

Focus on Freedom: preparation for release (publication + CD)



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Focus on freedom: preparation for release

“You are going to be out in two year, what are you afraid of the most?”

Talking with someone who doesn't know, but I know where I came from, and if that person can see that I am coming from somewhere not ordinary, everyday.”

(Instalment from an interview made with imprisoned and released juveniles)

“ I am afraid of that I will not be able to live without prison anymore...”

(Instalment from an imprisoned student's letter)

1. Context

In standard everyday language a prisoner is someone who is serving his/her legally binding or not legally binding (pre-trial detention) punishment in prison. Accordingly, a released person is someone who got back his/her own freedom, so the person can leave the prison (penal institution), can be released from it.

Being released from imprisonment is a cathartic experience, with all of its complexity: happiness, fear, anxiety, excitement, uncertainty, etc. are swirling in a person. Releasing is a type of crisis whose constructive progress highly depends on the planning of after release life. However, this is very difficult, because prisoners are generally not future-orientated, the 'here and now' moment is important for them. Planning is very important and has a key role in recidivism prevention. One method of this can be preparation for release personally, or even in a group form. Moreover, any kind of programmes being implemented in prison by Váltó-sáv Alapítvány is actually a kind preparation for release, and/or on element of it, regardless how that programme is called.

Preparation for release is prevention of recidivism too at the same time; its fields are the followings: 1) creation of stable housing conditions, 2) job and work searching, job-coaching, keeping the job, 3) arrangement of human relationships (lasting human relationships), 4) training/learning/development, 5) money management/debt management, 6) other, practical knowledge needed for everyday life (administration, document replacement, first days, weeks, months after release, etc.).

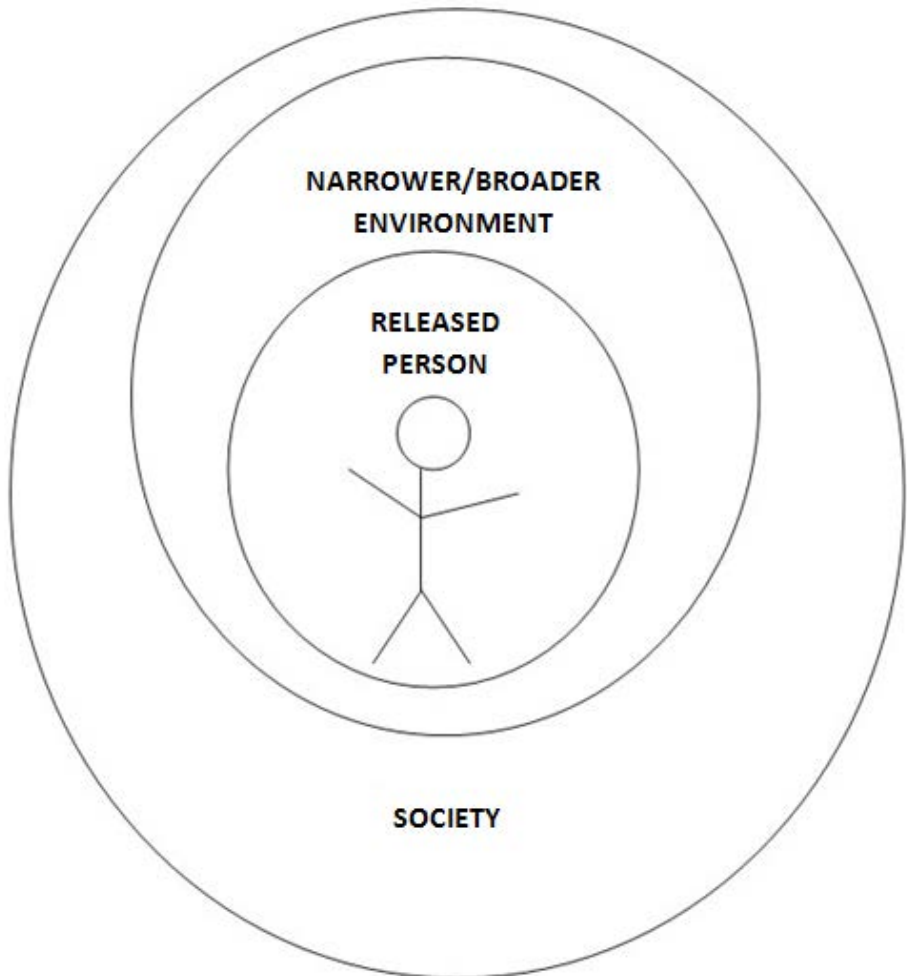
Elements of preparation for release:

1. information, information-flowing (introduction of opportunities and procedures related to release, such as administration, job searching and working, residency searching, etc., learning how to transact these, risk factors and how to avoid, fend off them, helping organizations, and possibilities, etc.),
2. operating preparation for release groups (helping groups in penal institutions, with volunteer applications, organized for special problem-processing);
3. personal counselling, development.

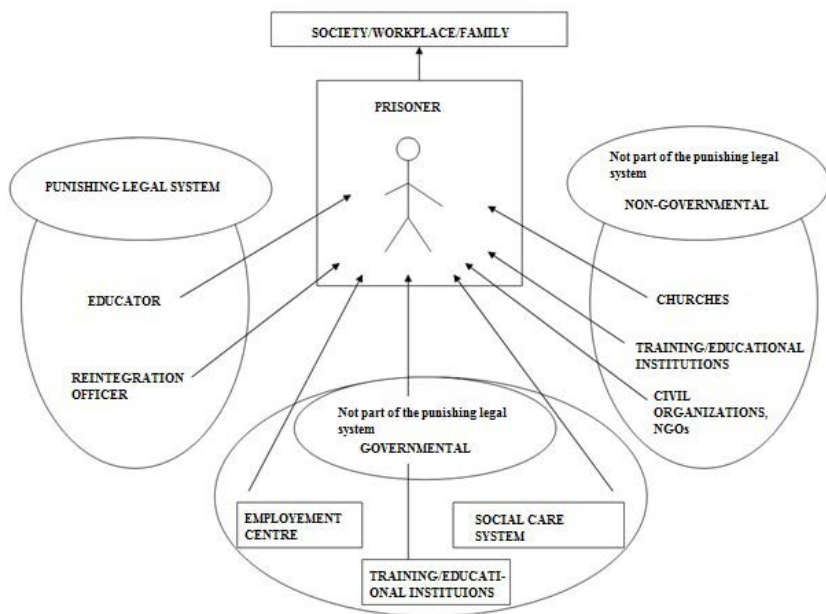
1) **Information and information-flowing** can expand for the whole life of the prisoner, and the future released. Imprisonment and releasing demand special knowledge, learning, which is known in details and authentically represented towards the target group by our organization during several years. We collected the needed information for the target group in a publication (Practical knowledge for release I., II., III., . currently in force: 2016., under continuous revising, because of the dynamical social and law changing), which contains the needed information in free life of recidivism prevention's above mentioned fields in a plain language.

2) Fields and topics of the **“Focus on freedom, release”** group:

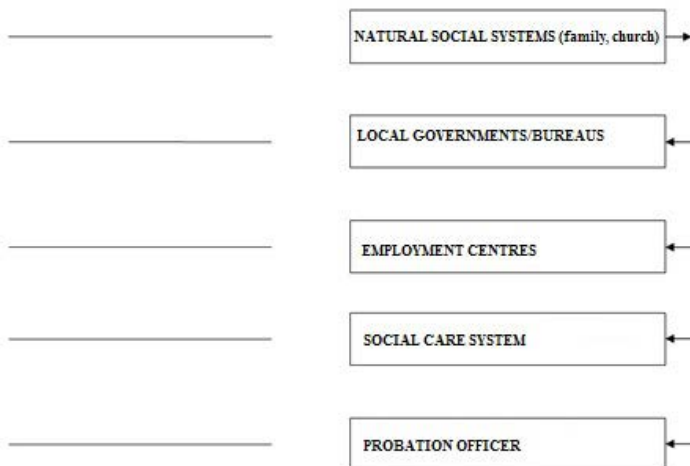
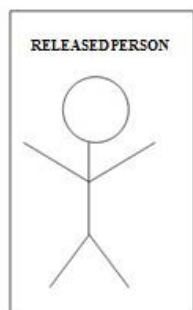
- Focus on individuals:
Self-knowledge, self-esteem
Goals and values in the personal life; plans - planning
Socialization / re-socialization
Change-management; resource management; responsible taking; success and failure management
- Focus on the environment:
Human relationships, friendship, love
Social roles
Family I. General and historical knowledge concerning family
Family II. Children in the family
Family III. Domestic violence
- Focus on livelihood
The individual's and family's economy; money management
Work
Labour market knowledge and skills (orientation, CV, motivational letter, job interview, keeping the job)
- Focus on the society
What is the society?
Prejudice
Human rights: legal sanctions
- **Focus on conflict and its management**
Aggression
The conflict and conflict management techniques
- **Focus on practical knowledge** (money management, travelling, clothing, other)
- **Focus on the first days** (plans for the first day/days, week/weeks, month/months, short and medium term plans, what do I want to achieve in five years? etc.)



3) The base of the **personal caring, consulting, and development** is the civil supporting system – helping relations and talking with clients is the continuous, personal care's methods, which give an opportunity to form the psychological-mental-ethic self-control of recidivism, thus to prevent committing more crimes. After-caring already starts in the penal institutions, 2-1,5 years before release, this way it provides a way to continuously support the clients and to help them processing the crisis of release and other difficulties of this period of time, in addition, it also continues in the free life after release. From our point of view preparation for release should be started earlier than the last six months of the punishment, however the generally accepted, and represented by penal institution's professionals sphere of thoughts that "reintegration starts with accepting into prison" we can't agree (since prison adaptation and preparation for release, reintegration are two opposing processes, even if they could have common points).



The illustrations above and under depict those organizations and people in a schematic form who are participating/taking part/can be taking a part in the prisoner's preparation for release.



2. Services in preparation for release

2.1. Social work – helping relationship, other mentor supporting

The interactions between the individual and environment stand in the focus of social work. Helping relationship provides an opportunity for the client to handle his/her life tasks, so the aim is development of problem-solving and coping capacity.

In supporting prisoners' social integration helping and/or social work is highly important as a profession, specialist and competency too. It can be the link between totally closed institution – prison –, and free life, after release services and activities; moreover, I can also play an implementing role. It ensures continuity (caring-after-caring/through-caring, during imprisonment and after release), therefore it's not only working in penal institutions, but also in drop in centres of helping organization(s).

A proactive social worker's presence is recommended in penal institutions, so the clients can ask about every questions connected to their life problems, and other issues related to release. So the basic aim of helping relationship in prison is the development of after release coping capacity, which the clients can be prepared well and effectively with planning. Due to their situation future orientated thinking is not the characteristic of this target group, its development is the goal and task of helping professionals. In the present professional environment in Hungary the reintegration officer, the probation officer, and the priority project's reintegration consultant take part in the preparatory process of release. The service model described above is a little bit different, since these people are all the part of law enforcement, criminal justice and national punishment system. In the model formed by them the proactive social worker is a civil, independent, helping professional, who is part of the 'outside', not prison world, since the reintegration processes also directed to this field.

To sum it up, personal or group helping relations are aiming to develop lifestyle competencies, completed with career planning and working competencies, so to map personal resources and skills, to prepare after release life (housing, training, livelihood, job searching, arranging human relationships, etc.). The client's supporting after release is obviously also indispensable, because the "positive" plans' actual realization can encounter with several obstacles, difficulties. The mentor's role is essential in this case (too).

The helper's task is changing and this will's/intent's, so the motivation's continuous observation, monitoring. This redounds the client (prisoner and/or released) to create a corresponding picture about his/her personal incentives and about the available resources, about the exploitation of opportunities. The personal resources such as self-strength, competencies, optimism, and emotional intel-

ligence, so the motivation are forming the individual motivational basis is one determining aspect of personal development which typically helps to speed up personal resources not only on the area of private life, but also work, and in the same time it helps the planning of intervention of relevant professionals. It is an important viewpoint for the target group to emphasize that motivation does not come from “outside”, but “inside”, and everyone is responsible for their own decisions.

Overall, the helper’s tasks are the followings: psychosocial management/caring of personal problems, mental hygienic service, psychic care, providing information before and after release, recognition and application of one’s own skills and knowledge, social administration, career orientation, job searching, contact keeping/cooperation (inter-professional, with relatives, etc.).

2.2. Competency programmes before and after release

The essence of this service provides the development of key competencies, so the personal, everyday orientation in social and natural environment, the application of knowledge, its connection with other knowledge, it contributes to the strengthening of helping skills, abilities. Its point is the development of co-operative, communicative, conflict-managing behaviour, the widening of conflict and problem management repertoire. Continuous differentiation, disadvantage compensation and catching up, competency development are important aspects. These give strongholds to the target group for the orientation of everyday life situations, understanding of personalities and relationships, and conscious shaping.

Competency is more than the totality of skills and abilities. The sum of knowledge, skills, and the acquired knowledge’s successful application is called competency by the professional literature; the valid, effectively and efficiently used knowledge under any kind of circumstances.

The following areas’ integrated providing is needed:

- development of thinking (problem-solving thinking, inductive and deductive thinking, analogical and critical thinking, etc.),
- development of recognition skills (information gathering and processing, the application of knowledge in new situations, communicational skill, skill/ability of text creation and for the independent acquisition of knowledge, orientation in everyday life situations, etc.),
- raising awareness of personal values, strengthening emotional and motivational aspects helping learning (belief in personal abilities, “everybody can be good in something”, inner motivation for knowledge acquirement, stimulating value changing, co-operational, decision-making and life management skills, etc.).

Lifestyle management and personal economy consulting/supporting, health development/mental hygienic, sobriety ("clean life"), and money management skills get an emphasized place during group and also during personal caring/work.

Competency groups are also working with providing personal and group labour market and job searching service during imprisonment and after release too. Career orientation, mapping personal abilities, preparing for the world of work, facilitation of (self-)training are giving an opportunity more to the groups in prison, but it is also not out of question to continue these after release.

Professional competencies of competency programmes: social worker/helper, psychologist, pedagogue.

2.3. Services on the field of housing

In connection with the loosening of family roots and other human/communal relationships significant number of long-sentenced prisoners can't consider a stable, safe housing his/her after release. If there is no family, neither housing is. Home shelters or old friends, pals are remaining. However, prisoners consider home shelters as the bottom point of their life, and they do everything that they can to avoid them. At the present in Hungary there are not really any other choices.

The goal and task of **halfway flat/house** is ensuring a complex service where the corner stones of prevention of recidivism (housing, human relationships, labour market services, training/learning) occur together, synergistically, and where the psychosocial supporting/reintegration and caring get an emphasized role. According to our conception the halfway flat/house is a kind of safe environment where its residents/recipients can feel themselves as independent, decision-makers, people possessing real human rights.

Activities implemented in this programme in details, and the tasks of programme colleague:

- personal mentor consulting/helping relationship, psychosocial rehabilitation
- learning, training, ensuring continuous (self-)development (learning helping, personal and group competency development)
- development of social competency (independent living, supporting of "crime-free" lifestyle shaping in a personal and group form. learning/application of conflict management techniques, such as Real Justice mediation)
- placing into work and job coaching programmes (job and labour market knowledge, job searching, disposition, employment contract, CV, and keeping the job after getting it, its supporting, etc.)
- relationship building and shaping with relatives, Relative Group (involvement of family relationships)
- common and optional leisure programmes (ensuring common, meals twice

a day)

- person-centred, providing personalization
- savings are obligatory
- money management and its knowledge
- “out-caring”: preparation for getting out from the halfway programme
- operation of (self-)helping group for “halfwayers”.

The service is high rated, so not anyone in any conditions can enlist: a pretty close cooperation has to be formed between the client and the helping organization, and the resident has to comply with several requirements (e.g.: working). It is important to bear in mind that this is not a “free apartment”, but a real “half way” between prison and free life, so strong control is enforced. Preparation for this has to be already started in penal institutions, clarifying the rules, expectations, rights and obligations.

Professions, colleagues needed for implementing this service: social worker/halfway worker, psychologist, and pedagogue.

2.4. Drug prevention services

The prisoner population as regards to drug using – not only during criminal lifestyle/perpetration, but also in prisons, during imprisonment - they can be considered as a highlighted target group, meaning that most of them has/had been using legal and illegal drugs for longer period of time than the general population. Moreover, reaching of them from the point of treating/assistance, information, health promotion, etc. is difficult. This is firstly because of the special, closed world, prison (special security rules, restricted civil, outsider contact keepings, etc.), secondly because of the particular relations, values and lifestyle of the subculture. At the same time they are also a high risk group: generally the deviant/criminal career often connected with drug career, drug using.

It is proved by researches¹ that this target group is not provided, missing out from social and helper professions. At the same time they have serious problems: generally poly-drugs, with early deviant/drug using career, connected lifestyle and other, special problems. Their getting into prison often don't or just hardly (e.g. they use a different drug), or just temporarily (abstinence only during imprisonment) make a change on their drug using behaviour.

Nowadays therapy of drug addicted prisoners, and offenders committing a drug related crime can be realized in the case of prisoners placed in drug prevention departments of prison. In the six-month drug addiction treatment primarily the psychologists get room, work in other service of drug using treatment and in the prevention-information service. However, the drug prevention departments' capacity (compared to the whole they work with small headcount, circa 18000 prisoners, circa 400 people on drug prevention department), and also the in-

¹ Csáki Anikó-Márton Andrea-Mészáros Mercedes:

stitutions' psychologists are not enough for the realization of this work/task. Besides, people who don't/can't get onto drug prevention departments are also involved in this problem. In addition, the crisis of release often leads to the recidivism to drugs of addicts who were abstinent in penal institutions.

Dealing with addiction is necessary for the whole prison population in all, which is provided by civil organizations in the framework of prevention – unfortunately, with an ad hoc nature, being a tax on proposal resources. A similar group dealing with this topic is one of the tasks of reintegration officers; however, from our point of view this task demands a special knowledge (addiction knowledge), on the other hand civil organizations have a “bridge”, and/or link function: it provides the continuous treatment/assistance after prison release, moreover, it forms a connecting opportunity between totally closed institution – prison –, and civil life and its service care locations for those fighting with drug problems.

3. Methods in preparation for release

3.1. Personal mentor supporting (personal case management/counseling)²

It means the base of helping work, the individual and environment stand in the centre of it. The listed life tasks and problems are getting processed in the framework of a personal, helping conversation. Case management can be defined as a generally problem solving, from the point of “case leaser” professional a planned, conscious process, whose base is a (written or oral) agreement between client and helper. The agreement extends to the problems, which have to be solved, to the distribution of task, and to the definition of time available too.

3.2. Group work

The goals of the groups are the followings:

- mental “supporting” of being in special situations (“so I am not totally alone”), so the experience of togetherness increases social safety, empathy, participants can successfully accept, support each other (live through competency experience, mobilizing own resources);
- reduction of feeling of “exclusion” parallel, instead of “I am the only one in a difficult situation like this”, “only I have this complicated problems” the aha- experience, so “it is hard for others too”, “I am not alone” – this can mean the incensement of accepting, social reception and the handling of marginalization;
- the group gives an opportunity to model coordinated relationships, at the same time group dynamic can replicate real social situations;
- helping arranging and handling mental events and thought arising in crisis situations;
- making “condition survey” of the ones inside (penal institutions) and the ones coming out, mapping of further helpings and opportunities according

² The further explanation of personal supporting system can be found in O6 booklet.

to this;

- induction of conversations regarding the future (“what is going to be happening with me after release?”)
- joint thinking concerning opportunities and strategies for lifestyle changing;
- supporting of arising changing attempts;
- paying attention to the person as a changeable, fictile whole, who has inside the possibility for changing;
- discussing opportunities for moving forward.

The “mixing”, synergy of group methods and personal case management can ensure the real possibilities of positive changing in helping work.

3.3. Psychosocial rehabilitation and continuous caring model (“through-care”)

Although this method is primarily used in health care treating psychic illnesses, it is justifiable to use it in case of our target group too, since the personality and social environment get into the centre of helping together, and the client group practically need “healing” for reintegration (=rehabilitation). The helper person (mentor), and his/her authenticity, transparency are appearing in the middle of the method. The building of relationship, trust between helper (mentor) and client, and the ensuring of an environment, atmosphere, which give an opportunity for wording problems have crucial importance. The unit of educative and supportive elements have to be provided in reintegration work. The abolition of artificial partition of caring – through-caring ensures an opportunity for focusing onto situation after release, so there is only through-care, which already starts in penal institutions. Here a relation and synergy can be written down with the approach of continuous caring model or “through-care”. The continuous caring/after-caring, “through-care” places the emphasis on helper activity’s continuity before and after release. Its essence is that we can effectively and efficiently help recidivism if the caring/helper (mentor) work already start in penal institution. The prisoner in penal institutions and the team of professionals around the prisoner play the role of connecting clasp, link.

3.4. Learning, trainings

The different learning-training programmes mean an actual life chances increasing for the target group. Learning provides the acquisition of several skills, it requires conscious, conceptual work, and goes hand in hand with complying with deadlines, reporting. During this process skills and abilities, self-knowing, which plays a role in shaping future plans, are developing, becoming aware. Learning also means the base of work socialization.

Some groups are working with the method of training, whose essence is to utilize the already acquired knowledge, skills, and abilities, and building onto this forming the “new” knowledge with the active part of the group, based on the common knowledge. The own recognition always sticks, remains better, gives a higher safe.

3.5. Constant, continuous communication

The continuous caring model (through-care) demands constant, intensive, compared to the opportunities the most honest, intimate communication, attention and empathy. This means emotional and human safety, so helping resources.

3.6. Formation of the ability of self-help

The most important is leading the individual for her/his own helping, whose base is the realistic self-knowing and self-evaluation, the intention/will of changing and the formation of corresponding self-confidence.

3.7. Conflict management techniques

The “Real Justice” is a restitution model which help with the involved can discuss and clarify the arisen problems. Discussion is a forum which gives an opportunity to the involved people to deal with the harm happened or made by them. Every participant can express their feelings; everybody can be a part of forming the final agreement closing the discussion. The discussions (=conferences) are happening in a democratic atmosphere, where the ones who are mostly involved in the problem can react to the thing happened with them according to their feelings and ideations.

Mediation is a conflict management technique which can be interpreted as an assisted two-sided negotiation. Mediation puts the understanding of the parties' interests into the centre and at the same time it searches for a solution to the dispute which can be accepted by both of the parties.

Both of the conflict management techniques can be used by and taught to in the case of prisoners and released.

3.8. Peer counselling

The essence of this training and method is the presence of peer counsellor in the prison world whose most important task is being an understanding partner; his/her advantage is that he/she “can be on hand” all the time, there don't have to be searched for institutional solutions (stepping through borders, it's fast, the one who is searching for help won't be stigmatized), moreover, peers (coevals/fellow sufferers) open up to each other easier (“they are on the same page”), they can understand each other's problem easier.

