



# CONVICTS: GROWING OF COMPETENCIES

Methodology for the development of social skills  
of young convicts

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# CHAPTER 1

## INTRODUCTION

CONVICTS: GROWING OF  
COMPETENCIES

# ABOUT THE PROJECT

International project “Convicts: growing of competencies” which is implemented by NGO’s from Lithuania, Hungary, Romania and Turkey is oriented towards developing social skills of young people prone to crime while they still serve a sentence or before the most severe sentences have been applied to them. The project aims to contribute to the consolidation of youth policy by promoting the social inclusion of the target group, with the help of qualified youth workers who help young people to develop social skills, a sense of citizenship and democratic values. The idea of implementing the project arose after the National Institute for Social Integration assessed the changing integration policy of convicts in

Lithuania and noticed the critical need for work with young people and gaps in practical tools. Given the fact that almost 90% of inmates across Europe re-offend after release, the great added value of youth workers in working with young convicts and helping to develop social skills has been appreciated. Analyzing the situation in partner countries, it has been noticed that there are almost no youth workers who would work purposefully with young people who are serving a sentence or who have committed criminal acts. Young people who tend to commit criminal acts often grow up in dysfunctional families or care institutions and often participate in the activities of criminal gangs from an early age.



Therefore, in order to prevent repeated crimes, young people need help in developing their general social skills, revealing their capabilities and strengthening their confidence in their role as citizens. The project partners were chosen from countries where the number of convicts also remains very high at the level of the European Union, and the applied integration measures are not effective enough, youth workers are just starting to help delinquent young people. In these countries, the role of the youth worker as an equal partner has not yet been established. In addition, some partner countries do not have integration measures at all or have officials responsible for integration who play a supervisory role. For these reasons, the project aims to take a new look at the already created models of work with convicted people, to rely on the examples of countries implementing the successful reintegration of

convicts and to adapt them to the situation of the countries participating in the project while actively using them in daily activities with young convicts. During the project, reintegration programs used in the integration of convicts in partner countries and socially advanced countries were analyzed. A study was also conducted to understand the attitudes of youth workers operating in partner countries towards convicts and the impact of attitudes on the integration process of young people. Based on the collected information, this methodology will provide insights and tips for working with young convicts. Another part of the project, not involved in the methodology, includes training for youth workers, which aims to improve the competences of specialists in working with young convicts and the development of employees based on mentoring.



CONVICTS; GROWING OF  
COMPETENCIES



# ORGANIZATIONS IMPLEMENTING THE PROJECT AND WORK WITH CONVICTS

Below you will find descriptions of the organizations that developed this methodology.

**visi skirtingi  
visi lygūs**

# **NATIONAL INSTITUTE FOR SOCIAL INTEGRATION**

**LITHUANIA**

Organization is currently implementing activities for inmates while they are still serving their sentence. The teams of organization is made up of specialists in their field, who have professional and practical knowledge of working with convicts. Moreover, the organization is implementing the co-housing project, which help the inmates to find the accommodation after the release from the correctional facility

**VISISKIRTINGIVISILYGUS.LT**





## PRIRAŠYTOS RANKOS LITHUANIA

Organization is also implementing activities for inmates while they are still serving their sentence. The teams is mostly based on volunteers who help for convicted people to develop their social skills.

Organization is also organizing informational campaigns in order to educate society about convicted people and penal system in Lithuania.

PRIRASYTOSRANKOS.LT



# ALAPÍTVÁNY A FOGVATARTOTTAK ÉS BÜNTETÉS-VÉGREHÁTILSI DOLGOZÓK TÁMOGÁTÁÉRT HUNGARY

Specialists from organization work both at the academic and political level in the field of integration of convicts. They apply the principles of non-formal education to develop the social skills of young people and strengthen the competences of youth workers

[TOKOLBVALAPITVANY.HU](http://TOKOLBVALAPITVANY.HU)



# CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA

## ROMANIA

The organization also has many years of experience in working both with specialists providing integration services and with young people and youth workers themselves, developing their professional and personal competencies. Their aspiration is to unify the attitude of the justice system towards convicted Romanian citizens and representatives of national minorities.

[CPIP.RO](http://CPIP.RO)



# KARAMAN INTERNATIONAL GROUP

## TURKEY

The organization is currently working more actively with young people who have committed criminal acts or have already served a sentence due to the closed Turkish prison system. Organization is also building a positive relationship with the Ministry of Justice and expanding the scope of working with correction house staff and inmates, establishing the role of a youth worker.

[KARAMANINTGROUP.COM](http://KARAMANINTGROUP.COM)

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# 2

CHAPTER

## SOCIALLY ADVANCED COUNTRIES IN RESOCIALIZATION PROCESS

CONVICTS: GROWING OF  
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There is a great need not only to better understand the demands of the specialists in each country and help them to better assist young people prone to crime, but also to define the ideals, that should be achieved one day. For this purpose, two socially advanced countries were chosen and the resocialization systems in these countries were analyzed. Authors of this methodology do not claim that the situation in chosen countries is perfect, because as everywhere, each country has some things to improve. However, we think that there are some specificities to learn from each country, that would make the resocialization process more successful. For this reason, in this section, you will find a short description of correction systems in the most advanced countries in this field: in Germany and Norway.



**GERMANY**



# GERMANY

In Germany, the government is the main figure which provides services for convicts. For convicts' rights and obligations, the German Prison Act, which took effect on January 1, 1977, serves as the legal foundation. A significant number of administrative regulations at the level of different states as well as at the level of specific prisons are added to the Prison Act.

In Germany, the main objective of serving a custodial sentence is that the convicted person becomes capable of maintaining a socially responsible life without committing further offences once released from correction house. Inmates are required to work in accordance with German Prison Act. If the inmate is not fit for work, he has the possibility to engage in therapeutic activity. The main objective is to maintain, pass on and cultivate resources that will enable the inmate to have a professional activity after release. Taking into account the capacities and abilities all inmates are offered the choice of three courses of action during their imprisonment: a job, a qualification course, a training course or a on-the-job vocational training, often accompanied by schooling. When it comes to young offenders, Germany has the criminal justice system with the most constructive approach. This system prioritizes diversion and minimized interventions, mediation and restorative practices, and educational community sanctions. Community service and direct payments may be used to compensate victims directly or through labor. Liberty restriction is a last resort.

There are also some NGOs that offer assistance, although they typically work on initiatives that aim to assist the convicts in some way.

An example of such an NGO is Hoppenbank e.V. The aim of this NGO is to support and deal with the social integration of former convicts. It also helps convicts to reintegrate into society after serving their sentence.

In Germany, rehabilitation is guaranteed under the constitution. The programs they offer for rehabilitation range from educational to vocational to life skills to psychological to therapeutic to recreational. Work is a crucial component of the rehabilitation process because it gives inmates something to do every day and helps them become ready for work after their release. Prisoners perform electrical installation labor for large businesses as well as other skills including tailoring, metal working, and cleaning. Another strategy for preparing convicts for release into society is the social learning theory. Programs for social learning provide resources for enhancing self-efficacy and self-motivation. A high rate of recidivism is caused by the fact that many ex-offenders suffer with the social stigma of having been incarcerated, especially those who served lengthy sentences, and find it difficult to find housing and employment.

The most crucial component of convict reintegration, according to the German Ministry of Justice, is education. In order to help those deprived of their freedom reintegrate into society, a series of educational strategies, psychiatric support, and social assistance are referred to as the social reintegration process. This argument is based on the reality that the majority of convicts have low levels of education, with 48% of them not having graduated from high school.



# GERMANY

The huge proportion of young adolescents without professional qualifications further supports this predicament (94%). Education and training leading to school and vocational examinations can be completed in correction house and the necessary credentials obtained. This will help to improve the self-confidence and personality of inmates, give them the ability to handle conflict situations more easily, and help to ensure that they can find and keep a job after release. Basic education is provided in prisons by staff teachers. In the areas of social and vocational training, drug and alcohol issues, and local adult education institutions, they also coordinate the education offered by other social, ecclesiastical, or public groups.

Rehabilitation is quite pricey everywhere, but Germany is rich and has also allocated enough money for rehabilitation processes. As of 1995 60,000 inmates and government spends over 4M USD/year for their care. The official figures on the number of inmates who remain behind bars and the number of people who recidivate show how effective this strategy of convict reintegration has been. Over the recent years the prison population in Germany has steadily declined. The recidivism rate in Germany has been around 40% for the last 20 years. Even if the recidivism rate remains high, it is still lower compared to other countries: France (over 50%), the Netherlands (48%), Ireland (50%) or the UK (66%).

