



# **YES TO EMPLOYMENT: METHODOLOGY TO BOOST EMPLOYABILITY OF (EX-)OFFENDERS INSIDE THE PRISON AND ONCE RELEASED**

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**WAYBACK**

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**RUBIKON CENTRUM**

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## RECOMMENDATIONS FOR THE TRAINER IMPLEMENTING METHODOLOGY:

General rules for each module:

People in each module:  
5 to 10 people

Length of 1 module:  
2 hours with a 10-15 minute break

### Turning training from boring into engaging

- Use positive reimbursement to boost motivation
- Look for volunteers who could help/ lead workshops
- Use interactive learning methods (non-formal education tools)
- Organise story sharing circles
- Ask participants to evaluate the training
- Show good examples & results that are available

### Building trust with participants

- Showing respect, using respectful language
- Playing trust games
- Do emotional self-evaluation at the beginning of every day. Everyone should participate including the teacher and guards. You may use emotional health scale or emojis for self-evaluation. Everyone who feels comfortable can share their evaluations with the group. It's important that the teacher, guards present share as well.
- Address trust issues in the group & talk about it together. Is there a lack of trust? Why? Are we able to build trust at least for this training? Everyone can share what trust means for them

### Dealing with manipulation coming from prisoners

- Making people accountable – call people out on manipulative behavior
- Setting clear boundaries between positive and negative manipulation

# 1. INTRODUCTION TO THE DIFFERENCE BETWEEN SHAME & GUILT, GUILT MANAGEMENT

Author: Wayback

People in each module:  
8 people sitting in a half circle.  
Guest speaker, Group leader

Length of 1 module:  
2 hours with a 10-minute break

**This module consists of:**

- Theory (information given verbally and visually) (35 minutes)
- Workshop or practise (55 min)
- Test (20 minutes)

**Theory: Before the guest speaker, participants read this text (5 min):**

Emotions are the birthplace for development and change.

And some emotions are only meant to be carried for a short time. This has been known throughout history. The old testament tells us about the scapegoat to whom they transferred their bad deeds and sins to on the yearly Day of Atonement (yom kippur). Somehow it seems like we have forgotten how to let go.

Shame is triggered when we think the reason for a negative outcome is that something is wrong with us as a person. When we are shameful we see ourselves through the eyes of others. We feel devalued, and the threat of being excluded by the group. The act reflects negatively on oneself.

By design a high security prison with its isolation from society triggers even more shame in the prisoners. Shame corrodes the belief in positive change. "You are worthless and hopeless".

Depression and anxiety are associated with feeling shame over a period of time. As are defence mechanisms as blaming others, anger and aggression. And it also correlates with addiction, bullying and eating disorders. The feeling of guilt is inversely correlated with all of these things.

Guilt is something we feel when we do something that does not meet our moral, or other, standards. We can describe them as our core values. We see it as an act not describing us as a person. Maybe guilt states that we have values, and empathy for others?

In a school situation: If a student thinks he got bad results on an exam because he is stupid. He will feel ashamed. If he thinks it is a result of him not studying as he should have done. Then he feels guilt.

In a criminal context it can be claimed that shame has an egoistic view. It's the offender himself who is the focus. Guilt is focused on the victim. And then we can do something constructive. We understand how our actions affect others, and this unpleasant feeling guides us to wanting to find out how we can make changes. So we are not making the same mistake again. To hold something we have done up against who we want to be is incredibly powerful.

We have to convert damaging shame into unpleasant guilt. But not even guilt is meant to be carried for a very long time. At some point we have to leave it behind to be able to go forward in a meaningful way.

### **Theory: Guest speaker (30 min):**

The guest speaker in this module will be an ex-convict with a personal history to tell concerning shame, guilt and how this person dealt with it.

### **Break: (10 min)**

### **Workshop (55 min):**

How do we do it?

The ex-convict informs the group about these points:

The first premise is that you really take responsibility, and view your previous actions as not consistent with your (present?) ethics and moral beliefs. The second premise is that you believe in the possibility of forgiving your former self and others.

The third premise is that you are willing to use the others in the group as your support system during this process.

Then we have our thoughts and feelings aligned. Only action is left. Writing a letter to a victim with an unconditional apology. And acknowledge the pain that has been caused.

This could be a person from a criminal case. Or to a member of the prisoner's family. Some will choose to write to themselves. If this letter is sent by the prison to the receiver, or not, is something each has to decide with the group leader.

### **Test: Write the letter (15 min)**

Before the letter is written. The group need to discuss:

1. Recognize shame and what triggers it. Talk about it.
2. Have you formed an identity around what makes you feel shame?
3. To own our own story. What does that mean?
4. We cannot perform higher than our present level. How have you evolved in the last 5 or 10 years?
5. Present your personal values (a sheet with suggested values is presented).

6. What could a letter like this achieve?

7. Forgiveness of oneself, and how to accept and go forward without guilt. What is my first step after the letter?

The participants are asked to write down their view about shame, guilt and how to deal with it.

