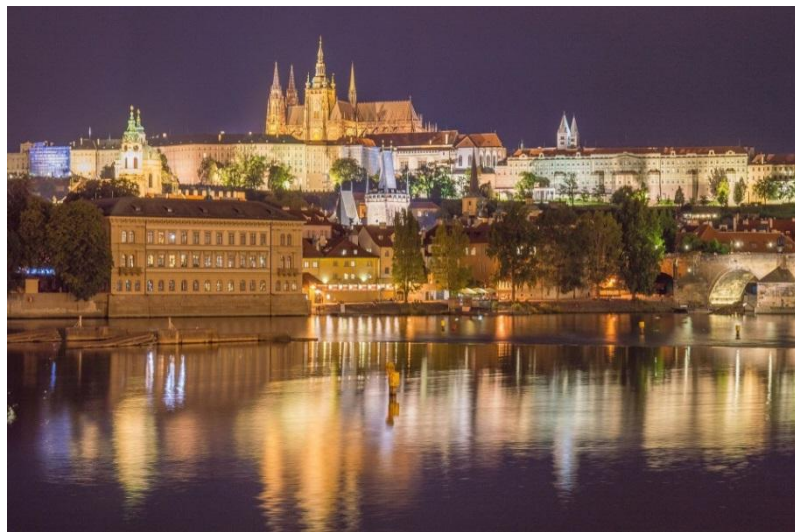


PRISON, REINTEGRATION, EDUCATION.  
TRAININGS TO SUPPORT SOCIAL AND LABOUR  
MARKET (RE)INTEGRATION OF PEOPLE IN OR  
AFTER DETENTION



3/16-17/2016

Opportunities in Preparation for Release.

**2nd international meeting in Prague. WORKSHOP BOOKLET.**

All organizations were present, namely Edukos (SK), Slawek Foundation (PL), RUBIKON Centrum (CZ), Váltó-Sáv Alapítvány (HU) and Gartycios Grudas (LT).

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## PROGRAM OF THE MEETING

### Day 1, 16/03/2016

#### Morning program

We started the program at 9 a.m. with the look in to the project chess on the streets, in which was involved RUBIKON Centrum and which can be inspiration for other partners. In the project there are involved prisoners who produce playing chess pieces within carpentry workshops. The project has great publicity.

According to the planned program, we went through organizational things and also RUBIKON Centrum including its employers and services where introduced to all participants.

After that we made a walk through the challenges of preparation for release – output number 4. We wrote SWOT ANALYSIS and discuss its results.

#### Afternoon program

After Lunch we visited **Saint Charles Borromeo Home** which is **unique project in Europe** where the Prison for female convicts is within the Home. Similarly as in the past, they offer the convicts occupation in the kitchen, in the laundry room, and in providing the necessary cleaning of the Home. But in addition, inmates may also help in the wards. They organise St. Zdislava Training Courses for them in the Home so that they may become qualified medical orderlies.

After that we had a discussion about visit, we finished about 7 p.m.



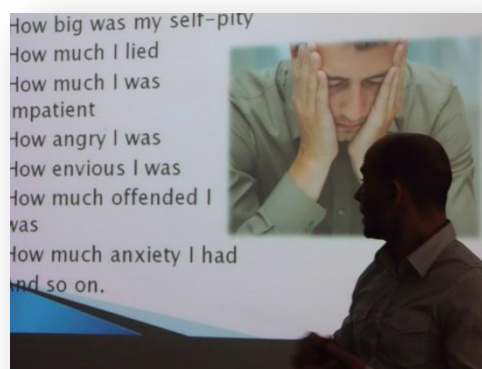
## Day 2, 17/03/2016

### Morning program

Each organisation presented 2 methods which will later develop within Output 2 as an opportunity in preparation for release from the prison. The methods are described later in the booklet.

### Afternoon program

After lunch we continued with presentations of Output 2 discussions about the presented methods. We also discussed mid-term project evaluation, evaluation of the meeting, output 1 – Trainings in the prison and output 4 – Focus on Freedom before we closed the program.