Conditions for conditional release from correction house or so-called measures for security and rehabilitation, such as preventive detention or the placement of mentally unstable offenders in a psychiatric facility, can vary widely in

Germany. In the event of a favorable prognosis, the remaining portion of the sentence is suspended with restrictions. In Germany, early release is always conditional and determined at the discretion of the court.

The law offers a number of options for convict early release or preventative detention. Various factors, including the age of the criminal, the length of the prison sentence, and the type of offender, determine which law must be applied. After serving two thirds of a fixed-term jail sentence, convicts are eligible for conditional release. They may be released after serving half of their sentence in rare circumstances (first-time offenders with especially favorable prognoses). Persons sentenced to life imprisonment can be released after having served at least 15 years. For young convicts in youth correction houses (ages 14 to 24), there are more specific rules: individuals are eligible for conditional release under less stringent conditions and, in rare cases, even after serving only a third of their sentence.

The probation system operates in the public interest by helping convicts become more socially responsible, lowering their chance of committing more crimes, and boosting community security. By reducing the number of people incarcerated in prisons, utilizing the socioeconomic potential of offenders, and ensuring public safety, the promotion of community sanctions and measures strives to minimize the societal costs associated with the imposition of penalties and criminal measures.



# NORWAY

# NORWAY

In Norway, the main service provider for inmates is governmental institution called the Directorate of Norwegian Correctional Service. The task of the institution is to ensure a proper execution of remand and prison sentences, with due regard to the security of all citizens and attempts to prevent recidivism by enabling the offenders, through their own initiatives, to change their criminal behavior. In pursuant to the Execution of Sentences Act, a sentence shall be executed in a manner that takes into account the purpose of the sentence; that serves to prevent the commission of new criminal acts, that reassures society, and that within this framework ensures satisfactory conditions for the inmates. Thus, the activity of the Correctional Service is based on due consideration to security, purpose and the general sense of justice.

There are also a variety of non-Governmental organizations which provide reintegration services. In order to activate the involvement of volunteers, non-governmental organizations and associations in the re-socialization of convicts, thus ensuring individual assistance (psychosocial) and individual needs (spiritual, communication).

Rehabilitation is one main aim in prison policy, along with punishment. It includes measures like work, education, programs, drug rehabilitation, gym, and training, health care, social welfare services, discussion groups; poetry, music, theatre, and radio productions are also part of this. Rehabilitation measures are seen as a mean to reduce crime, based in an instrumental rationality.

Norway is considered to have some of the most humane prisons in the world and its criminal justice system allows for the lowest recidivism rates

in Europe. This is because instead of punishing the criminals for the crimes they committed, Norway focuses on rehabilitating them and prepares them for a better life after prison. Due to there not being a life sentence in Norway, most of their inmates will eventually be let back into society. More than 89% of jail sentences in Norway are shorter than one year, compared to the United States where less than 2% serve a sentence that is a yearlong or shorter. Therefore, Norwegian correction houses want to let out someone who is motivated to live a life free of crime instead of someone who is longing for revenge on the state.

Norway rehabilitates its inmates by treating them as humanely as possible. Even the prisoners who have committed the most horrible crimes in Norway are still seen as human beings and treated accordingly. Their rooms are built to feel like a home instead of a cell. However, the feeling of comfort and home does not only lie in the cells of the inmates but also the rest of the prison. For example, in Halden prison, there is a music studio called Criminal Records where the inmates can produce and record music, a grocery store called The Justice where the inmates can buy anything they might need with their monthly allowance. To reduce the feeling of living in captivity for the inmates, the correction house walls do not have barbed wire.

Inmates are obliged to take part in work, education, or other activities, and receive payment of around 50 Norwegian kroner per day. If inmates do not accept the work offered, they can be sanctioned by receiving no payment or less progression in sentence conditions. Correction houses are obligated to provide work

# NORWAY

or activities for inmates, but there are not always enough full-time work positions. Work usually lasts from 8am to 3pm, including a one-hour lunch break. Work includes metal or wood production, small-scale crafts, kitchen work, and taking care of prison buildings and site. Inmates make products to sell in correction house shops or in production halls for wood- and metalwork. They take orders, and some make furniture for correction houses. The correction house also offers courses to teach the inmates many different sorts of life skills that they may need once they are released, such as cooking classes, assembly workshops, and woodworking courses. Inmates have the same right to education as any citizen. A school or university in the region administers the education and grant degrees in various fields. Sometimes, teachers arrange courses in crafts, theatre, music, and poetry. In practice, there are obstacles to meet all these rights for all inmates.

The prisons in Norway also offer drug treatment programs for inmates who suffer from any kind of drug addiction, to help them stay away from drugs once they're released from correction house. Norway does not only offer drug rehabilitation programs inside of prison, but they also have a program which is offered for convicted drug users who can choose to sign up for, instead of going to prison. Norway's goal for this program is to decrease drug-related misconducts and deaths since the country has the second to highest amount of people dying of drugs or drug-related incidents in the EU.

In Norway the Import model is used while providing services for inmates. Inmates are entitled to all public services like any citizen, they have

not been sentenced to lose these rights, only their liberty is temporarily deprived. The Import model divides the responsibility for punishment and welfare between various administrations. The correction house administration oversees control and security, and employs and pays prison officers, inspectors, etc. The ordinary, public institutions are responsible for public services like health care, social welfare services, education, library, etc., in the correction houses in their regions. They employ and pay professionals to work in correction houses and are in charge of the quality of the services provided. This model is unique compared to other prison systems. It depends on a well-developed public welfare system.

In Norway, it is possible to be released on probation after having served two-thirds of the sentence and a minimum of 74 days. On probation, the convicted person will need to report to the probation office at regular times, refrain from the use of alcohol and comply to any other specific conditions that have been imposed. Probation offices are responsible for the implementation of community sanctions, like the community sentence, the program against intoxicated driving, release on license, home detention with or without electronic monitoring, and for the writing of pre-sentence reports.

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# 3

CHAPTER

## RESOCIALIZATION IN PARTNER COUNTRIES

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It is important to note, that the penal systems described above are only so-called exceptions to the rule. This means, that there are plenty of more diverse and not that successful practices in other parts of the world. This also applies to the discussed project countries. For this reason, this section consists of current situation analysis in Hungary, Lithuania, Turkey and Romania regarding the penal system and resocialization process. Given information includes not only the formal rules, implemented by practitioners, but also contains conducted research analysis regarding the attitudes of youth workers towards convicted people.

# LITHUANIA

The Lithuanian Department of Prisons organizes the social rehabilitation of convicts in order to ensure that convicts pursue their life goals in lawful ways and means after serving their sentences. Qualified social workers and psychologists, who take care of the integration of the sentenced person (personal preparation of documents, psychosocial assistance, search for residence, re-establishment of contacts with relatives and other issues) work in each correctional facility in preparation for leaving prison (1 year before possible release).

In Lithuania there are variety of non-Governmental organizations who provides reintegration services. In order to activate the involvement of volunteers, non-governmental organizations and associations in convicts' re-socialization process while ensuring individual assistance (psychosocial) and individual needs (spiritual, communication), meetings with representatives of the Lithuanian Sunni Muslim Spiritual Center and representatives of the Lithuanian Red Cross Society were initiated. A cooperation agreement with the Lithuanian Red Cross has been prepared for the Cross Society project on legal, psychosocial and other assistance (such as re-establishing relationships with loved ones) provision to convicted **aliens**.

Regarding reintegration of convicted people, an escort model was launched by the Ministries of Social Security and Labor and Justice together with the Department of Prisons. This model emphasizes the collection of information about the offender's needs for services and it's transfer to the municipality to which the person plans to return. Service providers can help a person process documents, find a place to live and support in any services in the municipality.

Such escorts must be provided for as long as the person is accustomed to living in freedom without committing an offense.

There are also other methods of integration, that are applied both in correctional facilities and after the release of the convicted person. Methods include behavior conversation-change program, individual semi-structured motivational, intervention program for domestic violence, Oasys Methodology for Assessing the Offender, Oasys method of the crime risk assessment, suicide risk identification, individual work with aggressive and unmotivated people, social and psychological work with convicts sentenced to life imprisonment and psychological work with convicts serving long sentences.

In Lithuania, the main short-term integration indicator is integration into labor market, while in the long-term period job retention for more than 6 months and successful integration into society (relationships with relatives, payment of debts, return to the education system, leisure, etc.) is expected.