3.9. Change-Fever: board game for preparation for release

The goal of the game is to take into account the “to-do-things”, life tasks (getting needed documents, housing and other “living costs”, the challenge of job searching, self-sufficiency, unexpected events, and the opportunities which can make these easier) in the first month after release playfully, didactically, but at the same time in an easily understandable form. The board game replicates real life, social environment and their challenges. In the outside world already

experienced majority society's value and norm system can be memorized easier, in an "experience way" during the game. After and during the game every important piece of information is constantly available, they are written down on informational papers, whose linking is forming an Informational Booklet which complex guide can be helpful after release too. Further advantage of the game is that the game is pictorial; pictograms on the one hand ease recognition/identification, on the other hand helps memorization.³

4. Focus on freedom (preparation for release, for the world of work) - opportunities of a 12-occasion-group's thematic

Occasion	Content	Exercises, tasks, field to discuss - options
1.	Introduction, getting to know	Draw a circle and divide it into articles/slices! They have to write there events, which mean goals/aims/desires/happenings, which displays the successful reintegration to the society to them! SWOT-analyse
2.	Self- and life path-knowing	Reception of life path graph
3.	Inside and outside	„What costs what in 2016?“ Administrations: employment centre, fee and expenditure exemption request, etc. – document restoration
4.	Change management	10 golden rules/commandments for our life (personally written down) Constancy and changing (when, and in what extent, in which areas of life?)
5.	Self-knowing 2.	0-10-ig self-knowing circle (family and friends, relationships, health, personal development, fun and amusement, career/finances, environment, spirituality) – evaluation of the situation/personality before getting into prison Post cards to the past
6.	Man and woman (relationship, family life)	Ideal man/ideal woman Love gestures

³ The method is explained in the O2 booklet in details

7.	Work 1.	Job searching from the “EXPRESS” newspapers left there Further practical knowledge for job searching in job interview (role play) CV, motivational letter, job interview
8.	Work 2.	Employment contract, labour law, blacklegging – advantages and disadvantages Employment and its forms, tax study, entrepreneurship knowledge, social insurance
9.	Money management	What is money? money (its formation, functions, banks-banking: advantages and disadvantages, loans-landing, leasing, savings), cash-flow, etc. What kind of expenditures can be after release? How much money is needed for what? income-expenditure-saving, mapping of expenditures/debts
10.	Conflicts and their forms	My conflict management methods (test) Role plays (assertive, submissive or aggressive solutions?) Constructive conflicts
11.	Release, the future	Task planning First days/weeks/months
12.	Group closing, evaluation	Change-Fever: playing the preparation for release board game Evaluation papers

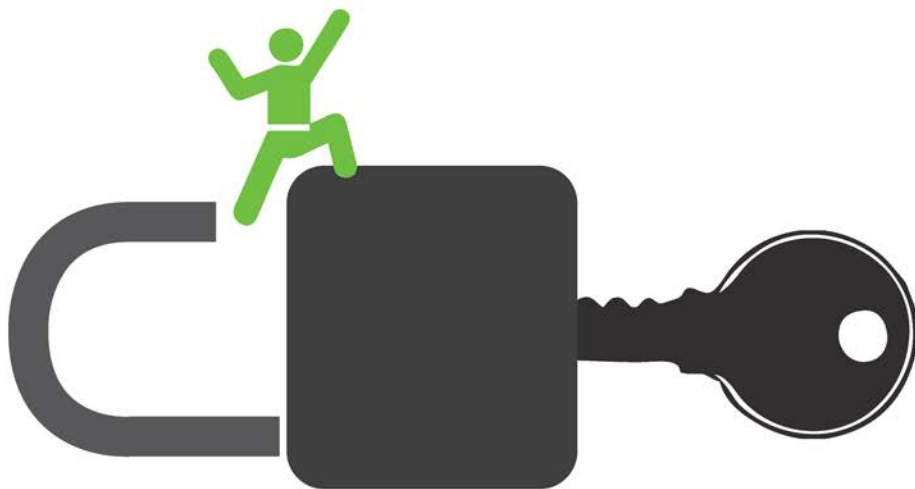
5. Practical knowledge for release: the publication’s content elements

The booklet is one method of preparation for release: it is a useful, well-structured booklet with understandable language and pictograms, which helps the freshly released prisoners to orientate after leaving the prison. We are reviewing, completing, correcting the publication every year – because of the dynamical changing of laws, regulations and social/economy environment –, but the basic layout and the “mind map” of information communication remain the same. Some example from the publication: cover page, table of contents, first steps, information concerning housing, annexes: cheap shopping opportunities (instalment), last page.

*„THROUGH CHANGE”
Reintegration programme for prisoners/released*

PRACTICAL KNOWLEDGE FOR RELEASE

Publication for released



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FIRST STEPS...

Important tasks before/after release



1. Think over the first day/week/month of release, in details, with expenditures (tasks, goals, plans)



2. In case of the release happening with a compulsory seconded probation office, visit your probation office in 48 hours after release.



3. Procurement of documents, papers.

Sequence of procurement of documents:

At the local government:

• ID card (1.)

• Address card(2.)

• Passport (6.)

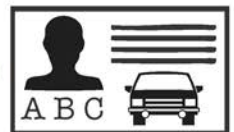
• Driving license (5.)

Social Security Administration:

• Health Insurance card (3.)

Inland Revenue (NAV)

• Tax card (4.)



HOUSING



After getting out of prison in a good case you have a place to go: family's, relatives', friends', acquaintances'. But if you don't have an opportunity like that what can you do?

Rented apartments are pretty expensive everywhere, furthermore, they ask for more than one months' prize in addition (this is called caution money). But if you still choose a rented apartment it is very important to make an under lease contract (this way you won't lose your money, you have dismissal period).

Besides renting you can also have resort to homeless service institutions. The non-stop dispatcher service of Shelter Foundation can provide you some information regarding the services below:

Shelters:

- *night shelter (anyone can avail it for one-one night, the shelter has to be left at the morning, there are washing and sanitary opportunities, social worker's help is ensured, it is free)*
- *temporary and rehabilitation accommodations (it provides a constant residency for a predetermined period of time, you can get there based on the decision of the workers, a low fee has to be paid, most of these places have obligatory pre-saving, social worker's help is ensured)*
- *mother-homes, family accommodations*
- *other accommodations*
- *health care for homeless people*

- *daytime shelters*
- *clothes dispensation*
- *soup-kitchens*
- *official administration, document restoration*

Contact: Phone number of the dispatcher service: 0613384186 Client service: 1073, Budapest, 4 Kürt street, Opening hours: Mon-Fri 9 am- 3 pm, phone number: 0613223423 webpage: **www.menhely.hu**

A so-called halfway flat I operated by **Váltó-sáv Alapítvány** which helps the difficulties of finding accommodation. The flat is in Budapest, for entrance you have to participate on an interview. After the intake you have to take part on a complex programme, which expands to job searching and employment as well.



More informations: Váltó-sáv Alapítvány. Address: 1082 Budapest, Üllői út 42. (41-es kapucsengő) telefon: 06-1-352-6755; e-mail: alapitvany@valtosav.hu; web: www.valtosav.hu; Opening ours: monday 13-18, tuesday 9-17, wednesday 9-18, thursday 9-17, friday 9-18. Professional executive: Mészáros Mercedes



CHEAP SHOPPING OPPORTUNITIES

CITY	SHOPS	ADDRESS	CONTACT
EGER	Padlás Adománybolt (Padlás Értékközvetítő Alapítvány)	3300 Eger, Városhal utca	
	SZETA Alapítvány adományboltja	3300 Eger, Széchenyi u. 78.	Tel.: 06-36-431-165
ESZTERGOM	Baptista.Pont (Baptista Szeretetszolgálat Alapítvány)	2500 Esztergom, Mikszáth Kálmán u 36.	Tel.: 06-33-403-031
	Charity Shop Kaposvár (Szemem Fénye Alapítvány)	7400 Kaposvár, Teleki u. 16-18. (Ádám-Éva üzletház)	Tel.: 06-72-251-532
KAPOSVÁR	Baptista.Pont (Baptista Szeretetszolgálat Alapítvány)	2612 Kosd, Losonci u. 13.	
	Baptista.Pont (Baptista Szeretetszolgálat Alapítvány)	2151, Fót, Fehérkő út 1.	Tel.: 06-27-535-060
FÓT	Charity Shop Nagyatád (Adomány Pont Hálózat)	7500 Nagyatád, Korányi u. 2.	Tel.: 06-70-228-1243
	Charity Shop Nagykanizsa (Adomány Pont Hálózat)	8800 Nagykanizsa, Eötvös tér 28.	Tel.: 06-70-251-5172
NAGYKANIZSA	Csupaszív Adománybolt (PCAS- Pets' Care Állatmentő és Környezetvédő Segélyegyesület)	4400 Nyíregyháza, Bethlen Gábor u. 12.	



VÁLTÓ-SÁV

The resocialisation program PORR

„The program of personal development and growth“ in the framework of the preparation for release

The resocialisation program PORR is conceived for the implementation of training in prison in the framework of the preparation for release.

The structure of the program enables its use in the framework of group work but in case of need it is possible to work with the convicts individually. It is important to adjust its content to the individual needs of the client and use his/her positive resources, abilities and skills and motivate him/her to an active involvement into the program.

The objectives of the program

- To minimize the potential for risk behaviour (stress management, solution of crises and conflicts, reduction of risk factors),
- To expand social competences and social communication (getting to know oneself, feedback)

Staff requirements of the PORR program

The resocialisation program can only be implemented by a qualified lector/employee, who has completed a university education of the second degree of a humanistic orientation (the fields of psychology, sociology, pedagogy, social pedagogy and andragogy, social work, etc..). He/she has to have at least 3 year practice in working with the target group and a 5 year practice of in the work of a lector.

All lectors/employees involved in the implementation of the program mutually cooperate, exchange information and jointly evaluate the possible ways of eliminating the threats of the individual clients.

Material requirements

The program is implemented in the form of group work, therefore sufficient space for the sitting of participants is necessary e.g. in a circle. Casual office supplies are the material requirements of the program. Each participants of the program receives his/her own work sheets with which he/she works according to the instructions of the lector.

The target group

In selecting the participants of the resocialisation program PORR it is indispensable to take into consideration the abilities and personal possibilities of the convicts. Inappropriate members of the target group are:

- Persons with a subnormal level of IQ,

- Persons with a psychiatric diagnosis (psychical disturbances and disorders in the structure of the personality),
- Illiterate persons,
- Foreigners who do not speak the native language of the country where the training is organised or have a handicap in the field of speaking or hearing.

The used methods

- Group work using cognitive-behavioral techniques,
- Dialogue and group discussion methods (expressing of one's own opinions, mutual listening, respect of the opinions of others),
- Experiential methods (role play, modeling of situation),
- Diagnostic and classification methods

The extent of the program

The resocialisation program PORR has the extent of 36 hours. In terms of the target group it is suitable to divide the work into 12 sessions per 3 hours.

The realisation of the program

The program PORR consists of four basic modules.

1st Module: Getting to know oneself and getting to know others

Objective: *become aware of the various levels of one's personality and the personality of others and motivate oneself to their development, become aware of the responsibility for one's behaviour and the risk of recidivism and its elimination.*

The content of the module: „getting to know oneself, emotions and feelings, „my criminal act“.

Exercise: the backbone of my self

Instruction:

Think about your qualities, write down on a sheet of paper as many qualities as you can think of that characterise yourself. Then mark you qualities with the following marks:

- The ones that you are content with: +
- The ones that you are less content with: –
- In what ration are your positive and negative qualities?
- Is there a quality in your list that you are not content with and that you would like to change?
- In the corner of the sheet of paper write down what you would never like to be like.

Exercise: emotional experssion

Instruction 1:

Draw a big circle and try to mark by creating a segment on it the proportions of the various emotions so that it would express your prevailing emotional state.

Use emotions as: happiness, sorrow, anger, feeling of guilt, feeling of injustice, optimism, despair, contentment, anxiety, indifference, fear, ease...however if there is another emotion which is specific for you and it is not in the list, put it there. „The cake“ of emotions that you have created, is very colourful..

Choose one negative emotion from your cake of emotions that you would like to know more about and at the same time you would like your colleague to tell you how they deal with this emotion.

Instruction 2:

Can you walk in the „shoes“ of others?

Think for a while and write down 6 reasons to excuse a driver who is in a hurry and is driving in close proximity to you (you would also state these reasons if you were in this situation) because he is driving his child to hospital.

Exercise: punishment

If I commit a criminal act and I am punished for it, my attitude to the whole situation can be following:

I.

1. I deny that what has happened is a criminal act.
2. I am forced to assume responsibility for it.
3. I am punishing myself for it in various ways.

What advantages and disadvantages can this attitude bring you?

Or :

II.

1. I do not deny my participation in the criminal act.
2. I have assumed my responsibility for the criminal act.
3. I think about myself in a positive way.

What advantages and disadvantages can this attitude bring you?

Exercise: my strong and weak aspects

Instruction:

Work in pair. There are two questions written on the board:

- what are my strong and weak aspects in overcoming obstacles?
- what conclusions do I draw from it?

Discuss these questions in pairs. Agree on what can be made public and at the end tell the other members of your group about the information that you learned about your partner.

My strong and weak aspects:

1. What are my strong and weak aspects in overcoming obstacles?
2. What conclusions do I draw from it?

Exercise: my criminal act

Follow the instructions:

1. Try to think about the circumstances of your criminal act and put them down very responsibly and in detail.
2. Retell the course of your criminal act in pairs, ask questions and discuss it.
3. Present in front of the group what you found interesting in the story of the other.
4. Describe the course of your criminal act. How did you feel on the day when you committed your criminal act? Recall also the slightest details:
 - what mood were you in? (nervous, sad, angry...)
 - what happened before?
 - who were you with before?
 - did you drink alcohol or take drugs before?
 - how did you come to the conclusion to commit a criminal act?
 - did you plan your criminal act or did anybody else get you involved in it?
 - what was the objective of your criminal act? What did you want to reach?
 - did anybody provoke you to commit the criminal act? Who and how?

Risk situations and warning signals

- What are your risk situations that you have troubles managing and that often fail in?
- What are your warning signals? What is going on in your body? How do you feel? (nausea, fast breathing and pulse, pain, weakness in the legs, etc)

Advantages and disadvantages

- What disadvantages did the commission of the criminal act have for you?
- What advantages did the commission of the criminal act have for you?
- How do you see your criminal act with the benefit of hindsight?
- If you found yourself in a similar situation right now what decision would you make today?

2nd module: Communication

Objective: to master the basic forms of communication, understand the meaning of active listening and self-opening in communication, identify your own mistakes as well as mistakes of others in communication.

The content of the module: non-verbal communication, verbal communication, active listening.

Exercise: Non-verbal communication

Instruction: each participant chooses one piece of paper with an emotional state written on it (e.g. fear, nervousness, anxiety, timidity, euphoria, curiosity, sadness, disappointment, surprise...). The task is to act out this emotional state without words, the others write to the name of the participant what emotional state they think it is. At the end they reveal what emotional states they acted out and for each correct answer get a point.

Questions to be discussed:

What emotional states were the easiest to identify?

Why were some emotional states mistaken for their opposites?

What is the connection with communicational bad habits?

Exercise: YES – NO

It is an exercise done in pairs which is appropriate for the expression of strong feelings, especially frustration, anger, aggression. Recall a moment when you were in a strong conflict – maybe you were angry about it in the past and maybe you are angry about it now, or imagine what potential conflicts you could get into in the future. Create pairs. One of the pair is going to constantly answer in a positive sense „yes“ and the other one is going to use negative sentence „no“.

Questions to be discussed:

How did I perceive my partner?

How do I feel now?

What stimulates me more – „yes“ or „no“?

What am I going to do with this experience?

Exercise: common drawing – house, tree, dog

Instruction:

1. the group is divided into pairs, each pair gets a blank sheet of paper and one common pencil. The task of the pair is to draw together a house, tree and a dog using one pencil. In doing it the pair must not in any way use words, they are forbidden. After completing the common drawing new pairs are formed that get another blank sheet of paper and are told to do the same. Each participant tries out in this way working with two other participants and can compare with whom he/she cooperated better and why.

2. after completing the activity follows the presentation of the pictures of all pairs and a common discussion about the exercise.

Exercise: gestures and postures

Instructions:

You have a questionnaire before you called „gestures and postures“, each gesture or posture is linked with a meaning, emotion or thought. Your task is to define them in the case of each gesture or posture. Some gestures or postures can have more meanings. The group is divided into pairs. After the end of the work the lector names the various gestures and postures and the pairs present their meanings, emotions and thoughts about the various gestures and postures.

Gesture or posture	emotions	thoughts
To set one's teeth		
To slouch		
To have a poker face		
To Cast down one's eyes		
To have one's back bent		
To hold it firmly in one's hands		
To have one's hands tied		
To have cold feet		
To have feet made of lead		
To have shaky knees		
To stand with one's feet firmly on the ground		
His head is spinning		
He is in his shadow		
He turns a blind eye		
He puts his hands into his lap		
He is keeping his head erect		
He is turning up his nose at it		
He faced up to it		
It slipped between his fingers		
He waved his hand over it		

Exercise : communicational preconditions

Answer the questions and discuss them in group:

1. The person that I like to communicate the most:
The dialogues with him/her are pleasant because:
2. The most problematic for me is to communicate with:
The reasons for these problems are according to me in:
3. This is what I find the most annoying when I have a conversation with somebody:
4. If I have an argument with somebody and I want to relax the situation, then I say:
5. I presuppose that thanks to the way I communicate with other people my friends think about me the following:
6. I could improve these skills in the area of communication:

Exercise: one-sided communication

Instructions:

Each participant of the group gets a blank sheet of paper, closes his/her eyes and listens to the instruction, it is not allowed to ask anything or open the eyes during the exercise.

1. Hold a paper in your hands at the longer side of the sheet, then bend it as if you wanted to close a book and tear out its right upper corner,
2. Now turn the paper clockwise, bend it again as if you wanted to close a book and tear out again its right upper corner,
3. Turn the paper again clockwise, bend it again and tear out its right upper corner,
4. Open your eyes, spread your paper and compare your sheets of paper and their patterns,
5. Discussion – why are the patterns so different?

Exercise: two-way communication

Instruction:

Each participant gets a blank sheet of paper. He/she closes his/her eyes and listens to the instructions, during the exercise he/she can ask questions and make sure if he/she listens correctly.

1. Hold a paper in your hands at the longer side of the sheet, then bend it as if you wanted to close a book and tear out its right upper corner,
2. Now turn the paper clockwise, bend it again as if you wanted to close a book and tear out again its right upper corner,
3. Turn the paper again clockwise, bend it again and tear out its right upper corner,
4. Open your eyes, spread your paper and compare your sheets of paper and their patterns,
5. Discussion – why are the patterns of most participants similar?

Exercise: active listening

Instruction:

The participants are divided into groups of three. They take turns acting the roles of speaker, listener and observer. All three gradually act out all three roles.

Speaker presents a problem that he/she found interesting recently and that is for him/her personally important and knows it in detail. The task of the **listener** is to actively listen and remember and understand as much as possible what the speaker says. He/she uses the techniques of active listening. **The observer** observes the interaction between the speaker and listener, puts down the positive aspects of the listener (but also his/her negative aspects) in terms of verbal and non-verbal communication.

At the end the speaker and observer give feedback to the listener about his/her active listening skills.

3rd module: Assertive behaviour and identification and management of manipulative behaviour

Objective: identification of various types of behaviour, learning the basics of assertive behaviour, identification and management of manipulative behaviour.

Content of the module: basic forms of behaviour, assertive behaviour and identification and management of manipulative behaviour.

Exercise: Assertive behaviour

Find various life situation. Create assertive reaction to them.

Examples of situation:

- You are putting your shoppings into your car when a car parks right next to your car. The driver gets out of the car and scratches the side of your car with his car door. You look at it and find out that the hit caused a dent and damaged the varnish on the surface.

You say:

- You are walking down the street and somebody bumps into you. This person looks at you reproachingly and says „Look where you are going, idiot“.

You say:

Exercise: Request for a favour

Create pairs and ask your partner for a favour:

- a. Formulate the request for a favour from the position of a teacher who asks a student for a favour.
- b. Next from the position of a parent who asks his/her child for a favour.
- c. And last ask for a favour a stranger.

Questions to be discussed:

In what position were you most comfortable in asking for favour?

What thought inhibitions did you become aware of?

Were the verbal and non-verbal components of communication in accordance?

Exercise: Role play

– the participants themselves choose the topic *(use the principles of the assertive no)*

The principles of the assertive „no“ – the technique of the damaged gramophone record

To say „no“, „no I do not want“, „or I am not interested in it“

- We do not add anything to it
- We avoid using the word I cannot
- We observe our own feelings
- We do not explain the causes of the answer
- We do not apologize
- We do not react to the question „why“, we only repeat „no, „no I do not want“ ...

Questions to be discussed:

1. How well did you cooperate?

2. What technique did you find problematic or did not find problematic and why?
3. What do you think can apply it in everyday life?

Exercise: the journey in a balloon

Four volunteers sit in a flying balloon. The balloon is overloaded and can only land if one of the passengers leaves it. Each of them must try to convince the others that it is him/her that should not leave the balloon and be sacrificed.

The criteria of observing: *How do we try to convince others about our importance: with a loud and aggressive talk - by defaming others – by threatening by means of which one tries to evoke attention or compassion – or by persuading?*

Questions to be discussed:

How did the individual passengers in the balloon behave?

What situations arose?

Which arguments were according to you aggressive?

Exercise: expectations

Instruction:

Think about what your further expectation of your future life are and what your expectations from other people are and what they expect from you? On the basis of these expectations which you realised, try to formulate the fulfilment of your closest goal that you will try to fulfil.

Fill out:

Expectation from oneself:

Expectations from others:

Expectations of others from me:

My goal, what do I want to reach in the nearest future?:

Exercise: the ability to ask for a favour

Instruction:

Create pairs and ask your partner for a favour:

- a. formulate the request for a favour from the position of superior who asks a subordinate for a favour.
- b. then from the position of a parent that asks his/her child for a favour.
- c. and then ask a stranger for a favour.

Questions to be discussed:

In what position were you most comfortable in asking for favour?

What thought inhibitions did you become aware of?

Were the verbal and non-verbal components of communication in accordance?

4st module: Problems and their solution in a non-aggressive way

Objective: approach problems in structured and targeted way, learn and try out strategies for solving problems, lead participants to a systematic solution of everyday problems.

The content of the module: understanding the problem, looking for solutions, realisation of solutions, action plan, conclusion.

Exercise: values

Instruction:

Write into the table those value which are important for you, very important, worthy of effort and dangerous.

My ideas about values

<div>important</div>	<div>Very important</div>	<div>Worthy of effort</div> <div>Dangerous</div>
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Exercise: the book of my life

Instructions:

A A4 sheet of paper is folded in half. In this way we have one front page, two pages inside and the back page.

Task: „what is your life as a book?“

1. There will be a title on the front page (there can be a drawing, the name of a song, of a poem, quotations, motto, ... whatever that somehow describes a specific life)
2. The two pages inside – chapters, subchapters of life (those who are more creative can create a poem or find a suitable text of a song)
3. The back page (chapters, that are only about to come in life).