**Reference:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4790975/>

## 2. MANAGEMENT OF DIFFICULT EMOTIONS

Author: Wayback

People in each module:  
8 people sitting in a half circle.  
A group leader is leading the process.

Length of 1 module:  
2 hours with a 15-minute break

### This module consists of:

- Theory (information given verbally and visually) (20 minutes)
- Workshop (60 min)
- Test (25 minutes)

### Workshop “Deal with it”

Goal: How to manage difficult emotions before, and after release from prison.

Number of participants: 8 (one or more that has been released before).

Tools for methods/conditions: Note pads, pencils, whiteboard, whiteboard markers.

### Theory (10 min)

*The participants read this text:*

In Prison

When in prison the focus is to get released. And with this one goal in mind it is easy to assume that everything is going to be fine after that. After all, when you are on a short leave on the outside. You feel really tired after a few hours. But you remember the good feeling. The stress you felt are ignored. And told as funny stories. How you did not find out how to pay before taking the train, and just showed the conductor your prison documentation for the leave. And he just accepted that as your ticket. Your problems are being associated with being in prison. On the outside everything is great!

But when the release date is set. Then the feeling of uncertainty sets in. In some sort of way, you have made the conditions you are released into seem better than they in reality are on the application for release. Anyhow change is stressful, even good ones. And this is not only change of housing, or change of job, or change of social circle. Everyone is highly stressful on their own. For many it's a change of everything at the same moment.



You have been in a rigid system for some time now. Others have been telling you what to do. And when to do it. You have not been training on being adaptable to sudden changes.

At the same time, you have the need to have a dream for your life. Companies call it a vision. It's the purpose, what you strive for and want to achieve. With that in mind you can make strategies and short time goals. The lucky ones have gotten an education during the sentence. And are in a lower security facility enabling them to work in an ordinary company.

The rest may feel empty inside. The void was filled with a criminal lifestyle earlier. Then the prison filled the days, and head, with routines and predictability. Now they feel stress. Even if the intellectual part of the brain knows that crime equals suffering. The emotional part of the brain relaxes when they decide to go back to crime. Now you have a kind of a dream again. In addition, some have some sort of predictability with this choice. They know the "crime – prison circle". Here, at least, you have an identity and feeling of community. And you don't have to face the shame you are certain you have to face in ordinary society (?). For some reason you give up easily when facing difficult long term tasks. And you have an inner voice telling you that there's no way you will succeed.

Then there are the ones who do not know exactly what they will end up doing. Or if this is a job below their capabilities – as a start. But they know who they are doing it for. And that there are plenty of excuses, but they choose no one. They know they will find what they master. And they know that they have to have the main focus on one task at the time. This will quiet the mental noise. And they know stress dissolves in groups. They find a support group. Either they make their own. Or they contact an organization. These cannot go for you. But they can go besides you. And give you a push when you feel like giving up.

### Workshop (30 min)

Question:

- What do you think about the claims in this paragraph? What are missing? Please discuss.
- What is your vision? For whom are you doing it? Yourself, others, society? First write down your answer. Then have a discussion.

*Break: 15 min*

### Theory (10 min)

After release

The participants read this text:

When you are released you will feel anxiety and maybe the "cousin" depression. But for most this disappears with time. When you expose yourself to ordinary life. You will feel shame, and/or guilt.

This you must, and can, face. If you know who you are now. This is much more important than what you have done in the past.

You have changed. Hopefully for the better. You will probably not feel understood by family and friends. Maybe they expect you to be the same person they knew from before. Sometimes you even feel the pressure to be the same from family and loved ones. Even if you have changed for the better.

As it may be confusing for them to learn to know you as a different person.

You will feel frustrated when dealing with banks, and public offices if you have to get a bank account and identification papers. You will feel provoked and irritated after calling, or having a meeting with, the public support system. You will worry about the future. Do you feel you have the resources to manage? The debt, to get stable housing and a job.

Nothing worth fighting for is easy. Also understand that this social worker that irritated you has 200 clients and is doing her best under the circumstances. The bank employee you talked to did not make up the rules. And things take time. Be mentally prepared for this struggle. Then you don't feel singled out and sorry for yourself. And thereby making the good struggle into painful suffering. We all go through the same process after prison.

Always remember who you are doing this for. For your children? No – for your children, and their children again. Wherever you start it will have further positive consequences for more people than you imagine.

### Workshop (30 min)

Question:

- What do you think about the claims in this paragraph? What are missing? Please discuss.
- No one is supposed to manage all this on their own. Please write down your support system. And in what capacity they can help you.
- How will you ask them for support as soon as possible? Family, friends and organizations.

Question: What will you tell a potential employer about who you are now? What are you proud of? He will be more interested in your present attitudes towards work, life and being a good human being, than your former history.

### Test (25 min):

To test what is learned, the group will be split in two. Each group will gather which difficult feelings they think will be important to deal with. And how they plan to deal with them.

