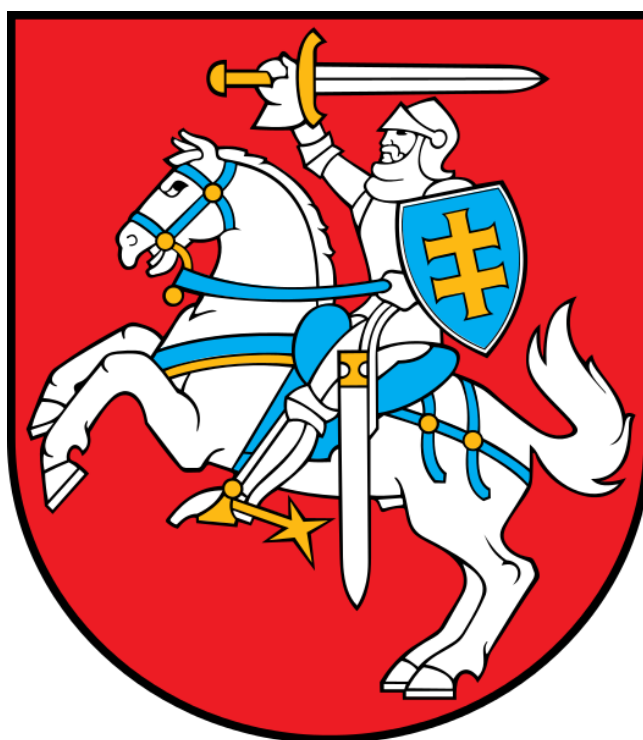


„Prison, Reintegration, Education. Trainings to support social and labour market (re)integration of people in or after detention

15/KA2AE/13563

Development of transversal competences

Workshop Booklet



ALYTUS, LITHUANIA

**Prison, Reintegration, Education. Trainings to support social and labour market
(re)integration of people in or after detention**

5th international meeting in Alytus

05-06.06.2017.

PROGRAMME

Location: Ulonų 8A, a Halfway house, Alytus, Lithuania

Meeting moderator: Stefa Kondrotienė director CSF "Garstycios grudas"

1st day: Monday, 5 June 2017

08:00 – 08:30 - Registration of participants. Morning coffee

08:30 – 11.00

- Meeting with "Halfway House" staff.
- Introduction of "Halfway House".

11:00 - 12.00 - Operational issues: programme, deadlines, tasks, administration, etc.

12:00 – 13:00 - Lunch

13:00 – 16:00 - The presentations of the partner organisations in the topic Development of transversal competences (pedagogical material - O7)

13:00 – 13:30 - Grudas – Development of transversal competences – Lithuania

13:30 – 14:00 - Rubikon – Development of transversal competences – the Czech Republic

14:00 – 14:30 - Edukos – Development of transversal competences – Slovakia

15:30 – 16:00 - Coffee break

16:00 – 16:30 - Slawek – Development of transversal competences – Poland

15:30 – 16:00 - VSA – Development of transversal competences – Hungary

16:00 – 16:30 - common discussion related with the preparation of the material -
Development of transversal competences (suggestions, comments, deadlines, etc.)

16:30 – 16:45 Coffee break

16:45 – 17:15 - The summary of the day (analysis, commentaries, suggestions...)

19:00 – 20:00 - Shared dinner

2nd day: Tuesday, 6 June 2017

08:00 – 08:30 - Registration of participants. Morning coffee

08:30 - 09:00 - Departure to the prison in Alytus

09:00 - 12:00 - The visit of the prison in Alytus

- general presentation, (administration premises)
- relationship with civic organisations,(administration premises)
- rehabilitation center for drug addicts "Oasis" (rehabilitation center "OAZIS")

12:30 – 13:30 - Lunch

13:30 – 15:00

- Return to APH the midway house - the final summarization of the meeting and its evaluation
- discussion about O8
- discussion about the last meeting in Budapest (29-30. August, 2017)

- *Farewell COFFEE*



VÁLTÓ-SÁV ALAPÍTVÁNY – HU

What is transversal competency? Clarification of the definition is not solely important in a conceptual level, but also from the perspective of this project for the development and evaluation of competency.