Exercise: My self and my roles, my social network, system of social support

Instructions:

1. Write the names of people who are right now part of your life, write each name on a separate piece of paper. Take into consideration all roles, all positions that you have.
2. On a A3 sheet of paper mark in the middle your symbol: „ my self“.
3. Stick the pieces of paper with the names around your symbol „My self“, use the distance to expresss the closeness of your relationship with the person.
4. Write a number to each person that corresponds with the sort of social support that the person offers you.

The sorts of social support:

1. Listening
2. Showing of respect, recognition
3. Provocation
4. Emotional support or challenge
5. The sharing of social reality

Exercise: social perception, errors in perceiving other people

Task: briefly describe what comes to your mind in connection with these words:

Romany -

A blond woman -

Officer -

Doctor -

A tattooed man -

Exercises: control by means of thinking

Feelings as anger, insecurity or fear arise for a certain cause. They are related to what you were thinking about before. Your feelings are determined by what you think. And if you feel differently you can also act differently.

Task:

1. Read points 1,3 and 4.
2. Think about what way the person who is touched by the given situation had to think and act.
3. Write all the thoughts that came to your mind in relation to the topic – up to point to 2

Exercise.1.

1. **Situation:** you travel by bus and a group of drunk youngsters gets in. When they pass you by, one of them hits your face with his bag.
2. **Thought:**
3. **Feeling:** you are calm and do not care much about the situation
4. **Ackting:** you do not react, you do not do anything
-
5. **Situation:** you travel by bus and a group of drunk youngsters gets in. When they pass you by, one of them hits your face with his bag.
1. **Thought:**
2. **Feeling:** you feel attacked and get angry
3. **Ackting:** you hit the drunk youngster back

Exercise.2

1. **Situation:** you make a phone call with your girl friend, she knows that you are supposed to call her at this time but does not answer the phone. You meet her in two hours in the town with a group of friends.
2. **Thought:**
3. **Feeling:** you are calm, at ease, and are looking forward to a common meeting.
4. **Acting:** you buy your friend an ice-cream.

-
1. **situation:** you make a phone call with your girl friend, she knows that you are supposed to call her at this time but does not answer the phone. You meet her in two hours in the town with a group of friends.
 2. **Thought:**
 3. **Feeling:** you think that she cheated on you and you are angry.
 4. **Acting:** you demand an immediate explanation from your girl friend and pick a quarrel with her.

1. SITUATION	2 . THINKING	3. FEELING	4. ACTING
Something happens	I think about it	Thinking influences my feelings	The feeling prompts me to act
Example: A drunk person offends me.	„If I don't return it , I am a coward“	I feel offended and angry	I shout at him and beat him

The examples of negative thoughts:

- I am in a bad mood and I cannot control it
- No matter how I try, it never works out
- I am incompetent and good for nothing

What other negative thoughts do you know?

Examples of supportive thoughts:

- I am in control of the situation and can stay calm.
- I have nothing to do with this problem.
- A fight will not solve this problem.

What other supportive thoughts do you know?

exercise: anger and aggression

Instruction:

Think about your anger, aggression and respond to the following questions. You will get to know your anger and aggressiveness better as well as the way they

influence the various levels of your personality, orientation and an understanding of this area can help you get these negative emotions under control.

Questions to be discussed:

What situations stimulate in me anger, aggressiveness and violence?

What emotions and feelings do I feel in such situations?

What thoughts come to your mind in these situations?

How does my body react to such situations? What happens in the various parts of my body?

What are my warning signals, that can lead me to aggressiveness and violence?

The strategy of eliminating anger, aggressiveness and violence – what can I do?

Evaluation of the resocialisation program PORR

Part of the resocialisation program are interim monitoring and final evaluative questionnaires. Their purpose is to evaluate the participants of the program as well as to monitor the effectivity of one's work with the client.

The evaluation of the participants of the program

- Interim evaluation – it includes the initial information on the participants and interim reports of the lecturers about the participants with focus on selected risk factors (how he/she participated in the activities of the program, if he/she worked responsibly, if he/she cooperated).
- Final evaluation - it includes the results of the various reports of the lecturers and the comparison of the initial and final information about the clients (the evaluation of the overall behaviour of the participant, his/her completing of the given tasks, attitude to his/her criminal act/taking control of his/her behaviour/understanding of risk situations relative to the commission of future criminal acts).

The evaluation of the attended program

- Interim evaluation – focused on feelings, contentment, activity, course of training, the use of acquired knowledge on the part of the participant of the program.
- Final evaluation – focused on the acquisition and the overall evaluation of the program, the use of the acquired knowledge, at the same time it contains the self-reflexion of the participants themselves relative to their criminal act – realising the criminal act as well as the risk situations, warning signals, the consequences of the criminal act, realising their approach to problems and their solving, the possibilities of preventing criminal activities.

Preparation for the labour market

1. EDUCATIONAL PROGRAM

The program is focused on the preparation of the convicts for the labour market with the objective to support them on their way to a successful reintegration into society and a successful job-search and so avoid re-offending.

It is focused on the acquisition of new skills and the strengthening of the already acquired ones that are important in the process of job search. It includes mapping of the labour market (job search by means of advertisements, forms of advertisements, searching for job opportunities via the internet) and a practical training of the communication by telephone as well as in person with potential employers.

2. CONDITIONS OF ENROLMENT

Age: over 18-year-old clients

Level of education: completed elementary education

Professional qualification: not required

Professional skills: not required

Health status: healthy

Other: homogeneity of the selected group

3. PLAN

Theoretical lessons: 3 (Modul 2)

Practical lessons: 9 (Modul 1)

Total: 11 hours

4. FORM OF EDUCATION

Form of training: group training

Method of education: lectures, the lector will explain the necessary theoretical basis as well as procedures: exercises where the participants can try out practical solutions of problems related to job search: consultations with experts, group discussion and analyses;

5. OUTLINE

Moduls:

Modul 1: The development of skills necessary for a successful job search

Modul 2: The basic legal information necessary for a successful job search.

The selection of forms and methods and the related exercises depend on the lector. We consider the first modul The development of skills necessary for a successful job search with regard to the needs of the target group to be the most important. We leave the development of further skills and knowledge of

the labour market to the consideration of the lecturers and for this reason we have elaborated only the first module. The second module is presented only in an informative manner taking into consideration the fact that the legislative conditions differ from country to country and therefore it is the task of the lecturer to collect and use legislative information valid in their own country.

Module 1:

Title: The development of skills necessary for a successful job search

Objectives:

- Identify the elements of market and the labour market
- Identify the principles of functioning of the market and the labour market
- Identify the basic rules of the market behaviour
- Become aware of one's own responsibility for one's position at the labour market
- Get to know the role of self-marketing in the process of job search at the labour market
- Develop skill and support activities of the participants in the process of information search about the labour market
- Identify and analyse the basic sources of information on free job positions
- Get to know and be able to use basic forms of contact with the employer
- Practice phone conversations with potential employers
- Acquire and complete one's knowledge necessary for the preparation and a successful course of job interview
- Acquire and practice skills needed to prepare for and participate in a job interview by means of practical training in specifically prepared and arranged model situations and the simulation of job interviews
- Acquire competences which increase self-confidence, assurance and success in the participation in a job interview

Content:

- The labour market and market behaviour
- The sources of information on the labour market
- Forms of contact with the employer
- Advantages, disadvantages of written and personal contact with the employer
- The analysis of the advertisement of the employer
- One's own advertisement
- Phone call with the employer
- Personal contact with the employer
- Role play with feedback

Curriculum:

- What is the market, who is the participant of the market, how does it work?
- What is the labour market, who is the participant of the labour market, how does the labour market work?

- Market behavior, attributes of the market behaviour: quality, activity, advertisement
- The rules of non-monetary competition at the labour market
- Sources of information on free job positions
- Advantages and disadvantages of written, phone and personal contact with the employer
- Advertisements – analysis of the advertisement of the employer; open and hidden requirements of the employer in the advertisement
 - one's own advertisement - the elements of one's own add
 - the creation of one's own add
 - the possibilities of advertising
- Phone call with the employer
- The objective of making a phone call with the employer
- The basic principles of phone call
- The organisational, professional, technical and psychical preparation for a phone call
- Leaving a positive impression
- Professional communication and comprehensible personal expression
- Structure of a phone call
- The content of one's own dialogues
- Verbal communication – active listening, comprehensible articulation, technique
- of explanation, the technique of posing questions, technique of paraphrasing, positive formulations, formulations oriented to self-marketing
- Non-verbal communication – working with one's voice (intensity, dynamics)
- The training of phone calls
- Personal contact with the employer
- The meaning of personal contact
- Specificities: personal interview, job interview, tender, job market
- The basics of social protocols
- Organisational, professional, psychical and physical preparation for a personal interview
- The first impression
- The personality of a job applicant - image, atmosphere, skills
- Self-confidence and a positive approach during the interview
- The style of receiving and giving information, argumentation
- Verbal and non-verbal expressions
- Managing stage fright
- The technique of posing questions, the most commonly given questions, the basic questions and sensitive questions during an interview
- The common mistakes in self-presentation during a job interview
- The training of a job interview with an employer

Theoretical lessons: 0

Practical lessons: 9 hours (45 minutes)

6. CONDITIONS

The requirements on the staff:

University education of humanistic orientation, a certificate in the field of lector skills, at least 2 years of practice in working with disadvantaged groups and 1 year of practice in working with the target group of convicts.

Material requirements:

- The classroom should be equipped with mobile furniture so that it can be freely adjusted to the work with the target group (tables and chairs arranged into a circle), eventually to the work in small groups. It is necessary to use various relaxation games and activities during the program with this target group, therefore the classroom should be big enough to enable the performance of these activities.
- Minimal required technical equipment: PC, data projector, flipchart paper or traditional writing tools, markers, wrapping paper, office paper, stickers, magnets, scissors, pens, pencils, colour crayons, coloured cards

Other specific conditions

The training is implemented with participants serving their imprisonment sentence within a special day program, therefore we suggest to do 3 hours of the training a day - in the afternoon so that the prepared timetable would not be disrupted. The training would be in this way implemented in 4 days per 3 hours. The number of participants in the group should not exceed 12 participants, the ideal number being 10 participants. We suggest to work maximum 5 hours a day with the target group (1 hour = 1 lesson = 45 minutes).

EXAMPLES OF ACTIVITIES/ USE OF METHODS

Exercise No1

The labour market

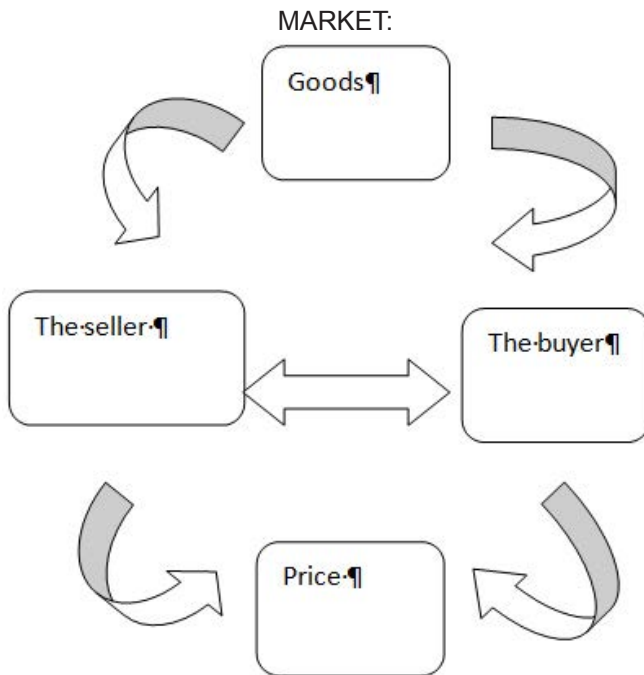
Objective:

Become aware of how the market works, how it is related to the labour market and what is the positions of a job applicant at this market.

Instruction:

1st step

Think about the presented picture that depicts the functioning of the market



Explanation of the scheme of the classical market:

Market = offer- demand (place, where the purchase and selling of goods and services at a certain price takes place)

the seller = the one who offers or sells goods or a product of his/her activity

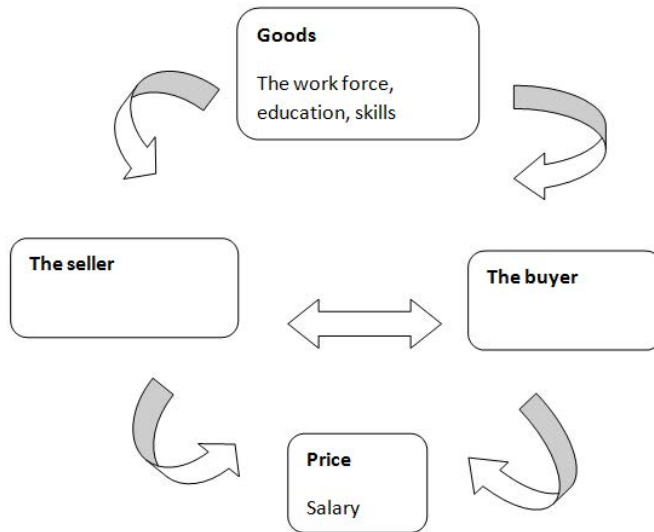
the buyer = the one who wants to buy something, buys goods or service that he needs

2nd step

The labour market functions just like any other market. It is a place where the employer meets the job applicant with the objective of buying and selling a product which is in this case the labour force.

Think about and write into the pictures who is the seller and who the buyer at the labour market.

THE LABOUR MARKET



Exercise No 2

The market behaviour

Objective :

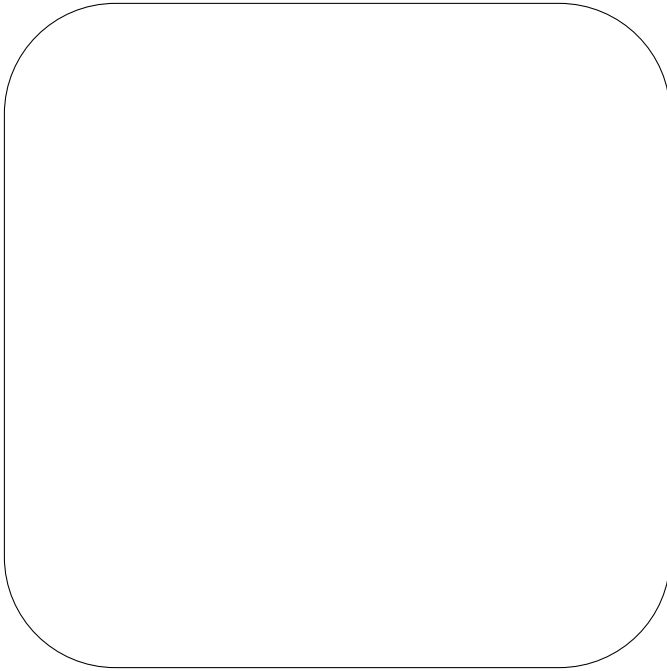
Become aware of the essence of market behaviour as a precondition for a successful job search and why it is important to acquire and analyse information about the market and the labour market.

Instruction:

1st step

Read the following instructions and write down possible legal activities, behaviour, which can yield you a bigger profit.

You are a greengrocer, an entrepreneur – self-employed. You usually sell fruit and vegetables at the market. You have no allocated place for selling but you can choose it. Besides you there are 5 other greengrocers at the market. It is a Monday in Summer. After assessing your last week income you have found out that your income was in comparison with other weeks below average. Therefore you have resolved to not only earn an average weekly income but also to compensate the last week's loss. How are you going to reach it? What can you do for it?



2nd Step

All your answers can be summarised into 3 basic points which talk about successful market behaviour: Q A A.

Explain what specifically you understand by the various concepts:

Q– quality

.....

A – activity

.....

A– advertisement

.....

3rd step

We already know that the rules of the market apply equally to the labour market. The market behaviour is also the basis of success at the labour market as well.

Think about the following and write down:

What represents at the labour market the quality of the product?

.....

What does activity mean at the labour market?
.....

What is understood by advertisement at the labour market?
.....

Exercise No 3

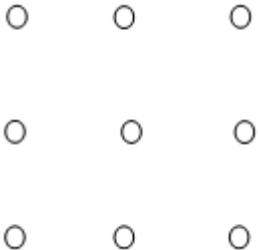
Brain teaser

Objective:

Point to the necessity of out-of-the-box thinking everywhere where new, untraditional solutions are needed, get rid of stereotypes.

Instruction:

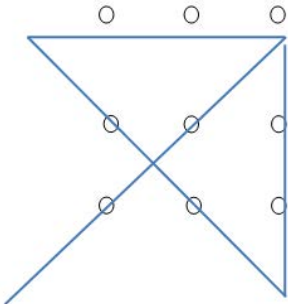
Connect all nine points with 4 uninterrupted straight lines (just like when you were drawing a house with one uninterrupted line in your childhood).



If you were not successful, you can find the solution on the other side.

If you were successful, then you know that the solution was untraditional. Just as you now in finding a solution of our brain teaser had to leave the space delimited by the dots, go beyond its boundaries and disrupt the usual way of thinking so in searching for a job success often begins with a change – disruption of stereotypes in looking for and processing of information on work opportunities.

The correct solution:



Use your original ideas and extend the following list of sources of information on work opportunities with other possibilities:

- Advertisements published in nationwide daily newspapers
- Advertising newspaper
- Regional daily newspapers and local press
- The radio – job market
- Web page offering free job positions
- Social networks
- Existing inventories of companies,
- Labour offices,
- Mediation and consultation agencies
- Local authorities
- Personal contacts and work colleague contacts
- Board notices
- Notices
- Employers

HOW TO USE SOURCES OF INFORMATION ON THE LABOUR MARKET

DO YOU KNOW THAT?

- advertisements in the print press + private mediatory agencies + labour offices represent only cca 40% of all possibilities to acquire employment?
- A company that publishes a job advertisement in the press receives on average up to 200 answers?
- Approximately 6 successful job recruitments out of 10 happen thanks to personal relationships or a spontaneous offer (on the part of the client)?

Therefore:

- If you want to be successful in your job search, you have to use the remaining 60% of work possibilities which are not usually available.
- Talk about your situation everywhere around you. Use all of your information networks:
 - friends, former colleagues from work, family members, your acquaintances, accidental meetings with strangers, intentional visits in companies...
- Use relationships from your former employment: clients, suppliers, partners...

Become aware of the fact that:

Mapping of the market, job search is an activity done full time!

Therefore it is necessary:

Find courage, inform yourself and act!

Exercise No 4

What is hidden in an advertisement

Objective:

Learn to analyse information (un)published in advertisements

Instruction:

What do you do first when you start looking for work? Probably you look at the work opportunities, work advertisements. Some are serious, others can leave you with unanswered questions. Let us look together at what a serious advertisement of an employer should look like and what you should be able to learn from it.

1st step

Read the following advertisement and write down what information you have learn from it.

A small family hotel in the country is looking for another

HELPER

IN THE KITCHEN

The applicant should be educated in the profession of a cook/waiter. A NON-SMOKER. Practical experience of work in the kitchen is a bonus. The work responsibilities are: the preparation of food, cooking, washing-up. Occasionally extra work hours are required.

*We are proud of our NON STOP good services ,
Come and join our young team.*

Send your job application with a CV by 23.02. 2017 to the address:
Ing. Peter Lackovič
Horná Krupina 526
029 45 Semerovce

I learned the following information from it:

.....

.....

.....

.....

.....

A serious advertisement from an employer should contain:

- Information about the employer,
- Information about the job position,
- Information about the requirements of the employer - education, practice, what the employee should be like, what qualities he/she should have/ what education/skills/work habits he/she should have,
- How, where and within what time one should react to the advertisement,

Did the given advertisement contain all of the above information?

2nd step

Sometimes a very lucrative job position is offered in an advertisement. In that case it is necessary to react not only to the openly stated requirements of the employer. The competition is too big and it is advisable to “read between the lines”, find in the add the so-called hidden requirements of the employer, i.e. what more the employer will appreciate about the applicant.

Look once more at the the same add. When you read the text more closely or when you read between the line, can you find such hidden requirements or information, i.e. requirements of information which is not directly stated and which the employer does not demand directly,? If yes, put them down:

.....

.....

.....

.....

.....

We present to you other examples of requirements which hide further expectations of the employer:

- responsibility
(you will be expected to independently work on a task, the employer puts great emphasis on outputs/products, the company has its good reputation...)
- high performance
(there will be probably a high pace of work, extra hours, demanding conditions....)
- adaptability
(you will work in a team....)
- skilfulness in related fields
(e.g. bricklayer – plaster, mason, eventually adjust facades...)
- improvise
(probably you will be expected to react operatively, don't use only standardised procedures.....)
- willingness to travel
(you will be expected to go on business journeys ...)
- willingness to educate oneself
(it will be necessary to learn new information – e.g. ISO norms for systems of quality, offered goods are continually developing, it will be necessary to keep up with the current developments in the field....)
- the amount of pay by agreement
(...there are no table salaries, the employer will try to negotiate a lower salary but you can negotiate the amount of the salary...)
- good organisational qualities
(you will be in charge of the whole process, of a whole team)
- contact with clients
(you will be expected to make phone calls, visit clients, deal with complaints...)
- the advertisement is published in the regional press
(they are looking for a person from the region – because of the place of work – who knows the conditions of the region...)

The more time you will devote to the analysis of the advertisement and the more hidden requirements of the employer you will find in the add, the greater chances of success you will have.

Exercise No 5

Job interview

Objective:

Exchange practical experience from job interviews, acquire knowledge on the preparation and course of a job interview.

Instruction:

1st step

You have surely already had a job interview.

- What is your experience with a job interview?
- What is the essence of such an interview?
- What usually happens during such an interview?
- Who was present at your interview?
- How did you prepare for the interview?

The interview is the most critical part of the process of job application, since one has to demonstrate one's ability to present oneself as well as be able to answer the control questions of the employer which will either support or disprove the image that the employer has about the applicant. Therefore it is evident that such a process is psychically as well as physically demanding. For these reasons we have to prepare for the interview carefully.

Write down:

- What information about the employer you would find out before the interview?
- What information about yourself you would prepare?
- What documents you would take with you?
- What questions do you expect on the part of the employer?
- What would you do to put yourself at ease before the interview?

2nd step

Read the following text concerning the course of an interview and cross out those statements in the text with which you disagree because they are not correct.

Come to the interview on time. Definitely do not come ten minutes earlier because the other applicants that are applying for the same positions could trans-

mit their nervousness on you.

Before the interview turn off your mobile phone, you can prepare a personal visit card and put away inappropriate accessories e.g. sunglasses.