Convicts who have a low risk of criminal misconduct or who have made clear progress in reducing their risk of criminal misconduct, may be released on parole following the following part of their sentence:

- one third of the custodial sentence imposed - persons convicted of crimes committed due to negligence, as well as juveniles and other convicts whose sentence does not exceed four years' imprisonment;
- half of the custodial sentence imposed - convicts whose sentence exceeds four years 'imprisonment but does not exceed ten years' imprisonment;
- two-thirds of the custodial



# LITHUANIA

sentences imposed - convicts whose sentence exceeds ten years 'imprisonment but does not exceed twenty-five years' imprisonment.

Convicts who have been partially deprived of their sentence and whose parole has been revoked and who have been remanded in custody for the remainder of their custodial sentence may be released on parole if their criminal conduct the risk is low or they have made clear progress in reducing the risk of their criminal conduct and have served one year's imprisonment from the commencement of the court order suspending or parole and referring him to a correctional facility. Convicts who are at high risk of criminal conduct and who are not making progress in reducing the risk of their criminal conduct, after serving three-quarters of the imprisonment imposed, shall be conditionally released from correctional institutions under intensive supervision. Convicts who agree to be subject to intensive supervision may be released on parole up to six months earlier than provided.

# HUNGARY

In Hungary, service provision for inmates in correction houses in most cases is state responsibility and is executed by the workers at the institutions who provide minors with programs and courses. In some cases, these programs are realized through project funds and on a caritative basis when the representatives of the church or NGOs would take part and responsibility in such programs. It mostly depends on the relations of the given institution. The experts and professionals (not employed by the institutions) take part in these activities on a contractual basis or in other cases out of social contribution, for free. 80% of the activities are organized and executed by the colleagues of the institutions, 20% by NGOs, church, etc. Institutions work with several specific pedagogic programs and models for juveniles – based on the “specificity” on the given institution. Institutions focus on reintegration process and methodology related to this. After release juveniles either go under the control of social affairs or child protection (different branches).

Models of the pedagogy in closed institutions in Hungary are related to need-/necessity-based approach. This model focuses on competencies needed for constructive living (this latter means the love and motivation for work, studying, self-esteem, etc.) so programs are based around the following topics:

- Components supporting self-awareness, personal/personality development (self-esteem, anger management, role of victim, mental/psychological/spiritual needs);

- Components supporting social (re)integration (social roles and behavior, citizenship values, interpersonal conflict, social empathy, social and life skills physical education, employment);
- The support and development of cognitive skills (correction of mistakes, problem solving and analytical skills, logics, critical thinking);
- Deviance (drug and alcohol abuse, addiction, AIDS prevention, program for sexual abusers).

The most common methods of reintegration in Hungary are education (at least elementary qualifications), competences connected to labor market, competences needed for constructive living (see above), therapeutic programs (music, film, DIY, art, game, book (/biblio) therapy, drama pedagogy), experiential pedagogy.

There are some barriers for measuring reintegration impact in Hungary. Some components of certain programs have impact assessment – especially referring to project-based programs (executed by NGOs or through EU-funded projects). However, there is no complex assessment of the effectiveness of reformatory/juvenile education (due to GDPR issues). There has been “experimentation” with the follow-up of former correctional institution juveniles but as there is no legislative framework for that, only informal relations could be established.

There exist some situations, when young convicts can be released from correction house even before the

# HUNGARY

end of given sentence. After at least 1 year in the institution, juvenile can be released preliminarily. The conditions of this are: immaculate behaviour, the proof of continuation of studies at school, satisfying family background (or children's home support) – in this latter case juvenile will get a probation officer who provides support, supervision. It is possible to require official aftercare following the final release, but it is quite rare to participate in this as students and families tend to use aftercare not connected to the institutions.

# ROMANIA

In Romania, the government is the main figure which provides services for convicts. The Ministry of Justice along with the National Administration of Penitentiaries are researching and creating suitable solutions that can be implemented in an out of the correction system, for the re-integration of convicts into society. The NAP creates a national strategy for the re-integration of persons deprived of their liberty, in which they describe their approach on the subject. For example, for the period 2020-2024, the strategic target aims at the functional reintegration of detainees, in the family environment, in the community and in the labor market through the consolidation, optimization and development of legal and procedural mechanisms. By implementing the strategy, respecting reference values, such as humanism, integrity, professionalism, openness to the community, a coherent system of social reintegration of persons deprived of liberty will be ensured, with institutional involvement and community support, responding to various needs and society beneficiaries. The goal of the strategy is sustained and applied through the services of the workers inside the correctional facilities. These workers are usually psychologists or social workers.

There are also some NGOs which come in help, but these are usually working on projects that have the goal to help the convicts in one way or another. These NGOs work closely with penitentiaries and re-education centers from Romania and involve them in the project development to make sure that the needs of the convicts are met. The projects are also designed for the professionals that work within the prison system,

as it is important for the rehabilitation of convicts to have qualified and up-to date practitioners. Some topics of the projects implemented for the prison system are the mental health of convicts, discrimination or skills development.

According to the National Social Reintegration Strategy for Persons Deprived to Freedom 2020-2024, the social reintegration process is defined as a succession of educational approaches, psychological and social assistance, which aim at the social reintegration of persons deprived of liberty and is carried out in two stages:

- the executory stage - begins at incarceration and takes place during the execution of the preventive measure / educational measure / custodial sentence;
- the post-execution stage - starts from the date of conditional release or term release, and the beneficiaries are detainees released, identified with assistance needs in the post-detention period and who access the corresponding services at community level.

There is a variety of methods used in Romania in reintegration process of convicts, which includes development of social skills in minors and adults, anger management, civic training internship, safe driving prevention programs and motivational interview technique.

In Romania, as in other countries, there is a possibility to be released from correction house before the end of the sentence. The most popular way is conditional release. In the case of imprisonment, a person can be released if one has served at least two-thirds of the sentence, in the case of imprisonment not

# ROMANIA

exceeding 10 years, or at least three-quarters of the sentence, but not more than 20 years, in the case of imprisonment of more than 10 years. For the conditional release, the convicted person must serve his sentence in a semi-open or open regime. Furthermore, the convicted person should be fully fulfilled the civil obligations established by the conviction decision, unless he proves that he did not have any possibility to fulfill them. Finally, for this form of release the court should be convinced that the convicted person has straightened up and can be reintegrated into society.

Through its activity, the probation system, as a public service, contributes to the accomplishment of the act of justice. The activity of the probation system is carried out in the interest of the community, in order to socially rehabilitate the offenders, to reduce the risk of committing new crimes and to increase the degree of security in the community. The promotion of community sanctions and measures aims at reducing the social costs of the execution of sanctions and criminal measures by decreasing the population in penitentiary units, capitalizing on the socio-economic potential of criminals and maintaining the safety of the community.

# TURKEY

In Turkey, the main service provider for inmates is government. Government provides vocational and academic trainings (education and training at secondary and high school level, literacy, handicraft, jewelry design, livestock, furniture, hairdressing, agriculture, religion), conferences & seminars, psychological support, sportive tournaments, personal development support and lets to meeting spouses in a private room. The Ministry of Interior, Education and Justice work in a harmony and develop strategies with the aim of keeping the mental health of the convict in a good way and preparing them to life after prison. There are some NGOs and associations which conduct research on convicts in correction houses. They make sure convicts are treated within the laws and their living conditions are within human rights frame. There are also several organizations and associations providing services and trainings for convicts for a sustainable life after the prison.

As in other countries, Turkey also has the most common methods used in reintegration process of convicts. These methods are:

- Physical and mental health care. People entering correction houses predominantly come from poorly educated and socioeconomically deprived sectors of society. Prior to imprisonment, many of them may not have been in contact with health services for many years, if at all, while at the same time having led lifestyles risky for their health. For these reasons, prisoners tend to have poorer physical and mental health than the general population.
- Programs to change behavior and attitudes. Various forms of

programs focus on changing the attitudes and behavior of offenders by motivating them to change their cognitive process or address their emotions, by providing good role models

- Faith-based programs and activities. In addition to the spiritual and mental support, faith-based activities can help engage offenders and motivate them to change and take responsibility for their lives. Faith-based groups can help inmates develop informal contacts with the community and offer critical support at the time of re-entry. In many instances, they have established and managed facilities and resources—such as halfway houses or substance abuse recovery centers—that would otherwise not be available to released offenders.
- Education. Social reintegration is more difficult for offenders with poor basic educational and skill levels. Education and training for inmates help to reduce the social costs of crime and support the rehabilitation of prisoners and their reintegration into society.
- Vocational training and work. In Turkey, correction house' authorities place considerable emphasis on offering the vocational skills training, and meaningful and remunerated work experience in correction house that inmates need in order to find and keep jobs after their release. Employment is key to offenders' ability to secure housing, establish financial stability, support family members, gain self-confidence, make friends and ultimately desist from crime. Without such skills, the convict's social reintegration remains problematic.