### 3. BRINGING MEANING TO JOBS IN PRISON

Author: Wayback

**People in each module:**  
8 people (6 prisoners with work in prison, 2 staff from a workshop, prison maintenance, kitchen etc.) sitting in a half circle. Plus group leader.

**Length of 1 module:**  
2 hours 55 min including a total of 25-minute breaks (15 + 10 min)

#### **This module consists of:**

- Theory (2) (information given verbally and visually) (25 minutes)
- Workshops (3) (1 hour 30 min)
- Tests (2) (35 minutes)

#### **Workshop “The prison workplace can be a place for a new start”**

**Goal:** To change the vision (what they want to achieve) and mission (what they are doing) for the prison jobs.

**Number of participants:** 6 prisoners with work in prison, 2 prison staff from a workshop or prison maintenance, kitchen etc.

**Tools for methods/conditions:** Note pads, pencils, whiteboard, whiteboard markers.

#### **Theory (10 min)**

*The group leader starts with reading this (the suggested incentive program is written on the whiteboard):*

**Can a prison workplace be a place for transformative learning?**

In most prisons the work consists of maintaining the prison, and the prisoners needs for food, cleaning etc. And workshops not really adding practical work skills that can be transferred to an outside workplace.

On the other hand, many employers do not mind training the new employees to do the job. But they are hesitant to call someone without references into a job interview.

To learn the social norms and work ethics in an ordinary workplace outside of prison should not be learned in a theoretical job search program. But while working in prison. What is expected of the workers in prison should be as close to an ordinary workplace as possible. Regardless of the work done. Including giving the prisoners a feeling of control and ownership of the outcome of the work. How informed are the workers of what they are contributing in doing? Can it be shown that their work is part of an end result they can be proud of?

We suggest a weekly points incentive program. Giving points based on:

- a) motivation and effort;
- b) social responsibility: Attitude towards other prisoners and staff;
- c) the quality of the work and personal initiative;
- d) how the prisoners solve difficult situations and ownership of mistakes.

The staff need to be in charge of maintaining a positive social environment. Giving prisoners options to be able to influence the work situation. And rewarding positive changes in behaviour. Showing, in a positive way, that every worker's effort is seen by the work leader.

All this enables the prison staff to give references to future employers. This is especially important for prisoners without previous work history.

### Workshop (55 min)

Questions: What work options do you have? How could the incentive point program work in your places of work?

Are there any additional rewards possible? Other than as a reference for transfers to other facilities, and as an aid when writing a reference to the possible future employers?

It's important you know why you should perform at your best at the workplace. Why should you? For your future self? For others?

### Break (15 minutes)

### Test (25 min):

The group is divided into two groups. Each group has 1 staff member, and 3 prisoners.

Each group makes an example job reference guide. Using one of the prisoners in the group as a case.

### Workshop (15 min)

Question: Could gamification be used as a tool to make the job more entertaining?

An example could be competition between different teams in productivity. Any other suggestions?  
Please discuss.

### Break (10 minutes)

### Theory (15 minutes)

*The participants read this text:*

**You can change your circumstances, and you can change yourself:**

**Finding your why**

**"He who has a why to live can bear almost any how" (Nietzsche)** A person who has found a purpose in life can overcome any obstacle in their path. If you know why your life is important, and you know that your goal is a positive one, you can suffer through almost any defeat without giving up or quitting. Your WHY is a filter through which you can make decisions. Temptations are meeting your core values. It's your reason for being here. Nobody can take that away from you. Do not forget your WHY in the continuing routine days.

**Do you see what you really want? Or do you see the things that stand in the way of what you want? Stop chasing instant gratification. This will increase the long term gratification. This focus equals a good life. The really good life. Not the fake one.**

**Start with being authentic. It's a way of telling ourselves and the world who we are, and what we believe. That's why you have to say and do what you actually believe.**

**What you say and do are symbols of who you are. And then you will attract the people who believe in the same things as you.**

**What can you contribute to the world?**

### Workshop (20 min)

Question: Please make some examples of a personal WHY. Based on contributing to others:

*Group leader writes on the whiteboard:*

**Example: I want to ..... so that.....**

### Test (10 min)

**Write down your personal WHY. Most often these are focusing on what we can do for others. But this is your WHY!**

## 4. MAPPING A PERSON'S STRENGTHS, SKILLS AND NEEDS

Author: RUBIKON Center

People in each module:  
5 – 10 people, 2 group facilitators

Length of 1 module:  
1 hour 45 minutes

### This module consists of:

- Theory (20 minutes)
- Workshop (70 minutes)
- Test (15 minutes)

**Goal:** Participants know their strengths and weaknesses – they know how to communicate them. They are able to identify their competencies and transferable skills.

