aradi Bence-Kincses Tamás-Mészáros Mercedes: Learning methodology. Budapest, 2013. Manuscript and CD-ROM

Practical:

The gold ring

Read the following text very carefully and then answer the question: who lied? Do not forget: you can only read the story once!

6 persons were present at the crime scene. Including the shop owner, whose ring got disappeared, the saleswoman, and four customers. The gentleman with the bowler hat acted very suspiciously. He wore black clothes, and didn't answer any of the questions of the police. The two university students made a totally different impression; they were constantly arguing, while blaming each other. According to them, their fault was that they were at the shop. They didn't seem to be frequent customers of the shop. The last client was a pretty lady with a bandage on her right hand. The owner was smoking a cigarette nervously, the saleswoman cried.

The famous detective interrogated everybody. He wrote together their statements, however, based on those nobody could have been accused with the theft. Everybody was suspicious, but they didn't find any proof. But the old detective knew: the offender is amongst them.

He decided to interrogate them once again. Let's see what has got in the record:

Shop owner

"I didn't see anything. I was in the stock, when I heard my colleague' shouting."

Saleswoman

"I suddenly realized that our most valuable piece had disappeared from the display cabinet. I started shouting. Four persons were in the shop, except my boss and my. I didn't see who had stolen the ring."

I. student

"We came here with my friend to check the jewelry. I like nice things, I guess that isn't a crime?"

II. student

“My friend told me to visit this shop. He wanted to show me something, but he didnt have time for that. I have no idea what he wanted. Ask him.”

Pretty lady

“I like going to jewelry stores. I wanted to buy something now, too, but not a ring. I wouldn’t even be able to wear it, because I burnt my left palm, and I wear rings only on that hand.”

Black dressed gentleman

“I answer your question only in the presence of my lawyer. I will be readily available for you one week later, but not now. Also, I just accidentally came to this shop.”

The detective immediately found out who didn’t tell the truth. And you?

If you read the text carefully the question can’t be difficult.

Solution: The pretty lady: „The last client was a pretty lady with a bandage on her right hand.” „**Pretty lady:** „... because I burnt my left palm ...”

6. Topic: Shipwrecked

Duration: 30-60 minutes

Aim: solution of a problem emerging in extreme situation (shipwreck) in safe environment, developing the exercise of the steps of problem solving process with this.

Methodology: individual work, then group discussion.

Bibliography: task of the United States Coast Guard

Part of the competency: problem-solving

Connection to the other competencies: information collection and arrangement, communication, reading comprehension, conflict management

Theoretical background: steps of problem-solving, information for surviving, participating in group decision making and its practice. See the others in the solution of the task.

Practical:

Shipwrecked

Instruction for individual exercise

You are sailing on a private yacht on the southern part of Pacific Ocean. Due to unknown origin fire the yacht and its most part get destroyed. The yacht is sinking slowly now. Your position on the ocean is not stated, on the one hand because important, for navigation necessary tools got destroyed, on the other hand because you and the crew were busy with the task of localizing fire. The only thing you can estimate is that you are approximately 1000 miles away from the nearest land in south-southwest direction. In the followings there is 15 items listed, which stayed intact and undamaged after the fire. Besides these items there is a useable, life-saver dinghy with oars that is big enough to take you, your fellows and all the above listed items. In addition, the following things were found in the survivors' pockets: one box of cigarette, some boxes of matches and five 1000 HUF banknote. Your task is to rank these items from 1 to 15, based on how important they are for your surviving and escaping. Mark with number 1 the most important item, with number 2 the second most important and with number 15 the less important one. Write your solution into the evaluation table's 1st column.