The most important thing is to keep calm, try to put yourself at ease, relax and focus on your breathing. If you have a chewing gum with you, put it into your mouth, it will help you relax. Become aware of the fact that you are literally selling yourself and so use natural marketing to reach it. Be direct, self-confident and natural. Enter the interview room after knocking, you do not need to wait to be called in. Pay attention to an appropriate greeting and a firm and hearty handshake. You are the one to offer the employer a handshake first. The grip should be even and of adequate pressure, not too much not too little, and you should be looking the interviewer square in the eyes. Do it intensely and without interruption. Eye contact is very important, the person opposite you sometimes even subconsciously creates an idea about your sincerity and a wrong or evasive look can be mistakenly interpreted. Do not underestimate the body language either and focus on this factor, too. Answer the given questions clearly and comprehensibly, whereas take enough time to formulate the answers, but not too much. Avoid any kind of confrontations. The employer has the right to ask about anything and you are obliged to answer. It also concerns questions which you consider to be personal, questions related to your private life, religion, politics, etc. Avoid giving vague or misleading answers because in this way you could contradict yourself during the interview. It is allowed to interrupt the employer if something comes to your mind or if you disagree with something the employer is saying. Don't be afraid to demonstrate your language skills, don't give them up, just because you underestimate their level. The interview is one-sided communication therefore you should not ask the employer any questions.

At the end say goodbye, eventually ask about the approximate time when you will receive the decision and feedback to your application. When leaving don't shake hands with the employer because this could unnecessarily prolong the interview. Even if you do not obtain the position, don't despair. One learns from one's mistakes, therefore draw objective conclusions from your interview and critically but objectively evaluate it. However, when meeting the employer next time don't forget to tell him that you had known before anyway that he would not employ you because he had surely reserved the job position for somebody else.

3rd step

At the majority of interviews you will get a series of questions to which you should prepare answers which shouldn't be however schematic but should reveal more positives about your knowledge, skills and abilities, your character as well as your interest to work in the given company.

Think about the answers about the following questions:

- Why do you want this job?
- Why do you want to work for our company?
- What do you know about us?
- Why us?
- What do you want to reach in the context of the offered job position?
- Tell us something about yourself.
- What have you been doing so far?
- What do you consider to be your greatest success in your former employment?
- What would it mean to you if we gave you this job?
- Why should we employ especially you?
- Describe in what field you would like to develop and why?
- What salary do you expect?
- Where do you think you will be in one, three, five or ten years?
- Do you prefer working in a team or on your own? Why?
- How do you solve conflicts? Describe a specific conflictual situation and how you managed it.
- What are your hobbies and non-professional activities?

Sensitive questions:

Pay attention to ethical rules and questions of personal nature concerning your private life, religion, family status or sexual orientation. **The interviewer cannot ask them.** Even if the interviewer asks them, try to answer tactfully for example in the following manner: *if it were possible I would like to avoid this question or can my answer influence the outcome of the interview? I would like to focus on personal traits and skills related to the job position.*

The development of manual skills

The return of convicts to the society after imprisonment is not a simple process at all. There are still not sufficient opportunities for their preparation for release in the correctional facilities so that they would be able to cope well, find a job and resist various temptations after release. Besides this there is also prejudice of the environment which is also a great barrier that the (ex)convicts fear. They don't know how they are going to cope after release, if they can lead a normal life and how their environment will receive them, if they will be accepted. This sense of injustice from the majority society on the part of the (ex)convicts who cannot deal with discrimination consequently leads to re-offending.

On the basis of our experience the sense of inferiority and the fear of what is going to happen after release can be to a great extent eliminated not only by personal strengthening which means trainings focused on the acquisition of communicational skills, assertive behaviour and conflict management skills but also by means of the development of manual skills. In this case we mean creative activities which are for the inmates a source of new hobbies which they can pursue in their free time as well as an opportunity to present themselves in front of the public, not only in the prisons but also after release.

The development of manual skills by means of various craft and artistic techniques as for example weaving, knitting, wire-work, decoupage technique, painting and drawing, etc. is especially appropriate within this context. The convicts forget about the limitations of the imprisonment sentence or detention, stress, problems, release internal tension by focusing on meaningful activities, vent superfluous energy in a constructive way, strengthen their will, develop patience and concentration, etc.

There are many techniques which are quite easy to do in terms of material and finance, what is only required is interest and resourcefulness of the prison staff or their partners to prepare and take advantage of such programs.

The courses for the development of manual skills play an important role in the preparation for release because there are many persons, especially young ones, among the convicts in prison who have not yet acquired any work experience or work habits. They usually come from a socially disadvantaged background, many times without education having spent most of their time in gangs with pathological behavioural patterns. As a result of this they have had no opportunity to get to know their personal qualities because they had nowhere to develop them. The practice has shown us that strengthening their personal

qualities, increase of self-confidence and the subsequent encouragement of change in life style are especially effective in the process of resocialisation and their further formation.

In the context of our program we have had an agreement with the supermarket IKEA which has been providing us for symbolic prices with defected merchandise such as ceramics, textile, wood, candles, etc. which present even more possibilities for creativity. By means of changing the defected merchandise into practical and artistic objects and ergotherapy the convicts develop motivation and skills which subsequently support their formation (effective spending of their free time, change of behaviour, successful job search) and give them a sense of usefulness after release.

Organising such programs in more prisons in Slovakia we have found out that presentations, exhibitions and the evaluation of the best works play an important role within this context. This is especially true for joint exhibitions organised outside of prisons which sometimes present the opportunity to sell these objects if the prisoners agree with it.

It is also one of the forms of social sensitisation in relation to this target group. The public has the opportunity to get to know their talents, skills and the willingness to change and therefore not view their criminal past so negatively.

In this document we want to show some simple, easy techniques which we found useful in organising these courses with convicts. They are easy to do in terms of material and finances in prisons as well as in everyday life after release. The organisation of such courses and the selection of techniques in prisons is of course determined by individual possibilities of each institution. In addition, we recommend that in preparing such a course the organisers keep in mind that lecturing it can be demanding especially because it requires an increased individual approach to all its participants. Therefore it is appropriate to form smaller groups (of cca 5 to 8 participants) and adjust the selection of the topics to the possibilities of the institution and combine them. For example if you have any limitations (e.g. number of hours) select maximum two techniques but if you decide to select more techniques or all of them, it is necessary to devote sufficient time to all of them.

Picture 1: The course of manual skills in the youth prison of Sučany



Suitable techniques for the courses of the development of manual skills:

1. Knitting from paper

It is a very simple technique, it is not demanding financially, on the contrary old newspapers, flyers, waste advertisement material, etc. can be used in it. This makes it quite accessible to the clients who come socially disadvantaged background. In case they take interest in it, they can develop new skills not only in knitting from paper but also from other materials (wicker, straw, etc.). This can be also helpful for them in the future in earning additional finances.

The most important material and tools: paper, scissors, paper glue, eventually paints, varnish to stabilise them, knitting needles, eventually wire or wooden skewers to create paper rolls.

Procedure of preparation of the basic material – paper rolls:

1. Clip the suitable material into stripes with a length of at least 40 cm (the longer they are the better) and width of cca 5-10 cm. The thicker are the rolls, the firmer they are.
2. Gradually reel up the clipped stripes on a harder thin object – according to possibilities, in the prison environment because of security reason the wooden skewer are probably the most appropriate option (see picture be-

low). When reeling the paper, always gradually pull the skewer. It is appropriate to glue the beginning and the end of the paper roll to make sure that it does not unfold. In the end take out the whole skewer.

A demonstration of reeling up the paper.



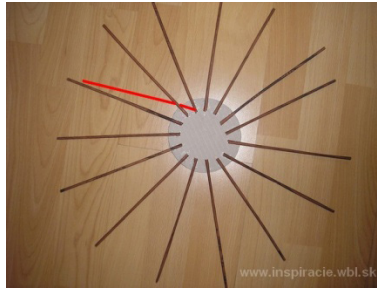
3. The number of paper rolls depends on the object that is being manufactured. It is good to prepare in the beginning cca 30 – 50 pieces, if you have any remaining pieces left after the activity, you can use them in the future.
4. In case you want to create a unified set of paper rolls before knitting, you can paint them. Do this by putting the rolls in one layer on a piece of plastic. Hold one end of the paper rolls with your hand and apply paint to the other half, turn slightly and finish painting the blank unpainted parts. Then paint the other half of the roll in the same manner. Place on a dry piece of newspaper or cardboard and let dry.
5. It is advisable to start creating simple objects as for example a round basket.

An example of a specific procedure:

1. We begin with the preparation of the bottom that we prepare from hard paper, the best option is cardboard. Retrace the bottom of the receptacle with a pencil on a piece of cardboard and clip out two identical shapes (see picture no 1 below)



2. Stick the rolls of paper to the bottom spacing them 1,5 - 2 cm away from each other.



3. Put one extra roll of paper and start knitting with it (picture No 2).



4. Place the upper bottom of the same shape (picture No 3).



5. Use the extra paper roll and attach it around the cardboard bottom beneath all the rolls of paper so that the cardboard cannot be seen (picture No 4). The bottom in the form of a square is done in the same manner.
6. Continue in the knitting and do it in alternating fashion 1:1, i.e. interweave the rolls in between one another. If it is necessary then extend the rolls of paper by inserting one into the other. In this kind of interweaving the number of the vertical rolls has to be always uneven.
7. Gradually learn more complicated bonds, e.g. 2 in front of the vertical paper roll and 1 behind a vertical paper roll (the so-called twill or the opposite 1:2, this is the so-called weft twill). The bonding points touch here and form diagonal lines directing downward. The number of vertical paper rolls in case of the twill must be divisible by the number 3 (2+1, 1+2). We use one paper roll to weave around the object in this case. The regularity and look of the bond depends on the distance of the vertical paper rolls.

A sample of work in the prison of Košicich Šaca where defected ceramic flower pots and bowls were used.



There are many instructional videos on the internet of this technique. For this purpose we have chosen examples in the English language which you can find e.g. on these web pages:

https://www.youtube.com/watch?v=kL7hlm_t7fk

<https://www.youtube.com/watch?v=DWV-UXM-D6Y>

<https://www.youtube.com/watch?v=bl6qqmgees4>

2. Painting on glass

Painting on glass is a popular way of decorating. It is a technique suitable for creating new decorative objects as well as practical objects from older even defected glass, ceramic, porcelain or plastic objects. It also belongs to the relatively simple techniques which can be easily learned by practice but at the same time demand a bit of creativity and patience. It is possible to decorate window panes, glasses, vases, lamps, glass bottles, create interesting candlesticks, lanterns, mirrors, etc. using many motive patterns.

A sample of work of prisoners (painting on glass, napkin technique on vase) in the prison of Dubnica nad Váhom



The most important tools are contour paints, glass paints, brush, varnish. They can be bought in all fine art stores or on the internet through e-shops.

The surface that we want to paint on should be smooth, clean and degreased otherwise the glass paint will fall off.

The selected pattern is applied to the object by means of glass contour. This is done either directly or pre-painted on a piece of paper it is attached to the inside surface of the glass by means of a sticker tape and subsequently is retraced by a contour.

The contour serves to prevent the paint from spreading uncontrollably all over the glass. If you paint round objects as for example a glass bottle or vase, paint the pattern on one side and subsequently let the contour dry. Only then continue to paint the other side. This is supposed to prevent the contour from blurring.

A sample: painting on glass of the prisoners in the prison of Banska Bystrica



After drying of the contour you can start applying the paint. The glass paint is applied by means of a thin brush or skewer. If you change the paint, then clean the brush first.

If you make a mistake and need to remove a part of the contour, you can do this for example by means of clipper and then clean the spot with alcohol. It is not good to apply too much paint, let it continuously dry. Especially when using glasses or similar objects it can happen that the paint will „travel“ and fully penetrate where it shouldn't or create unwanted smears. The paint should ideally dry in a horizontal position.

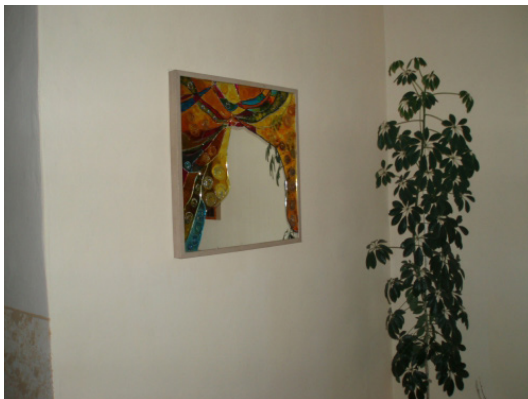
Let the painted glass dry in the air for 3 or 4 hours. After drying it is permanent and UV-proof. Clean the brushes in an alcohol brush cleaner and then rinse.

In the prison of Sučany an interesting interior decoration was created by means of this technique using cracked mirrors. The contours of a suitable motive are placed directly on the crack of the defected mirror and painted. In this way an absolutely new original is created.

A sample: the procedure of work on the decoration of a broken mirror – the technique of painting on glass.



A sample: a decoration created by painting on a mirror and exhibited in the corridor in front of the hall of visitors.



You can also decorate porcelain as well as ceramic objects or retouch their eventual defects.

3. Napkin paper technique (decoupage)

The napkin paper technique (decoupage) is a way of decorating of various objects from wood, paper, clay, plastic, sheet, polystyrene, wax, glass or textile. The essence of this technique is in clipping out motives from napkin paper and sticking them on various objects. Three-layer napkins are most commonly used – hence its name the napkin technique. If we wanted to cover bigger surfaces, then it is appropriate to use the decoupage or rice paper.

Detach and use only the upper thin layer of the napkin. When you clip out the wanted motive and subsequently stick on the decorative object, it looks as if it was painted. Painting the object with acrylic paint before decorating them, creates very nice effects.

In order to do the decoupage technique you need the following:

1. Special glue for the decoupage technique. Select the sort of glue according to the type of surface on which you want to apply the technique.
2. Acrylic paint for hobby use.
3. Napkins with various motives, decoupage paper or rice paper.
4. An object to be decorated, for example flower pots, plates, vases, boxes, wooden objects, objects made of polystyrene of various shapes – spheres, bells, stars, eggs; objects made of sheet (kettles or buckets), porcelain (cups), you can also decorate candles or textile (tidies, place settings, canvas bags, textile bags, T-shirts).
5. You will also need the following material: brushes, scissors, sponges, microtene bags, an iron, baking paper, etc.

The basic procedure

- 1) Paint the object with a light acrylic paint.
- 2) Prepare the napkin motive - clip out a picture from the napkin and separate the two lower layers. Only the upper, coloured, verthin layer remains.
- 3) Apply a thin layer of glue for the decoupage technique onto the place where you want to stick the picture.
- 4) Attach the picture and gently brush with a wide brush or a sponge from the center to the edges in order to prevent bubbles or folds from arising.
- 5) If you work on a larger surface, then start putting the napkin from one edge and gradually smooth out with the sponge.
- 6) Then apply the glue one more time and make sure that you do not use too much of it and so tear the napkin in this way. Let dry.

A sample – decorative treatment of ceramic flower pot – decoupage technique, done by minor prisoners in the youth prison of Sučany



Various possibilities of work procedures using the decoupage technique

A. Crackling-imitation of a crackled surface



Procedure of work

- Apply acrylic paint to the object.
- After drying evenly apply the crackling varnish. ATTENTION: the brush must be dry. The thicker layer of varnish you will apply, the grosser will be the crackles. ATTENTION: apply the varnish in one direction on the whole surface.
- After thorough drying of the varnish apply the acrylic paint. ATTENTION – you must apply the acrylic paint in a direction perpendicular to that of the varnish! We recommend to use a darker hue of acrylic paint in the lower layer and a lighter hue of the acrylic paint in the upper layer (but do not apply a thick layer).
- Gradually the upper layer crackles. The layer of paint must not be too thick. Apply the upper layer of paint in such a way as not to cover up the various lower layers, otherwise the crackles will disappear. Let it dry thoroughly (during the whole night) and you can continue to apply napkins.

B. The decoupage technique on textile

1. You need a special glue for textile decoupage which is usually fixated by means of ironing.
2. If it is necessary, first wash and iron the textile so that you can work with it more easily.
3. Put a microtene bag beneath the spot where you would like to have the picture and apply glue for textiles on it;
4. The selected napkin motive slowly press with a sponge on a moist textile.
5. Let it dry. Then apply glue for textiles again onto the motive.
6. When everything thoroughly dries, put away the microtene bag, turn on the front side and iron through a baking paper for a couple of minutes. Set the iron for ironing cotton.
7. We recommend to use a lighter hue of textile when using it as a support for the decoupage technique.



Advice for working with textiles: make sure that the motive is fully glued to the textile, especially the edges. Never forget to put a microtene bag below, because the glue soaks through. Wash only by hand and never wring.

C. The decoupage technique for the decoration of candles



We need a special non-flammable glue for the decoration of candles. It is also possible to use a universal glue for decoupage but some sorts fall off and emit a stench when the candle is burning. Apply glue to the chosen spot, attach the clipped out napkin paper motive, smooth out and let dry. Then apply one more layer.

D. The decoupage technique for porcelain, ceramics and glass



We need a special glue and a transparent paint according to the type of surface. The procedures differ according to the selected medium for example the length of drying and fixation by means of burning.

Clean the object before you start working on it, wash it and dry it. Apply glue/ paint to the chosen spot. Attach the clipped out motive to the spot, if necessary gently smooth out and again apply one layer of glue/paint. Pay attention to the edges. After drying fixate the decoration according to the instruction for specific paints, for example by baking in the oven (at a temperature of 160°C). The decorated object can then be carefully and manually washed. Do not put it in a dish washer!

Samples of pictures created by the decoupage technique – exhibition organised at the end of the course.



4. Weaving of carpets

The weaving of either carpets or fabrics belonged in the past to everyday housework in Slovakia. Up to this day it still has its tradition and nowadays such woven objects become modern flat accessories. The woven material has also different kinds of use. It can be used to create not only carpets but also pillows, bags or table cloths. Therefore we included it into the suitable techniques for organising courses in prisons, despite the fact that it is a more difficult technique, especially in the preparation or initial work and certainly cannot be learned in one session. Besides an experienced lector it also demands special weaving machine, i.e. looms and other necessary accessories as for example healds, reed, shuttles, coils, yarn and clipped rag stripes. These can be prepared by the participants of the course themselves by clipping old textiles and remains of fabrics in their free time. There are several prisons that obtained the looms either by means of sponsorship gifts or through grants.

Warping and winding of yarn on the looms i.e. the preparation of the basis for weaving carpets, must be done precisely. These activities cannot be done by everybody and it is usual that experts are invited to supervise this work. The width of the carpet is determined by the number of the threads stretched on the warp. After the warping of the width and length the weaving itself begins.

The work procedure for a simple rag carpet is quite simple. The basis is a white warp into which the so-called weft, the material which create the stucture of the carpet, in this case clipped rag stripes, is inserted in a perpedicular way. The colourful effect is reached by inserting a coloured weft. In this way colourful stripes, patterns or highlights are created. The weaving of 1 meter of a carpet takes cca 1,5 hour.

A tasseled ending is typical for a rag carpet. Instead of tassels a band was often used in the past but it usually fell off after a certain time and it did not look so good then. Carpets which are not supposed to have a tasseled ending are sewn by hand.

A sample: from the course of weaving a carpet on looms in the prison of Sučany



Weaving with traditional looms.

Where there is no possibility to use the technique of weaving on looms, the woven carpets can be done in simpler way. What you need is:

1. The remains of cloth clipped into very long stripes (the longer the better, with a width of 1,5 – 2 cm), the best material is a soft knit: old T-shirts of suitable colours for example can be used for this.
2. Knitting yarn in two colours,
3. 4 boards – two and two of the same length (the length is determined by the dimensions of the carpet),
4. nails – 12-16 pieces, longer ones (cca 4 cm, it depends on the thickness of the boards for the frame) and cca 25 shorter ones (cca 1 cm, the number depends on the width of the warped frame and the density of the warp),
5. paper and colour crayons for the creation of the design of the pattern,
6. hammer,
7. scissors, comb and a fork

A demonstration of the procedure of work

a) the manufacture of the frame



- create a rectangular frame from the boards, a little bigger than the desired size of the carpet. Use 3-4 nails for each joint to make sure that the frame is firm enough.
- Mark spots where to put nails on the shorter sides of the frame – the nails must be driven in two parallel rows along almost the whole length of the frame. The distance between the nails in the row should be 1 cm (it should be the same, the density of the warp depends on it), in addition to this the nails in the first row and of the second row should be positioned relative to one another at a distance of half the length of that is between them. The distance of the edge nail from the edge should be the same on both sides of the frame.
- Drive nails into the marked spots.
- Instead of manufacturing a board construction we can also use a suitable old frame e.g. from a picture.

b) the preparation of the warp



- The first colour –attach the end of the yarn to the frame and start to stretch it in between the nails of the side row from one side of the frame to the other. Try to stretch the yarn as much as you can. At the end attach it again to the frame, however make sure that the warp does not relax or desintegrate.
- Repeat the procedure also with the second colour, but use the nails in the second row. The result should be a warp with two alternating colours.



c) the weaving of rug

- Draw a colour design of the pattern on a piece of paper (at the beginning choose a simpler design) and place the drawing below the frame. You can draw the helping lines by means of a marker or tailor chalk also directly on the warp.
- Take a stripe of cloth (if it is made of cotton knit, then it will twist into a roll after stretching) and insert the end into yarns of the warp at a distance of 5 cm from the side edge (it should stick out on the bottom side by cca 2-3 cm).
- Set the distance of the first row from the bottom of the frame according to the desired length of the tassels on the rug.
- Interweave the cloth in an alternating fashion in between the various thread of the warp – one colour stays up and the other down – at first in the direction to the closer edge (cca 5 cm).



- In the next row continue in the opposite direction, now the threads of the colour which was in the previous row on top, remain at the bottom.
- Always push the stripe of cloth to the previous row by means of the fork or comb. In doing the first rows make sure that the woven part does not move to the frame – use the fork and comb at the same time to help you. Having woven a few rows, the rows will not move when pushing (it is enough to use the fork then).
- If we want to change the colour (eventually if we are at the end of the stripe of cloth), fold cca 4 cm of the cloth beneath the fabric and insert another stripe into the next gap, also with a 4 cm reserve. The ends of the stripes of cloth should protrude from the bottom side, tie them together when you turn the frame around – this can be done continuously or when the whole rug is done. The continuous tying is appropriate especially when making more complicated patterns – in this way you will avoid confusion with the loose ends. Tying the knots can disrupt the pattern a bit, these imperfection can however be corrected by pulling the ends – therefore it is suitable to clip them off only at the end of work.
- Continue in weaving in the same manner until the whole rug is ready. Fold beneath the last stripe of cloth in any place.
- Clip the warp on one side of the rug and tie the pairs yarns (always two different adjacent colours) by means of a knot.

- When one side is tied, repeat the procedure on the other side. The loose ends of the warp form tassels on the rug.

Advice at the end:

- The frame can be used several times for various sizes of rugs. You have better begin with smaller sizes – you do not need to create the warp along the whole width of the frame nor the whole length.
- The warp can also be in one colour, eventually in more colours – it depends on the pattern and taste. We have chosen the two alternating colours to demonstrate the principle of weaving.
- A colourful warp using one-colour cloth can be quite impressive whereas the colours need not to alternate but can form wider colourful stripes and transitions.

Task and exercise for the participants of the weaving course

Each participant weaves a rug. He chooses the colour and length of it according to one's own fantasy. In the end he/she learns to tie the ends of the rug by means of the tying technique.