# TURKEY

- Re-entry planning. The progress achieved by inmates during the period of serving their sentence is maintained and consolidated and ideally reinforced after their release. It is important, therefore, to plan the release of offenders to ensure that they will receive uninterrupted services and support upon returning to the community. That continuity of care can be achieved through close links and collaboration between correction house administrations and community-based service providers. Subject to applicable laws, it is often important to facilitate the inmate's progressive re-entry into society by permitting them to leave the institution—for a day or a few days—to prepare their eventual return to the community.
- Contacts with family and the community.
- Preparing the community.
- Addressing the financial consequences of imprisonment
- Job market re-entry assistance.
- Lodging and financial assistance.
- Family support.
- Offender supervision.

In Turkey the main condition of release from correction house is supervised release / probation. It refers to the alternative sentence execution where all kinds of services, programs and sources required for the suspect, defendant or convict to integrate into the society and rehabilitate are provided. In this execution, the convict is released from or never put in a correction house but inspected and prosecuted in society. Instead of executing the sentence in department of corrections, the person is let to complete the punishment given among people under supervision by Ministry of Justice.

The conditions for being released under Supervised Liberty:

- The convict must be in open correction house
- Showing good standing during the execution
- Having 1 year or less time to complete the sentence
- The demand of the convict or his advocator
- The point of view of the execution judge

According to this practice, the person is released depending on some conditions and under some obligations. The main principal is to keep the convict integrated with the society, correct him and not to lose him totally. The reports for probationers who are under supervision, such as individual interviews, groupworks, seminars, community monitoring and community-based rehabilitation, are decided within the scope of the probation services and conducted within the framework of the planning prepared via risk and needs assessment system. In the probation practices the main priorities are the determination of what kind of interventions can be conducted to strengthen one's social adaptation while observing the individual behavior (the crimes committed, possible remorse on crime and awareness of the damage done to the victim, psycho-social, socio-cultural, and socio-economic differences etc.), and what programs in which they participate will meet their needs and provide the expected benefit. Risk and needs determination and planning processes for children pushed into crime are carried out by specialists responsible for children and through a system different from adults. The reports are planned and conducted taking into account issues such as the person's age, gender, education



# TURKEY

status, the crime that he or she committed, the risk of re-offending/giving damage to the victim, and possible training or rehabilitation programs that he or she previously participated in. To this end, a supervision plan including rehabilitation programs appropriate to risks and needs is prepared in cooperation with the probationer. In Turkey, the enforcement of probation decisions, including the coordination of the reports on supervision, monitoring and rehabilitation of probationers, are conducted by an enforcement bureau in the probation directorates. For each client one probation officer is determined as case manager.

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# CHAPTER 4

## RESEARCH RESULTS

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# RESEARCH DESIGN

Specialists from partner countries conducted research about youth workers' attitudes towards convicted people. The study was conducted in all four countries implementing the project during the months from September to December in 2022. The research aimed to find out what preconceptions about convicts are the most common among youth workers and how it can affect integration of young convicts. Specialists sought to measure the prevalence of various misconceptions among youth workers in each participant country, measure the levels of preconceptions among different groups of youth workers and to uncover the impact of misconceptions about young

convicts to their integration process. Study consisted of quantitative and qualitative data. Quantitative data was collected by written online questionnaire, while qualitative data were taken by conducting focus group interviews.



# QUANTITATIVE DATA

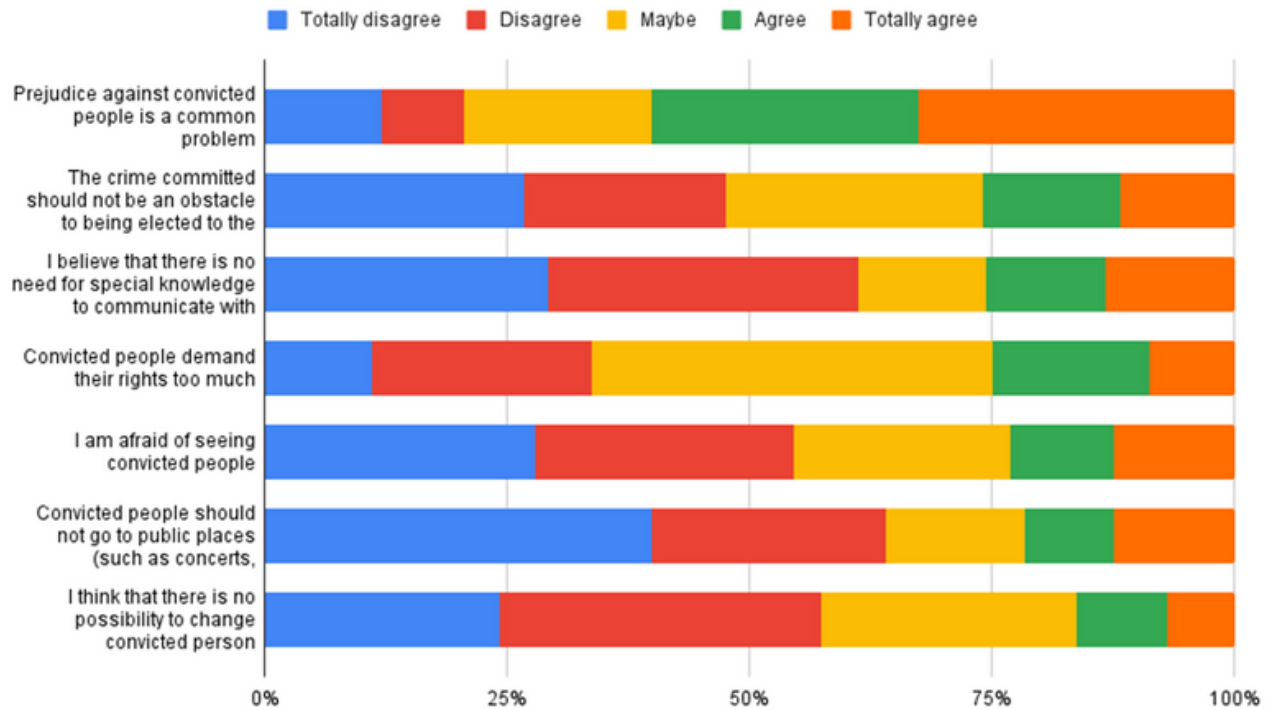
Written questionnaire was answered by 277 people in total from Lithuania, Hungary, Turkey and Romania. In three of the abovementioned states the ratio between men and women was almost equal, while among respondents from Lithuania, the percentage of women was significantly higher than that of men. The respondents work in various fields such as school, university, foster home, children and / or youth center, NGO working with youth and correction house. Participants of quantitative part of the study consist of people who both do and do not have experience working with convicted people. Specialists not experienced in work with convicted people were included into the research because they have the attitudes and opinions towards convicted people and possibility to face convicted people in their everyday work.

Survey results show that among those who work with convicted people majority of respondents find their work challenging, however most of them also think that their job is important and valuable for society.

There is no consensus among people who don't work with convicts with the question whether they would like to provide possible help for convicted people. About 60 % of respondents think that there is a possibility to change convicted people, while one third of respondents are afraid of seeing convicted people. The vast majority of respondents admit that prejudice against convicted people is a common problem in society.

There seems to be a problem based on attitudes of youth workers in Hungary. They did not state that prejudice is a problem in the society and almost  $\frac{3}{4}$  of them said they are afraid of seeing convicted people. It is also noticeable that qualified youth workers have stronger stigma than other specialists. However, from the survey data it can be seen, that in general there is very little stigma among the youth workers themselves and they are quite positive about their work with convicts, however they identify the stigma in the broader society and how it challenges social integration of convicts.

## Attitudes towards convicted people



# QUANTITATIVE DATA

# QUALITATIVE DATA

While from the quantitative data it has been noticed that youth workers do not have strong preconceptions about the convicted people themselves, it was important to find out, how specialists see the integration process of convicted people, what obstacles they see in this process and what role preconceptions have in life of convicted youth. For this reason, focus group interviews with specialists working with delinquent youth was conducted in Romania, Lithuania, Turkey, and Hungary. There has been conducted one focus group interview with each state's specialists, while in Lithuania two focus group interviews were performed. In each interview participated from 5 to 6 people. All the respondents work with convicted young people but the backgrounds and institutions they work in differ. In Hungary specialists from Juvenile Correctional Institution, National Crime Prevention Council and NGO for inmates before and after release were interviewed. In Turkey psychologists from NGO's were invited and in Romania different specialists from Penitentiary and Probation Service were addressed. Focus group interviews with Lithuanian professionals were divided by the background of the specialists: first interview was conducted with the representatives of NGO's, which mostly with non-formal education methods involve convicted youth in activities, while the second interview was made with Juvenile and young adults' correction house workers.