The individual/group sheet needed for ranking:

	1. individual ranking	2. group ranking
sextant		
shaving mirror		
20 l drinking water tank (full)		
mosquito net		

one case of food		
maps of the Pacific Ocean		
sitting pillow (helping swimming)		
8 l oil tank (full)		
small transistor radio		
1 l 80 degree rum		
10 m long nylon rope		
two boxes of chocolate		
shark repellent		
10 m2 opaque plastic		
fishing equipments		

Solution:

The exercise was developed by the United States Coast Guard. Experts of the organization gave the following ranking and opinions:

According to the experts the most important items, which people stuck in the middle of the ocean (outside land) need, are warning items, moreover, tools needed for surviving, until saviors don't come. Navigation tools are absolutely unnecessary: even if the small boat could reach the land from 1000 miles, we wouldn't be able to fit enough drinking water on it for that time. Without signalling and outside help there is no chance for surviving. It is also a fact that rescue expeditions are organized within the first 36 hours, and people can survive with relatively small amount of food on that time. Considering these, the expert ranking is the following:

1.	shaving mirror	signing with the help of the sun
2.	oil	after pouring it on the water, it can be lighted up with the banknotes and the matches; its smoke can be seen

		from far away
3.	drinking water	supplement of liquid loss
4.	food	against hunger
5.	10 m2 plastic	collecting rain; protects you from the elemnts of nature
6.	2 boxes of chocolate	standby food
7.	fishing equipments	it is after chocolate, because it is not sure, that it will be successfully used (a bird in the hand worth two in the bush!)
8.	10 m nylon rope	attached the equipment to the boat
9.	swimming sitting pillow	it can be lifesaving in to the water
10.	shark repellent	obvious
11.	rum	only for decontamination, it is unsuitable for consuming, because it causes dehydration (80 degrees!)
12.	transistor radio	this far from transmitters it doesn't get any signal
13.	maps	it really doesn't matter where we are... important is where the rescue team is!
14.	mosquito net	there is no mosquitos 1000 miles away from land
15.	sextant	it can't be used without tables and chronometer

Summarization

There are several tasks, exercises for the development of both competency fields, moreover, we can also develop, shape the already done ones. This task sheet was done without being exhaustive, it is more like a teaser. We think that every group (and the people forming the group) is different, so it is indispensable to take the demands and needs of the group into consideration when planning; also, the occasion number, the frequency of meetings, etc. define when and what kind of tasks with the development happen. This way there are groups, who only try out one of the tasks above, but also ones, where every task is used. At the same time it can happen that different type of, but developing the same field (or cross field) development tasks are implemented

We wish everyone good planning, implementing, lot of patience and humour for the development of transversal competencies with prisoner and/or released target groups.

Żaneta Łagodzińska, Paulina Kuczma (Slawek Foundation): Development of transversal competences (competence in work/labour market, problem solving)

The European Union was created to integrate European countries in the political, economic and social spheres. In order of the process of integration of so many countries to proceed smoothly, it was necessary to introduce some regulations and rules allowing freedom of movement in different areas without misunderstanding.

The Union assumes a shift to a knowledge-based economy model, and the core value is human. Consequently, key competences have been identified, which should be developed throughout life, like:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship;
8. Cultural awareness and expression.¹⁵

Transversal competences are a **combination of knowledge, skills and attitudes** that are relevant to the situation and need for specific goals. Transversal competence is otherwise transferable competence.¹⁶ Our work is based on holistic help. One of our offered activities is competence training.

We did choose **problem solving and competences in work/labour market** because we have the most experience in these topics. At the Foundation we have been conducting

<http://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:32006H0962&from=EN>
http://keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf

professional training courses for prisoners for years, so we think these competences are very important. We solve various problems daily and lack of work is the most common problem for our beneficiaries. The selected competences are related to entrepreneurship, creativity and the tasks we describe are based on communication and teamwork.

I. Competence in work/labour market

The most frequently indicated competencies by employers are:

- Intercultural skills & global awareness
- Flexibility & adaptability
- Strategic & innovative thinking
- Organization & time management
- Decision making
- Teamwork
- Empathy / ability to build relationships
- Problem solving
- Learning orientation
- Negotiation skills
- Leadership
- Collecting and processing information