## METHODS FOCUSED ON PREPARATION FOR RELEASE

### 1. Change-Fever: board game for preparation for release

#### VÁLTÓ-SÁV ALAPÍTVÁNY (HU)

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

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

The aim of the game is to prepare the ex-prisoners for their duties in the first month after release. However the game reviews these duties playfully, it is also didactic and easily understandable. The following tasks are integrated in the game: obtaining the necessary documents, housing and other costs, searching for a job, the challenges of self-sufficiency, unexpected events and all the possibilities that facilitate these trials. The board game reflects the reality, the social context and its challenges. Therefore, the values and norms of the mainstream society can be adapted easily and 'empirically' during the game. Besides, all the relevant information's are available on information sheets during the game. These information sheets might provide a booklet that might be a complex guide for the practical duties after release. The further advantage of the game is that it is picturesque; the pictograms facilitate the recognition and the memorizing as well, but the most important characteristic of the game is that it needs a "master" who has an enormous role in playing. He makes the game "oral" so participants without eyeglasses can ask him about the rules. Just like the others, if they have any question. He animates the game, informs the players, suggests to them moves, and helps to create strategies, to make decisions. He makes the players understand the aim of the game by explaining the meaning of the symbolic actions of it. He looks after daily costs of the players, collects it, and handles the bank. And, at the end of the game, he is the one who evaluates it, who draws conclusions and explains them to the participants. This is why the master has to be experienced in group work, notable and well-informed, accepted by the group. He has to be aware of the rules of the game and all the information it wants to forward. As with one game 4 or 8 persons can play generally 2 masters are needed in a session.

The game is architected to strengthen comprehensive, mathematical, social, financial competences, problem solving, cooperative thinking thus develop transversal competences, too. Using the game we found that companions can be trained for being master. We also realised that the game can be used in antidiscrimination and tolerance strengthening trainings.

Just like as in RPG, the game starts with a "telling in the tale". The game master introduces the game, highlight the real aim of it. As players has already got know the game itself (previous session), this is a repetition. The game master has to highlight that this is the game of the first month after their release. Players can use the previously acquired information, practice everyday life, face with problems that are probably

waiting for them out of the prison. This is a good chance for them to see, in this stage of their preparation, what they could achieve.

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

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

Playing a game can sometimes mean much more than just winning. The master collects the dues of the players, and lists the credits and the accomplished missions of them. As finding a legal job is the key element of successful re-entry, it's worth the most in the game. Then he evaluates the activity of the players. This must be considered in evaluation, and not the amount of money a player has.

The game has changed a lot since its creation, but the game's architecture makes it easy to adjust it to reality. New elements became, old got out. Prices, legal norms, sum of fines, names of offices etc. It is always the most exciting, most amusing part of pre-release courses organised for the target group. We use the board game also on antidiscrimination workshops to student, high school students or employers. It is a good way to show them, what kinds of difficulties have the release.



## 2. Bibliotherapy Method of Preparation for Release

### VÁLTÓ-SÁV ALAPÍTVÁNY (HU)

The expression Bibliotherapy means „Treatment With Books”. The basic concept of the Bibliotherapy is that a literary text would be able to help the clients in the problem-solving. Nowadays two forms of activity are used in the therapeutic process. The Receptive Therapy focuses on the understanding and reliving the events of a properly selected literary text. The Active Therapy the participants write their own stories. There are two versions of this form: the Creative Writing and the Autobiography. The Bibliotherapy is a highly effective method to the development of self-awareness and self-esteem of the prisoners under the detention.

During the process the participant can contemplate on his/her own problems from an external point of view. The participant has the opportunity to find solutions to these problems without consequences. Furthermore the Bibliotherapy is very effective way to the deeper-understanding of the common values and to the accepting of the standards of society. Perhaps the greatest harm is under the detention that the prisoner is deprived in almost every forms of the free communication. The most characteristic part of the human communication is the vocal language (speech). Speech also contains nonverbal elements known as paralanguage. Examples of nonverbal communication include haptic communication, proxemics, gestures, body language, facial expression, eye contact, and how one dresses, what kind of perfume uses, what kind of accessories wears, what is his/her hair-style etc. There are scientists who claim that all your goods, chattels and properties have communicational values.

All these phenomena became more and more valuable in the mind of the prisoners, but the memories are changing false and distorted. The prisoner tends to forget the disinteresting and unpleasant things, the remained memories gradually became a sort of miracles. Often happens under the detention that the prisoner starts to write his/her own (usually false) autobiography. Over and above the imprisonment has a particularly bad influence on the communication. The Bibliotherapy wants to decrease these risks on one hand. On the other hand, it helps to rebuild the outside (civil) reality by reconstructing a fictional but logic inside world.