Conclusion:

In conclusion, the implementation of courses for the development of manual skills in prisons provides the clients with the possibility to learn various techniques which they can use in their life after release either in the framework of their free time activities or as an additional source of income. Many participants of these courses discovered for the first time in their life their skills and abilities which gave them self-confidence and ambitions to develop them further as well as personal strengthening.

The purpose of the presented material is not only to present instructions on how to develop various skill in the prisons by means of the selected techniques but also serve as inspiration based on the positive experience of others. Besides these techniques we have, within our possibilities, used also other ones, specifically the technique of batik, sewing and wire work. As we have already mentioned above, the selection of techniques of this kind into the courses depends on the conditions of the specific prison. Courses of this kind have their important place in the process of preparation the convicts for release and this not only by revealing their own personal qualities and skills but also by giving them the conviction that they are as much skillful and talented as others and can devote themselves also to other activities. This type of initiative also gives the unique opportunity for the public to get to know the convicts from another, more positive, angle and show them that they deserve a second chance.

The giving of awards for the participants after the finishing the course of the manual skills.



A public exhibition connected with the sale of the works of convicts in the house of Thurzov – the gallery of the town of Banská Bystrica – the prisoners decided to give the money from the sale to the child onkological department of the hospital of Banská Býstrica.



Lenka Ouředníčková and Kateřina Mikuláščíková (Rubikon Centrum – CZ)

Comprehensive, preparation for re-integration of former convicts to the society with the possibility of their involvement in the probation programme

This comprehensive training is unique especially due to the possibility of obtaining the employment training already in prison and more intensive cooperation with convicts as part of employment in the Sewing Workshop, which was opened in 2015 by RUBIKON Centre, z.s. through its social firm Rubikon Service Centre s.r.o. in the Vinařice prison.

For employees of the Sewing Workshop a voluntary instructional programme has been prepared with a view to assist former prisoners in their prompt reintegration into society after release.

The programme's important factor is continuing intensive cooperation while in prison and after release. Another integral part of the programme is the possibility of release on parole as part of the probation programme.

The instructional programme is focused on the following areas:

- Working habits
- Manual dexterity
- Financial literacy
- Work in the team
- Responsibility and independence
- Competencies needed in the labour market
- And others - support tailored to the individual needs



Evaluation and setting of the individual plan

At the beginning of the programme risk factors in clients' lives are identified and goals for the programme that eliminate those factors are set. Based on an ongoing evaluation an individual plan is prepared and revised with the client (it includes particular arrangement of meetings and their dates). The ongoing evaluation is performed by means of the method inspired by the "Outcomes Star" method. The evaluation of individual areas is defined by means of pre-defined criteria on the scale of 1-10 for each of the 5 key areas.

The client's progress in five key areas is being evaluated:

- **Employment** (active search for job offers, progressive procedure in the recruitment process, development of soft skills, self-presentation to the employer, taking up a job, keeping a job, etc.)
- **Indebtedness**, including the management of personal finances (payment schedule, budget setting and budget compliance, financial independence, an overview of debts etc.).
- **Taking responsibility** (changing lifestyle and attitudes towards life, self-reflection, handling the communication with authorities etc.).
- **Social relationships** (awareness of the need of healthy relationships, maintaining positive relationships, restoring relationships with family, etc.).
- **Housing** (type of housing, paying the rent, independence in paying the rent, stability of housing etc.)

CLIENT'S INDIVIDUAL PLAN

Client's first name and family name:

Period from to

1. SOCIAL STABILIZATION

Current status:

Progress achieved:

Plan for the next period

2. EMPLOYMENT SUPPORT

Current status:

Progress achieved:

Plan for the next period

3. FINANCES AND INDEBTEDNESS

Current status:

Progress achieved:

Plan for the next period

Dates of additional meetings:

.....

.....

.....

.....

Training in the sewing workshop

Before the client is assigned to the sewing workshop he/she must pass a monthly practical training.

Time allocated for the training is 110 hours – 5.5 hours a day over a period of 20 days.



Induction training in the sewing workshop

Training skills are a must!!!!	1.	putting a needle into the machine (needle control)
	2.	how to thread a needle
	3.	straight seams
	4.	tie-off
	5.	seam tolerance (seam width, exercises, plastics, seam length, thread tension)
	6.	work with the ODS
	7.	daily machine maintenance

Daily training required!!!!	1.	self-check
	2.	preventive maintenance
	3.	one piece flow
	4.	needle control, putting a needle into the machine, threading a needle
	examining + revising of the learning material during the shift	

Day		Objective	Content	From:
day	1.	theory	<i>Induction training</i>	HR
2nd day		theory	Safety instructions for the sewing machine Familiarization with the machine, machine parts. Maintenance sheet, daily machine maintenance, TPM Needles management	Training
		practice	Putting a needle into the machine, threading a needle (at the beginning of the shift, after each break). The pedal control, sewing samplers production, straight lines, curves, right angles. Measuring and adjusting the machine length Cleaning	
3rd day	2	practice	Maintenance sheet, daily machine maintenance, TPM Putting a needle into the machine, threading a needle (at the beginning of the shift, after each break). Sewing samples production, straight lines, curves, right angles. Automatic tie-off, manual tie-off, without tie-off. Self-check Use of gauges in the JCR (training with a record) Cleaning	Training
4th day	1.	theory	<i>self-check</i> <i>one piece flow</i> <i>questions not only for audit purposes</i>	Training
	2.	practice	Putting a needle into the machine, threading a needle (at the beginning of the shift, after each break). Maintenance sheet, daily machine maintenance, TPM Thread tension and its adjustment. Measuring and adjusting the stitch length. Sewing samples production, straight lines, curves, right angles. Automatic tie-off, manual tie-off, without tie-off. Orientation in the ODS and LAYOUT + machine hardware Repair sewing Cleaning	Training
	3.		Training with a physiotherapy nurse - ergonomics	Physiotherapy nurse

5th day	1.	theory	<i>self-check one piece flow questions not only for audit purposes</i>	Training
	2.	Practice	Putting a needle into the machine, threading a needle (at the beginning of the shift, after each break). Maintenance sheet + TPM Thread tension and its adjustment. Sewing samples production, straight lines, curves, right angles (evaluation with marks) Automatic tie-off, manual tie-off, without tie-off. Seam width and its tolerance	Training
	3.		Training with a mechanic, the so-called TPM Cleaning	MECHANIC
6th day	1.	theory	<i>self-check one piece flow questions not only for audit purposes familiarization with the ODS sheet + machine hardware</i>	Training
	2	Practice	Putting a needle into the machine, threading a needle (at the beginning of the shift, after each break). TPM Thread tension and its adjustment. Measuring and adjusting the stitch length. Sewing machine conductor adjustment. Seam width and its tolerance Exercises and their tolerance. Repair sewing. Sewing of the first upholstery. Cleaning.	
7th day	1.	theory	<i>self-check one piece flow questions not only for audit purposes</i>	Training
	2.	Practice	Re-threading (pulling through) on the machine according to the colour of the material. TPM Training of repair sewing Sewing of another upholstery Cleaning	Training
8th day	1.	theory	<i>self-check one piece flow questions not only for audit purposes</i>	Training

	2	Practice	TPM familiarization with the production in a sewing workshop + cutting room Showing an example of Poka yoke (inadvertent error prevention) in the cell. Examination of PWP sewing Sewing of additional upholstery. Training of repair sewing Cleaning	
8 th to 10 th day	1.	theory	self-check one piece flow questions not only for audit purposes	Training
	2.	Practice	TPM sewing upholstery - training focused on quality	
	3.	Practice	sewing upholstery (evaluation with marks, quality + length of sewing evaluated)	
	4.	theory	Written test – questions not only for audit purposes – all employees	
11 th to 15 th			assigning of newcomers into the production sewing in the production-evaluation: foreman, forewoman	Training + production
16 th to 20 th day	1.	Practice	sewing in the production under the supervision of trainer (full shift)	Production
	2.		overall evaluation of operators, training + production (certificate)	Training + production
	3.		Newcomers assigned to the production by the production manager	Production manager

Daily syllabus of the training - basic concept:

THEORY = focus on:

- Self-check - checking the quality of sewing while the machine is running after each sewing operation (thread tension, tolerance of seams, tie-off, components, etc.). Responsibility for the work done with all the consequences in the personal evaluation.
- One piece flow - it is necessary to avoid a greater number of errors, with a view to prevent their cumulation and to avoid packing problems.
- Putting a needle into the machine, threading a needle - needle check, correct threading and subsequent stitch control.
- Preventive TPM maintenance - at the beginning of the shift - the first sewn item is checked (the thread tension, the needle, the length of 10 stitches, oil level are being checked).

1. Communicate on a daily basis about the above production areas, explain them on examples from practice.
2. Examine the clients several times a day by indicative questions.
3. Consequences need to be highlighted, if all criteria are 100% met or, if not, explain, how the situation is to be resolved.
4. The procedures of putting a needle into the machine and threading a needle need to be practised at the beginning of each shift, after each break.

Increasing the competencies as part of the work in the sewing workshop:

After the completion of the training the client is transferred to the sewing workshop and becomes an employee. When working in the sewing workshop, continuous development of workers' competencies is pursued, such as improving working habits, manual dexterity, team work, responsibility and independence, specific skills related to sewing upholstery for cars, machine handling etc.

Preparation for release, transfer to free life outside of prison and cooperation after release

Cooperation with the convict on the pre-release preparation commences at least three months before release. As it is not clear in advance, when a particular client is to be released, it is important to establish flexible cooperation after release. For this reason, the programme is not directly divided into its prison part and after release part.

The pre-release preparation and support after release is carried out via three modules:

1st module - Social stabilization

2nd module - Employment support

3rd module - Finances and indebtedness

1st module - Social stabilization

This involves counselling aimed at strengthening competences needed **to address the issue of lacking social stability**, with topics selected based on the client's initial situation and competences:

Counselling for prisoners before release, support and counselling used for social stabilization immediately after release and as a support tool during involvement in other modules of the programme. Counselling focuses on assistance in the first steps after release (e.g. negotiations with the authorities) or if the social situation of the former prisoner changes (e.g. loss of housing).

Counselling and assistance involve the following:

- addressing the issue of housing,
- arrange for the relevant documents, benefits,
- communication with the authorities,
- psychological support,
- restoring relationships with the family,
- coping with the next steps associated with the immediate return from prison or with an adverse / difficult life situation,
- support for self-reflection and self-assessment,
- orientation in society after returning from prison,
- if necessary and subject to prior arrangement pick up the client in front of the prison on the day of release (following the public meeting, which will be attended by the provider, if possible).

Despite the low-threshold nature of the support it seeks to strengthen the client's independence and competencies in order to be able to cope up with his/her problems in the future independently.

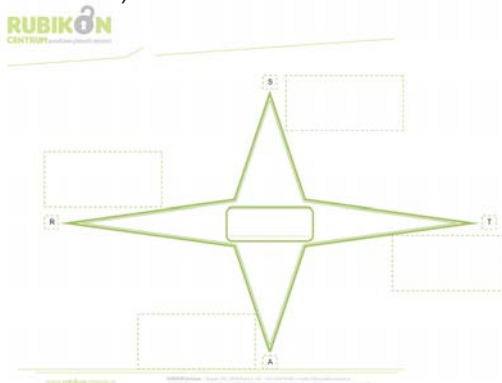
Instructional material for workers:

Within the module the instructional material Steps on the Path to Freedom is used.

STAR Method

It is based on the English terms Situation, Task, Action, Result.

- Meaning: Realizing and advocating own personal dispositions (competences – abilities and skills)
- Task for clients: Write in the middle of the star a competence (ability, personal trait, skill) that you, in your view, possess and would like to advocate. Then add to each letter the relevant explanation (S – situation, T – task, A – action, R – result)



Exercise with a topic of the criminal past

“How the criminal past should be viewed/ presented as a positive experience?”

What idea a layman gets when considering the question: “What does a stay in prison perhaps mean for an imprisoned man? “ Answers:	Positive argument	Transferring a positive argument into the job interview, etc.
“Idleness, boredom”	Patience	“Due to boredom, which I experienced most of the time in prison, I learned to be very patient, I’m much calmer than before and I am able to give a careful consideration to my matters in advance”
“Separation from normal society”	Humility	“Prison completely separated me from society for some time, it taught me a lesson, so I will do now my best to get a job and find at least a modest housing”
“Surrounded by criminals only, fearing that “they will learn all those criminal practices they were unaware of before”	Comparing values, perseverance	“I met all sorts of people in prison and perhaps nothing surprises me anymore, I know exactly what sort of failure I want to avoid and therefore the most important for me now is to have a job”
“Harsh conditions”	Independence	“The conditions in prison were pretty harsh, I had to learn to rely on myself and I can decide quickly”
“Perhaps they pursue some hobbies there”	Learning new things	“In prison I had the opportunity to attend different hobby groups and I found out that I like to learn new things”
“No freedom”	Modesty	“Prison deprived me of freedom and therefore taught me to appreciate little things and be humble”
“Loss of privacy”	Team spirit	“In prison I lost all my privacy and I had to learn to live in a group, so now I can easily work in any team”

2nd module - Employment support

It is counselling with elements of **career counselling** and **motivational interviewing**. It is crucial for the client in order to find his/her bearings in his/her position in the labour market and guide him/her to a suitable career prospect according to his/her individual needs and situation. It involves the following topics:

Personality and professional profile

- educational attainment, employment history, current situation and needs
- employment history and experience gained (from both legal and illegal jobs)
- self-awareness of personality dispositions, professional qualifications and self-reflection of own potential
- identification of skills transferable from the ordinary or “prison” life to the professional career, labelled as transferable skills
- analysis of current and past employment aspirations, possible direction of work orientation
- analysis of the impact of imprisonment on work skills, soft skills and social situation
- identification of the need for development of qualifications or work habits/ experience and other socio-professional experience (time management, team communication etc.)
- directing the client to achieve change, identification of the resources and obstacles to its achievement

The outcome is the employment integration plan (with the identified labour potential and personality and professional profile).

Motivation and job counselling

- strengthening the motivation to find a long-term job
- mapping the client's aspirations and his/her job prospects
- orientation in job offers and labour market requirements
- drawing up CV and cover letter reflecting the specificities of clients (criminal past)
- practising communication and self-presentation (including presentation of the criminal past) before the employer
- assistance in seeking job offers and responding to them
- labour law information
- digital literacy: assistance in the use of PC for drawing up a CV, cover letter and communication with the employer

Employment mediation

- active search for suitable employers and cooperation with them
- screening candidates for a specific employer
- recommendation for a particular job (provided to the client, in the event that risks of failure to keep a job are eliminated)

Working adaptation support

After starting work, the client is encouraged to keep the job, motivated to prevent and resolve timely any problems that could result in termination of employment (e.g. problems in fulfilling new tasks, unplanned changes in life situation that might endanger his/her ability to keep the job) - in such cases the client is encouraged to make greater use of social stabilization.

Instructional material for workers:

How to talk about criminal past

This exercise should help clients to talk more easily about their criminal past. Clients respond to these questions, describe the circumstances of the crime, situation, they were in, their current situation.

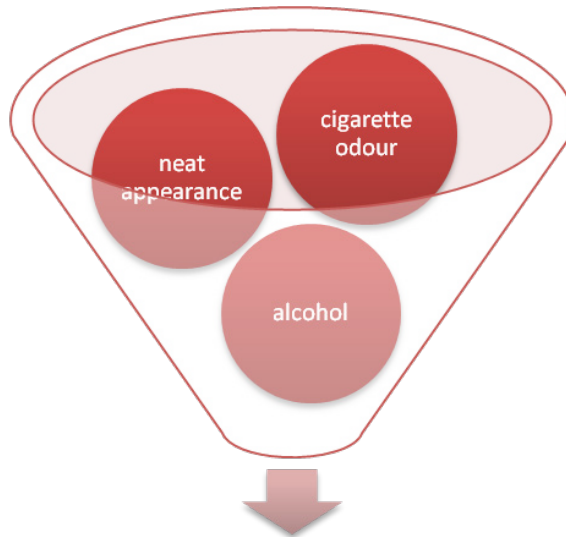
What crime did you commit?	
What was your situation at that time (relationships, job, finances)	
What made you to commit a crime?	
In what respect is your situation now different?	
Why are you sure that the criminal offence will never be repeated?	
What is your current attitude to the committed criminal offence?	
What useful knowledge did you gain from this experience?	

Preparing for a job interview

Job interview helps the candidate and the employer find out whether they suit each other. Today, it is a normal and integral part of the recruitment of employees for all positions. **In its course, focus on your positive features and emphasize your strengths.**

How to prepare for a job interview?

- On the Internet, or from friends find out **basic information about the company** - how many employees it has, what business it pursues, etc.
- Read the advertisement carefully and check **what exact position is offered**.
- Be sure you know **where the interview takes place**, and how to get there **in time**. Being late is inexcusable.
- Have your **CV with you**.



What aspects you should
beware of

Prepare appropriate questions - First, you will answer the questions, then you will have the opportunity to ask yourself

- What exactly will your job consist in?
- When are you expected to commence your work?
- What are the working hours?
- What are the possibilities for further career development?
- Who will be your direct manager?

Prepare appropriate answers:

Tell us something about yourself

Why are you applying for this position?

Why should we choose precisely you?

Have you ever done this type of work?

What are your strengths?

What are your weaknesses? What personal feature of yours would you like to change?

Why did you ended up in your last job? What was your relationship with your manager?

Where do you see yourself in five years?

What are your salary requirements?

Questions you do not have to answer to

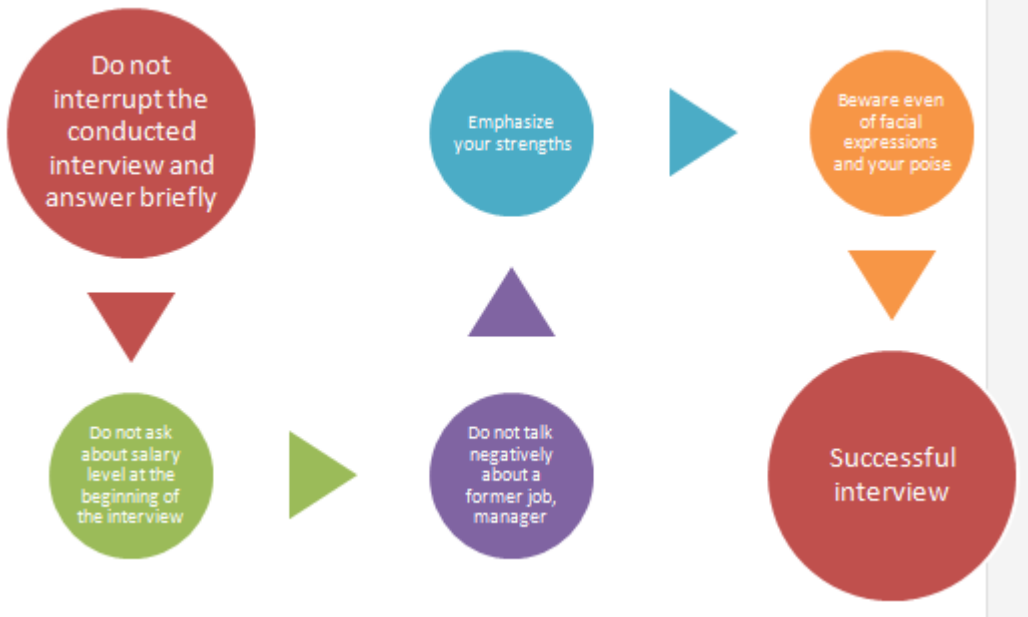
- Questions about your medical condition, which does not affect the performance of the given job
- Crimes that have been already expunged - erased from criminal records
- Your marital status, number of children, etc.

Conclusion of job interview

Unless you have been informed about it, ask when you can learn the results of the selection process and what the next steps will be, if you succeed.

If the advertisement did not specify the salary level and you were not informed about it during the interview, **you may ask about it at the end of the interview.**

Other tips for a successful interview



3rd module - Finances and indebtedness

This involves **counselling on the financial and debt situation** with regard to a particular stage of indebtedness and stage of preparation to enter the labour market. The module is aimed at providing comprehensive counselling in dealing with problematic situations related to indebtedness that can lead to deepening social exclusion, relapse and preferring illegal work, and are demotivating in relation to employment.

Content of cooperation:

- financial literacy, budget and managing personal finances
- mapping the debt situation
- communication with creditors, negotiation
- risk analysis of defaults on consumer loans
- repayment schedule and budget
- orientation in the indebtedness process
- orientation in documents on debts
- legal remedies and defending the legitimate interests in the enforcement proceedings
- a proposal for debt reduction under the Insolvency Act

Pre-employment counselling for clients includes especially **motivation** (demystification of stereotypes - e.g. an “amount that cannot be seized” and modelling the income situation after starting work), for economically active people it involves primarily **support for the management of personal finances and payment of debts**.

Increased attention is paid to newly employed clients, in order to ensure the interlinked effect of removing obstacles to greater employability - the situation before / after the first salary payment, consistent management of personal finances and motivation to solve the debt even after entering the open labour market.

Instructional material for workers:

Mapping debt

1. **General information on debts – why is it important to keep track of debts.**
2. **Exercise - Worksheet - debt combining.**

<p>Instructions for clients: Combine different types of debt and the different categories into which debts can be categorized. A. DEBTS TO THE STATE</p> <p>B. DEBTS FROM CRIMINAL ACTIVITY</p> <p>C. NON-STATE CREDITORS UNDER THE CONTRACT</p> <p>D. ALIMONY</p>	<ul style="list-style-type: none"> • DEBT (in alimony) IN RESPECT OF CHILDREN AND IN RESPECT OF HUSBAND/WIFE • ARREARS IN PAYMENT (e.g. of electricity/gas bills, rent) • COST OF CUSTODY, IMPRISONMENT • SOCIAL AND HEALTH INSURANCE • FINE FROM THE PUBLIC TRANSPORT COMPANY • TAXES AND FEES (income tax, inheritance tax, real estate transfer tax, fees for waste collection,...) • PAYMENT OF COMPENSATION TO A VICTIM • CREDITS AND LOANS • FINES • UNPAID BILLS (rent, telephone, etc.) • COSTS OF JUDICIAL PROCEEDINGS AND LEGAL DEFENCE
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3. Make a cross on a flip chart or paper, divide debts, the client then guesses, which institutions you can be indebted to, the lecturer records it in writing. Outcome – categorization of debts. Checking the previous exercise.

The question at the end: Think over which debts of yours involve the greatest risk in economic terms and which debts involve social risks (e.g. the risk of the loss of housing, etc.).

4. PROCEDURE FOR MAPPING THE DEBTS

- ACCEPT THE DELIVERED POST, KEEP THE DOCUMENTS!!!
- REMEMBER - whom I owe money (rent, electricity/gas bills, unpaid telephone bills (flat rates for phone calls), loans, individuals ...)
- CONTACT KNOWN CREDITORS
- ASK THE DISTRICT COURT FOR AN EXTRACT FROM THE REGISTER OF CIVIL PROCEEDINGS
- CONSULT THE CENTRAL REGISTER OF ENFORCEMENT PROCEEDINGS OR THE DEBTORS' REGISTER

5. TIMELINE

Individual stages shall be written on a flip chart / paper, with examples of specific amounts of debt growth.

