„Handbook for Tutors Teaching Female Prisoners and Ex-Offenders"

LLP TOI Project "Competent To Do - The transfer of competencies for tutors to achieve business (vocational) and social competencies of female prisoners and ex-offenders"

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1. Introduction

Good education is the base and possibility for a society to develop continuously. Project partners decided to cooperate, develop, and exchange experiences and innovative approaches in teaching on adult education level. Education may maximise our potential to find better, more satisfying jobs, earn more and, perhaps, become more successful in our chosen career.

In 2013, European Commission stated that „*entrepreneurial programmes should offer learners the tools to not only to acquire or develop business knowledge and essential skills and attitudes but also to encourage creativity, initiative, tenacity, teamwork, understanding risk, sense of responsibility, problem solving, communication, networking and leadership. This is the entrepreneurial mind-set which helps entrepreneurs transform ideas into action and also increases employability significantly.*". Nowadays, theoretical knowledge is left far behind practical and these days „learning by doing" is something that it is acceptable on all education levels - from kindergarten to adult education.

Background of this project is related to several different issues and key problems emphasized on the very beginning of the project. This Handbook should, as one of the main results, give several answers and help to the target group not directly, but indirectly through education and trainings prepared for them. European Parliament resolution on the particular situation of female prisoners (Preposition 2007/2116(INI) *http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2008-0102+0+DOC+XML+V0//EN*: Encourages Member States to exchange information and best practice in relation to prison conditions, in particular for women, and in relation to the effectiveness of vocational training and social reintegration measures. However, the content of the resolution is not entirely taken into account and is not inconsistently implemented in many EU countries.

Key problems are:
- a generally low level of education and lack of professional skills,
- increasing number of female prisoners,
- women in prison do not have an equal opportunities for education, training and are not as competent on the labour market as men,
- special needs of women are not considered in prison, which makes it more difficult for social and occupational reintegration (prisons have been built for men)
- an obvious difference between vocational training and labour market demand (most prisons offer training in feminized occupations, which is limited to the acquisition of knowledge and skills that are traditionally attributed to women and culture and social role of women - tailoring, hairdressing, cleaning, weaving, embroidery, etc.; on the labour market these low-wage occupations are not highly valued, therefore a social inequality can continue, but also undermines a social integration and professional life),
- tutors who educate and train imprisoned persons for further occupation are not fully trained (come from different backgrounds and are employed as tutors in schools or

perform work in institutions for adult education as external partners; apart from the expertise and experiences in adult education those tutors do not have acquired skills to work with prisoners, especially with the female population); those skills are crucial in reducing the discriminatory aspects of career education and training of female prisoners and their professional reintegration in a society, while reducing the rate of recidivism (re-offending).

To be able to teach entrepreneurship effectively and building business competencies among learners, the tutors have to be themselves entrepreneurial because business competencies require active methods of engaging learners to release their creativity and innovation. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences. Therefore, to help tutors in effective course delivering there is need to develop learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. By supporting, promoting and applying the approaches and methods of active learning, practical experiences and learning by doing are supported, learnersget the opportunity to discuss, reflect and evaluate their learning process - as to methods and knowledge: How do they learn what they learn? Tutors should collect learners' feedback systematically since learners' enthusiasm is an important driver for the implementation of entrepreneurship education.

European Union have defined eight key competencies needed for individuals for their personal growth, an active citizenship, social inclusion and employment, which should be acquired through the period of education. These are: communication in mother tongue, communication in a foreign tongue, mathematical competencies, basic competencies on the 5 fields of natural sciences and technology, competencies of ICT usage, learning about learning, social and civil competencies, initiative and business attitude and a cultural awareness and expression. They have stressed the importance of education, which has a double role in the European Union – economic and social. Its role would be of providing the citizens with key competencies for the adaptation to the social changes. It also has the function of social connection, as it should enable equality and success in the acquisition of these competencies to all groups of people, especially to those with special needs (marginal and vulnerable target groups a part of which are also people serving their prison sentence and people after their served sentence), all who have been unemployed for long and those who show a low level of literacy.

The transfer system was training of tutors to train female prisoners and ex-offenders. Training for prisoners was based on achieving overall business and social competencies for a successful occupational and social reintegration. Transfer of innovation from Germany to Slovenia and Lithuania emerged inside the same area: prison system and within educational sector – other classified education, other further courses and trainings; from a geographical point of view is a transfer between countries within European Union.