#### **Receptive Therapy with Tales**

The basic assumption of the successful communication is the common knowledge and the common language. The prisoners are very diverse persons, due to their inherent or acquired specifics. At the beginning of the co-working the therapist must to find a common cultural base known by everybody. Particularly suitable common base is the world of the tales.

There is a risk that some members are looking at the tale as something funny or childish toy. The therapist has a particularly important duty to get over this resistance.

First of all, it should be clarified that the tales have been told not only to the children, but also to the adults. The therapist must highlights the fact, that the hidden symbolism of the tales contents the universal of the common consciousness. It may be useful technic to read through a short tale together, slowly, step by step. So this way the story-reading can re-accustom the participants to a standard, formal, coherent minding, according the general rules of tales.

### **Fairy-Tale Artwork**

At this stage the participants have to continue a given situation with his/her own words, but not with complete licentiousness but by rolling a special dice. So the participant must react to an unexpected situation and recall faded memorabilia. In the other hand, the diverse symbols of the dices strengthen the faculty of imagination, and the prisoners thoughts would finish to resolve around the same object. Often happens, that somebody cannot find the right words. In this case the group can give ideas. This common activity relieves the anxiety, and contributes to the strengthening of the group cohesion. Furthermore, the ability of cooperation is particularly important goal considering the later re-socialization.

### **Creative Writing**

During the process the participant has to build an own, civil world with self-constructed, fictional persons. The initial place, where the story is beginning, is decided for the first time, as well as the starting date, hour and day. The selecting of the first place is randomly: it would be for example a bridge, a post-office, a kindergarten etc. and so randomly also the starting time. During the writing the participant has to resolve his/her conflict in some logic way.

During the process the participants have to imagine and visualize not his/her own well-known but his/her fictional character's civil world. Hopefully the writer will able to move away from his/her own quite obsessive and compulsive memories. This practice might lead to a correct, objective self-awareness.

### **Autobiography**

Perhaps this is the most difficult phase of the whole process, but the final goal of the Bibliotherapy is to obtain the ability of the right self-knowledge. This method is based mainly on the method of Prof. D. Duccio.

## **3. Aggression Replacement Training® (ART®)**

### **Slawek Foundation (PL)**

The program was created in 1971 by Professor of psychology Arnold Goldstein from USA. Dr Jacek Morawski brought him to Poland, made his own version and adapted to European and polish conditions. At the beginning program was present in schools and educational institutions. After that in 2001 project was implemented in prisons. Company Amity began to organize in Poland licensed trainings for psychologists from prison and prison service. Now prison service can teach prisoners.





## Program Goals

Aggression Replacement Training® (ART®) concentrates on development of individual competencies to address various emotional and social aspects that contribute to aggressive behaviour in youths. Program techniques are designed to teach aggressive people how to control their angry impulses and take perspectives other than their own. The main goal is to reduce aggression and violence among youths by providing them with opportunities to learn prosocial skills in place of aggressive behaviour.

At the beginning the program was targeted at youths with a history of serious aggression and antisocial behaviour. Now it can be applied across several different populations.

Aggression Replacement Training® ART is a unique program: it is based on the scientific theory, it has own ethical principles, procedures, books and teachings aids, it is dedicated for different age groups and clients, very effective: 85 – 87 %, additionally it is easy to learn and flexible in the implementation.

## Program Components

The whole program lasts 10-week, 30-hour intervention for groups of 6 to 8 prisoners three times per week, moderate by two trainers, who have a special certificate.

Before the participants start the right training of all components they make a lot of exercises of communication. We can replace here: direct, indicative, and behaviour communication. The new of ways of communication is brave statement, when the participants learn how to communicate efficiently by using special procedure: facts, fillings consequences, expectations, reference. During all training the participants learn how to use feedback in the right way.

The program consists of three interrelated components, all of which come together to promote a comprehensive aggression-reduction curriculum: Structured Learning Training, Anger Control Training, and Moral Reasoning. Each component focuses on a specific prosocial behavioural technique: action, affective/emotional, or thought/values. During program implementation, participants attend a 1-hour session each week for each of the three components.