While talking about difficulties, that convicted young people face in general, specialists were mentioning lack of social skills and motivation, reluctance to receive help from correctional facilities workers, lack of self-confidence, emotional immaturity, maladaptive problem solving (self-harm, impulsivity, verbal, physical aggression, use of psychoactive substances), fears for future life, not wanting to reintegrate after a long period of time in correction house, because of habituation and having all conditions provided, feeling outsider in the world and thinking that life outside the prison is perfect, fears of change and newness, because of the connection loss with society and low tolerance for rules. Lithuanian juvenile correction house professionals were quite critical about convicted people vague attitude towards work and education and their weak literacy skills. Hungarian specialists explained, that in order to help for the convicted people solve any of the abovementioned problems one need to reframe one's thoughts that the target group you work with "are not offenders, they are people". Lithuanian NGO's workers noted the importance of creating a safe space full of acceptance for each individual to open up.

There can be seen opinion variations about the differences working with offenders and with people who have never made a crime. Some experts stated that there is no difference between offenders and non-offenders, while some saw convicted

# QUALITATIVE DATA

people as more difficult to work with. Hungarian specialists all agreed that there is no clear difference between working with offenders and non-offenders and the main difference may be the specialist's attitude: *"there is no difference between working with, let's say, a professional and with offenders. I couldn't say a thing. The challenge, it is different, how you treat them."* They also claimed that it may even be easier to work with people, who are in correction houses, because they do not have any distractions (such as phones), are more open and honest. Lithuanian NGO representatives agreed with the opinion about greater openness and motivation to learn new things while they also mentioned that it's usually more difficult to get young people who have never made a crime interested in any activity. However, there can arise some more behavioral difficulties with youngsters who are on parole. Finally, the opinion that convicted people may not have social skills, but this problem can also be apparent for the people who have never made a crime, was stated.

On the other hand, Romanian youth workers and Lithuanian specialists from juvenile correctional facility had the opposite opinion. Both agreed that those who have never committed a crime have a more real and stronger openness and motivation to learn new information, to relate to other people and to everything in general. Whereas people who have committed a crime are reluctant to the idea of education and are reluctant to deal with employees of the reintegration system, because they have the

preconception that they are part of the same system that convicted them and do not consider that they are there to help them. Social worker from Lithuania claimed that *"convicts are more difficult to work with because their past is complicated, they are more vulnerable <...> [it means that] every day the approach to a person is completely different"*. Moreover, the specificity of correctional facility was indicated. Psychologists from Lithuania told that *"there is an element of coercion in working with convicts, <...> it is written into the plan that they must attend psychological consultations. In freedom people want to solve their problems themselves, so they are interested in revealing themselves, they are more open, while in the first stage convicts seek to prove that they do not have any problems"*. In other words, the forceful mechanism makes it more difficult for convicted people to trust the specialists. It can be seen the tendency that those working outside of correctional facilities or not in the formal correctional system indicate easier conditions while working with inmates.

All specialists referred to some similar issues regarding convicted people integration into education system and/or labor market. The issues are related either with the personal (motivation, skills, experience) or with external (employers' attitude, preconceptions, criminal record) factors. The main personal factor that has been named by all groups was motivation and self-confidence. However, it can be seen, that different specialists

# QUALITATIVE DATA

perceive contrasting experiences of convicted people. Workers from Romania, Turkey and Lithuanian NGOs emphasize that low self-esteem and self-imposed idea of probable rejection usually are the greatest obstacles that convicted people need to overcome in order to find a job. It is common, that convicted people leave the correctional facilities with the idea that no one will hire them anyway, so they give up looking for a job at some point. Furthermore, because of low self-confidence convicted people usually do not know how to react to rejection. As a result, convicts either shut down and withdraws from looking for a job or accept the role of “outcasts” and stubbornly stays in the process.

Otherwise, specialists from Hungary and Lithuanian correctional facility highlights unrealistic imagination about the reality as the main problem in looking for a job. Workers indicate that convicted people struggle with concluding a plan, they imagine that looking for a job is an easy process and in the near future they will easily be able to buy anything they want. This process is sometimes influenced by the lack of experience in working legally. According to the specialists, because of unrealistic expectations inmates sometimes face sudden fall of motivation when their expectations do not meet the reality. Lithuanian correctional facility workers also referred to the lack of motivation in working legally. This is influenced by the debts as well as lack of experience working legally.

Besides motivational reasons, all

workers name lack of skills and experience as one of the main struggles for convicts in finding a job. Youth workers notice that most of convicted people do not have proper education and / or work experience as well as do not understand how the labor market system works. Nevertheless, it is hardly possible to at least partially solve the issue because, according to all groups of respondents, only certain specialties can be offered at the correctional institutions and there are many specialties in the labor market. Usually work experience gained in correction house is not enough for employers in freedom and penitentiary system is designed in such a way that it does not help inmates to reintegrate into the labor market, as it provides them with all the conditions, and they are indulging in the situation.

Finally, when mentioning external factors everyone indicated negative preconceptions and criminal records. It was stated that people think that the convicted people are prone to committing an offence again. Also, they think that convicted people have no mercy, value or standard. These preconceptions and generalizations make it harder for them to find a job. Additionally, criminal records could be a great barrier for convicted people. Specialists from Romania and Hungary told that this is the huge problem for inmates, while Lithuanian NGOs workers specified that it is an obstacle when convict seek to work in qualified and “more serious” position, such as youth worker.



# QUALITATIVE DATA

All groups agreed that relationships with the close ones are very influential in convicted persons life. Still there can be seen differences between cases and between opinions of certain specialists. Youth workers from Romania, Turkey and Hungary mentioned that family may influence both negative and positive effects in convict's life. For example, by visiting regularly and providing the convicted with his needs, they can help him have a healthy psychology and develop his skills through the activities organized by prison management. On the other hand, there exists some families who give up on convicted people because they do not want to have connections with person, who have committed a crime. Interestingly, Hungarian experts note that this is more often the case with the young females rather than males in Hungary. In these cases, convicted people may feel abandoned which makes it harder for them to develop himself and follow the courses, trainings, and other activities. Moreover, according to Hungarian specialists, event meeting the family may not always be helpful if the family does not have emotional and physical resources to help for the convicted person.

Specialists from Turkey emphasize that convicted people are only open in communication when they get to know the worker, otherwise they act very carefully and without lots of honesty. On the other hand, Romanian and Lithuanian experts recognized the tendency of convicts to make social connections and dive into relationships but have difficulty in categorizing those relationships.

Lithuanian correction facility workers point out, that convicted people sometimes tend to quickly dive into a romantic relationship, but those relationships usually break as fast as they start. However, specialists note, that romantic relationship is one of the most important parts of the convicted person's life, they crave for intimacy and close relationships. On the other hand, trust is very important topic in inmates' life too. According to the specialists, convicted people have more mistrust are more careful and see naivety as a bad personality trait. Finally, Lithuanian NGO workers indicates that in order the convicted person would freely create and recreate social ties with society, some work with communities also should be done. Communities should discuss about preconceptions and good cases of convict's reintegration.

YOUR  
LOGO  
HERE

# 5

CHAPTER

## RECOMMENDED NON- FORMAL LEARNING EXCERISES

CONVICTS: GROWING OF  
COMPETENCIES



## METHODS FOR DEVELOPING SOCIAL SKILLS

As the abovementioned research results show, convicted people face multiple problems regarding the reintegration into society and labor market. For this reason, it is important to find the ways how to best help the inmates learn basic social skills, acquire more self-confidence, and get to know themselves. Bellow you can find 12 learning exercises which is recommended to give for inmates in order to help them achieve abovementioned aims. Exercises are based on the research results, information about socially advanced countries and the experience of social workers from project partner countries.