The main problem of prisoners is the low level of education. Usually in jail they completed this education - in schools and at various courses. In addition, there are shortages of related skills, lack of time management skills, ineffective communication and incapability of self-presentation. Convicted rarely have the opportunity to improve their teamwork skills, the natural need is to take care of themselves and their own interests. Prisoners are not conducive to empathy, and building new relationships is associated with uncertainty and difficulty in building trust. Taking punishment in isolation results in learning helplessness, which makes it difficult to make decisions and solve problems. In addition, deprivation of liberty kills initiation, creation and action in the convict, because he/she must adapt to the prevailing rules, do not have his/her time, cannot make decisions freely. As a rule, this is the time that the sentenced just wants to survive. So, as you can see, the man behind the gates is deprived of the skills necessary for effective entry into the labour market. Recording penalties does not make this task

easier, because employers are reluctant to hire punished people. Our job is to equip the person with the skills sought on the labour market so that, in spite of his past, he is a sought-after employee. It is also important to work on the motivation of such a person - because it is known that coercion is not an effective means of anything.

Exercises:

Topic 1: Competences at work

Duration: 30 minutes

Aim: study of own competences, skills, personal characteristics in context of professional roles, which will do participants after release, study of own professional preferences, setting of professional goals.

Methodology:

Number of participants: optimal 8 -10 people, working individually and in groups. For workshops one trainer is enough. It can be a professional career counsellor, job trainer, coach or person who has experience in this area. Trainer asks questions, leads discussions, and writes every answer on the board. Establish of rules in workshop. It is recommended to write a contract. The most important point of contract is activity. The trainer gives points for activity (sticks dots on clothes).

Other proposals of contract:

- We don't disturb, while others are speaking.
- We are talking about the topic.
- We are talking to others by name.
- We respect each other, we don't accept aggression.
- Compliance of rules is achievement (10 points). If the participant doesn't respect the rules can be removed from class or must do something to "fix the damage".

Bibliography: practices/materials of Slawek Foundation

Part of competence: Decision making

Connection to the other competencies:

- the activities stimulate communication
- linguistic competencies
- social competences
- problem solving
- interpersonal competences
- time management

Theoretical background:

Labour market competence is one of the transversal competences, which can be related to several skills, abilities. Walentyna Łozowiecka (in the scientific paper "The Paradigm of Competence and Vocational Training in Contemporary Work Conditions") speaks about professional competencies that relate to expectations that are linked to the effects in the workplace.

Transversal competencies are mainly soft competencies that are used in professional situations. These features can people develop through learning, participation in trainings and courses, and through work on the given position. Hard- competences - called basic, without them we cannot take part on recruitment of a given position. The person, who has low soft-competences work in an inefficient way and may have a problems with the discharge of their duties.

Finally, personal competences - the features and capabilities of the candidate in the field of cognitive, personality and social. These are internal determinants, which speak about the functioning of the human in social and in work environment. These are personal features such individual style of building relations, relationships with the environment, considered priorities and values, a way of world perceiving, skills of analysis and reasoning, etc .

To properly diagnose deficiencies and preferences, it needs to determine what competences are needed in the selected professions and to know one's own skills. Below is a helpful task described.

Practical background:

Brainstorming: Which competences are important at work?

Aim of the exercise: Knowledge of skills which are necessary for right implementation of professional tasks. Division of skills according types: competences, skills, personal characteristics.

Each job requires from employees specific soft, hard competences and certain personal characteristics. Having the required competence for a concrete workplace increases the chances of finding employment. Hard competences are the basis for looking for a job. Soft competences are a supplement of knowledge. Show who we are - whether we think in creative way or being able to find a peaceful solution of a problem.

Both, hard and soft competences and personal characteristics affect the quality and efficiency of the job, which we perform. Every workplace requires different competences. Participants learn what competences they have for the job position, what skills they lack. They can through this exercise find other alternatives for employment.

The trainer asks the clients: which competences, skills and personal characteristics are important at work? Participants give answers. The trainer writes answers on the flipchart. The trainer encourages the discussion, asks if the given answers are actually important for the employer. Sometimes guides to find the skills, which they didn't tell. He/she motivates to participate in the task, refers to the experiences of participants or gives examples from life. All proposal, which are important are written on the flipchart. Examples of proposal: punctuality, responsibility, professional knowledge, computer skills, communication, making decisions.