### Structured Learning Training (action component)

This component is intended to teach social skills through social interaction and is disseminated using direct instruction, role-play, practice, and performance feedback. This is intended to give participants the opportunity to practice prosocial responses to potentially difficult situations, such as responding to failure, dealing with an accusation, and responding to the feelings of others. This part of training helps by dealing in future with difficult situations.

### Anger Control Training (affective/emotional component)

This component is intended to help people recognize their external and internal triggers for aggression, aggression signals, and how to control anger using various techniques. Participating prisoners must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the program they are trained to use specific skills to better control their angry impulses. The participants learn when the anger is developed, which signal inform me about my anger, how to reduce own tension, how to explain this situation using self-instructions (practically these are thoughts, which reduce anger). It is also important to give yourself a prize for self-control and later use of pro-social skill.

Moral Reasoning (thought and values component). This component is intended to address the reasoning aspect of aggressive behavior, and is specifically designed to enhance values of

morality in aggressive of people. Techniques in this component allow participants to learn to reason in a more advanced manner in regard to moral and ethical dilemmas, providing participants with opportunities to discuss their responses to problem situations, taking perspectives other than their own that represent a higher level of moral understanding.

This part is very useful for learning how to make decisions. How to distinguish what should I do from not to do? Moral reasoning also help to understand that more important for self-interest is cooperation instead of anger. Participants are exploring own values, understanding which things are important for them, take part in discussion about moral dilemma. They learn steps for moral reasoning which are: alternatives, consequences, stakeholders, motives, empathy.

Aggression Replacement Training® (ART®) is effective when the whole training is moderated by certificated trainers, material is good adjusted to recipients, when the participants follow the rules and procedures, where is mutual respect, dignity, open and fair communication, support from social environment and family.

## 4. Method of creative resocialization

### Slawek Foundation (PL)

Author of this method is Mr. Marek Konopczynski – Professor of social sciences. He created this method especially for young people at the age of 19-21 but is also used for convicted adults.

The method consists of several interactions. Two are very important: The method of correctional theatre and the method of correctional sport.

In both methods are used a technique of: emotional creativity, motivation, perceptual and mnemonic technique, thinking, imagination, interpersonal skills and cooperation.

Correctional theatre requires special conditions like: Separate room in the prison with a good light and with an atmosphere of mystery, wardrobe and props, professional cadres (graduate of theatre academy or psychologist with a special acting preparation). Theatre group consists 4-12 people in age of 16-21 (this is a methodical recommendation but this method has also a positive influence on older people) with positive opinion from psychologist. Whole project lasts 6-12 month before performance, one meeting of the group 120-240 minutes. The group is working on the script. Very often performances are talking about history of prisoner's live.

This method effects on change of antisocial behaviour, compensates deficits in cognitive, intellectual and moral sphere, helps by communication, by discover of opportunities, allows to focus on your own inner, shows potential of change and increases the sense of values.

Slawek Foundation has own experience in this field. In 2004 was established in Warsaw art named „Prohibited faces” about loss, crossing the limits and looking for the meaning of existence. At the beginning using this method it is good to start with short performances, without special financial resources. Meeting with the group can be leaded for example by student of theatre academy.

For creative re-socialization belongs also re-socialization through sport directed to formation specific personal competences. The duration of training it is 45-90 minutes on the gym or on the court. Whole project should be continue whole year. The group is selected by psychologist. Sports activity could be different. Everything depends on conditions in the prison and possibilities from the NGO's. In Poland in some prisons convicted practice jogging. They have trainings with special coach or sometimes with educator. Very often they take part in competitions with other people from outside. Fundacja Slawek made in two prison project Program-Choreotherapy “Dance towards freedom”. Convicted learned how to dance break dance and Hip-Hop. The

workshops were led by volunteer from the foundation, dance instructor. The group of nine people met together one time a week for 1, 5 h. The participants had an opportunity for expressing yourself and looking for your own style. By dancing Hip-hop is very important that every move is good, people don't experience prejudices. It also possible to organize in the prison: volleyball, table tennis and football or fitness for women. Thanks sport increases physical fitness, grow the own efficiency and the prisoners gain better resourcefulness.