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 different definitions the existence of transversal competencies allow us to adapt to changes more successfully. They are connected to education, can be characterised by transdisciplinarity However, they are not related to particular subjects, disciplines.

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

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

TRANSVERSAL COMPETENCY: LEARNING TO LEARN

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

Learning methodology is mapping/developing the following fields:

- cognition
- attention (concentration)
- thinking

- vocabulary development
- comprehension
- text writing
- memory.

Our exercises were aiming for the development of memory and attention, but also affected other fields (mathematics, reading comprehension, thinking, problem solving). The Three-minute-task can be used as an ice breaking task, but can be linked to any kind of topic as well (e.g. reading comprehension, etc.).

TRANSVERSAL COMPETENCY: CULTURAL AWARENESS AND EXPRESSIVENESS

This is one of the most important competency field for self-actualization and individual development, social integration, active citizenship and employability. Cultural awareness and expressiveness can be defined as the acknowledgement that the creative emergence of ideas, experiences and feeling through different art braches such as music, performing art, literature, fine arts fills in an important role.

Its development can be done in several ways, and using lot of colourful, playful and developing tasks are very grateful in the education of the target group. These kinds of already developed board games are the Story Cube or Dixit which develop communication and comprehension – verbal expressiveness, but are also in a very close relation with other competency fields (learning to learn, social and civic competence, skill of initiation and entrepreneurial competence, the competence of indentify and solve a problem, competence in work/labour market). Naturally we also have our “own” tasks (e.g.: Somewhere..., Find the odd-one-out!)

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.

It is a well-known fact that in the case of labour market status, chances not solely and necessarily the subject knowledge is the decisive, but skills acquired during “soft” programmes, such as: co-operational skill, entrepreneurial skill, communicational skill, problem solving and decision making skill, etc., so the transversal competencies. After the PISA results a tendency can be seen that adults with lower and lower educational level get into trainings, education with the lack of basic and/or transversal competencies. Every organization operating on this field and topic should be prepared for this.

KONZULTAČNÉ A INFORMAČNÉ CENTRUM EDUKOS – SK

The transversal competences can be also called intersectional skills which include generic soft skills and generic hard skills. They are important in the process of reintegration of (ex)convicts into the labour market as well as everyday life. The development and practice of interpersonal skills can support the social reintegration of (ex)convicts into the society. They are the following: getting to know oneself, empathy, communicational skills, stress management, solution of conflicts, the ability to organise one's time. Hard skills are professional knowledge and skills which support the reintegration of (ex)convicts into the labour market. These are skills and abilities that we need to perform a certain type of tasks and activities, e.g. the skills of suitable profession, PC skills, financial literacy.

The selection and characteristics of the two competences.

1. Communication and comprehension

The convicts have often problems with communication in the context of solving conflicts, in critical situation as well as in everyday life situation.

The communicational competence is a set of all mental predisposition that enable a human individual to communicate. It includes the language competence, the knowledge of socio-cultural rules, the norms of the given society or community, the people around.

The comprehension competence is the ability to be understanding and tolerant towards other people from one's surroundings. This ability is determined by various predispositions. They are empathy as an effort to understand other people and unconditional acceptance of other people.

Exerciese for the development of the competences

Assertive behavior – the fable “ the princess and the tiger”

The objective is to reconsider the various view points on the behaviour of a person in terms of his/her motivation and value orientation, think about the human behaviour and its consequences. The activity develops the skills to create, accept and process information; the skills to search for and send information; the skills to formulate one's opinion and have an argument; the skills to verbally and non-verbally express one's will and feelings.

The “I“ Statement

The objective is to acquire skills to express one's opinion or eventual dissatisfaction with something or adopt an attitude towards the behaviour of a person without creating a conflict and inciting aggressive behaviour in the context of communication. It is a non-confrontational and non-accusational expression of dissatisfaction toward someone who causes us to feel negative emotions with his/her behaviour.

2. 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. In the context of self-mangement it is appropriate to enable the convicts to expand their qualification or education in various areas already during their imprisonment

sentence. Another possibility is the development of skills in the form of precisely targeted trainings.

Self-management is a process in which an individual sets his/her own personal or work goals, organises their realisation and evaluates their attainment. He/she thereby uses his/her abilities, knowledge and skills, sets his/her goals, organises his/her activities for their attainment and evaluates the successfulness of his/her effort.