The first chapter of the Handbook is dedicated to the introduction to the project „Competent To Do" and to the background of the project. The second and third chapter are very important part of the Handbook because they describe this specific target group

of tutors or candidates for tutors and even more specific group of the final beneficiaries – female prisoners and ex-offenders. Their psychological characteristics required a specific approach, which is described in this part of the Handbook. Second part of this Handbook is dedicated to Guidelines for tutors who will actively work and teach female prisoners and ex-offenders. Guidelines will offer tutors a way, methods and content to organize trainings for this specific target group. The transfer of competencies for tutors to achieve business and social competencies of female prisoners and ex-offenders was prepared by German partner, FrauenComputerZentrumBerlin (FCZB). FCZB has a relevant experience in organization and realization of tutor trainings and trainings in female prisons. Part of the Handbook was dedicated to training of the tutors with trainings such as „Self-assessment and reflection", "Competence assessment", „Skills audits" and „Reflection and transfer". Chapter 4 contains training guidelines for the topics "Business Competencies" and „Social Competencies", which are divided into several sub-categories in order for easier understanding and use of this topics with female prisoners and ex-offenders. After that chapter 5 is focused on pilot implementation in Slovenia (Prison Ig) and Lithuania (in Panevėžys Correction House) and it phases from the preparation process to the evaluation of the pilot and awarding ceremony in Slovenia. Last chapter of the Handbook serves as a conclusion of the whole project and describes partners' findings and experiences with the project itself. Partners shared their thoughts and gave some suggestions to the readers of this Handbook. At the end, list of references can be found.

2. Psychological characteristics of female prisoners and ex-offenders

When we address future tutors and tell them to prepare with specific knowledge and skills to work with female prisoners and ex-offenders, what we want is to stress how important it is, since there are specifics for this target group, but there is nothing new »on the horizon«. Female criminality is perceived, due to male supremacy in in this field as well as in others, as marginal.

It is crucial for a tutor to know well female prisoners and ex-offenders, even for work after their served sentence, and it is especially crucial to understand the psychological characteristics of the people included. As a starting point, the tutor should think about and try to answer questions, such as:

1. Can we state that there are common psychological characteristics specific only for women (because they are women) serving their prison sentence and that due to them they differ from men serving their sentence?
2. Can we state that there are some common psychological characteristics that separate female prisoners from women who have not committed an offence?
3. Can we identify common psychological characteristics of female prisoners, present in them even before they commit an offence and as the cause for committing an offence?
4. Are the psychological characteristics linked to the type of offence?
5. Can we speak about the psychological characteristics mentioned above as the only ones or/and could we separate these characteristics from the psychological characteristics that have been formed as a consequence of living in a prison? In a socially psychological penal prison project, we can observe the presentation of the idea and conclusion that prisons represent a special psychosocial environment of margination and isolation where prisoners are more exposed to different risks. Besides the isolation from the society as such and from their home environment as well as from their socially free and working environment, prisoners are withdrawn from the diverse and broadly available field of help services. If yes, which ones are the most influential in the formation of psychological characteristics of women after their served sentence and why? Is there a difference with the male population with prison experience? (*http://www.intelyway.com/EX/psiho/nel.htm*, saved 2/8/2015).

Trying to answer these questions is more than difficult since there are no unambiguous answers (they cannot and should not be). What are the reasons for that?

For each tutor it is very important to know why female criminality was never the centre of attention of criminology. The reasons that lie within the exposed points of view (with which the current condition is partially justified) are that:
a) Delinquency is a phenomenon more characteristic of males,
b) Female offences are less common and of a less dangerous nature,
c) It is easier to control women,
d) Female criminality does not represent a serious social problem.

Besides the above mentioned, it is important for the tutors to know certain perspectives and explanations about female criminality or so called theories, which searched for the reasons for a small or big proneness to offences in different factors.

Some theoreticians explain the fact that women are less prone to commit an offence than men with the fact that they have fewer opportunities to commit an offence. These less opportunities are defined by a bigger sense of morality, influenced by shyness and their wish to behave decently, their economical dependence on men, less presence in public places and physical weakness (if they happen to be violent, they are violent towards their family members).