# EFFECTIVE LISTENING

Duration - 90 min

With this method we aim to make our target group gain these behaviors for an effective listening: consider eye contact, focus on the intent and purpose of the conversation, refrain from judgment, be alert, but not intense, pay attention to nonverbal signs, such as body language and tone, make a mental image of what the speaker is saying, empathize with the speaker, provide feedback, clarify and paraphrase information, keep an open mind and don't interrupt

## Explanation of the aim

This context includes all the phases of setting a goal and the next steps until reaching it

## Tools

Camera, notebook, pencil, presentation screen, short movies

## Process of the method

1. Warm up. The trainer asks these questions and wants the trainees to write answers: Where do you see yourself in 1, 5 and 10 year's time? How would you like your life be in the future? What are your goals for your future? Do you think you have enough motivation and skills to reach your goals? (15 min.)
2. Presentation. Why setting goals is important in life? How to set goals and separate them in steps? What to do when low motivation is experienced? (15 min.)
3. Watching movie fragments about a successful scientist, businessman, football player etc.
4. After watching, the trainees are asked to write their opinions and what impresses them (30 min.)
5. Workshop. Specialist asks following questions: have you ever experienced fail in achieving your goals? Why did you fail? What would you change if you could go back to any time in your life and why? (15 min.)
6. Workshop. Setting goals in the light of what has been learnt in the training: naming a long term and short term goal, designing a plan to reach it, designing an activity plan, writing plans for unexpected situations (15 min.)

## Tips for the specialist

- Good planning
- All materials
- Motivating your trainees
- Believing that you will change or develop the trainees skills

# SETTING REACHABLE GOALS

Duration - 90 min

With this method we aim to make our target group to know the steps of setting goals and be able to design strategies to reach those goals. With this regard we wish to make them gain these behaviors to create goals: think about the results you want to see. Before you set a goal, take a closer look at what you're trying to achieve and ask yourself the following questions; create SMART goals; write your goals down; create an action plan; create a timeline; take action; re-evaluate and assess your progress

## Explanation of the aim

For an effective listening there are some behaviours that a listener should gain. With respect to this, they should be trained step by step

## Tools

Camera, notebook, pencil, tablet

## Process of the method

1. Warm up – discussion. Participants are asked to write down what they guess about how an effective listening is done. Brain storming, discussion, question and answer techniques are used (10 min)
2. Presentation. All the elements of an effective listening is presented with supporting materials (15 min)
3. Showing short videos and fractions from movies (15 min)
4. What would you do? Participants are given a case and asked them to tell their ideas (15 min)
5. Practice. They are given a topic and asked to prepare a 2-3 mins speech. They are given 10 mins to preapre. After preparation they are asked to make the speech to 5-6 people.
6. They are required to observe the listener while speaking and detect the ones who are not good listeners (20 min)
7. Listening in an argument or discussion. Participants are given a controversial topic and asked to convince someone who is opposing (10 min)
8. Participants are asked to write down and explain what they have acknowledged during the training (10 min)

## Tips for the specialist

During the training the specialist needs to keep the trainee active during all sessions. They should write, speak up and join the activities eagerly and with a high motivation.

# CITIZENSHIP VALUES – HOW TO BECOME CONSCIOUS CITIZEN

Duration - 120 min

In this course learners will learn historical facts about their citizenship (through three main topics: opportunities, duty, and values). In a creative exercise they have to make a timetable and show through it how those three topics changed in their history. As an outcome they will make an exhibition of the timetables

## Explanation of the aim

Goals: to know their citizenship, to build a basic sense of citizenship, to have a sense of nationality

## Tools

Table, seats, computer, projector, pictures, coloured pencil, paper, board marker

## Process of the method

1. Who am I? (25 min, small group)
  - a. Brainstorming about who I am (the trainer asks the given questions to the learners: what do you like doing? what don't you like doing? what are your abilities?, etc.)
  - b. Brainstorming about identity as a citizen (teacher discusses different roles in society with learners: - daughter, mother, teacher (job), etc.)
2. What makes a citizen? (30 min, small group)
  - a. Knowing citizenship with the help of pictures - with the help of the pictures, learners try to conceptualize the meaning of citizenship (teacher shows pictures of people of different social ranks (from different periods, cultures, etc in history). They brainstorm with the learners about values, rights, living environment, duties, possibilities)
  - b. About citizenship - teacher gives a short overview about citizenship from historical point of view, etc. Teacher can refer to his/her own country and culture, and Europe. (ancient age: slavery, middle age: feudalism, new age: civil wars, human rights movements, ...). The presentation can be helped with visual cues (powerpoint presentation, music, poems)
3. People for freedom (65 min small groups and plenary)
  - a. Teacher prepares "puzzle like" cards: on one card there is the picture of a famous person (related to the country) on the other there is the name of the person. Alternative (if the group is more educated): on one card there is the name of a famous person and on several others there are poems/events/music/..., related to them. Learners form small groups and together have to find the pairs. Then in plenary teacher discusses the persons in the pictures and the famous events related to them.
  - b. Understanding citizenship with films. Teacher shows clips from a historical movie: Robin Hood/Braveheart/Gladiator/Three musketeers. Based on the movie clips teacher discusses with the learners: whether they would take up such responsibility? why / why not? what would they do in such situation? what dangers do such situations have? what characteristic features do these historical people have (enlist a few of them)?

## Results

Transversal competences, communication, teamwork, critical thinking, intercultural communication, taking responsibility

# COOPERATION – LIVING TOGETHER

Duration - 180 min

The learner gets acquainted with stereotypes held towards minorities in society and experiences how distance is built up between layers of society. The aim of the sequence is to diminish preconceptions, prejudices and know one's responsibility in living together

## Explanation of the aim

The aims are to practice critical thinking, learn empathy and diminish prejudices

## Tools

photos, ICT, film, flipchart, role cards, pen, paper, handout with characters, computer, projector, markers, chalk, paper, pen, pencil, coloured pencils

## Process of the method

1. Say hello in as many languages as you can. Learners have to say hello to each other in as many languages as they know (not only verbally but also in gestures). (30 min)
2. Stereotypes in pictures (30 min, plenary)
  - a. Version 1. Teacher shows previously collected pictures taken of different people from different cultures. When organizing the photo show, teacher has to focus on collecting pictures that awake stereotypes. Learners have to give a first impression when looking at the picture shown one by one. Afterwards the teacher reveals the identity of the person in the picture. After this activity the group can talk about what causes stereotypes, negative effect of judging based on first impression, etc.
3. Social distance game. Each participant gets a character (e.g. Roma mother with two kids; Son of an immigrant; Wealthy Chinese manager; Hungarian prostitute; Daughter of a French minister; characters may vary). Teacher has a list of statement (e.g.: I have the opportunity to travel abroad for two weeks each summer; I don't have to be afraid of the violation of my rights; I have internet access in my flat; etc.) Learners have to form a straight line, teacher starts reading the statements. To the statements those step one ahead who think the statement could be true to them. After the activity the group sees the whereabouts of the others and talk about how they felt, feel. (40 min)
- 4.4. Movie clip about cooperation. Any clip would do, but teacher chooses clips from, for example, the movie Crash (e.g.: the locksmith and the Persian; the policeman and the woman; the Spanish cleaning lady and the minister). After seeing the clips the group elaborates on the causes of prejudices, stereotypes, forms of cooperation and understanding each other. (60 min.)
5. Living together in peace. Group collects the conditions that needed for different cultures, different people with different background in order to live together peacefully. On flipchart, with markers. Then present the results. (40 min.)

## Results

Transversal competences: intercultural competences, communication, sensitivity, problem solving



# HOW TO START A CONVERSATION - ICE BREAKING EXERCISE

Duration - 90 min

Have a beginning that relaxes a tense or formal atmosphere and find common interests to talk about with someone new

## Explanation of the aim

Finding common interests to talk about with someone new can be a daunting prospect. Where do you start? What will happen if you have nothing in common? Meanwhile, seeing a person regularly also presents a problem for conversation. If you see someone on a daily basis - an office colleague, classmate, or spouse, for instance - it can be difficult to find something new to talk about that you haven't discussed a hundred times before!

## Tools

The exercise coordinator will prepare three boxes containing the tickets. In the first box there will be nine tickets, on each of which a theme from the How to start a conversation category will be written. In the second box there will be nine tickets, each with a theme from the Ice-breaker questions category. In the third box, there will be as many tickets as dyads will be formed, each with a theme from The FORM Technique category. The coordinator will make sure that there are enough tickets in each box for each dyad to draw one.

## Process of the method

How to start a conversation - The coordinator will go to each dyad and one of the two members will draw a ticket from the first box (the ticket contains the requirement and the explanation of the requirement). After going through each dyad, he will explain the task. One of the dyad members will read the text on the note and imagine a situation suitable for the requirement, the other will answer. Halfway through, the facilitator will stop the discussion and the role in the dyad is reversed, the second finding another situation that fits the requirement and members of the dyad will have a discussion on this topic.