**Tools for methods/conditions:** note pads, pencils, flip chart/whiteboard, markers, post-it notes, work sheets

### Theory (20 min)

The group facilitators opens the topic by following introduction:

“Getting a job is one of the important steps to get you started again. We often hear from people in a similar situation in which you are right now, that they will take any job because they don’t have any options. We have another experience and we want to offer it to you. Each of you has strengths that are good to use when looking for a job. It does not have to be a classic job skill or education, the strengths of any are important. So even those that you have or discover in ordinary contact with others, remember them from childhood, apply them when spending free time. All this can be used in job search and employment, you can use all this in selecting a job that is suitable for you and in communicating with the employer when you introduce yourself to him/her. It’s just important to let your imagination run wild and not be afraid to draw on situations that are not directly related to your previous work experience. And it is also important to build your further development on these strengths and use the strengths even in situations where you are not completely used to it.”

## Discussion – using flipchart and post-it notes

What are “soft” and “hard” skills?

What are the possibilities of learning – how do we learn and where?

What are the strengths and skills of a “good” employee – what he/she should have as a person?

## Workshop (70 min)

### Exercise – TEMPERAMENT

#### Method:

The lecturer starts with the exercise TEMPERAMENT:

1. Lecturer has a pre-prepared flip with a table and words (see below, without dividing lines).
2. Lecturer gives the course participants a task: everyone chooses the 10 words that best describe them and makes a note of them.
3. Lecturer then draws the dividing lines and explains the terms: melancholic, phlegmatic, choleric, sanguine, but also introvert and extrovert, and provides assignments to find their own characteristics.
4. Debate: what profession is and is not suitable due to temperament, what qualities can be used for CV, cover letter and job interview.

INTROVERT			EXTROVERT		
M	quiet	cautious	excitable	active	C
	moody	sad	optimistic	intense	
	timid	contemplative	volatile	fast	
	hesitant	fearful	decisive	combative	
	insecure	shy	passionate	hot-tempered	
P	thoughtful	modest	outgoing	carefree	S
	peaceful	passive	flexible	energetic	
	stable	slow	bright	sociable	
	calm	responsible	agile	talkative	
	laid-back	chilled out	cheerful	perceptive	

### Exercise – TRANSFERABLE SKILLS

#### Method:

The lecturer explains competences as abilities and skills and in particular explains the concept of 'transferable skills' and points out that transferable skills are suitable for people who have little or no work experience.

**Competence:**

Competences are sets of skills and knowledge that are necessary to perform a certain type of work in an efficient way. During job interviews, employers use questions about competencies to find out what the candidate's experience, skills and potential are to work in a certain type of job/position. In order for the employer to be able to assess what the candidate will be as an employee, the questions are divided into three categories:

- a) Expertise – qualification, professional experience
- b) Communication, organization, management
- c) Personal characteristics.

**Transferable skills:**

These are skills that you have acquired during any work or activity and you can use them for other activities. You can improve through various types of activities – for example work, projects, volunteering, hobby activities, sports, de facto through anything. These skills may include the following:

- Communication – the ability to communicate orally, in writing, by email
- Teamwork – the ability to be a constructive member of the team, practically contributing to the success of the whole team
- Leadership – the ability to motivate and encourage
- Initiative – the ability to see opportunities and set and achieve goals
- Problem solving – the ability to logically solve problems, creative thinking, the ability to focus on what is essential
- Flexibility and ability to adapt – change and adaptation to a new situation
- Self-confidence – to be aware of your strengths and skills and to use them confidently
- Commitment and motivation – energy and enthusiasm in project implementation
- Interpersonal skills – the ability to build relationships with others
- Mathematical literacy – the ability to understand and use information such as numbers, statistics, graphs.

After the explanation, the lecturer encourages the participants to fill in a question sheet in which they write down the answers and thus identify their competencies. The lecturer also presents a table of transferable skills for participants who are unable to identify their competencies (lack of education, work experience, etc.).

**Worksheets to use:**

Question sheet (*Annex 1*)  
Transferable skills

**Test (10 min)**

Using paper, writing down answers to the questions below

What others value in you?

What are your strengths?

What did you learn about yourself?

What can you offer to your future employer?



## 5. JOB INTERVIEW PRACTICE

Author: RUBIKON Center

People in each module:  
5 – 10 people, 2 group facilitators

Length of 1 module:  
1 hour 45 minutes

### This module consists of:

- Theory (30 minutes)
- Workshop (60 minutes)
- Test (15 minutes)

**Goal:** Participants are ready for a job interview – they know what to do and what not to do in the job interview, they know what are their qualities and on what they need to work on.

**Tools for methods/conditions:** note pads, pencils, flip chart/whiteboard, markers, work sheets, sheets with prepared job offers and company information.

### Theory (30 min)

The group facilitators opens the topic by following introduction:

“Recruitment interviews are an increasingly common practice of employers. Sometimes they have a very formal nature and course, the selection process has several rounds, you have to prove your CV and cover letter. Some employers do job interviews very informally – it’s a short meeting in the workplace. But there is always some form of getting to know the employer and deciding whether he is interested in you. The aim of today’s meeting is to prepare for the job interview.”

Discussion – brainstorming, using flipchart

What comes to your mind when you say “job interview”?