As Zoran Kanduč states: "*The theoretical controversies arise (and become strained) especially in terms of the question whether the lesser involvement of women in criminal (or at least partially "criminalized") behaviour patterns may be attributed, principally to inborn (pre)dispositions or whether their distinct "conformity" is mainly defined with social and cultural factors. Is the fact that women are less "criminal", ingrained in specific neural-hormonal mechanisms …, or this phenomenon is mainly consequence of a gender differential socialization…? This enigma remains without a satisfactory, more or less unanimous solution, which is not surprising, since the mere basic formulation is already problematic, as it alludes to a strict differentiation or separation of biological and cultural factors.* (Kanduč et al, 2012).

The separate use of different explanations (the blind faith to any of the so-called extreme theories) for the understanding of the personality structure of the "carriers" of offences can be professionally misleading and socially dangerous. For example: if we originate from the biological explanations of deviations and we believe that everything is encoded in our genes, then we are not far from Lombroso's (Gould, 2000) belief that criminals are born as criminals and that the psychological characteristics of women as offenders are encoded in their genes. The representatives of the biological determinism affirm that a person's behaviour is genetically defined and that the environment does not play any role in it. From this point of view we not only disregard and deny the complex formation of a person's personality structure, which is a result of genes, the influence of the environment and the person's own doings, but we also use the skewed conviction that a person is born like a blank piece of paper. The critics of the biological determinism in the film *Zeitgeist* (second part) explicitly show the influence of the environment on the development of the personality structure from the moment of conception on (*www.youtube.com/watch?v=t5T_JC6ZyW4*, saved 2/8/2015). For a tutor it is mostly important the knowledge and understanding of Lombroso's point of view of women's nature which he calls "born criminals". He says that by nature, women are resentful, vindictive, deceitful, less sensitive to pain, physically weak, less intelligent and they react only based on their feelings, because they do not possess reason, etc. Even though he states that "born criminals" are rare (in their case in most cases it is difficult to recognise the signs of atavism, as opposed to male born criminals), in the case of an exception he labelled such a woman as a "monster" more ferocious than a male criminal. Cesare Lombroso considered the following as signs of atavism: pointing ears, flat nose, low forehead, double nipples, more fingers on hands and feet, etc. In his work *The Female*

Offender, he emphasizes that a criminal woman has the same characteristics as a non-criminal one, but the characteristics are more strongly expressed in a criminal woman. Knowing the second part of the film *Zeitgeist* enables the tutor to approach female prisoners and ex-offenders more accordingly, since he understands the problem of the forming of a personality structure and with that the psychological background of a many times incomprehensible offence. The data in Slovenia and some other countries as well shows that women are rarely the carriers of major offences, that they commit less offences than men, that they are rarely part of organized crime and that they abandon offences more easily. According to that, "*…there is an existing temptation to link statistical rarity with abnormality (or even people being unnatural), namely in the sense of understanding the offence as a "symptom" of the offender's biological or psychological "pathology"* (Kanduč (2007)). However, during the recent decades the disproportion between men and women crimes tends to reduce, also more and more women started to commit violent crimes (*http://www.zurnalai.vu.lt/teise/article/viewFile/5077/5222, saved 21/09/2015)*.

Socio-psychological theories that search for reasons for deviant acts in unsuitable primary socialization contribute to the preservation of prejudices and stereotypes that a single mother is not able to raise a child to become an independent and responsible personality, assuming the child is automatically deviant if the parents are deviant and that unsettled family circumstances (conflict between the parents, the presence of alcohol, drugs, violence, etc.) automatically form the child into becoming a deviant personality. An extreme automatism is professionally unacceptable and socially dangerous for the explanation of psychological characteristics of the carriers of deviant acts, in our case offences, and it does not take into consideration the differences between genders.

The fact is that, regardless of the culture, the forming of the personality structure through the process of socialization is different for men and women. The fact that women commit less offences, which are of a "milder" nature, can be supported in this context by stating that women are socialized in such a way that have more obstacles with moral judgement of their behaviour than men. The gender role of women is generally more directed towards the abiding of rules; the only difference is that it is present in some cultures more than in others. The data shows that in some countries the share of women prisoners is increasing; among these countries are also Slovenia (with the only female prison in Ig at Ljubljana) and Lithuania (also with the only institution for female prisoners in Panevėžys). Some explain the data with women assuming roles to which they could not access in the past (the role in the educational process, in a work place, in politics, in public life). It is not just about the adopting of additional roles, but also about the fact that these roles are socially expected from women and the inability to perform them may contribute to a woman committing an offence. It was established that female prisoners and ex-offenders are usually from a lower social stratum and that their criminal act is a consequence of financial distress and deprivation; in average there is a presence of a low level of education.