The good way, which helps to the re-socialization, is drama. This is interactive method in which prisoners learn "stepping into the role". It is based on the improvisation. Participants come into the world of fiction, where they could test new behaviors. The session must be led by professional trainer or person, who has a special course in this field. In the group are about 9 people. Workshops lasts 45-90 minutes, a whole project 3-9 months. Drama helps to gain emotional contacts with other people and increase self-confidence.

Additionally one of the interesting activity in creative re-socialization is therapy through the music. These are two ways to organize activities for prisoners. One way is special workshops for relaxing and the second one is creating of music bands – learning of playing and singing.

This method should be combined for example with drawing and dance. It is possible to lead: drumming workshops, playing the guitar, dance learning. This kind of workshops should be organize through specialist from outside, who is able to come regularly to the prison one time a week for 1,5 h for 10 people.



The last activity in this method concerns therapy through plasticity, which allows to express own emotions, similarly as in music and discovers creative spaces and artistic values and development of creativity. Workshops are very wide in this area. Specialist and volunteers can lead lessons like: painting, sculpture, graphics, artistic photography, murals, working in a gypsum. Foundation Slawek organize artistic workshop during a special festival Mienia Art in our half way house. Through 4 days prisoners are learning painting techniques. After workshops is organized painting exhibition.

## 5. Method of Financial Literacy Courses

### RUBIKON Centrum (CZ)

#### Definition re-entry by country

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

In the Czech Republic we have no compact system for care before and after release - the concept of after-care is fragmented. We have poor capacity of prison staff what cause poor preparation for release, poor capacity of Employment department, poor employment of prisoners and poor conditions for solving the debt already in prison - they just grow till release. Cooperation with probation officers after release is obligated only for about 1/3 of all ex-offenders. There are only two prisons for Juveniles, what causes worsened conditions to maintain contact with families (this was proofed also by realization of program PUNKT which includes families). There is also big number of children growing up in institutional care and unfortunately big number of them ends up in prison. Besides that the percentage of children growing up in institutional care in Czech is one of the highest in Europe.



### Methods within RUBIKON Centrum Services

We realize Programs to increase employability (which is Recruitment agency RUBIKON and programs in prisons), Programs to solve debts (Debt counselling and Courses of financial literacy) and Programs to increase efficiency of alternative sanctions (Roma mentoring, Programs for juvenile offenders). We also provide Educational Services such as accredited courses of financial literacy and debt counselling or Expert services.

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

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

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

after release and lack of vision to resolve their situation in the future (for example qualifies for debt relief under the insolvency law is after release very difficult).

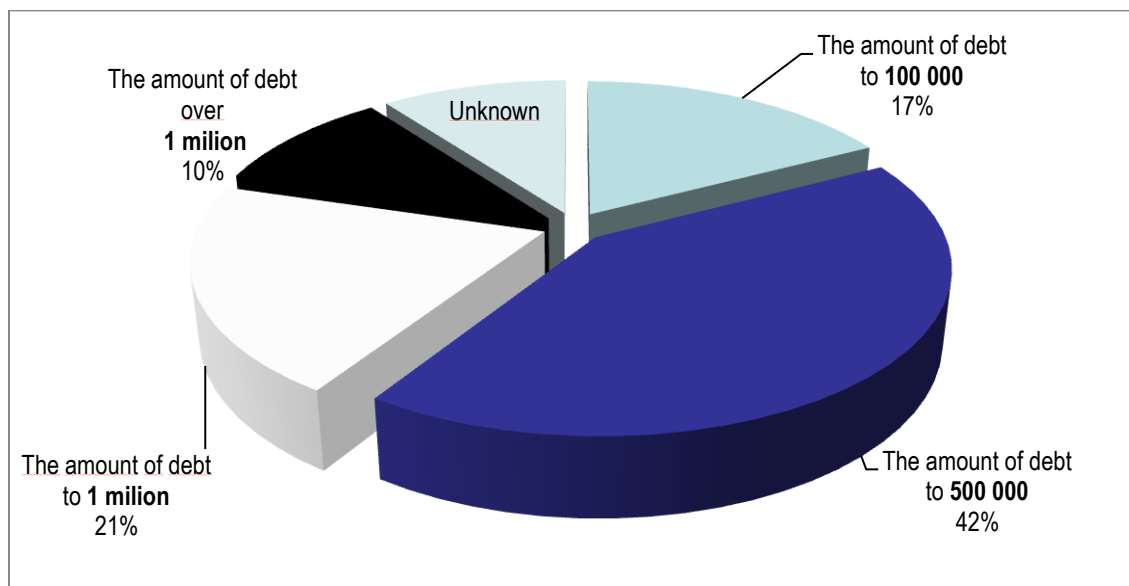
The most common causes of indebtedness of inmates are lack of financial literacy, lack of social skills, inability to delay their needs and crisis such as job loss, relationship breakdown, illness etc.