Imagine you have a small business and you are looking for a new reinforcement for your team.

What questions would you like to know the answer to?

What would you notice during the job interview for the candidate? (appearance, behaviour, reaction).

## **Recommendations for the job interview**

The job interview is used by the candidate and the employer to find out if they suit each other. Today, it is a common part of recruiting new employees for all positions. During it, focus on your positives and highlight your strengths.

How to prepare for a job interview

1. Find out basic information about the company (on the Internet, from acquaintances...) - how many employees it has, what it deals with, how it differs from similar companies, etc.
2. Remember the exact name of the position you are applying for, pay attention to the entire text of the advertisement.
3. Make sure you know where the interview is taking place and how you will get there in advance. Late arrival is inexcusable.
4. Take your CV with you.
5. Prepare questions for the employer about the job position (e.g. working hours, how many days off, salary, etc.). It is good for the employer to see that you are really interested in the job position.

## **Prepare appropriate answers to frequently asked questions**

1. Tell us something about yourself
2. Why are you applying for this position?
3. Why should we choose you?
4. Have you ever done such work?
5. Which of the jobs you did, did you enjoy the most?
6. Did it happen to you that you did not come to work?
7. What are your strengths?
8. What are your weaknesses? What would you change about yourself?
9. Why did you finish your last job?
10. What was your relationship with your manager?
11. What would you like to do professionally in the future?
12. What are your salary requirements?

## **Beginning of the job interview**

The first impression plays a pivotal role in the overall impression you leave. The interview begins with an introduction and a handshake. Introduce yourself by full name, keep a firm handshake and look the personnel in the eye. Also, don't forget the facial expression and groomed look. Keep in mind that you come to the employer as an equal partner – he/she seeks and you offer.

Conclusion of the job interview

If you have not been told, ask when you will find out the results of the competition and what the next steps will be if you succeed. If the amount of salary was not stated in the advertisement and you did not find out during the interview, it is possible to ask for it at the end.

## Workshop (60 min)

### Exercise – JOB INTERVIEW PRACTICE (*Annex 2*)

#### Method:

The lecturer divides the participants into groups of 2-3 people, distributes the prepared worksheets with job offers. The task is that each participant has the opportunity to try out the role of the interviewee and the interviewer. Participants are using the questions and answers from the previous exercise and are giving each other feedback on verbal and non-verbal communication.

The lecturers are here to help, to listen and to give feedback.

Participants have an opportunity to try job interviews in a safe environment and also it gives them an experience to be in an “employer’s” role.

#### Worksheets to use:

Recommendation for the job interview

## Test (15 min)

Using paper, writing down answers to the questions below

What are your strengths in the job interview?

What are your weaknesses in the job interview? What do you need to work on?

What did you learn about yourself?

What can you offer to your future employer?

#### Discussion circle

Asking participants to evaluate the training – what did you like, what didn’t you like, what are you taking with you and do you want to share anything with the others?

## 6. WORK ETHICS AND RELATIONSHIPS

Author: RUBIKON Center

People in each module:  
5 – 10 people, 2 group facilitators

Length of 1 module:  
1 hour 45 minutes

### This module consists of:

- Theory (30 minutes)
- Workshop (45 minutes)
- Test (30 minutes)

**Goal:** Participants are ready to handle the most frequent conflict situation at a workplace and know their legal background.

**Tools for methods/conditions:** note pads, pencils, flip chart/whiteboard, markers, work sheets.

### Theory (30 min)

“Starting work brings a number of new situations. I’m in a new environment, I meet new people, and I get to know how it works in a new workplace. There is always a Work Code but also the Labour Law that regulates most issues. The other issues usually can be resolved in interpersonal interactions and some set of communication techniques is useful here.”

#### Discussion

You can find some of these situations on the worksheet. – The facilitator distributes a worksheet with a list of situations to the participants – The participants read the individual situations and briefly discuss whether the situation is regulated by the Labour Law and how it is possible and appropriate to react.

#### Note:

Due to the specifics of individual countries, the facilitator will find out in advance whether the given situation in the given country is regulated by the Labour Law and how.

Introduction and discussion about work ethics and relationships in a workplace – theory about a few topics from the Labour Law (what are rights and duties of an employer and of an employee).

Worksheets to use:

Situation at the workspace (*Annex 3*)

**Note:** The list of topics is demonstrative, it can be arbitrarily changed at the discretion of the facilitator.

The theory ends with the choice of three situations, which the participants want to address in the subsequent role-playing. Preferences can be determined by various methods – e.g. the topic is chosen by the facilitator according to where the discussion between the participants was the greatest, priorities are determined by the participants – e.g. so that the topics are written on a flipchart and each participant can divide their 3 points between topics, etc.

### Workshop (45 minutes)

**Exercise – SIMULATION THEATRE**

**Method:**

According to the selected priorities at the end of the theory part we're going to address three situations – for each situation there are two actors selected (from the participants, but also it can be any of the lecturers). They agree who will have what role, with one being the employer and the other the employee.