Exercise for the development of the competence.

Self-evaluation/self-appreciation

The objective is to reconsider the various view points on the behaviour of a person in terms of his/her present value orientation (self-appreciation) and one's own competence. The activity develops transversal competence, especially the function of self-acceptance, self-evaluation. The convict has the possibility to become aware of the important relationship between the characteristics or dispositions (knowledge, skills and competences) and the evaluation of one's work.

The testing of other transversal competences

- „Three-minute task“ – concentration

The exercise is a suitable introductory task which can be attached to any practiced topic : e.g. getting to know one's self, communication, assertive behaviour, solution of conflicts. It is useful in practice especially by rash signing of various contracts – work or loan contacts. The activity was clear, comprehensible and positively received by the participants.

- Social competence training exercise "Dilemma"

It is a suitable supplement to exercises focused on getting to know oneself, communication and solution of conflicts. The activity was positively received and encouraged the participants to an fruitful discussion. The group was able to formulate their attitudes and discuss them. The positive aspect is the connection of the exercise with the practice of other competences.

- Conflict Map

The advantage of the exercise is its graphic depiction of the problem which gives the opportunity for a common discussion and adding of further items. The positive aspect is the connection of the practice of this competence with civic, cognitive, communicational and social competences.

- Constructive way of controversy and conflict solution

The defining of the possible ways of solution/behaviour and the describing of the opponents probable reaction was practicable for the participants however, they had greater difficulties with the next steps. To assess the probability and advantageousness of the development of events was demanding.

- Civic education exercise "Countryman, citizen, nationalist, patriot and community member"

The group defined as many representatives of the five examined categories and subsequently implemented gradually the various stages of the activity in accordance with the model with slight modifications. The participants understood all instructions and actively participated and cooperated.

- **The method of “6 Thinking Hats”**

The activity demanded maximum concentration of the participants on their role, formulating of their thoughts in a way that corresponded to the colour of the given hat. The positive aspect is the connection of the exercise with the practice of other competences and also the possibility to use it in the context of individual work.



RUBIKON CENTRUM – CZ

Transversal Competency is according to us important key for good life. 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 context for example on labour market, in private relationships, by political engagement.

Transversal competencies are 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.

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 run a business. According to RUBIKON Centre experiences have persons of imprisonment lack of transversal competencies related to the entrepreneurial because their history (Previous experience with moonlighting and with getting funds through crime; Poor 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; Improprity and risk social environment in which prisoners live after imprisonment).

We pointed out number of competencies which seemed to us important for initiation and entrepreneurial and we focused on their development. The important skill is to be realistic, which means to be able 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 and ability of managing money, estimate financial needs and repay debts. A person who wants 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 see also self-esteem that

implies self-management, work habits, planning, diligence, perseverance, dutifulness, self-discipline, relationship to myself (self-confidence, self-criticism, humility).

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

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 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 development of entrepreneurial competence 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.

Testing of developed methods

Time management exercises were tested by partner organization VSA, which came to a result that the method of development is very effective in case those people, who has low competences, and have no future-oriented thinking.

The method of development of entrepreneurial competencies was tested by partner organizations Grudas and Slawek. The result of testing was an advice to give some idea and examples of bussinesplan to participants. The participants said that after going thought 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.



SLAWEK FOUNDATION – PL

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. They are purchased for a specific purpose, but can be used in completely different situations. This is their undoubted advantage. By purchasing them once, we can relate them to different life situations.

Among the transversal competencies are:

- troubleshooting,
- communication,
- analytics,
- creativity,
- work organization,
- teamwork,
- goal orientation,
- precision,
- learning,
- using ICT tools,
- building associations and communities.

We did choose **problem solving and competences in work/labour market** cause we have the most experience in these topic. In our opinion this competences are very important. We solve different problems every day and lack of work is the most common problem of our beneficiaries. The competences we choose are related to entrepreneurship, they develop creativity and the tasks we describe are based on communication and teamwork.