- Ask for information – a good way to start a conversation is to ask for information from the person you want to talk to; even if you already know the answer, it is still a good way to approach someone if you cannot think of another topic
- Pay a compliment - complimenting someone can brighten their day and boost their confidence; you can pick something about the person you like and mention why you like it
- Introduce yourself - while this may not be suitable for every situation, introducing yourself is a straightforward way to show your interest in meeting someone
- Offer help - if you find yourself in a position to help someone you want to talk to, seize the moment and assist them; offering help can make you likable and earn the trust of the other person, especially when you show genuine concern
- Ask for help - requesting help is another effective conversation starter. It works because it makes the other person feel helpful, especially if it's something they can provide easily. If someone does you a favor, they may be more likely to think of you in a favorable light and trust you
- Mention a shared experience – if you want to talk to someone who you know shares something in common with you, you can always find a topic as a talking point
- Ask an opinion - soliciting other people's opinions shows you value and are interested in what they have to say; if they are familiar with the topic, many people will happily respond to your questions and get a conversation started
- Ask about them - people naturally like talking about themselves; try finding a topic that will allow the person to speak about their interests, family, or experiences
- Comment on the weather – if all else fails, you can always comment on the weather; it is one of the easiest ways to get someone talking and can segue into multiple other topics

# HOW TO START A CONVERSATION - ICE BREAKING EXERCISE

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Duration - 90 min

Ice-breaker questions are a fun and engaging way to learn more about someone and keep the conversation going. The coordinator will go to each dyad and one of the two members will draw a ticket from the second box (the ticket contains one of the questions below). After going through each dyad, he will explain the task. One of the dyad members will read the question on the note, ask his partner about it and the other will answer. Halfway through, the facilitator will stop the discussion and the role in the dyad is reversed, the second one asks the question and the other answer.

- If you could meet any historical figure, either living or deceased, who would you choose and why?
- What's the last film you watched? What did you like or dislike about it?
- If you could pick up a certain skill instantly, what would be?
- What is your favorite book/movie/song?
- What's the most memorable vacation you've ever taken?
- What superpower would you like to have?
- Do you collect anything?
- If you had 25 hours in a day, what would you do with the extra hour?
- If you could be an animal, what would you be and why?

The FORM Technique - The coordinator will go to each dyad and one of the two members will draw a ticket from the third box (the ticket contains the theme and the explanation of the theme). After going through each dyad, he will explain the task. One of the members of the dyad will read the text on the note and initiate a discussion on the received topic, the other will answer. The discussion will be mutual, with the two members sharing their views on the given topic.

## **Family and Friends.**

- If a person is a childhood friend or a friend of your family, you may have met their parents. Ask them how they have been? Are they still working at the same place as before? Or how are they enjoying retirement?
- Does the person have any children? If so, how many do they have? How old are they? How do they like school? Do they have plenty of friends? Are they academic, or do they prefer sports? Do they have any achievements that they are proud to tell people about?
- If you are familiar with your acquaintance, are they single or in a relationship? Are they married? What does their partner like to do? What does he/she think about their long shifts? Or if the person is in a relationship, are they thinking about getting engaged? How long have they been with their partner? Alternatively, if are they single, are they holding out for the 'perfect match'?
- Other friendships can also be a topic of conversation. Without sounding like too much of a 'gossip', you might enquire as to how a mutual friend is. How did the other person meet them? Tell them how you first got to know the person. Did you go to school together, or meet each other at work? How long has the other person known them? Do they share any interests with them?

**Occupation.** The second topic of conversation in the FORM method is occupation, which opens up a whole range of potential work-related topics. Firstly, do you know whether the person has a job, or are they looking for work?

- If the person is employed: What does their job involve? Do they enjoy their job? Does he/she find it rewarding? Is it in the field that they studied? If it is different, how did they come to work in their current field? What job did they hold previously? Why did they leave? How do they find the schedule? Is the job flexible, or does it involve long or inconvenient shifts? How do they like their colleagues? Are they looking for a promotion or happy in their current position?
- If they don't have a job: What would they like to do? What did the person last do for work? Have they found many job openings? Or is it proving difficult to arrange an interview in the current jobs market?

# HOW TO START A CONVERSATION - ICE BREAKING EXERCISE

Duration - 90 min

**Recreation.** Common interests - from shared hobbies to supporting a particular football team - can provide us with a sense that we belong amongst a group. Shared recreational interests are also a great topic of conversation. Even if your hobbies are different to those of another person, it is always fascinating to learn about an unusual or otherwise interesting pursuit.

- Whether you find yourself addicted to a TV boxset or occasionally watch a show, find out what type of shows a friend enjoys, and you may find that you have more in common than you both initially realised. What was the latest film that you (or they watched)? Was it as thrilling as you anticipated it to be? Or did you find the plot confusing? What film is your friend planning on watching next?
- Sports and recent games can also be a good topic of conversation. If you play a sport, or simply enjoy watching matches when the opportunity arises, find out which sports, teams, and players you both enjoy watching at play. Did they see the latest game at the weekend? What did they think to the performance of Player X? Do they have tickets to Team Y's next game?
- Does your friend enjoy music? Find out what genre of music they like, what their favourite bands are and if they attend any gigs.

**Motivation.** The final area of conversation using the FORM technique is motivation. However ambitious or small, we each have our own goals and desires that drive our behaviour. Find out from your conversation partner their motivations.

- What were their childhood dreams? What drives them to live the lifestyle that they currently have? Do they have any aspirations? Would they like to go back to university to study? Are they aiming to get a promotion by the end of the year? Why do they enjoy the hobbies that they do? Are they looking to get married? Or even start a family?

## Tips for the specialist

- Use open body language - To help the individuals you're engaging with feel more comfortable you might want to smile or make eye contact but look for cues that they are unavailable or uninterested in the conversation. In that case, it may be best to move on and respect their space. It may not be a good time for them to build a connection with someone new.
- Active listening means focusing completely on the speaker. This will allow you to fully understand the information being exchanged during the conversation to respond thoughtfully. This will help to build trust and a relationship with the person you're engaging with.
- Have confidence - it can be intimidating to start a conversation in many situations. Know that the person you start the conversation with is likely appreciative of the gesture and may have been wanting to break the ice with you as well. It is natural to feel anxious or nervous when approaching a new contact, but the benefit of meeting new people and expanding your network is worth it.
- Topics to avoid – some topics are best to avoid when starting a conversation in the workplace. Asking questions that are too personal or sensitive can cause your relationship to get off on the wrong foot. They include salary or benefits, politics, religion, age, controversies, gossip.

## Results

Participants will know and practice ways to start and continue a conversation with an unknown person. They will be able to find suitable topics of discussion with the person in front of them, without generating inconvenience, moments of prolonged silence or embarrassment for the interlocutor.

# IDENTIFYING AND REPLACING NEGATIVE THOUGHTS - BRAINSTORMING

Duration - 90 min

Working in small group for identifying and replacing negative thoughts

## Explanation of the aim

Negative or unhelpful thoughts are often automatic, but they don't have to take control of us. With a few pointers, we can learn to tolerate our inner critic without getting bogged down by it.

## Tools

Flipchart sheet, markers

## Process of the method

The facilitator will divide the large group into two small groups randomly. He will briefly introduce the brainstorming technique, explaining that each member of the group is free to express himself and each new idea will be recorded on the flipchart sheet. In this exercise, participants are encouraged to generate as many ideas and solutions as possible. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. In other words, brainstorming is a situation where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely, and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated. Each group will be given one of the exercises below and will have 30 minutes of work time, after which they will come together as a large group and present the result of their group work.

1. The facilitator divides a flipchart sheet into two columns and gives the activity participants the following instruction: "On the left-hand side, write out all your current negative or unhelpful thoughts. Don't overthink them. Just jot down as many as you can. In the right-hand column, write between one and three counterarguments. This can help you get some distance from the part of the mind, or inner critic, coming up with the automatic thoughts, and "You" observing those thoughts and doing the healing work. Consider writing your unhelpful thoughts in quotation marks. This might help you start to view them as thoughts, like the hundreds of other thoughts that run through your mind each day, rather than absolute truths. When you're done, choose a speaker to present the results of the exercise to the large group."
2. The facilitator divides a flipchart sheet into two columns and gives the activity participants the following instruction: "Our unhelpful thoughts often contain hidden invitations for action. The call-to-action journaling exercise may help you feel more empowered. On the left-hand side, write out all your current negative or unhelpful thoughts. Don't overthink them. Just jot down as many as you can. In the right-hand column, write a call-to-action sentence. As a general rule, try to identify call-to-actions that are small, achievable baby steps. Setting major actions that take a lot of energy or time can be off-putting and might have the opposite effect. When you're done, choose a speaker to present the results of the exercise to the large group."