After explaining the trainer asks: Please think about jobs, which you will do after release and write what competences, skills and personal characteristic you need to get this job! Please write these in the table

below. Rate what skills you have! Which competences should you develop?

Example: Job - operator of forklift:

Soft competences	Hard competences	Personal characteristics
Making decisions	Professional knowledge	Punctuality
Communication	Computer skills	Self-control

Soft competences	Hard competences	Personal characteristics
Spatial imagination	Knowledge of safety rules	Conscientiousness

Topic 2: Family exchange occupation

Duration: 30 min

Aim: growth of interest of occupations among prisoners (these are occupation of relatives and friends); preparing to perform professional roles after release; setting of goals for future. Getting to know your profession; tendencies make it easy choosing the right job. If people know what they want to do, are going to take appropriate steps:

- choose the right courses,
- get permissions,
- search for specific employers.

Exploring occupations of own relatives makes possible choosing of concrete skills which the participants will use in their professional life.

Methodology: as in the previous task, see above

Bibliography: practices/materials of Slawek Foundation

Part of competence: collecting and processing information

Connection to the other competencies:

- Decision making
- Linguistic competencies
- Communication

Theoretical background:

Individual work is the simplest and oldest form of work organization. Each participant deliberately chooses which jobs he / she can perform and self-assesses his / her skills and qualifications. In the individual work environment, the participant performs his / her own work, of course within the limits imposed by each person's ability. During individual work, the learner learns how to make his own decisions, assesses own resources and makes choices.

Practical:

Trainer asks: Please write occupations of your relatives (mother, father, grandmother, grandfather and uncles or persons, who had an occupation, which you liked very much).

Every occupation should be written on one sticky note. After that the trainer asks:

Do you have the same occupations? Which one? Are you going to continue this occupation? Which occupations are close to you?

Which occupation was the most surprising? About which occupation do you have a least knowledge?

After that the trainer asks for occupations division on three groups. The participants add notes in the suitable category.

Occupation, which I should do	Occupation, which I could do but under certain conditions	Occupation, which I would never want to do

At the end the trainer ask: What are you going to do professionally after release? What are you planning to learn? What do you need to do to get the job? Who can help you?

The tool for lectures:

sheets A4, markers, sticky notes

Topic 3: "Professional goal"

Duration: 30 – 40 min

Aim: determination of steps to the realization of professional goals

Independent work on defining your career goals and self-assessment of resources. Self-perception during individual work activates in the participant the factors facilitating its realization: motivation, activates the senses - visualization, emotions, minimizes fears and defensive behaviours.

Before the participants start the job it is important to make a definition of your own professional goals. They should ask themselves questions like: What job do I need? In

which place? Which competences do I need for this job? Am I sure, that I will do this job? If the participant is sure, has a goal he/she should think about stages and time of the goal realization. The exercise helps to find a good way to achieve a goal.

Methodology: as in the previous task

Bibliography: practices/materials of Slawek Foundation

Part of competence: Learning orientation

Connection to the other competencies:

- Linguistic competencies
- Communication
- Interpersonal competences

Practical:

Exercise is done in pairs. Firstly, every participant thinks about: where is he/she going to work? This is a professional goal. One person is standing at the end of twine, where his goal is (job finding) - 03.2017. This person talks at which date he/she is going to achieve the goal. His partner in the exercise writes on the small sheet of paper this date and put this on the floor at the end of twine or writes with chalk on the floor if it is possible. The partner asks: What do you need to do earlier to achieve the goal? The participant answers and goes ahead and gives the date. For example: I will look for an employer, - I prepare CV -12.2016 . The partner asks once again: What should happened yet earlier– participant answers, goes ahead gives a date: I will attend a welding course – 07-08.2016. The partner asks until they come to today's date. At the end he is asking: What can you do now to achieve your goal? What could be your first step now? Is it possible to do something now in the prison?

Tools for trainers:

pens, sheet of paper or chalk, twine for each pair - length 3 meter.

Tips: Trainer gives an example, inform how to do this exercise; writes on the flipchart questions.