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

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

We used methods as interpretations, exercises, discussions, work in groups and short animated films. The topics are explained gradually, we start with insolvency and content of financial terms, this is followed by budget, what should I know before I take a loan, communication with creditors, courts and offices, kinds of financial commitments and their specifics, how the debts move in time and we finish with enforcement / executory proceedings and insolvency proceedings. The trainer is during whole program also an advisor.

### Statistics of debt amount of inmates



## 6. Method of Cognitive Behavioral Therapy – PUNKT Family

### RUBIKON Centrum (CZ)

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

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

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

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

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

#### Topics of the program are:

- The offence and its consequences,
- Emotion and provocation (recognizing body signals, control of emotions, conscious decision-making),
- Solving of problems (understand the stages of conflict),
- Deal successfully with people (achieving the objectives using the effective communication methods),
- Understand the point of view of the victim and society,
- Reduce the risk of recurrence (the family as a system, convert communication techniques and strategies into normal behaviour of a client by creating individual plans for managing risks).

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

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

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



**Current outputs (from 31. 12. 2015):**

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

## 7. The Simulation Game of the Development of Financial Literacy (the simulations method)

### EDUKOS (SK)

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

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

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

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

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

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

- to understand the meaning of permanent life values, especially the influence of money on their preservation and on the basis of that choose and define life priorities and the starting points for the satisfaction of life needs;
- to approach responsibly the questions of family financing and making financial decisions by considering alternatives and consequences;
- to understand and orient themselves in securing individual and family life needs;
- to organise personal finances and use the budget in dealing with cash;
- to borrow financial means under favourable conditions and manage debts;
- to apply various investment strategies that are in accordance with personal goals;
- to decide in such a way that the eventual risk associated with the decision would be proportional to the expected profit.

### The forms of implementation of the method

Lectures connected with the discussion focused on the transfer of new knowledge, discussion focused on the presentation of opinions on various problems and on finding-out of the opinions of



other participants, group work – the solution of case studies – common responsibility for the results, support of cooperative styles of behaviour, aim to minimize communication blockages.



### **The description of the simulation game**

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

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

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

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

### **The description of the work with the simulation game**

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

The basic goal of the game is to act out at least one case study with the group together with the corresponding tasks within each set/topic whereas the game should last 40 hours (which means 8 hours per day in 5 days). The sets contain various studies and it is therefore up to the lector to decide and subsequently determine the extent and depth of working with the various sets according to the abilities of the group (the level of understanding, the dynamics of thinking, the ability to assimilate new information and the ability to concentrate, etc.).

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

## 8. Socio-therapeutic Method of Preparation for Release

### EDUKOS (SK)

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

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

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

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

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

The objective of socio-therapy in convicts is:

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

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

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

### **The meaning of building social networks of the convicts**

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

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

### **The course of the implementation of the method of socio-therapy – the rehabilitation of social relationships:**

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



The frequency of the sessions is adjusted to the possibilities of the environment and the severity of the problems. The optimal number of the participants of socio-therapy is 5-7.

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

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

## 9. Deeper self and others cognitive method

### Gartycious Grudas (LT)

Our self-image - it is the system of personality understandings, attitudes and interpretations about ourselves. Our holistic “I” picture includes: body, values, features, interests and competencies. That is why we have to work with various sides of human nature.



Deeper self and others cognitive method is based on learning better and deeper to know oneself and others with or without help of psychologists and social workers. The method includes various techniques and exercises of working in the group, individual consultations and self-analysis. In principle “Deeper self and others cognitive method” is:

- Individual review of personal situation
- Solution ways
- Plans and strategies to implement it.

#### Analyzing topics of this method are:

- Discovering the reasons of bad being- emotional hygiene change of restrictive thinking (limiting beliefs)
- Personal problems or difficulties identification, search for solutions balancing emotions, deeper self-knowledge
- Identification and elimination of mental programs brought from childhood and adolescence.
- Education issues for development of love to oneself.
- Self search: who I am, what I want, where I am going.
- Techniques and methods adapted to personal situations.
- Prescribing of appropriate literature.