# IDENTIFYING AND REPLACING NEGATIVE THOUGHTS - BRAINSTORMING

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Duration - 90 min

After each group presents the exercise done, with the examples found, the facilitator will ask for additions from the other members of the large group, analyze the aspects noted on the flipchart sheet and, if necessary, give new examples (according to the table below or others).

The coordinator can conclude like this: "Everyone has unhelpful thoughts, some more than others. But, like any other habit, the more you practice turning those thoughts around, the easier it may become. True transformation comes from consistency. Practice these tips a little every day and, over time, you may hear your whole inner dialogue change course. Remember: You are not your thoughts, and you don't have to be owned by your thoughts."

## Results

Participants in the exercise will be able to identify the negative thoughts they have and find ways to manage them so that their actions are constructive and prosocial. Using the brainstorming technique for this exercise, they will also practice accepting their group mates for their better or worse ideas. practicing acceptance of others can facilitate acceptance of oneself.

# HOW TO SAY NO IN POLITE MANNER

Duration - 30 min

This method aims to teach learners the way to say no without being awkward, damaging relationships, or feeling guilty.

## Explanation of the aim

Saying “no” sounds tough, rather than saying alternative words.

## Tools

Paper and pen

## Process of the method

1. Specialist introduces the topic, explains why saying no is important
2. Specialist asks for participants to think of the ways how to say no in polite manner.
3. Participants write their ideas on the paper
4. Discussion in the group - participants discuss how their ideas, specialist gives the feedback

Possible alternatives to saying no:

- I wish I could make it work.
- I wish I were able to.
- I'd rather not.
- I'm afraid I can't.
- If only I could!
- No thanks, I won't be able to make it.
- Not this time.
- Unfortunately, it's not a good time.

## Tips for the specialist

Social worker can provide list of words/ sentences of saying “no “ in polite manner

## Results

Improved communication towards others without hurting someone feelings by saying “no”

# CONFLICT RESOLUTION

Duration - 60 min

The aim of this method is to learn find a solution to a disagreement that leaves everyone reasonably satisfied

## Explanation of the aim

Human interaction may sometimes lead to conflict, so response – and resolution – requires conflict resolution strategies. Conflict resolution or negotiation is a way for the opposing parties to find a solution to their disagreement that leaves everyone reasonably satisfied.

## Tools

Prepared descriptions of situations

## Process of the method

1. Facilitator explains the topic, gives the guidelines of healthy conflict resolutions:
  - Clarify what is the source of conflict
  - Find a safe and private place to talk.
  - Listen actively and let everyone have their say
  - Investigate the situation
  - Determine ways to meet the common goal
  - Agree on the best solution and determine the responsibilities each party has in the resolution
  - Evaluate how things are going and decide preventative strategies for the future
2. Facilitator divides a group into pairs. Each pair draws a piece of paper with the conflict situation explained
3. Each pair need to act the situation with healthy conflict resolution tips
4. Discussion in the group - participants discuss how successful they were, specialist gives the feedback

## Tips for the specialist

Facilitator can provide video material: <https://www.youtube.com/watch?v=v4sby5j4dTY>

## Results

Improved communication skills, better understanding of conflict resolution



# DECISION MAKING

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Duration - 60 min

The aim of this method is to learn gathering information, assessing alternatives, and making a final choice with the goal of making the best decision possible.

## Explanation of the aim

We make decisions every day. Having the ability to make a quick, yet good decision is imperative in all life situations. Decision-making skills improve as you're required to make more decisions.

## Tools

Pen and paper

## Process of the method

1. Facilitator explains the topic, explains, why decision making is important
2. Facilitator asks each participant to identify the decision that needs to be made
3. Facilitator gives the guidelines of decision making process:
  - Gather relevant information
  - Identify alternative solutions
  - Weigh the evidence
  - Choose among the alternatives
  - Take action
  - Review your decision and its impact (both good and bad)
4. Participants describe the specific decision by the above given scheme on the piece of paper
5. Participants discuss their ideas, facilitator provides feedback.

## Results

Improved decision making skills.

# FINANCIAL LITERACY

Duration - 60 min

The aim of this method is to learn better manage personal finances as well as understand the importance of financial literacy

## Explanation of the aim

Finance management is one of the most complex social skills not only for inmates but also for individuals who are not in correction house. Good financial management mean: being able to name your income and expenditure, see your financial flows, as well as be able to divide finances into mandatory, necessary, and other expenses. It is important to note that criminal activities are often closely related to finances. This may mean that offenders had difficulty in regulating their financial situation or did not have sufficient skills and abilities to do so.

## Tips for the specialist

Example of the budget draft (facilitator can make own draft):

Outcomes	Line	Outcomes per month	Outcomes per 6 months	Outcomes per year	Economies
<b>Appliances for household</b>	Soap				
	Toothpaste				
	Washing powder				
	Shaving tools				
	Hygiene for women				
<b>Food</b>	Cleaning appliances				
	Bread				
	Butter				
	Eggs				
	Meat products				
	Milk products				
	Vegetables				
	Fruit				
	Fish products				
	Groceries				
<b>Clothes and shoes</b>					
<b>Accomodation</b>	Electricity				
	Heating				
	Water				
	Rent				
	Communication				
<b>Transport</b>	Auto				
	Fuel				
	Auto care				
	Public transport				
<b>Entertainment</b>	Restaurants/cafes				
	Sport				
	Traveling				
<b>Total spending:</b>		0			
<b>Family members *</b>		0			
<b>Need income:</b>		0			
<b>Preliminary source of income</b>					

## Tools

Pens and printed budget drafts

## Process of the method

1. Facilitator explains the topic, asks whether participants understand the importance of tracking their income and expenses
2. Faciliator provides budget drafts for each participant and asks them to plan their budget for a month.
3. Discussion in the group - participants discuss how successful they were, specialist gives the feedback, everyone discuss about the importance of finance management

## Results

Improved skills of allocating income and expenses appropriately

# SELF-KNOWLEDGE

Duration - 90 min

This method aims to deepen the understanding of what self-confidence is and how it affects a person's life as well as help a person realize their strengths

## Explanation of the aim

Self-confidence is an attitude that allows a person to form a positive, but at the same time realistic image of himself and the situation. Self-confident people believe in their abilities, feel that they can control their lives and can achieve their goals. Even if sometimes they fail, such people remain positive and evaluate themselves positively.

## Tools

None

## Process of the method

1. Facilitator sits down in the circle with the group, explains the topic and starts discussion. Facilitator discuss topics by asking questions for participants about certain topics related with self confidence.
2. Facilitator tries to create an open and supportive environment, involve more silent participants.
3. Facilitator provides feedback and gives insights about each participants, try to encourage the most diffident ones.

List of topics to discuss:

- Self-identification. Destructive and creative processes in me
- My emotions, moods and feelings
- Internal restraints and liberation from them
- Personal boundaries and a safe environment for me
- My values, beliefs and preferred self-image
- My family and relationships within it
- Mutual understanding and expectations. Me - in my eyes and in the eyes of others
- Communication and cooperation opportunities

## Tips for the specialist

Try not to judge a person based on preconceptions

## Results

Improved positive sel-image, better understanding of one's emotional struggles

# PSYCHOACTIVE SUBSTANCES

Duration - 90 min

This method aims to cause awareness about the impact of psychoactive substances to life

## Explanation of the aim

Use of psychoactive substances may be a serious problem in the life of young people prone to crime. For this reason it is important to make participants think of the impact to their life

## Tools

Old magazines and newspapers, white and colorful paper, pens

## Process of the method

1. Facilitator asks for participant to organize the party. From provided materials (newspapers and magazines, paper, pens) each participant should make the food and drinks table, write the amounts of each dish and drink as well as mention the number of people in the party. If they would use some kind of psychoactive substances (alcohol, drugs, etc.) they should also mention the types and quantities of it. **IMPORTANT:** participants should organize the party they would like to participate themselves. (30 min.)
2. After participants prepare the plan for the party everyone sits in the circle and tells the details about their parties.
3. Facilitator asks questions about the behavior of the participants in the party as well as the reasons why each participant would act one way or another, why they would eat and drink something.
4. In the end, facilitator summarizes the ideas and discusses the role and influence of psychoactive substances.

## Results

Improved awareness about the impact of psychoactive substances.