PROBLEM SOLVING

Problem solving is one of the most important competences that each prisoner should have. The lack of this competence is one of the reasons of getting troubles with law. The most of prisoners are looking for the simple way to solve or avoid the problem. When they have problems with other people instead of talking to them or looking for understanding they become aggressive and use constraints or threats. For prisoners to solve the problem means to escape from the troubles. Often ex-prisoners have a problem with their attitude, they don't know how to find help or looking for a knowledge. They cannot make decisions, are afraid and mostly puts off problems for later.

Exercises: We have described 2 tasks in „problem solving” competence. In addition on this tasks you can stand out elements such as listening to others, defining the problem, communication. These are skills that include: level of knowledge, professional experience, attitudes and character traits that are necessary for the proper performing in job. It is also a good orientation in the field related to work environment. Here we use brainstorming and discuss.

COMPETENCES IN WORK/LABOUR MARKET

These are very wide competences that allow to act on the labor market, return to the labor market, or to find a job and secure the existence. These competences are very important, especially for prisoners and ex-prisoners, because they avoid further problems stemming from a lack of job and finances like: homelessness, evictions, debt and consequently addictions or trouble with the law. In addition to the knowledge gained in these tasks (which is the main goal) they relate to: communication skills, decision-making, learning, planning, entrepreneurship. The most frequently indicated competencies indicated by employers are:

- good organization
- communication and openness
- ability to deal/contact with clients
- problem solving
- creativity
- teamwork and collaboration

In this competence we describe 3 exercises. Here we use brainstorming, work in pairs and discuss. They rely on working on the problem and generating as many possible solutions as possible.

Testing competences:

COMMUNICATION AND COMPREHENSION (EDUKOS, SK)

History about princess and tiger is very good inspiration to preparing workshops about making decisions. This fable has a lot of ways to solutions.

Task „Assertive behaviour” does not require any specific expertise. It's intuitive. In this group task takes up about 60 minutes (30 minutes is not enough for this task).

„I” statement was quite difficult for participant. They did not give a reason of it. I think the reason for this was the task required work and thinking.

Tasks are well described, positively evaluated by workshop participants.

SOCIAL COMPETENCE TRAINING (GRUDAS, LT)

„Dilema” could be very interesting exercise to group of participants with various opinions. It is a good exercise to help understand priorities and values, to be open and learn how discuss. It also learning individual and group work.

„Needs pyramid” is very simply and good task. It is also spontaneously as a discussion.

Described in this competence exercises have good and clear descriptions. Trainer did not have problems with understand tasks.

Tasks (in our case) based on discussions - so they also trained communication.

LEARNING TO LEARN (VSA, HU)

„Three-minute task” is very simply and funny. As can be seen this task can be perceived in two ways - one of the group see this task as a joke about them and lack of their knowledge.

TIME MANAGEMENT (RUBIKON, CZ)

Time management is very important topic in work with our beneficiaries. Described tasks have got very good descriptions.

It was positively evaluated by workshop participants. Despite moving quite important issues, tasks are not difficult and "hard". They can be implemented in a relaxed, playful atmosphere.

REFLECTIONS

Transversal competences is an interesting issue and an interesting experience. There was a large selection of tasks. The collected material is very useful. There is no uniform structure of descriptions (each organisation did it a little differently).

Everyone defines transversal competencies differently - in accordance with approach, cultural and contextual conditions.

We tested competencies in the Warsaw penitentiary units in the ladies and gentlemen groups. Interesting experience was watching how the same tasks ladies and gentlemen perform. Ladies are much more expressive. Meetings held for them have a completely different dynamic. Perceive the world differently, they have different needs and priorities. This what is difficult for men is easily for women (and vice versa).

CHARITY AND SUPPORT FUND “GARSTYCIOS GRUDAS” – LT

With the advent of new technologies, rapid and intense changes take place in new ways of organizing companies. It affects the global labor 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.

Conflicts solution competence is:

- the ability to evaluate oneself 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.

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

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;
- respect and tolerate others;
- actively participate in community life;
- works for others;
- guided by the values of democracy;
- loves homeland;
- respect own country and the world heritage;
- concern about environment security.

Two exercise were developed by Grudas in this field: "Countryman, citizen, nationalist, patriot and community member" and „Interactive exercise for civic competence learning”.

SOCIAL COMPETENCE

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.

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.

We have two exercise here: “Dilema”, “Needs pyramid”.

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 center 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 centers).