EXAMPLE:

Loan amount **CZK 10,000**. Total amount payable: CZK 17,360. The annual percentage rate of charge (APR): 220.94 %.

- repayment period 55 weeks. Aggregate fee: CZK 7,360
- weekly instalment: CZK 320
- last instalment: CZK 80

Failure to pay even one regular instalment can result in:

- default interest: For example: CZK 6,619.51 for three years.
- contractual fine: For example: CZK 10,000

Judicial decision on the legal claim:

- costs of legal proceedings, in this case: CZK 1,000
- counterparty costs of legal proceedings, e.g.: CZK 6,099

Enforcement proceedings

- bailiff's fee, in this case: CZK 3,000 + VAT
- costs of enforcement proceedings, in this case: CZK 3,600 + VAT
- costs of the beneficiary, for instance the lawyer's fee, will amount to CZK 5,046 + court fee of CZK 1,552 = CZK 6,598 in the aggregate
- loss of property (sale of real estate - movables at auction for negligible price)

The total cost to be paid: some **CZK 45,536**

Household budget

Think about the issue what your income will be, or you anticipate might be, after your release. Try to:

itemize, for what specific items and how much money you spend **per month** and how much money is left.

HOUSEHOLD INCOME (salary, pension, temporary jobs, social benefits, allowances, etc.)	CZK
HOUSEHOLD EXPENDITURE	CZK
Housing	CZK
Utility bills (water, electricity/gas bills, etc.)	CZK
Transport (public transport, train, petrol)	CZK
Car-related costs (insurance, repairs, etc.).	CZK
Food	CZK
Clothing, footwear	CZK
Mobile operator fees (credit/flat monthly fee)	CZK
Internet	CZK
Drugstore goods (cosmetics, detergents, etc.)	CZK
Cigarettes/alcohol	CZK
Medicaments	CZK
Alimony	CZK
Compensation for damage	CZK
Debts	CZK
Other expenditure	CZK

How much money is left? CZK.....

INCOME LESS EXPENDITURE = HOW MUCH MONEY PER MONTH IS LEFT

Will you be able to make both ends meet with this budget?

Were you unable to calculate a balanced budget? Could you economize on some items? How to increase your income?

PROBATION PROGRAMME:

The entire programme is conducted on a voluntary basis. In the event that the client wants to participate in the probation programme, the arrangement whereby it becomes mandatory for him/her after release is possible. In this case, there is much more intense cooperation with the probation officer and the programme participant must complete predetermined activities.

A probation officer cooperating with the client conducts continuous evaluation inspired by the “Outcomes Star” method in the course of three meetings and also monitors and evaluates the performance of individual plan.

Pre-defined structure of the probation programme:

- programme duration is 6 months, involving a total of 50 hours of counselling
- the individual counselling time after release is 50 hours (thereof at least 39 hours of personal meetings and 11 hours of telephone consultations).
- 1 individual personal meeting = 1.5 hours
- the first month: 12 hours (two meetings a week)
- the second and third month: 6 hours a month (one meeting a week)
- the fourth to six month: 3 hours a month (one meeting in two weeks)
- 3 evaluation meetings with the participation of the Probation and Mediation Service – one meeting will take 1.5 hours.
- on an ongoing, weekly basis telephone consultations will be held, 11 hours in the aggregate.

Prepared by: Lenka Ouředníčková and Kateřina Mikuláštková

5 OUTCOMES STAR; Sara Burns, Kate Graham and Joy MacKeith, Triangle consulting social enterprise Ltd. 2013: <http://www.gmpcc.org.uk/wp-content/uploads/2014/11/Appendix-B-Outcomes-Star.pdf>

STEPS on the path to freedom

This document can be used as a guidance and instructional material (curriculum) or for training purposes in prison. Its particular use depends primarily on the possibilities of prisons. Preferably, training involving the application of curriculum should be conducted. For cases where it is not possible to conduct the training in prison, we have developed a booklet through which convicts can obtain important information about the time before and after release.

The training course as well as the booklet includes basic information for everyone who is interested in the release-related issues. Convicts get answers about all matters they can arrange in advance while in prison and prepare themselves for release. They improve their knowledge about the first days of freedom, about debt solutions, but the training also addresses the issue of their family relationships. Many of them lack awareness of basic rules of life in accordance with law, which causes a relapse. The training, among other things, helps them to gain important knowledge they have not acquired in their family.

Integral part of the training is motivation to handle the difficult period of life and get over it most successfully.

The training is divided into two parts: before release and after release.

List of abbreviations used in the text

ID card – identity card

DSLPCCH – Department of Social and Legal Protection of Children

DSSA - District Social Security Administration

LO - Labour Office

CS – community service

PS – public service

STI – service of a term of imprisonment

EEA – extraordinary emergency assistance

Preparing for exit from service of a term of imprisonment



What documents should I arrange before release?

Identity card (ID card)

- without it you cannot take basic steps after exit (e.g. to apply for benefits of assistance in material need)
- a prison social worker will help you to obtain a new ID card (you need a birth certificate, marriage certificate / judgement of divorce or death certificate of husband / wife, decision on change of permanent residence - a social worker can assist in obtaining duplicate documents, a photo for the ID card will be taken by an authorized official)

Certificate of release from imprisonment

- The prison issues it automatically to anyone who exits prison

Travelling expenses

- upon release from prison it is possible to receive, based on the decision of the head of prison (on a proposal from a social worker), a financial contribution to cover the costs of travel to the place of permanent residence and accommodation for the first days of freedom
- travelling expenses are calculated based on the cost of fares of public transport to the place of permanent residence

Employment record

- if you are assigned to perform a particular work in prison, take from the economic department a hard copy of the employment record
- you should receive the employment record together with the income certificate upon release automatically, but, to be on the safe side, you can apply about one week before the release for issuance of these documents by means of a written application filed to the economic department of the prison

Income certificate

- if you are assigned to perform a particular work in prison, take from the economic department a hard copy of the income certificate, because you will need it for instance at the Labour Office (sometimes it is necessary to apply for this certificate retroactively - after exit - the economic department by phone; consequently, it is necessary to find out a telephone contact prior to exit)

Work remuneration for convicts employed in prison

What does it involve?

The convict is entitled for the work performed in prison to the basic remuneration in the amount ranging from CZK 4,500 to CZK 9,000 (according to the type of work he/she performs and the required qualifications).

What is deducted from remuneration?

The following items are deducted from the gross remuneration: social security contributions and contribution to the state employment policy (6.5%), health insurance contributions (4.5%), plus advance on personal income tax (15%).

After this deduction, you get a net remuneration, which is distributed as follows:

30% for deductions to pay for the maintenance of dependent children 32% for deductions to cover the costs of imprisonment, however, a maximum of CZK 1,500 per calendar month

12% for other deductions made on the basis of a court-ordered or government authority-ordered enforcement of judgement

4% for other deductions

20% for pocket money

2% for withheld deposited funds

Financial account in prison

- financial account is established in prison for each convict and besides work remuneration also the money sent by family is deposited into it

How can I cooperate with my probation officer before exit?

- contact a probation officer in the place of your permanent residence or the place where you plan to live for a long time
- you can do so by a letter or through a social worker in prison
- a probation officer can help you find a suitable accommodation or employment
- he/she can visit you before your exit
- you can inform a probation officer that you plan to visit him/her after exit and draw up a list of issues you want him to help you with

Accommodation

How can I find a suitable accommodation before exit?

- if you do not have secured a permanent accommodation, arrange an alternative accommodation for the initial period after exit
- tell this information to your social worker before exit to free life as part of

pre-exit counselling (2-3 months prior to release)

- ask for help in writing a probation officer in a place where you return
- a social worker and a probation officer can help you find suitable alternative accommodation: a shelter, a lodging house, a night shelter
- in a shelter, you can face a waiting period, therefore we recommend to contact the selected shelter already from prison
- the price per one night in a night shelter can be, for instance, about CZK 40, whereas shelters cost rather CZK 100 and more
- in larger cities, especially in winter, it is possible to find also night shelters, which are completely free
- night shelters and shelters have their own clear rules, and unlike lodging houses often include various social services

Employment

How to address the issue of employment before exit?

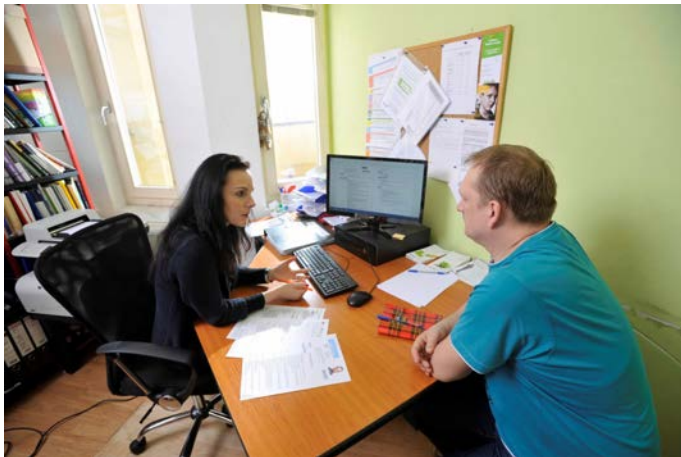
- if you're considering that you would like to re-join your previous employer, contact him by a letter and explain to him, why you are still interested in this particular job
- ask, for example, your friends and family outside of prison, to find out what jobs are available in the place you are going to return to
- write a letter to your probation officer in the place you are going to return to, request him/her whether he/she would be so kind and visit you before your exit to free life and ask him/her about the labour market situation in a given place and whether he/she has contacts for employers you might send your applications to
- ask a social worker in the prison whether he/she has any tips for employers in a place you return to

How can I increase my qualifications while serving the term of imprisonment?

- ask a prison special needs teacher about the possibilities of completing an apprenticeship training, or retraining (for these purposes the length of your sentence is decisive and other conditions need to be met)
- you can get involved in prison work, a craft workshop or an interesting hobby group while in prison, if you have the opportunity to do so
- all these experiences can be useful when drafting a CV, attending a job interview, looking for a job or even a short-term temporary job

Tips for drawing up a CV

- specify your education
- specify your practical experience
- list your work experience - initially, mention your last work experience and then proceed retrospectively
- list the courses, retraining and interesting activities you participated in during the period before and in the course of imprisonment
- include your other skills - foreign languages, driving licence, 10 fingers typing, etc.
- list your strengths that will attract employers
- beware of your CV length, preferably one page A4 - clarity, structure, readability, short sentences are essential
- do not mention imprisonment in your CV, however, if you worked while in prison, you can include this experience in your CV (specify e.g. the name of the company you worked for when performing work in prison or indicate the prison as your employer and the position you held there)
- do not be afraid to mention also professional experience that you did not perform as a full-time job, but for example as a temporary job



CV specimen for completion

First name Family name



Telephone:
Email:
Address:
Date of birth:

WORK EXPERIENCE:

EDUCATION:

OTHER COURSES AND RETRAINING:

LANGUAGE SKILLS:

OTHER SKILLS:

PERSONALITY DISPOSITIONS:

INTERESTS:

Jan Novák

Telephone: 777 777 777
Email: novak@seznam.cz
Address: Korunní 101, 130 00 Prague 3

EDUCATION:

1984–1987 Elementary School at Nový Bor
1987–1990 College at Nové Město, field of study:cook, completed 2nd year

WORK EXPERIENCE:

Sept. 2014–up till now: registered on files of the Labour Office

March 2005–August/2014 **Gastro s.r.o., Prague**

a cook:

- international and Czech cuisine
 - stock-taking, preparing weekly menu
 - keeping accounts
-

OTHER COURSES AND RETRAINING:

2011 Retraining course for waiters, accredited by the Ministry of Labour and Social Affairs

2005 International cuisine course

1999 forklift operator qualification

LANGUAGE SKILLS:

English language: basic knowledge

OTHER SKILLS:

B group driving licence: active driver

MS Office (Outlook, Word, Excel): advanced user

PERSONALITY DISPOSITIONS:

Manual dexterity, diligence, organizational skills, communication skills, punctuality, reliability, ability to learn quickly

INTERESTS:

Breeding, cooking, reading, playing dominoes (at a competitive level)

Solving the debt during imprisonment

Indebtedness may become a heavy burden and an obstacle to participation in “normal life”. Debts are tricky mainly because they increase over time. Consequently, when serving the term of imprisonment the originally small amount of debt can increase tenfold. In this respect, the most risky debts are consumer loans. It is better not to wait for debt solution when you leave the prison, but you should try to act already before exit.

How can I deal with my debts before release?

- Draw up a list of debts and creditors and sort debts by relevance. In order for you to be able to resolve the situation, you need to know what your real situation looks like. Already in the course of your term of imprisonment you can at least map out your debts - to take stock of whom and how much you owe. You can use the help of family and friends for this purpose.
- Contact all creditors. A prison social worker or family and friends can help you to find contacts to creditors, whom you can contact in writing, inform them about your situation, and request from them the specification of the actual amount owed. Or, alternatively, you can offer to creditors the manner of gradual debt repayment after you are free and find a job. Some creditors are listed on your statement of prison account, which you can request from the economic department of the prison.

Parent serving a term of imprisonment

I am a parent serving a term of imprisonment

Parents have parental responsibility towards their children which implies certain rights and obligations. Above all, it is the duty of maintenance (whether in respect of a child, with whom you live in a common household, or court-ordered, if the parent is separated from a child for some reason).

Prolonged stay of a parent in prison virtually makes it impossible for him/her to perform parental rights and obligations properly, but it does not relieve him/her from the obligation of parental responsibility (sometimes it may be suspended). Only if a parent is sentenced to imprisonment for a criminal offence that is indicative of his/her serious moral corruption and character defect, the motion for limitation of parental responsibility might be filed, which is within the remit of the Department of Social and Legal Protection of Children, DSLPCH).

Conviction of a mother

If the mother of a small child starts to serve a prison sentence, and the court finds no reason to decide on placing the child in custody of another person, it is permitted to allow a convicted woman to take care of a child during imprison-

ment (usually, specialized departments serve this purpose).

A convicted woman, who takes care of a child in prison, is entitled to a parental allowance.

- a prison social worker can help you to arrange the application to this effect

A convicted woman who before starting to serve a prison sentence properly cared for her minor child, may, subject to prior consent of the competent Department of Social and Legal Protection of Children, extend “usual period” of interruption of imprisonment up to 10 days in a calendar year in order to visit a child who is in the care of another person. “Usual period”, for which imprisonment may be interrupted, e.g. for “good behaviour” is up to 20 days a year.

Can my child visit me in prison?

- unless the internal rules of the prison permit higher number, a maximum of 4 persons including minors (minors under the age of 15 years may participate in the visit only if accompanied by a person 18 years old or older) may visit you
- you have the right to receive (at a time determined by the head of prison) visits of friends and family for a total of 3 hours per calendar month
- in case of doubt, please contact the competent probation officer for children and youth (the Department of Social and Legal Protection of Children), who should answer your questions in writing

Situation after exit

Where should I go immediately after exit?

Labour Office (LO)

- unless you have arranged a job in advance, the first place you should visit, is the Labour Office in the place of your permanent residence
- you can register yourself on the following working day after your exit (on the day of the release you are still considered to be a convict) within 3 working days (if you have worked in prison) and within 8 working days at the latest (otherwise your debt on health insurance contributions, which is paid by the state throughout the period you are registered at the Labour Office, will start to accrue)
- for registration purposes, you have to submit your ID card, the employment record from your most recent employer, the average income certificate (if you worked in prison, ask for both materials by telephone at the economic department of the prison), the pension insurance record (from the Czech Social Security Administration)
- if you are interested in a retraining course, Job Club, public service, com-

munity service etc., ask for these possibilities and how you may apply for them

- you can apply for unemployment benefits
- if you do not adhere to the agreed arrangements, work illegally, fail to attend consultation on the agreed date etc., you will be excluded from the Labour Office register, as part of the LO sanction imposed on you, for a period of 6 months (when you are ill, you should apologize, preferably by telephone, and then within 3 days send a fit note (formerly sick note) issued by a doctor)
- at any of the Labour Offices services not only in the field of employment can be arranged, but also the state social support benefits, benefits of assistance in material need and disability benefits

Benefits of assistance in material need:

1. **extraordinary emergency assistance (EEA)** for people at risk of social exclusion, inter alia, is granted also to people after exit from imprisonment
 - it can be granted as a lump sum up to the maximum amount of CZK 1,000 and it can be granted even repeatedly up to the amount of CZK 13,640 per year
2. **contribution towards housing costs** helps cover reasonable housing costs, together with the citizen's own income and housing allowance from the state social support system
3. **income replacement allowance** resolves insufficient income of an individual

State social support benefits:

1. **child benefits**
2. **housing allowance**
3. **childbirth grant**
4. **funeral grant**
5. **foster care benefits**
6. **parental allowance**

Doctor

- if you do not have a health insurance card, attend a branch of your health insurance company and ask for it
- we recommend to you to visit your general practitioner already in the first days after the release; if you are not in the original place of residence, you can register with a new doctor (a probation officer can give you information on medical care in a given location)

Probation officer

- Your steps from the Labour Office should be directed to the probation officer
 - you will receive from him/her expert advice on existential issues of housing, employment, lack of money, assistance in arranging social benefits, arranging documents, resolving debts, etc.
- the most probable institution, where you can find him, is the social depart-

ment of the municipal authority

- Bring your ID card (or another proof of identity) and also a certificate of the release from prison or custody

District Social Security Administration (DSSA)

if you are entitled to an old-age pension (you are of pension age) or disability pension (you have impaired ability to work for health reasons), apply for granting pension benefits at the District Social Security Administration in the place of your permanent residence

Psychological support

if you face after exit a situation when you have to deal with existential and other problems or simply “just” you do not have someone to turn to, seek support from non-governmental organizations, religious organizations, but also other professionals specializing in psychological support

Financial assistance

- if you or your family have insufficient income, which means that you cannot meet the basic necessities of life, while you cannot increase your income (which is often a transitional period in life), ask the Labour Office for benefits of assistance in material need
- longer term assistance, intended especially for families with children, in the form of state social support benefits, request at the Labour Office

Accommodation

Where can I get accommodation?

Shelter

- ask your probation officer
- you need to apply for a stay in a shelter, a necessary prerequisite for admission is an interview with a social worker of the shelter, it is necessary to have your valid ID card (or a temporary proof of identification, passport)
- all-day temporary accommodation
- shelters are separate for women, mothers with children, families and men
- payment for one day with an overnight stay ranges from CZK 100 to CZK 250 (you can pay separately meals, laundry etc.)
- during you stay in a shelter you need to actively work on changing your unfavourable life situation and observe the rules of the shelter, about which you are informed by the social worker during the introductory meeting

Night shelter

- again a probationary officer can help you
- night shelters tend to have a limited service period (usually from 7.30 p.m. to 6.00 a.m.) and it is advisable to agree your arrival to the night shelter in advance with an organization that operates it (municipality or non-profit and religious organizations)
- in these facilities, you can stay overnight and perform basic hygiene
- payment for lodging per night is ranging from CZK 30 to CZK 100
- upon arrival at the night shelter you need your ID card (or a temporary proof of identification, passport)
- this accommodation is not provided to persons who show signs of addictive substances use (alcohol, drugs)

Cheap lodging house

- for a short term and long term accommodation
- if you have more money, it is more advantageous for you to pay your accommodation in advance, e.g. for a period of one month (when you pay in advance, the cost of accommodation is usually lower), the prices range from around CZK 100 to CZK 300 per 1 night

Employment

What can help me increase my chances for a successful job?

To negotiate any employment you will need a valid ID card.

We recommend to you definitely to seek legal employment; thereby protection of your rights with the employer will be guaranteed, legal income also ensures greater stability of your family budget. By working illegally (without a contract), you risk to be removed from the register at the Labour Office, for which you face a sanction in the form of removal from the register for six months, suspension of the payment of unemployment benefits and other allowances and also a fine for you of up to CZK 100,000. When you work illegally, each day the social security and health insurance debt is increasing.

Job Clubs

- A Job Club is an advisory club for a group of job-seekers who in the course of a few weeks meet 5 or 6 times
- At a Job Club they will help you draw up a CV and prepare yourself for an interview with an employer, while giving you employment-related sources of information

Community service (CS)

- Community service can be performed already with an employer cooperating with the Labour Office for a wage, namely for a period of up to 12 months; at that time, you will be already removed from the register of the Labour Office, because this is normal employment, where your health insurance and social security contributions are paid by the employer.

Temporary jobs

- if you have not found yet the employment on a contract basis, try to find some short-term or long-term temporary job

Relationships with your family

With whom can I solve a problem relating to my children?

- if you need children-related professional assistance (maintenance issues, need to draft a motion to the court, social and legal counselling etc.), contact a social worker at the municipal authority (usually within the Department of Social and Legal Protection of Children, DSLPCH)
- at the DSLPCH, you will find employees who can give you advice on foster care; you can ask them questions relating to adoption, guardianship and placing a child in custody
- as regards counselling in the case of your children, the probation officer for children and youth, who provides e.g. social therapy in troubled families, who is interested in children lacking proper education etc., can help you

With whom can I deal with family problems?

- take the opportunity to seek help of any of advisory bureaus for family, matrimony and human relationships (a list of advisory bureaus can be found at: http://pdf.uhk.cz/poradenskecentrum/dokumenty/adresar_poraden_pro_rodinu.pdf, services of some of the above advisory bureaus are free)

Debt solution

When seeking the debt solution it is of key importance:

- find out what debts you have, in what amount, to whom you owe (who is a creditor)
- realize which of your debts should take priority
- examine your income and expenses (determine how much you will be able to repay to your creditors)
- contact all creditors and explain your situation
- repay each creditor at least a minimum amount (from CZK 200)

How can I find information about my debts?

- most reliable is always your memory or documents that you keep for individual debts (contracts, reminders, court decisions, documents on enforcement proceedings, etc.)
- another option is to contact the creditor and ask him about the amount of debts
- ask the county / district court of your domicile to provide you with an extract listing all proceedings against you - thereby you'll find out all your liabilities enforced by courts and enforcement proceedings
- you can also use registers of debtors, which, however, need not include all your debts, because each register only includes debts of some creditors; for an extract from the register you will have to pay CZK 100-CZK 250

Which debts shall have priority for payment (which are the most risky ones)?

Included among significant liabilities need to be especially those at risk of:

- IMPRISONMENT: non-payment of maintenance; or a fine, where the offender faces the conversion of a fine into imprisonment, if he/she does not pay
- EVICTION / TERMINATION OF LEASE: rental debts (if you fail to pay three times, your lease of the apartment may be terminated) and you may be disconnected from services (debts in payments for energy and water)
- FAST-GROWING DEBT: e.g. health insurance debt, debt on consumer loans (interest and penalties)

Enforcement proceedings

- Even if the debtor has gone too far and seizure of his/her property has been ordered, it is still possible to agree with the bailiff on instalments. However, the creditor must agree to such an arrangement, too.
- Enforcement of pecuniary performance can be done in several ways:
 - deductions from wage (but also from unemployment benefits, retraining support and state social support)
 - ordering to repay the receivable from a bank account - the debtor may ask the bank once to pay the maximum amount of twice the subsistence level
 - the sale of movable and immovable property (except what is vitally important for the debtor or absolutely necessary for the performance of his/her work, during the enforcement cash in the amount of subsistence level must not be seized)

What is a personal debt relief (i.e. personal bankruptcy)?