They start playing their roles and the rest of the participants are an "active audience". When any of the participants or lecturers want to change something in an act, or try a different approach, they "clap" and stop the play and switch the position with either employer or employee, or they can join in the role of a co-worker.

It is possible to use the "clap" also to get advice from the audience and to discuss the next step.

The goal is to deal with uncomfortable situations in a calm but assertive way, to learn how to communicate when there's some conflict in a workspace.

### Test (30 minutes)

**Group work – using flipchart**

Summary of what we have learnt, using flipchart and writing down what a person can do in difficult situations which can happen in a workplace.

**Discussion circle**

Asking participants to evaluate the training – what did you like, what didn't you like, what are you taking with you and do you want to share anything with the others?

## 7. COMMUNICATION SKILLS

Author: Slawek Foundation

People in each module:  
Not specified

Length of 1 module:  
Not specified

**This module consists of:**

- Theory
- Workshop

### Theory

Presenting meaning of a body language (short presentation with tips like “meaning of the tone of your voice; good manners – no putting hands in pockets, no pointing fingers at each other, sitting properly, do not touch a person, do not stand too close”).

The power of words – short presentation about various techniques of formulating statements (FECE Facts Emotions Consequences Expectations; Verbal Judo LEAPS Listen Empathize Ask Paraphrase Summarize; SOS Stop Observation Solution).

### Workshop

Workshop 1 – participants are given some difficult situations (someone is late for a meeting with them; someone borrowed money and do not give it back; someone promised them to help with something and did not do it; ...) and have to use one of methods – preferably FECE – to express their emotions and deal with a conflict;

Workshop 2 – how to calm down and how to de-escalate difficult emotions: real life situations acting; we present different situations that might happen in their lives (for example someone is mad because you both had a presentation to make and it is still not done) – a participant has to use his body language, voice and known techniques to deal with this situation without escalation of emotions and conflict.

## 8. GOAL SETTING

Author: Slawek Foundation

People in each module:  
Not specified

Length of 1 module:  
Not specified

**This module consists of:**

- Theory
- Workshop

### Workshop

First, participants have to define their goals connected with a career and a job (good if it is one, clear statement like “I want to become a builder” or “I want to find a legal job”);

**Participants get a table with several questions:**

Goal	What is my goal; they have to write it down here;
When	When I want to achieve this goal, how much time do I give myself for it;
Difficulties	What could make it difficult for me to achieve my goal, what obstacles may I face;
Changes	What changes I will have to make, what should I learn to achieve it;
Help	Who or what could help me with it (family, friends, NGOs, trainer, prison staff... ?);
Plan	What are the steps to achieve it, what should I do first and then what is the second, third, fourth... step;

**Playing with cards – bonus questions; Cards could be made or bought. They should contain questions like:**

- When was the last time you did something for the first time?
- What has my recent failure taught me?
- How do I see myself in the future?
- What would I say to the younger version of myself?
- Why do I need this change?
- What excites me when I think about this change?
- What's the worst that could happen as a result of this change?
- How much am I ready to change?



## 9. PERSONAL FINANCE AND DEBT MANAGEMENT

Author: Slawek Foundation

People in each module:  
Not specified

Length of 1 module:  
Not specified

**This module consists of:**

- Theory (2)
- Workshop (2)

### Theory

- What is a home budget
- A few words about insurance and taxes
- Benefits of working on a contract

### Workshop

#### **How to create your own home budget?**

- Housing costs (bills, rent)
- Living costs (food, clothes, transport)
- Health costs (drugs, doctor)
- Personal expenses (hobby, entertainment)
- Each participant makes his/her own home budget.

### Theory

#### **Tips of how to know “where the money goes”.**

- Write down your expenses or collect all receipts and bills.
- Think about where you could possibly reduce your expenses (cigarettes? eating out?).
- If possible, save money, at least small amounts. Take care of this habit.

#### **How to get out of debts.**

- Creating your budget and the costs you need is the first step. You need to take control of your finances and – of course – your expenses.
- If you are indebted to an individual, present your situation and pay off the debt in small amounts. Do this regularly to make the person feel safe about his/her money.

- Seek legal aid.
- Write down all the debts you have (the amount of debt and repayment date, interest). Start with those that aren't overdue and have a small amount left to settle.

### Workshop

**Debt-snowball.** We allocate the largest amount to the debt installment with the smallest value, and the smallest to the repayment of the debt with the highest value. We also assume that we will allocate any additional or saved funds towards the repayment of the smallest debt.

1. List all debts and sort them from lowest to highest.
2. Determine what installments you have assigned to each debt.
3. Calculate income and expenses. Think about possible savings.
4. Pay off every obligation regularly and write it down in the table.