The diagram illustrates a timeline with three main points: 'Now', 'Welding course - 08.2016', and 'Goal - finding job 03.2017'. A blue arrow points from 'Now' to 'Welding course - 08.2016'. Another blue arrow points from 'Welding course - 08.2016' to 'Preparing CV, meetings with job trainer, sending CV - 12.2016'. A final blue arrow points from 'Preparing CV...' to 'Goal - finding job 03.2017'.

Now

Welding course
- 08.2016

Preparing CV,
meetings with job trainer,
sending CV
- 12.2016

Goal - finding job
03.2017

Problem solving is a useful and valuable competence in our life. It is directly connected to creativity. This issue is widely described by the pedagogues as creativity. There is a conception that creativity is the answer to an existing problem. Numerous problem-solving workouts using heuristics have been developed (transfer theoretical knowledge into practice) more commonly known as brainstorming or thinking hats (De Bono).

Developing breakthrough ideas does not have to be the result of luck or a shotgun effort. Dr. de Bono's proven ***Lateral Thinking*** methods provide a deliberate, systematic process that will result in innovative thinking.

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What exactly is the problem? What are the effects now, how it can affect in the future? Who they apply to? Has the problem already occurred, if so – by whom and how it was solved? Whether that method was successful, if not – why? Whom you can ask for help? What threatens if we won't solve the problem?

There are few simple, but very important questions. In quick and efficient diagnosis of the problem may help us asking “5 x WHY” questions. This method is based on five-time penetration. We start with existing situation, e.g. “I have a problem in communication with my employer.” – WHY? – Because... - WHY? - ... etc. To better determine the actual problem you can repeat the method several times, each time following other path.

Once we determine the problem, it's time to choose the right method.

A good way to do this it to write down on a piece of paper all of the incoming solutions. To prepare the list of potential solutions is not enough. You might want to answer the questions about effects of implying chosen solution (both short and long term), the entailed threats and opportunities, costs, actions and required time. Morphological analysis can be used – method based on breaking down the ideas in a table, so the individual elements can be combined. In this way it will be easier to choose the best method to resolve the problem.

The process of solving the problem can be described in this formula:

- Diagnosis of the problem and its detailed description (Defining the problem)
- Identifying people associated in solution
- Generating ideas on solution
- Choosing the best idea
- Implementation of the solution in life
- Checking the effects, eventual revision

Problem solving can be developed by the following exercises.

Exercises:

Aim: development skills - solving of problems, learning ways to solve a problem making decisions by choosing of optimal ways for problem solving

These activities give a chance to see the problem, to look for potential solving, to make decisions of choosing good solutions for participants.

Topic: “Boxes”

Duration: 10 minutes

Aim: How can you solve a problem? What helps to solve a problem? Participants listen to the content of the task. Every person is looking for a solution alone. The solution is only one. For the solution of these tasks the convergent thinking is very useful. In this case the using of drawing is helpful by solving this problem. At the end the participants discuss the task, analyse possible mistakes, in which moment they made a mistake by thinking. By the way they discuss what they can do when they cannot solve the problem – it is important to pay attention to the pro-social skills - asking for help.

Methodology:

Number of participants: optimal is 8 -10 people working individually and in groups.

One person for leading this workshop is enough. It would be the person who has an experience in work with prisoners, re-socialization of students. Participants work individually and in groups. Trainer accompanied by tasks. Establish of rules in workshop. It is recommended to write a contract. The most important point of contract is activity. The trainer gives points for activity (sticks dots on clothes). Proposals of contract - see the previous competence field's method.

Bibliography: practices/materials of Slawek Foundation

Part of competence: Generating ideas on solution

Connection to the other competencies:

- Decision making
- Strategic & innovative thinking
- Learning orientation
- Collecting and processing information

Theoretical background:

The terms "divergence thinking" and "convergence thinking" were introduced by psychologist, J. P. Guilford. Divergence thinking appears in the case, if there are many possible solutions of the problem situation; when thinking is focused on multiple goals for example: writing essays, lines, painting of images. In the initial stage of thinking follows

the selection of these possibilities. Choosing those, which achievement allows of maximizing the variety of benefits or avoid dangers.