It offers solution by way of bankruptcy of an individual either by seizure of his/her assets (mostly real estate), or fulfilling of a five-year repayment schedule

When can I use personal debt relief:

- if you have more creditors and you are unable to meet your financial liabilities
- you must be able to repay at least 30% of the existing debt over 5 years
- you must be employed and/or have other regular income

Personal debt relief has two forms:

- repayment schedule for five years
- sale of the bankrupt's assets

What are the advantages of personal debt relief:

- during personal debt relief debt enforcement cannot be carried out
- after five years of repayment you are asking for remission of the rest of your liabilities
- further increase of debts is stopped
- from the payments all creditors are satisfied at the same time

Expungement of criminal records / Deletion of conviction from criminal records

Good news for all who have a criminal record, is that the law allows, under certain conditions, deletion of conviction (i.e. expungement of criminal records). Getting your conviction record expunged is one of the ways to overcome barriers to entering the labour market.

Deletion of unconditional sentence of imprisonment from criminal records

A conviction record can be deleted from criminal records, if the convict while serving the sentence, led continuously an orderly life:

- ▶ for three years, if the sentence was up to one year;
- ▶ for five years, if the sentence was more than one year;
- ▶ for ten years, if the sentence was more than five years;
- ▶ for fifteen years, if an exceptional sentence was imposed.

The length of the actually served sentence is counted and **the period for deletion commences to run from the moment of release from imprisonment**. That's even if the sentence is mitigated by presidential pardon or amnesty.

A sentence is deleted from criminal records **only upon the convict's request by the court**, which has territorial jurisdiction in respect of the convict's permanent residence. This **request is free of charge**. There is no need to ask for deletion of each sentence separately, the court will examine all of the offences contained in the extract from criminal records.

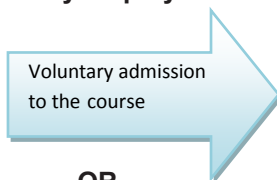
Course “Work and debts” as a group and motivational introductory activity presenting the services of the Rubikon Centre

This course aims to motivate clients before release from prison or shortly after release from prison to seek legal employment and debt repayment. One of the basic themes is demystification of stereotypes about the enforcement proceedings and legal employment. Many people with a criminal past gave up on a life free of debt, legal employment, certainties in life and within the law. This lack of motivation often stemming from misinformation is one of the basic obstacles to the reintegration into society and is quite typical for people after release from prison.

TARGET GROUP: Clients in prisons or clients of the Probation and Mediation Service of the Czech Republic or the Labour Office of the Czech Republic, who:

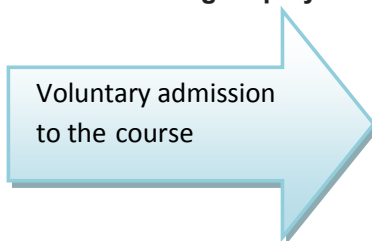
- are suitable for group work
- do not show signs of actual addiction to alcohol or other addictive substances
- + at the same time:

a) are motivated to resolve actively employment and debt issues



OR

b) are unmotivated or passive in resolving employment and debt issues



WAYS OF INVOLVING CLIENTS: The client is involved in the programme on the recommendation of prison officers, the Probation and Mediation Service, or the Labour Office. The participation is defined as voluntary or as the obligation within the capabilities and needs of the programme's partner (the prison, the Probation and Mediation Service, the Labour Office).

TIME ALLOCATED TO THE ENTIRE PROGRAMME:

The client shall attend and complete at least a 3.5 hour long course

min

Preferably, the course should be followed by face to face meetings with the employment counsellor and the debt counsellor - the course aims to motivate clients to cooperate

maxi

OBJECTIVE:

1. raise awareness of clients about possible overcoming of the difficulties surrounding the process of finding a job and debt solution by way of demystification of stereotypes (so that we know that even a client who chooses not to resolve his/her unemployment has all available and relevant information for this decision)
2. strengthening motivation to legal employment and debt solution
3. mediating the offer to involve the client in voluntary cooperation with the employment counsellor and the debt counsellor (or only one of them)

LECTURERS:

The course is demanding, in terms of the lecturers' input, two lecturers are necessary - one expert on debt issues, another expert on employment issues. Lecturers are all the time together, supporting each other in individual topics. Lecturers must be well-versed in their fields of specialization, it is not possible that someone teaches the course based on this material only. Annexes to this material with specific topics have rather a guidance character, however, given the motivational factor of the programme, the topics must be tailored to the needs of the specific group. It is important to take the syllabus of the course as the basis and keep in mind its goal: motivate the client to resolve his/her life situation in the field of debt and employment + refute the myths that are prevalent in this target group. The programme is based on active involvement of its participants and discussions with them.

ABBREVIATIONS:

EC – employment counsellor (expert on employments issues)

DC – debt counsellor (expert on debt solution issues)

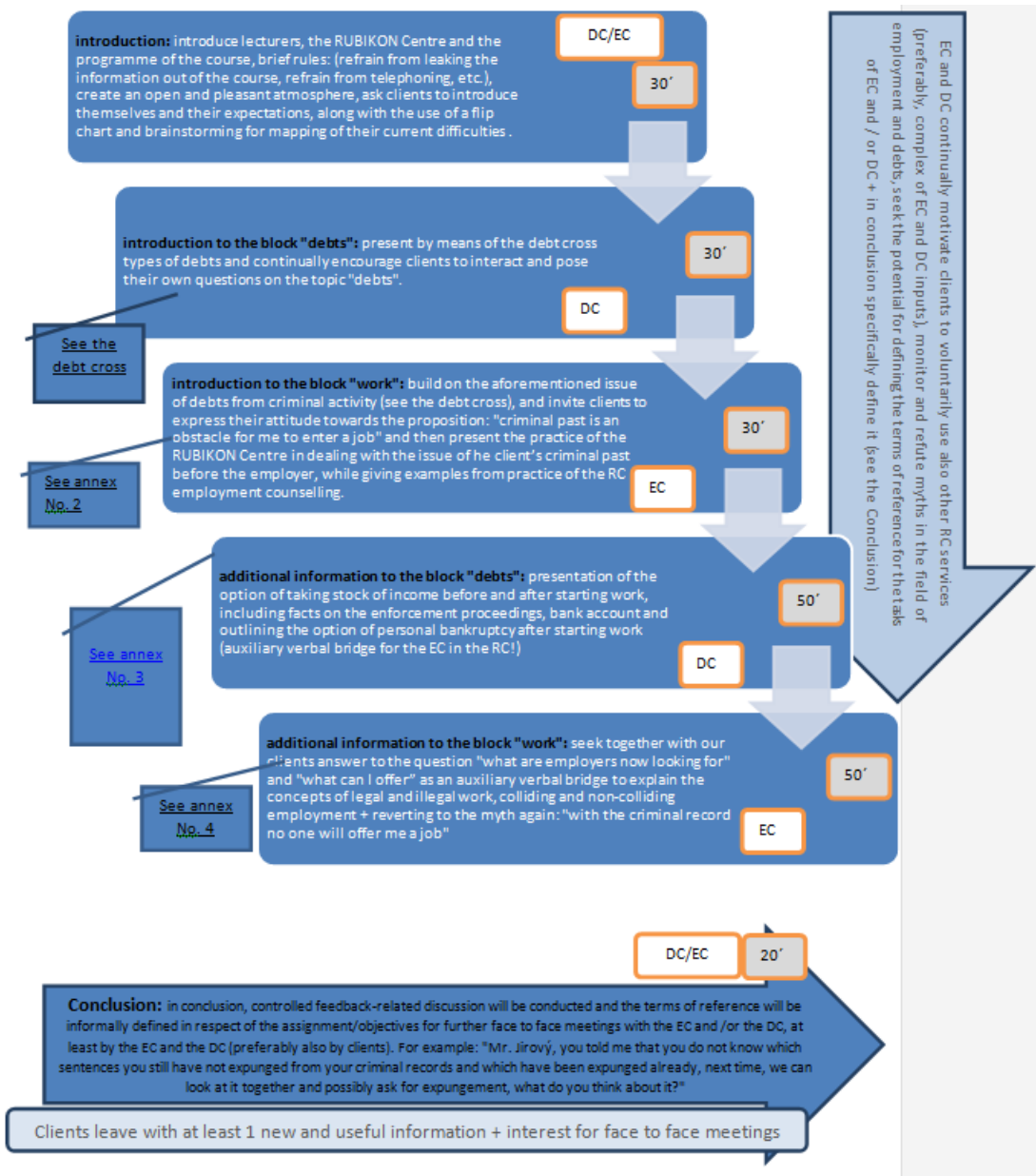
RC – RUBIKON Centre, z.s.

LO - Labour Office of the Czech Republic

PMS – Probation and Mediation Service of the Czech Republic



MINIMUM CONTENT OF THE COURSE WORK AND DEBTS:



Annex No. 1 INTRODUCTION TO THE BLOCK “DEBTS” 30 minutes

Present by means of the debt cross types of debts and continually encourage clients to interact and pose their own questions on the topic “debts”.

Debt cross

A lecturer will make a cross on a flip chart. By means of the cross he divides the debts and participants guess what various institutions you can be indebted to. Outcome – categorization of debts.

Debts to the State	Debts from criminal activity
Non-state creditors under the contract	Alimony

The question at the end: Think over which debts of yours involve the greatest risk in economic terms and which debts involve social risks (e.g. the risk of the loss of housing, etc.).

Annex No. 2 INTRODUCTION TO THE BLOCK “WORK” 30 minutes
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Build on the above issue of debts from criminal activity (see the debt cross), and invite clients to express their attitude to the proposition: “criminal past is an obstacle for me to start work” and then introduce the practice of the RUBIKON Centre in dealing with the issue of one’s criminal past before the employer, while giving examples from practice of the RC employment counselling.

For illustration purposes, we present below the story of our client named Peter, a different story from practice can be used as well:

Peter

The ship's captain became a prisoner and then the fired, unemployed person. Thanks to his strong motivation to stand once again on his own feet and thanks to the help of the RUBIKON Employment Agency, Peter is now back on board from deep water, but this time on a bus, the bus line No. 165.

Peter graduated from a technical college in the city of Děčín, in the field of study "the operation and economics of shipping". After graduation he started to work as a machinery assistant on a ship and then became a captain. It's a dream come true of perhaps every little boy and maybe even girls. Peter's entire professional life revolved around water, ships, bridges. Then he got married, soon had a son and lived a happy life, which was not very different from many others. After many years of marriage, his wife found a lover. When Peter learned this, he was unable to control his emotions and the conflict escalated in a skirmish. He was sentenced to imprisonment. After two and a half years, Peter was released on parole and began to search for a job. He was accustomed to always work and now he has been for a year and a half already in the register of job-seekers at the Labour Office ... However, thanks to the Office he was given the opportunity to be retrained as a bus driver. He longed for work in public transport a lot. He also longed for a job as such. He had to pay high compensation and was tormented also by other debts which he wanted to repay. From his probation officer he learned about the RUBIKON Centre and decided to contact it by phone. Initially, he attended a group training course, where he learned how to write a CV, how to present himself best during an interview, and how to succeed in an interview. He then discussed all these topics in more detail during face to face meetings with his employment counsellor. Peter embarked on a process of job search in a very determined way and continued his efforts, and therefore the employment counsellor recommended him to the company Arriva, which was looking for a bus driver, and with which the RUBIKON Centre collaborates. Arriva appreciated Peter's profile and therefore invited him for an interview. Then a test drive followed, during which Peter's performance was perfect. Similarly, Peter succeeded in psychological tests and now nothing prevented him from sitting behind the wheel of a bus as an employed person! Today, Peter's probationary period is long time over and he is successful in his job, even his request for debt relief has been approved.

And what does Peter's boss say about him?

"I wish there were more such workers, as Peter. He has been here for almost two years now and during that time had no trouble whatsoever. Really."

Consequently, Peter is again on board. His bus is not equipped with the helm, but maybe one day it will take Peter to the sea.

What is Peter's situation nowadays? In January 2016 Peter wrote:

“Dear Rubicon staff, I am pleased to announce that I have repaid, in fact already overpaid, my debt. Now I am just waiting for a court decision on termination of insolvency. Try to imagine those feelings when each month of insolvency around CZK 20,000 is withheld from your wage and you just get CZK 9,240 plus subsistence. Now I must compensate my Mum for everything and finally buy a laptop and some better clothes. I am happy that I managed to do it. Perhaps my story will help others. You are doing a very commendable job. Thanks to the whole staff of the Rubicon Centre for your help and support. I wish you a lot of energy for your beneficial work. With great reverence P. P. “

Criminal past

What to do if an employer requires from the client an extract from the criminal records or asks about his/her criminal past.

We encounter the requirement for a clean criminal record often already in the job advert. According to the labour law regulations, an employer may require evidence of integrity, but this does not apply to all positions. The requirement of criminal integrity may be considered legitimate, if it is stipulated by law (for example for teaching staff). Further, it may be justified even in the case where it has a direct connection with the nature of work, if the employer comes to the conclusion (and justifies it) that e.g. for safety reasons it is not appropriate to hire a convicted person for a particular position.

As an example of a legitimate requirement for the proof of integrity we can mention the following aspects:

- ✓ for personnel of the security agency convictions for violent or property crime can be an obstacle;
- ✓ for cleaning work in households property crime may be an obstacle;
- ✓ for work in a pharmacy, conviction for the manufacture or sale of narcotic drugs and psychotropic substances can be an obstacle;
- ✓ for drivers of truck transport, conviction for a criminal offence committed in transport under the influence of drugs, etc. can be an obstacle.

How to talk about one's criminal past

Experience of the RUBIKON Employment Agency implies that those job-seekers who are willing to talk with their employer about their criminal past, have a greater chance of getting a job. The key aspect is, how they talk about their

past. Employers appreciate honesty and openness. They also want to know, what situation the job-seeker faced at the time of committing the criminal offence and in what respect his situation now is different.

- > **Step No. 1 Obtain an extract from the criminal records (information, how to do it, shall be provided)**
- > **Step No. 2 Consider the possibility of expungement of criminal records basic information shall be provided)**
- > **Step 3 How to create my true story:**

Criminal past and experience in job search

The following question needs to be posed:

1. **What is your experience of seeking an employment with a criminal past?**
2. **Would you tell an employer about your criminal past yourself, if he does not ask?**

Write on a flip chart the reasons why you should and why you should not do so.

Find something positive whereby the criminal past contributed to your life - e.g. forgiveness, tolerance, patience.

Final tips

- > Brevity - not to give too many details
- > Own responsibility - "I know, it was a stupid mistake, I have served my sentence and want to start again"
- > Positive outlook - "it was a terrible experience for me, so I will do my best not to make it happen again"
- > Speak truly and convincingly

Mistakes - not to talk too much about other people, talk about yourself

Specimen story

When I was 19, I committed two crimes. The first one, which I committed together with friends, was damaging of the parked vehicle. The second crime followed shortly afterwards when we drove from a party with friends and we were drunk. I drove under the influence of alcohol and caused a car accident, as a result of which one of my friends died. I'm very sorry about what happened. I know that nothing can give back lost human life, but at least I pay the compensation for damage that was ordered to me and I also know that I will never drink any alcohol. I was released from prison on parole and I cooperate with a probation officer. I have also changed my attitude toward life, previously I only wanted to amuse myself. Now, I spend more time with my family and I started playing football.

Annex No. 3 ADDITIONAL INFORMATION TO THE BLOCK “DEBTS” 50 minutes

Presentation of the option of taking stock of income before and after starting work, including facts on the enforcement proceedings, bank account and outlining the option of personal bankruptcy after starting work (auxiliary verbal bridge for the employment counselling at the RUBIKON Centre!)

1. The client needs to be informed in connection with his/her financial budget about the following principles:

- > In the client's budget, income and expenditure must be balanced to a maximum extent.
- > If individual payments are apportioned to match income, the client can avoid unnecessary fluctuations and can plan more easily for the future.
- > It is not possible to negotiate payment of liabilities without realistic knowledge of the client's possibilities.
- > A mere estimate of income and expenditure is always inaccurate, the management of personal finances needs to be monitored and recorded for a while.
- > To create a reserve for unexpected expenditure.

2. Is it possible to increase one's income somehow?? For example:

- > by finding a temporary job or additional work
- > the use of social benefits, unemployment benefits: the counsellor will explain the basic conditions of eligibility for various types of benefits + when the situation is more difficult, he/she will recommend to the client to request information from the Labour Office of the Czech Republic (you can also use the following website: <http://portal.mpsv.cz/soc/poradce>)
- > the contribution of other members of the family / household
- > selling useless things

3. Is it possible to reduce or eliminate certain expenditure items? For example:

- > cut shopping costs (not to buy unnecessary things, use discounts, etc.).
- > take advantage of cheaper tariffs for telephone and energy supply
- > save energy
- > use public transport or bicycles instead of a car
- > reduce the consumption of cigarettes and alcohol
- > enforce any claims

4. Recommend to commence solving debt before starting to work:

- > If you do not have a good grasp of your indebtedness, you will have to perform challenging work on mapping of your situation - it is better to resolve it before you take a new job and have less time.
- > If you cannot repay your debt - an expert can advise you in cases where it is possible to reduce debt, for instance by combining individual enforcement proceedings.
- > Every debt has a different level of risk, if not paid. It's good to know what type of debt needs to be paid first.
- > The counsellor will help you to prepare for situation of changed income and create a budget.
- > The counsellor can calculate exactly how much money will be left in case of wage deductions under the enforcement order.
- > The counsellor will advise you in advance in a very risky situation which all people subject to the enforcement proceedings need to cope up with: **how to secure safely the payment of unseizable amount of wage**
- > If you are interested, what the level of wage deductions under the enforcement order will be, you can use a calculator of the unseizable amount of wage: the calculation is based on the amount of net wage: www.vyplata.cz. A debt counsellor can help you to calculate the tentative amount of a deduction from your wage.
- > The bailiff will discover your source of income, i.e. the fact that you are employed, about two months after the commencement of employment. He will learn it by request submitted to health insurance companies.

5. Inform the client how to ensure secure payment of the unseizable amount

- > It is always necessary to address IN ADVANCE the issue, how the unseizable amount is to be paid. Each debtor subject to the enforcement, either already has his/her bank account blocked (even the newly opened one) or is at risk of his/her account being blocked and the bailiff can not recognize that precisely the unseizable amount to which you are entitled, was credited to your account.
- > For this reason, you must arrange for your wage to be paid to any third party account (your child's account or spouse's account are not suitable for this purpose) or ask for its payment in cash.

6. The client shall be informed, what he/she should be prepared to when he/she has debts and will start work.

What will be changed for you for the better?

By obtaining income, you will be in a better position to pay off your debts:

- > If you are already subject to enforcement, it will be more easy for you to repay at least one or, where appropriate, two debts thanks to wage deductions.
- > If you are not subject to enforcement, you can allocate part of your income to repay debt and redeem debt gradually.
- > Each debt accumulates in time and by beginning the repayment you at least reduce this accumulation.
- > If you have excessive debts, thanks to steady income you can think about the solution in the form of personal bankruptcy.
- > You have the prospect of improving your financial situation in the future because ...:
- > Every employment and work experience will help you to get a better paid job in the future.
- > With each month of repayment your debts are reduced.
- > At the time when you are employed, the employer pays from your wage to the state social security contributions; the years worked will count towards the entitlement to the old age or disability pension, or otherwise you may rely in the future on very low benefits in material need.
- > If you lose the job, you will be entitled to unemployment benefits.

7. You are subject to enforcement and you begin to work - what should you expect and how to avoid risks:

Enforcement deduction from wage:

If the enforcement deduction is carried out from your wage, part of your income needs to be retained for your living needs - it is labelled as the UNSEIZABLE AMOUNT - you are entitled to it by law. Its amount varies subject to the number of your dependent persons, the amount of your wage and also depending on whether you have even senior debt - mostly this is amount between CZK 7,000 and CZK 12,000 CZK per month.

8. Information about DEBT RELIEF = PERSONAL BANKRUPTCY

Explanation of the difference between debt relief and enforcement proceedings on the flip chart - (struggle for the debtor's assets vs. "protectiondam" of insolvency)

For whom is personal bankruptcy (debt relief) intended?

- > Especially for private individuals who are not entrepreneurs (but if certain conditions are met, also debt relief for entrepreneurs can be provided).
- > The basic condition is bankruptcy or impending bankruptcy, that means: you have at least two creditors, you are unable to meet your obligations (your instalment or fulfilment of another obligation is at least 30 days over-

due or you already know that you will not be able to pay your next instalment). You are able to repay within five years at least 30% of your debts and remuneration of the insolvency administrator (CZK 1,089 per month).

Two forms of personal bankruptcy:

- > The PAYMENT SCHEDULE for a period of five years (steady legal income is necessary in this case).
- > SALE OF THE BANKRUPT'S ASSETS - these are assets owned by the debtor (e.g. real estate).
- >

9. Discuss the myths surrounding debt relief

1. *There is **NO NEED** to have above-average income for debt-relief.*
2. *Debts that are already part of the enforcement proceedings **ARE NOT** an obstacle to debt relief.*
3. *Creditors **NEED NOT** agree to the debt relief.*
4. *Debt relief **MAY BE** allowed to pensioners.*
5. *Mortgage **CAN** be registered for debt relief.*
6. ***IT IS SUFFICIENT** when spouses submit one proposal for debt relief together.*

Annex No. 4 ADDITIONAL INFORMATION TO THE BLOCK "WORK"
50 minutes

Seek together with our clients answer to the question "what are employers now looking for" and "what can I offer" as an auxiliary verbal bridge to explain the concepts of legal and illegal work, colliding and non-colliding employment + again reverting to the myth: "with the criminal record no one will offer me a job"

Legal and illegal work

It is necessary to clarify the implications of such form of work for the client's financial situation in the future and motivate him to seek formal employment forms.

Discuss together the advantages and disadvantages of illegal work. Could you name some other advantages and disadvantages? Divide them into short-term and long-term ones:

	<u>Advantages</u>	<u>Disadvantages</u>
<u>Short-term</u>	<input checked="" type="checkbox"/> <u>I do not pay taxes and therefore my income is higher</u>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/> <u>I do not have to enter into the employment contract and be bound to a particular place</u>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Long-term</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Illegal work and its consequences

Your employer does not pay to the state social and health insurance contributions for you.

If you are working “illegally” and at the same time you are registered at the Labour Office, while receiving unemployment benefits and social benefits, you are committing a crime of fraud and non-payment of taxes and insurance contributions.

You risk that you will be excluded from the register of the Labour Office and will lose the entitlement to the payment of additional benefits (for a certain period) in the event that your illegal work is revealed.