## 10. LIFE-LONG LEARNING

Author: Active Youth

People in each module:  
10 people

Length of 1 module:  
1 hour

### This module consists of:

- Theory
- Workshop

**Goal:** To recognize inner dreams/ideas/goals and get support or feedback on how to achieve them  
**Tools for methods/conditions:** Sticky Notes, pencils

### Theory

It is recommended that at least one guest speaker participate in this workshop to share their experience as a life-long learner. The presence of such a speaker would allow participants to interact directly with someone who has experience with life-long learning and see them as potential role models.

The participants and the guest speaker are invited to get to know each other during a 10-minute ice-breaker at the start of the workshop ( i.e., speed dating). This activity will create a more relaxed and intimate environment, promoting focus, idea sharing, and trust.

Following the ice-breaker, the guest speaker will present their background with the help of a slideshow, emphasizing the key aspects of their personality/life that the participants can emphasize, and encouraging questions from the audience. By the end of the presentation, the workshop's participants should have learned about the guest speaker's life and accomplishments in relation to their life-long learning experiences and feel inspired and empowered to engage with life-long learning themselves.

## Workshop

Each participant is given one sticky note (in three different colors) and is asked to think for two minutes about an inner dream that he or she would like to achieve someday and write it down. Nobody should show what they wrote to others. Following that, participants are divided into groups based on the color of a sticky note they are holding. Later, work in smaller groups begins: participants must use pantomime to tell others what dream they wrote, and others must guess it.

When participants' expressed dreams appear to be more or less similar, they are invited to discuss how those dreams might come true. Participants should provide feedback such as:

What do they like best about their dream?

What is the most important thing to do to get there?

What kind of assistance might they require, and where/how can they find it?

After 30 minutes, everyone gathers in a circle to reflect. The facilitator poses thought-provoking questions such as, "How did everyone feel about sharing their dreams and ideas with others?" Did anyone discover any useful or interesting hints or motivation from others? Is everyone in agreement that discussing personal dreams requires the support of others?

Recommendations: Groups should be no larger than 5 people to allow for more time for productive discussion. Finally, no one should be forced to speak up because it is more important that everyone shares personal thoughts in small groups.

### *Break (10 minutes)*

20 mins time to share feedback, express how everyone felt, whether their expectations about the workshop were met and, if not, what they think should be improved.

## 11. BUILDING KNOWLEDGE ABOUT JOB MARKET

Author: Active Youth

People in each module:  
No limit

Length of 1 module:  
1 hour

### This module consists of:

- Theory
- Workshop
- Test

**Goal:** To prepare convicts to apply for jobs and ease their access to the labour market

**Number of participants:** No limit

**Tools for methods/conditions:** Paper, markers, pens, computer

### Theory

This workshop aims at improving the participants' knowledge of the labour market and improving their skills for job hunting. Given these objectives, it would be useful to divide the participants in two groups according to their working experience, and brainstorm the words they associate with the labour market (i.e., CV, cover letter, internship, etc.). One facilitator per group will lead the brainstorm and they might as well integrate their suggestions with more words and explain their meaning to deepen the participants' professional knowledge.

After getting acquainted with some key terms of the labour market, all participants will listen to a presentation on job hunting. The facilitators will go through all phases of job hunting and provide the participants with tips & tricks (i.e., how to write the best CV, do's and don'ts for interviews and cover letters), external resources (websites to look for all level jobs, contacts of companies hiring ex-convicts, platforms to get their CVs reviewed), and general guidance on the different types of work available to ease their shift toward employment.

More specifically, on the basis of some preliminary research on the least known topics/words related to the labour market amongst ex-convicts, the following topics will be covered:

1. internship (knew 14/40)
2. freelancing (knew 24/40)
3. cover letter (knew 26/40)
4. what social benefits I am supposed to get if I work legally (knew 31/40)
5. bruto & neto salary (knew 33/40)

By the end of this theoretical stage of the module, the participants will have improved their knowledge of the labour market, getting to know the necessary terminology and the most important information to start looking for a job. These outcomes will be achieved through a combination of activities (brainstorming), and audiovisual presentation (oral presentation of the workshop's facilitators supported by a slideshow).

### Workshop

The participants must split into smaller groups and give a presentation about a hosting organization in order to understand how it works and to ensure that every other peer understands the basic information that was just presented. This activity will improve the participants' presentation, creativity, and time-management skills, essential assets to enter the labour market.

### Break (10 minutes)

### Test

To test the newly acquired information, participants will be divided in two groups and work individually: one group will work on the realisation of their CVs, and the other on their cover letters for potential job applications. After 10 minutes, the two groups will publicly provide feedback on their peers' work, so that everyone can listen and take notes. The workshop leaders will be responsible for supervising the feedback session and integrate feedback with their own comments if needed.

## 12. POSITIVE EXPERIENCE SHARING SESSIONS

Author: Active Youth

People in each module:  
10 people

Length of 1 module:  
1 hour

### This module consists of:

- Theory
- Workshop

**Goal:** conflict analysis, conflict management  
**Tools for methods/conditions:** rehearsal room

### Theory

At least two ex-convicts should be invited to share their experiences and engage in discussions with the participants during this workshop. Having more than one guest speaker allows for a wider range of life experiences and points of view to be considered, as well as a more natural and relaxed conversation for both ex-convicts and audience members.