Below is example of exercise for divergent thinking

Practical:

First part of exercise:

Trainer reads a task. You have three boxes. In each box two smaller boxes were placed, and in each of them additionally four small boxes. How many boxes do you have together? 12, 21, 24 or 33. Every participant makes this task individually. The trainer asks for answers and checks who counted it correctly. The trainer asks: Who has a wrong answer? Why was it a problem to do it in the right way? What should you do next time to solve such a task? What are you doing when you cannot solve the problem? – discussion- it is important that the participants learn that they should ask for help, for explanation if they don't understand something.

Solution: the correct answer is 33. Participants quickly realize that drawing of the boxes is very helpful for the solution of this task.

The second part of exercise:

The trainer listens to a story. What a woman can do, who raises a child alone and her boss is molesting her. The trainer makes two groups and asks for finding as much possible solutions as they can to this situation. All solutions are discussed. At the end every person chooses their own solution.

Topic 2: “Solve the problem”

Duration: 30 minutes

Aim: How to define the problem? Learning ways to solve a problem, cooperation in a group. Participants listen to a story about a women and try to find a solution. Team work (two groups).

Methodology: as in the previous task, see above

Bibliography: practices/materials of Slawek Foundation

Part of competence: Defining the problem

Connection to the other competencies:

- Strategic & innovative thinking
- Decision making
- Teamwork
- Empathy / ability to build relationship
- Learning orientation
- Collecting and processing information

Theoretical background:

Brainstorming this is one of the methods called heuristic. The creator of the method is Alex Osborn - he is an author of several books on creative thinking, he also set up the Creative Education Foundation. These are the methods of creative problem solving. By this solving the intuition and team work is used. The main advantages of this method are: better efficiency, higher creativity, learning of cooperation and partnership of the group members. There are many variations of this method. One of them: The brainstorming team is divided into 6 smaller teams. The task of each of them is to generate 3 ideas in 5 minutes. Then they are handed over to another team, etc. It is an excellent method to generate a large number of ideas. The final stage is the selection and choosing of the best solutions.

Practical:

Trainer tells a story. The person is leaving the prison after 7 years. Luckily he found a job and accommodation, but he can stay there only for 7 days. Tomorrow passes 7 days – he must leave this place in town A. What can he do? He does not have a family, relatives, friends. He must go to work early in the morning and drive to town B – 40 km away from town A and take his heavy luggage with clothes.

Trainer opens the discussion and asks for solutions. Every answer he/she writes on the flipchart.

Definition of the problem:

What is the reason of the problem?

What consequences can induce this problem?

Looking for solutions: What can this person do? – brainstorming – every participant gives proposal of solutions to this difficult situation – here it is important to collect as

many proposals as possible – even if they could not be implemented easily or being abstract.

Opinion solutions – Every idea is analysed? We are taking into consideration:

Possibilities of solutions:

It can be: report the matter to court, find other employment, mete out justice alone or does not violate the status quo because of fear of loss of earnings. In this exercise divergent thinking is represented. Participants are learning discussion, looking for exit ways, at the end every person alone make a decision.

After that everybody made a decision choose the best solution.

At the end the participants make action plans. This plan should have: order of actions,

	Disadvantages	Advantages	Chances	Dangers	Profits	Losses
Proposal 1						
Proposal 2						

the quantity of time, which is needed for task performance and when we can see effects. The participants cannot forget to make a Plan B and must mitigate potential losses. If it is needed the task should be shared with other people.

Tools for the trainer: flipchart, tables for each group.

Topic 3: „Thinking hats”

Duration:

Aim:

The method of “6 Thinking Hats” by Edward de Bono is a technique of creative thinking, which consists in playing different roles involving a prop – i.e. a hat being different colours. Using one thinking hat is understood as adopting its assigned point of view. It resembles acting in a play, after putting on a costume. Putting on a thinking hat represents taking a role of a respective thinker. We shall not be guided by our own opinion on the topic. We have to try to think in the way appropriate for the hat.


The aim of the task is to take a different approach to one problem using "thinking hats". Hats impose a certain style of thinking. This allows us to observe the impact of various factors on our thinking about the problems and how easy it is to change them.

Methodology:


By using this exercise you can work individually and in group.