Sanctions for illegal work are now stricter, **the maximum amount of the fine has been increased from CZK 10,000 to CZK 100,000.**

JOB SEARCH IS A PROCESS,

Job search is a PROCESS that can be approached as a project

First answer the questions:

- ✓ **Why am I looking for a job?**
- ✓ **What are my weaknesses?**
- ✓ **What are my strengths?**

Preparation phase:

- ✓ **Mapping**
- ✓ **Action**
- ✓ **Commencement of employment**
- ✓ **Keeping the job**

The entire job search process takes an average of six months.

Where should you search for a job:

- ✓ **Acquaintances, family**
- ✓ **Labour Office - message boards**
- ✓ **Paid newspapers – Annonce**
- ✓ **Newspapers for free - Metro**
- ✓ **Job agencies X Employment agencies**
- ✓ **Internet**
- ✓ **Non-profit organizations**

Not colliding employment

Not colliding employment - such employment, where you can be at the same time registered with the Labour Office, if the remuneration for your work does not exceed CZK 4,950,-.

Digital competency and preparation for release: digital version of Change-Fever - with demonstration trial game

The Change-Fever board game and both its digital version are aiming for prepare the inmates for the activities in the first month after release, which includes the followings:

- creation of housing and the expenditures connected to it;
- getting the needed documents;
- difficulties and opportunities of job searching;
- challenges of self-sufficiency;
- problems of unanticipated costs.



Present introduction is introducing the game's possibilities, logic with a trial game.

The game can be started after installing the programme. The home page can be seen above; by clicking on the **INFORMATION** button in the bottom left corner several informations will be available such as information about Váltó-sáv Alapítvány, regarding the probation officer service, about documentation, different services, housing, etc. The educational videos used during the game can be watched under the title **VIDEOS** (tax, work, bank card, retired pay). By clicking on the button **CREATORS** we can see the list of professionals who made this game. In the **HIGHSCORES** menu point the players' ranking can be seen. And lastly, there is a **PLAY** button which you can start the game with.

After clicking on the play button the first step is to fill out your **PERSONAL INFORMATION SHEET**:

VÁLTÓ-LÁZ

ÚJ JÁTÉK INFÓTÁR VIDEÓTÁR ALKOTÓK A LEGJOBBAK

SZEMÉLYI LAP

NÉV: Minta Béla

GYERMEKEK SZÁMA: 2

BÖRTÖNBEN LEDOLGOZOTT ÉVEK: 4

ISKOLAI VÉGZETTSÉGED: 8 általános ☒ álláskeresésnél +1 pontot jelent
 érettségi vagy szakma ☐ álláskeresésnél +2 pontot jelent

FELTÉTELESEN SZABADULSZ? ☐ nem

SZENVEDÉLYEK: cigaretta ☒ napi 500 Ft
 ital ☐ napi 600 Ft
 kávé ☒ napi 350 Ft

Töltsd ki az adatlapod!

TOVÁBB

- **NAME**
- **NUMBER OF CHILDREN:** each and every child increases the player's **MAINTENANCE** costs with 1,6 € per day,
- **YEARS WORKED IN PRISON:** this defines the player's starting capital in the start of the game, this is 33 € per worked years,
- **EDUCATIONAL QUALIFICATIONS:** elementary school, school leaving exam or vocational certification; these are meaning extra point during job searching in the game, elementary school is one, school leaving exam and vocational certification are two extra points,
- **ARE YOU RELEASED CONDITIONALLY?:** this means whether the player get release conditionally or after finishing his/her punishment, and the player depending on this has to visit the probation officer during the missions,
- **ADDICTIONS** (cigarette, alcohol, coffee): cigarette and alcohol increase the **MAINTENANCE** costs with 1,6 € per day, while coffee with 3,5 € per month.⁷

⁷ Approximately X EURO.

After clicking to the next button the playing field will appear. The missions have to be accomplished by moving on this field.



Here the player's starting capital can precisely be seen, later the actual financial situation, in addition, the daily maintenance cost. BONUS: -1 point (elementary school). The bonus points, which can be got during the game, can be also observed:

- INFORMATION
- APPEARANCE
- HEALTH
- STAMINA.

We can follow up also in the blue stripe with the help of pictograms if we are moving toward the accomplishment of the mission on foot, with public transportation without paying or with public transportation, moreover, it can be also seen if we have cell phone or internet subscription, which will become important later on the game.

After clicking on the next button we can choose where we would like to accommodate.

Where are you going to accommodate?



The player depending on his/her financial situation can decide where he/she would like to stay. Paying attention to the financial situation is very important, because during the game at a given point we have to go to the post office to pay the costs of housing and other expends. During the game debts can be amassed as well. The options:

- **HOMELESS SHELTER**
- **ACQUAINTANCE'S, FAMILY'S, HALFWAY FLAT**
- **RENTED APARTMENT**

Housing options have different financial implications. The monthly cost of housing has to be paid no later than the last game day.

How to play

The player can choose between two kinds of activities on a day:

- A. Accomplishing a mission (probation officer, ID card and address card, tax card, etc. administration);
- B. Staying at home, doing home activities. The player can choose from three optional activities, 1,6 € per each activity, the player gets extra points after every finished activity, which can be used later in the case of job searching.



ACTIVITIES WHICH CAN BE DONE AT HOME:

- washing
- cooking
- sporting
- cleaning
- using internet
- doctor visiting
- using phone, calling
- family visiting
- job searching

The first day's first mission (if the player doesn't choose home activities) is administration and getting of Hungary's most important documents, ID card and address card. The most important informations connected to documentation and administration can be read on the right side of the field. If the player read the notes, the next step is to pull the target indicator icon (red flag) to the corresponding field, where the player can get the needed documents.



In the case of accomplishing missions, the player has to decide how he/she wants to get to the target.

- A. With public transportation ticket (1,6 €)
- B. Without public transportation ticket
- C. With buying a monthly public transportation ticket (34 €)⁸
- D. Walking



CONTROL - moving towards this direction players who are using public transportation without a ticket have to pay 20 € as a fine. People who have tickets, monthly tickets, or going on feet can move towards this field freely.

OLD FRIENDS - moving onto this field the player faces the challenge which his/her previous “friends” means. Jobs which came easily, and promises a lot of money most of the time mean re-offending. Two dices have to be thrown virtually. If the player throws two sixes he/she won't get to prison, but gets 3,5 € for the “job”. Otherwise the player will get into PRISON.

FORTUNE CARD - who steps to a fortune card field will get one, and has to follow the orders written on the card.

Now we will choose fortune card, because we would like to finish this mission as fast as possible. We immediately face a question which highlights the harmful and expensive aspects of smoking (health promotion), and we also have to use out mathematical skills (mathematical competency development).

“Smoking had a bad influence on your health and it also costly. Calculate how much money you are spending on tobacco each week, if you buy one box every day, and the price of a box is 2 €. If your answer is correct, you get 3,5 €!”



We still have two steps. We can go on two directions up or right.



ODD JOB - The player moving onto this field gets 13 € if he/she has already got tax number . Otherwise the player can still step here, but without getting any money.

FORTUNE CARD - who steps to a fortune card field will get one, and has to follow the orders written on the card.

We have to steps, and now we can go to three directions again. Up, left and right. For achieving our goal we have to choose right, and get a FORTUNE CARD.



"It is forbidden to smoke in underpass and stops. You did it anyway. Pay 16 € spot fine!"



We pay the spot fine and with this step we achieved our mission. We got to the administration office. With the help of a video we can see and listen to how the address reporting paper has to be filled in.

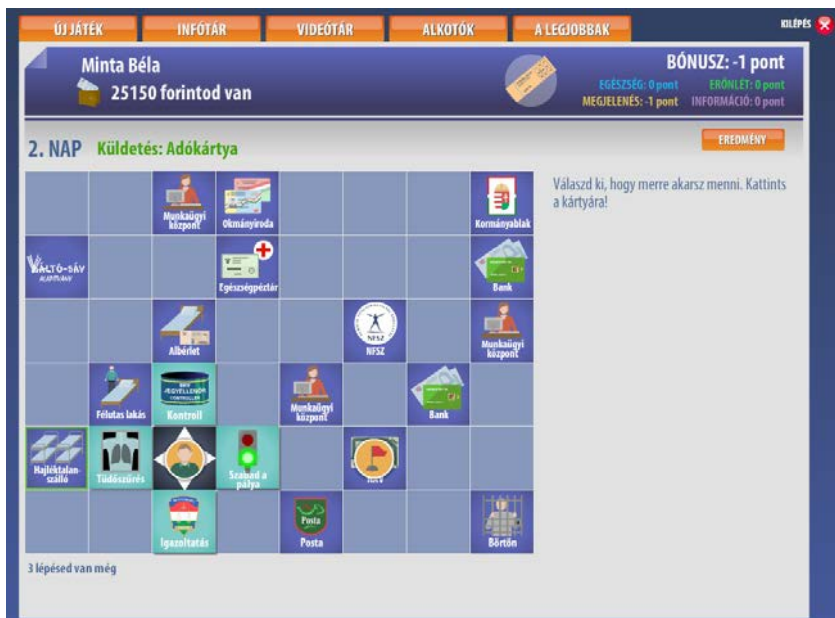
I can decide again whether I am going to stay at home or achieve a challenge. Since the tax office is far from my accommodation I am buying a ticket and going to go by public transportation. Obviously players can/have to have a strategy during the game. Our strategy can be affected by the distance of the mission's target field from our accommodation as well as our financial situation. I can decide if I want to get to the target field quickly and easily or I can also choose the other option that during fulfilling the mission I get bonus points with small bypasses, I may do some odd job if the conditions are fine (can be read later), or I participate on a free food distribution, so I won't have to pay for my daily food.

CONTROL- moving towards this direction players who are using public transportation without a ticket have to pay 20 € as a fine. People who have tickets, monthly tickets, or going on foot can move towards this field freely.

FORTUNE CARD - who steps to a fortune card field will get one, and has to follow the orders written on the card.

ODD JOB - The player moving onto this field gets 13 € if he/she has already got tax number. Otherwise the player can still step here, but without getting any money.

FOOD DISTRIBUTION - players moving to this direction doesn't have to pay for daily food.



I am going to the right, since I have bought a ticket for public transportation.

We are going on, we still have three steps.

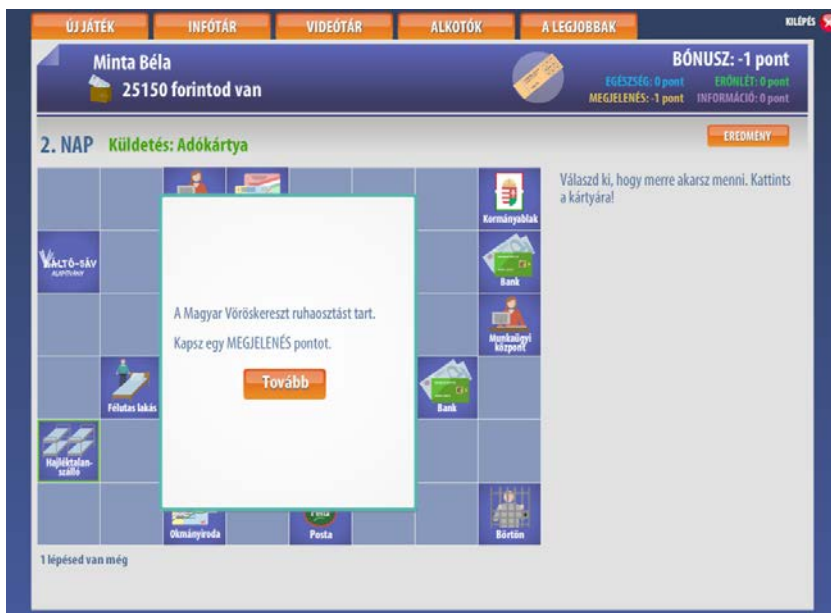
CONTROL- since I have bought a ticket for public transportation I can freely move along.

FREE WAY – we can move on.

IDENTITY CHECK - Players who have their ID card and address card can freely move towards this field. However, who don't have and still go this way, are going to get to the PRISON field. It is important that from PRISON the player has to go home, and only after that can fulfil missions.

LUNG SCREENING - Moving towards this direction the player participates on a free lung cancer screening, in exchange gets a bonus health point.
I am choosing right, free way.

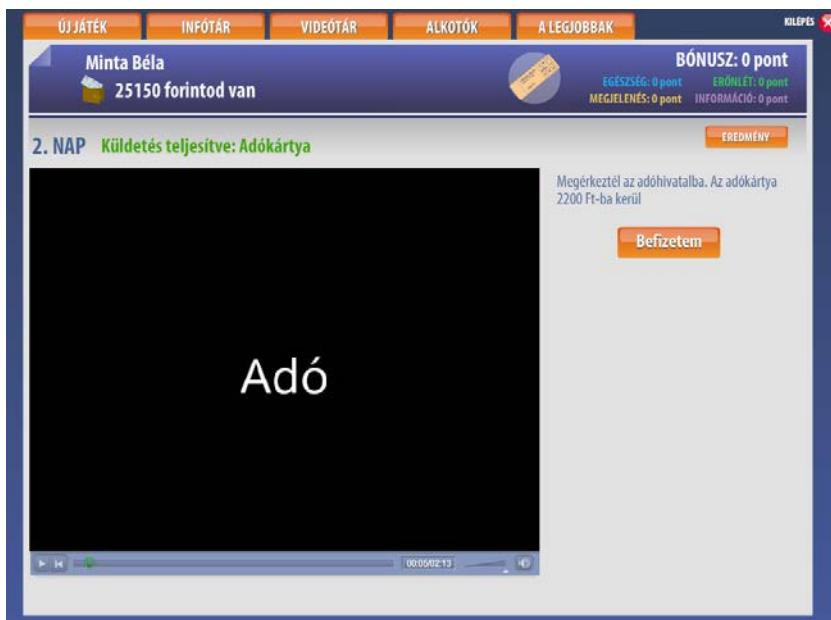
In my next step I am moving to the CLOTHES DISTRIBUTION field. The player choosing this gets a bonus APPEARANCE point, and gets the informing regarding this.



In my last step I choose right again, and with this I achieve my goal.



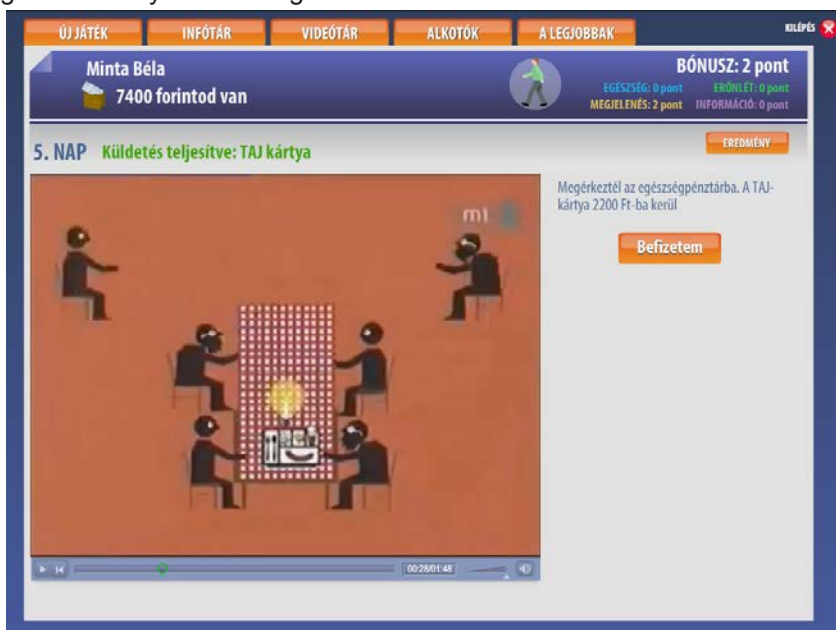
With this step we get into the tax office, where we can get our tax card. Here we can watch and listen to a video which draws our attention to the importance of tax and tax card.



I pay my tax card's price, and we get to another's day end where we can see our expenditures in the closing.



We have continued the game, and got to the fifth day, and by achieving a mission we got to the health insurance office, where we can get a health insurance card. We can see a video again, and after paying for the health insurance card we get to the day end closing.



We have continued the game, and we registered ourselves to the National Em-

ployment Service Office as our next goal, where we can start job searching.

For getting a job we have to have 13 points. Qualifications mean +1 point. In all: 1 POINT. We have to throw the two dices.

The screenshot shows the '8. NAP' game interface. At the top, there are navigation tabs: 'ÚJ JÁTEK', 'INFOTÁR', 'VIDEOTÁR', 'ALKOTÓK', and 'A LEGJOBBÁK'. The user's name is 'Minta Béla' and they have '1650 forint van'. The game title is '8. NAP Küldetés teljesítve: Regisztráció a Nemzeti Foglalkoztatási Szolgálatnál'. The main area is a 5x5 grid of icons representing various services and documents. To the right, the 'Álláskereső' section shows a total score of 1 point and a prompt to throw two dice.

UI JÁTEK INFOTÁR VIDEOTÁR ALKOTÓK A LEGJOBBÁK KILÉPÉS

Minta Béla
1650 forint van

BÓNUSZ: 4 pont
EGÉSZSÉG: 0 pont ERŐHILLÉT: 0 pont
MEGHÍJELÉS: 4 pont INFORMÁCIÓ: 0 pont

8. NAP Küldetés teljesítve: Regisztráció a Nemzeti Foglalkoztatási Szolgálatnál EREDMÉNY

Álláskereső

A munka elnyeréséhez 13 pont kell.
A végzettség +1 pontot jelent.

Összesen: 1 PONT

Dobj a két dobókockával!

Nincs több lépésed

We threw them, but since we didn't get 13 points, we didn't get a job today, but tomorrow we can try again. There is a chance for increasing our points (with getting bonus points during the game), with using maximum 3 bonus points. In our present case we can't do this, because we threw a small number with our dices, and we can only increase it with 3 points.

The screenshot shows the '8. NAP' game interface after a dice roll. The total score in the 'Álláskereső' section is now 9 points. The dice roll is shown as two dice, one with 6 and one with 3. A 'Tovább' button is visible at the bottom right.

UI JÁTEK INFOTÁR VIDEOTÁR ALKOTÓK A LEGJOBBÁK KILÉPÉS

Minta Béla
1650 forint van

BÓNUSZ: 4 pont
EGÉSZSÉG: 0 pont ERŐHILLÉT: 0 pont
MEGHÍJELÉS: 4 pont INFORMÁCIÓ: 0 pont

8. NAP Küldetés teljesítve: Regisztráció a Nemzeti Foglalkoztatási Szolgálatnál EREDMÉNY

Álláskereső

A munka elnyeréséhez 13 pont kell.
A végzettség +1 pontot jelent.

Összesen: 9 PONT

Dobj a két dobókockával!

Sajnos most nem sikerült állást találnod.
Holnap ismét megpróbálhatod.

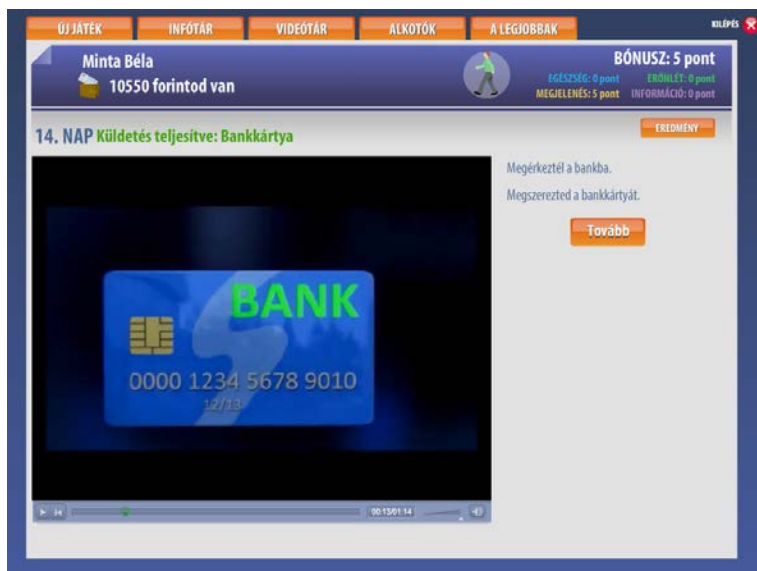
Tovább

Nincs több lépésed

Our next and also last mission is getting a bank card, since our payment will be transferred by the employers to it, so we have to possess one. In order to this we have to visit an optional bank.



If we successfully get to a BANK field, and fulfilled the mission we can watch a video again, where it is explained what we can use bank cards for, and what the main informations connected to this are.



There is nothing else left, but job searching. We can do it in employment centres or at Váltó-sáv Alapítvány. If we get into the job searching field we chose, we can watch a video concerning job, work and working.



After watching the video we can try to get a job again in the usual way. 13 points are needed for getting a job. We are throwing the dices virtually. There is a chance for increasing our points (with getting bonus points during the game), with using maximum 3 bonus points.

During the game we have an chance to step on the fields INTERNET-SUBSCRIPTION and CELL PHONE-SUBSCRIPTION, where we can buy these services on a reduced discount price. In the case of buying it every using means 1 INFORMATION point, which can be used at job searching.



We threw the dices, used the 3 bonus points, so we found a job, this way our daily income has been increased with 16 € .

ÚJ JÁTEK **INFÓTÁR** **VIDEÓTÁR** **ALKOTÓK** **A LEGJÓBBAK** **KILÉPÉS**

Minta Béla
3350 forint tartozásod van

BÓNUSZ: 5 pont
FŐSZERZŐ: 0 pont
MEGJELŐZÉS: 0 pont
FŐSZERZŐ: 0 pont
INFORMÁCIÓ: 0 pont

18. NAP Küldetés teljesítve: Álláskeresés

Álláskeresés
A munka elnyeréséhez 13 pont kell.
Ezen a mezőn kapsz 1 szerencsepontra.
A végzettséged +1 pontot jelent.

Összesen: 13 PONT

Kattints a felhasználni kívánt pontokra!

Állást találtál, így a napi bevételed 5000 Ft-tal növekedett.

Tovább

1 lépés van még

During/under job searching it is high time to pay the expenses of our housing and overhead at the post office. So we have to get to the post office field. Inasmuch we get to our target, we will have to fill out a check with the help of an interactive programme. We have to put the corresponding data to the corresponding place with the mouse.

FELADÓÉRTÉK
ÖSSZEG: 2000
Kétezer
Minta Béla
00013169 280 55

KÉSZPÉNZÁTUTALÁSI MEGBÍZÁS
ÖSSZEG: 2000
FM
Készpénzátutalás
Minta Béla
00013169 280 55

Húzd az adatokat az egérrel a csekken a megfelelő helyre!

Minta Béla
Budapest
Szív utca 145. III.em. 12.

1063 2000 kétezer

After filling out the check we can get back to job searching in the usual way.

We have fewer and fewer days, and slowly but surely we get to the last, thirtieth day, and the game ends. In the upper blue stripe we can see that I have bought cell phone and internet subscription too during the game.



At the end we can view our results. We can see how much money we started the game with, and how it had decreased day by day, and also we can monitor our expenditures. The list of accomplished mission can also be checked. Lastly, we can see the earned point number, which will be fixed and shown by the system under the HIGHSCORES menu point.