**During individual consultations with psychologist or social worker is working like this:**

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

Also there is everyday selfanalysis table which help the client every evening to value his feelings, which he went through the day. Evaluation is under the 10 – point scale. The stronger feeling, the higher score.

Positive feelings table

Negative feelings table

Every Sunday under the 10-point scale in positive and negative feeling table the client evaluates his feelings, which went through during the week. The stronger feeling, the higher score.

There are also tasks for the self-perception:

- Selecting individual tasks for self-perception analysis.
- Using a variety of psychological tests for self-knowledge;
- Using "Unfinished sentence" approach;
- Collage various topics, such as: "My Life," "My Way", "My book of life" ... and so on.

One of the self-analysis task is "Personality map". It was developed to work with the basic questions:

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

This map is using for self-knowledge, ideas, creation, development of relations with other people, own way adjustments.

The tasks for personal characteristics revealing includes such parts:

- "My strong and weak sides"
- "Self-confidence"
- "People who have an influence on me"
- "My name history"

- "My free time"
- "My family"
- "My values"
- "My friend and his most prominent features."
- "Unfinished sentences"

Self-learning task "My personal blazon", which consists of 4 parts:

- What I like to do?
- What in my life is good?
- What I would like to change?
- What do I want to achieve?

The task is discussed afterwards.

Tasks for communication problems:

- Projection test "I am a painter";
- Projection test "House-tree-person";
- Projection test "Fantastic animal";
- Task "Johari" window, and discussion;
- Reflection "Do I know how to say" No ";
- Independent exercises a "Word helps - word hurts";
- Questionnaire, "Do I know how to work in teams";
- Specific situations (which may be a conflict) analysis and discussion;
- Exercise "My friends and friendship";
- Exercise "My choice".
- Reflection "How do I feel in the group?";
- The exercise "Conversation about friendship";
- Exercise "Friend's features".

Tasks for the self-esteem analysis:

- Task "Who am I";
- Task "Good qualities basket";
- Creation of agenda and its compliance;

Daily summation of writing and discussion about my day by response to specific questions:

- What I did?
- Where I followed the agenda?
- If did not, why?
- What did I learn?

Tasks for evaluation and analysis of resistance to stress:

- Questionnaire "How often you experience stress?";
- Self-learning painting "My feelings, experiencing stress";
- Questionnaire "Stress Scale";
- Visualization techniques ("Place that impressed me," "My senses") and etc.;
- Colouring exercises;
- Bibliotherapy.

One of the main task of “Deeper self and others cognitive” method is life analysis. Life analysis is not a personal biography, narco-biography or personal negative and positive characteristics naming. During Writing life analysis need to focus your attention on what is beyond destructive behavior and addictions borders, to the real behavior reasons. Life analysis is the perception of the whole truth about a person's misdeeds during his mistakes analysis. This perception often comes when person sharing his conscience report. Practice shows that the naming of experienced situations and detailed writing all that on paper can reveal the whole truth about the situation.

Life analysis questions examples:

- Why we are chosen to communicate with people who absolutely do not care about us?
- Why does in every relationships we trying to be overriding if it would depend on someone's life?
- Why do we afraid of new experiences and avoid them?
- By finding a common link between these habits we can get closer to the whole truth about our misdeeds.

## **10. Convicts preparation for release to freedom method: Interactive learning with special computer program**

### **Gartycious Grudas (LT)**

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

1. To help the convict to decide, to understand what work activity can bring to him.
2. To strengthen convict's motivation.
3. To check what is the best convict suited for, what activity to choose.
4. If convict have any addictions - to help to decide get rid of it. To advise how to do this.
5. To choose the profession.

6. Opportunities for employment in the freedom, how to do that, what is necessary in order, where to go, who can help.
7. To learn how to foothold in team and earn a well-deserved standing.