The blue hat – organization 

The task of the person in the blue hat is to be an observer which organizes and controls the line of thought. He/she selects priorities. He/she draws conclusions. He/she looks at the problem holistically, making sure that the order and rules are maintained and enabling a broader look at the issue. The blue hat organizes the thinking process and keeps guard of its course.

The black hat - stands for the negative aspects of a solution/decision. 


Its purpose is to warn against threats. The task of the black hat wearer is to show all the defects, shortcomings and risks. He/she is intended to show all the consequences that may arise from the adopted arrangement. The black hat prompts caution, criticism and doubt. Pointless criticism is not a purpose here, what is important is a logical and even-minded presentation of potential threats.

The yellow hat – optimism 

The yellow hat is an exact opposite and, at the same time, a complement of the black hat. Yellow thinking stands of the positive aspects of a situation, profits, curiosity and search for joy. This is a positive attitude – proactive, set to operate. Yellow colour is brim full with faith in success and good luck. It deliberates all possibilities and benefits, even those which go beyond the considered problem. The yellow hat stands also for dreams, visions and indication of future opportunities.

The green hat – opportunities 

The green hat is full of energy, ideas and new possibilities. The green hat wearer is intended to show a new look, new points of view, new ways. He/she is supposed to search for ideas, alternative solutions. He/she is responsible for creativity. The wearer of this hat is intended to conduct a conscious search for changes and new perspectives on a problem.

The red hat – emotions 

The red hat represents the emotional perception of a problem, situation, feelings and intuition. As the most important aspect of the problem the red hat considers subjective impressions, intuition, foresights and feelings. The person under the red hat shows their feelings, foresights and assumptions in a hectic manner. Here, he/she does not need to justify or legitimise their opinions, views and emotions.

Bibliography:

Edward de Bono, Six Thinking Hats: An Essential Approach to Business Management

Part of competencies: Solving the problem

Connection to the other competencies:

- Strategic & innovative thinking
- Empathy / ability to build relationship
- Collecting and processing information

Theoretical background:

Creative thinking is not a talent; it's a skill that can be learned. It empowers people by adding strength to their natural abilities, which improves creativity and innovation, which leads to increased productivity and profit. Today, better quality and better service are essential, but they are not enough. Creativity and innovation are the only engines that will drive lasting, global success.

Lateral thinking:

Alternatives: How to use concepts as a breeding ground for new ideas. Sometimes we do not look beyond the obvious alternatives.

Focus: When and how to change the focus of your thinking. You will learn the discipline of defining your focus and sticking to it.

Challenge: Breaking free from the limits of traditional thinking. With challenges, we act as though the present way of doing things is not necessarily the best.

Random Entry: Using unconnected input to open up new lines of thinking.

Provocation and Movement: Generating provocative statements and using them to build new ideas.

Harvesting: Capturing your creative output. At the end of a creative-thinking session we normally only take note of the specific ideas that seem practical and have obvious value.

Treatment of Ideas: How to develop ideas and shape them to fit an organization or situation.

Practical:

We divide the participants into 6 groups. Each group puts on a hat of a different colour. All of them, one by one, give their statements, which are written down by a person who does not participate in the discussion (a secretary). The essence of this method is:

- not to allow any chaotic discussion, especially one with “an increasing temperature;”
- to give a voice in equal measure to parties representing all views;
- “to encourage” (through the rules of the game) each of the participants to look at the problem from different perspectives.

By doing so, we get objectivised views and a calm atmosphere.

If an enthusiast of a given solution does not want to see its faults, we obviously cannot change it, but it is very important that we allow others to speak and give him/her time to cool off and reflect.

The method of “6 Thinking Hats” can also be used even in individual work. Here, we simply focus on consecutive aspects of the problem in an orderly manner. On the other hand, we may face a problem when exercising with a group of about 10 persons, because of the time needed for each participant to state their opinion in each phase. In such situations, it is worth to introduce a time limit for each presentation, conditioned by non-repeating the already-told arguments.

At the end, the participants search for the best solutions to the problem together.

Tools for the trainer: flipchart, characteristics of hats, hats.