To start the conversation and set a positive tone for the rest of the workshop, it is best to begin with a short ice-breaker that allows participants to get to know each other in a fun, yet relaxed setting (i.e., similarities game).

Following the energizer, participants and guest speakers will be invited to form a circle and begin the discussion. The two ex-convicts will begin by introducing themselves, their experiences as convicts, and then as ex-convicts, by showing pictures/videos of their lives and accomplishments. The focus of the discussion should be on how they overcame the challenges of reintegrating into society and how their lives have improved, inspiring the participants to follow in their footsteps.

## Workshop

The trainer begins with a brief discussion about different types of oppression in which the learners have been victims of inequality or discrimination, and then asks each person to choose an oppressive moment in their own lives that they are comfortable sharing with the group. They could have been the oppressed, a bystander, or an oppressor. The trainer then invites 5 learners to the stage, while the rest of the group remains as an audience. The first learner has two minutes to shape her group into the image of her personal oppression before exiting the stage. The audience must keep their eyes closed while the image is being sculpted. The trainer then invites the audience to interpret the image; after their comments, the sculptor is summoned to the stage to explain it. Finally, the trainer challenges the sculptor to find a solution to the conflict represented by modifying the image in one minute. This activity is done in rounds, with each learner presenting their images one at a time. At the end of the activity, a thorough sharing and debriefing session is recommended.

## Break (10 minutes)

20 mins time to share feedback, express how everyone felt, whether their expectations about the workshop were met and, if not, what they think should be improved.



# ANNEX



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## ANNEX 1

### Question sheet:

#### What can I offer?

Ask yourself what skills and experience you have. Think about the skills you have acquired in past jobs, but also in your free time, in relations with other people and within your family.

QUESTION	ANSWER	COMPETENCE
What was the content of your work in your previous job?		
How do you spend your free time?		
When your supervisor asks you to complete another task outside of your normal job, how do you respond?		
What did you enjoy doing when you were a small child?		
Do you prefer to work alone or in a team?		
What are your responsibilities at home?		
Do you manage to complete the tasks on time?		

QUESTION	ANSWER	COMPETENCE
Are you solving the given task exactly as your superior determines it, or are you looking for other possible solutions?		
If you didn't know how to handle the task, did you do it yourself or did you tell someone to help you?		
You have an experience with imprisonment and you know how to operate in prison – what have you learned from this?		

## ANNEX 2

### **Recommendations for the job interview**

The job interview is used by the candidate and the employer to find out if they suit each other. Today, it is a common part of recruiting new employees for all positions. During it, focus on your positives and highlight your strengths.

#### **How to prepare for a job interview**

1. Find out basic information about the company (on the internet, from acquaintances...) How many employees it has, what it deals with, how it differs from similar companies, etc.
2. Remember the exact name of the position you are applying for, pay attention to the entire text of the advertisement.
3. Make sure you know where the interview is taking place and how you will get there in advance. Late arrival is inexcusable.
4. Take your CV with you.
5. Prepare questions for the employer about the job position (eg: working hours, how many days off, salary, etc.). It is good for the employer to see that you are really interested in the job position.

#### **Prepare appropriate answers to frequently asked questions**

1. Tells us something about yourself
2. Why are you applying for this position?
3. Why should we choose you?
4. Have you ever done such work?
5. Which of the jobs you did, did you enjoy the most?
6. Did it happen to you that you did not come to work?
7. What are your strengths?
8. What are your weaknesses? What would you change about yourself?
9. Why did you finish your last job?
10. What was your relationship with your manager?
11. What would you like to do professionally in the future?
12. What are your salary requirements?

### **Beginning of the job interview**

The first impression plays a pivotal role in the overall impression you leave. The interview begins with an introduction and a handshake. Introduce yourself by full name, keep a firm handshake and look the person in the eye. Also, don't forget the facial expressions and groomed look. Keep in mind that you come to the employer as an equal partner – he/she seeks and you offer.

### **Conclusion of the job interview**

If you have not been told, ask when you will find out the results of the competition and what the next steps will be if you succeed. If the amount of salary was not stated in the advertisement and you did not find out during the interview, it is possible to ask for it at the end.

## ANNEX 3

### *Situations in a workspace*

SITUATION	IS IT REGULATED BY THE LABOUR LAW AND HOW?	HOW TO REACT?
A colleague tells me that I'm sitting in his/her place in the canteen.		
My supervisor points out that I don't have work gloves and a helmet.		
My supervisor criticizes me for not being at work – but I was at the doctor's and I told his/her deputy.		
My supervisor wants me to work 10 hours a day all week instead of 8 hours.		
My employer ordered me to take a holiday between Christmas and New Year.		
The employer wants to transfer me to a factory in another city.		
My supervisor invited me to a meeting about my repeated late arrivals.		