**The program consists of two modules. First module content consists such sections:**

1. Now it's your time for your decision
2. Everything what is needed
3. Preparation for the job market
4. If you have any problems with employment after your release
5. Registration in labor exchange
6. Lithuanian regions
7. While not found a permanent job - try to work as a volunteer
8. Labor law issues
9. How to adapt in working team

**Each content section has its own content:**

- 1) Now it's your time for your decision
  - a. Test and decide
  - b. Test your motivation
  - c. Get rid of addiction
  - d. Exconvicts employment problems
  - e. Addictions
- 2) Everything what is needed:
  - a. Profession must help meet their needs
  - b. Take into account about your preferences
  - c. Know your abilities
  - d. Choose a profession
  - e. Job search
  - f. Have the necessary documents
  - g. Life description
  - h. Motivational letter
  - i. How to prepare for an interview
  - j. The conversation with the employer
- 3) Preparation for the job market :
  - a. Use the right of convicts departure without the guard outside correctional institution. territory of law.
  - b. Use the convicts right to spend holidays at home
  - c. Use the convicts short-term trip at home.
  - d. New opportunities.
  - e. Employment restrictions for persons with criminal records.
- 4) If you have any problems with employment after your release:



- a. Provided services
  - b. Temporary accommodation
  - c. Food providing services
  - d. Leisure activities
  - e. Events
  - f. Development of communal spirit
- 5) Registration in exchange market:
- a. Unemployment insurance payment
  - b. Payment duration
  - c. When payment is not given
  - d. Unemployment insurance payment amount
  - e. Suspension of the payment
  - f. Termination of the payment
  - g. Resumption of the payment
- 6) Lithuanian regions. Which one to choose when you came out to the freedom? What can be expected? Where first need to apply?:
- a. Vilnius region
  - b. Kaunas region
  - c. Klaipėda region
  - a. Šiauliai region
  - b. Panevėžys region
  - c. Alytus region
  - d. Telšiai region
  - e. Utena region
- 7) While not found a permanent job - try to work as a volunteer.
- a. Typical (model) voluntary works contract
- 8) Labor law issues
- a. What is the content of the employment contract and how it is made
  - b. Illegal work
  - c. Employment contract sample form
- 9) How to adapt in working team
- a. Rules
  - b. Mistakes

Below each question there are a test, which helps to test gained knowledge. One of the such test example is:

1. Watch your everyday dreams and visions of the future.
2. To what do you attribute yourself and other convicts?
3. Test yourself.

4. Don't get yourself in situations, which can easily be provoked to commit a crime.
5. Analyses what you lose being in prison.
6. Are you addicted to alcohol?
7. Check - whether you possess the following features.
8. Task - life values.
9. The task about setting of problem / emergency situations, the options and means to solve the problems.

Second module content consist such sections:

1. What kind of system we live in.
2. Your mindset and rehabilitation
3. Social skills development
4. In healthy body - healthy mind
5. If I only knew
6. How to regain self confidence
7. "We have nothing, only our own life"
8. Earlier release to freedom.

Second module content sections and its content:

- 1) What kind of system we live in:
  - a. In Lithuania there is still no tolerance for former prisoners.
  - b. How convict is affecting by isolation in prison.
  - c. How can deform your personality in long imprisonment conditions.
- 2) Your mindset and rehabilitation program
  - a. The responsibility for the committed but not revealed crimes won't let you live in peace.
  - b. Criminal lifestyle refusal steps.
  - c. Pay attention to your own psychological state.
  - d. If you maintain in the prison subculture you won't avoid the crime.
- 3) Social skills development
  - a. If you overcome addictions - you will live without prison
  - b. Alcoholism.
  - c. If you have a drug addiction - there is only one solution
- 4) In healthy body – healthy mind
  - a. If I would have known.
  - b. What is a crime?
  - c. What is criminal liability?
  - d. Exemption from criminal liability when offender and victim make it up.
  - e. Preparations to commit a crime.

- f. Legitimate defense.
- 5) „We have nothing, only our own life“
  - a. Hard way home
  - b. First month in the freedom
  - c. Resistance coefficient training
- 6) Earlier release to freedom:
  - a. Future without crimes
  - b. Apply for president pardon

Own computer class with six computers make this program freely available to all convicts who are in rehabilitation program implemented by CSF „Garstyčios Grūdas“. All others prisoners can use this program according to the prison psychologist's, social workers or others prison staff agreement. If it's needed this program could be recorded to personal devices for using during imprisonment or after release. This lets to repeat all knowledge's, which are necessary for the current situation. Practice shows that such a program is very simple, but effective method for convicts preparation for release to freedom.