The personality structure (psychological characteristics) reflects whether the individual has had his or her needs (the need for survival, for belonging, for strength, for freedom

and for amusement) fulfilled simultaneously or not. We must not undermine the importance of the genetic base, the importance of temperament, which is usually inborn and difficult to change and the importance of character, which develops through the process of socialization stressed by a concrete culture. Women, which are convicted for their offences, usually start serving their sentence with a lack of (simultaneous) fulfilment of their needs or a complete lack of fulfilment of their needs from the period when they were growing up.

It is important for a tutor who is getting to know his/her target group for the training, to have this kind of knowledge. It is even more important to realise that all prisons are modelled on a male model, which is the reason why the needs of women prisoners are not and cannot be fulfilled. The needs of women are essentially different to those of men, not only due to their different biological nature, but also due to the gender roles expected within a certain culture (the difference between biological sex and social gender).

The tutor has to take that in consideration when working with female prisoners and ex-offenders. He or she also has to realise that the conditions in prisons add new psychological characteristics to the structural personality of each woman. What they are going to be and how they are going to be reflected depends on the type of offence (e.g. an addict woman that needs additional therapy), the duration of the sentence (e.g. long sentence), and also on the regime of sentence serving (e.g. closed regime), as well as the personal response to the prison rules as a total organization. Besides that, it also depends on the woman having a family, whether she is a mother and she has permission for family contact or not; will she be allowed to give birth during her sentence serving and what the chances are that she keeps the child up to a certain age. We always have to take in consideration that a woman needs more options for personal hygiene, more health care than a man (gynaecologist room), and above all the opportunity to educate herself through different programmes (acquiring formal education, training for life outside the prison walls) and to prove herself through work, which is not stereotypically gender defined.

Future tutors and candidates for tutors do not need all this knowledge and information to endeavour to play the role of a psychologist-counsellor. They have to be aware of the fact that they cannot do this explicitly, as they are not qualified and as such, they illegally interfere with the regime of the prison as an institution, and mainly with the work of those, who are professionally responsible for that.

Regardless of the fact that tutors come from the outside and are regarded as bright points from the point of view of female prisoners, after they start working/training they become part of a system with special rules, which they have to respect. The abidance to the rules and the knowledge of them, as well as the acquired knowledge about the characteristics of this group will help them to feel sovereign in their work; they will be professionally strong and, at the same time, capable of empathy. This will help tutors to work individually or in groups without prejudices or stereotypes, being able to treat all female prisoners and ex-offenders in the same way, knowing how to protect themselves and all the members of the group from conflict, foreseeing different situations and reacting accordingly to them.

In terms of conflicts, we cannot avoid the specifics that are defined by gender. If there are different needs in terms of gender, then conflicts, which are caused due to unfulfilled or insufficiently fulfilled needs, are defined by gender. The director of prison Ig in Slovenia, Danijela Mrhar-Prelić, MA, states some differences among the causes of conflict between women prisoners and men prisoners. (This was adopted from a PowerPoint presentation from the presentation of Prison Ig to future tutors and candidates for tutors.)

The reasons for conflicts among female prisoners and ex-offenders are: the division of cleaning fluids, offences because another prisoner got a teddy bear, dissatisfaction with the regime of the sentence serving, non-granting of prison privileges, long-lasting offences, the excess of the allowed time for making a phone call, not granted additional therapy, letter overview, noncompliance with the schedule of tray cleaning, not having the possibility of an interview with the staff right away, provocations, etc.

On the other hand, the causes for conflict among convicted men are: debt relationships, purchase for someone else in the canteen, cooperation with the police, newspapers or watching television, invasion of personal space, blackmailing for money, stealing cigarettes on the courtyard, "snitching", sexual harassment and many times "unknown" reasons.

Another piece of advice for future tutors and candidates for tutors, in order for their action not to be taken as a cause for conflict added to the above-mentioned list under the category of female gender: never make a promise that you cannot keep to female prisoners and ex-offenders, even if it is just a trifle, for example, the promise that next time, on your training, you will distribute additional pens or notebooks. Above all, you should be careful to be fair to all when bestowing privileges. Outside the prison walls, the same group of women may react completely different to or may not react at all to this kind of (un)fulfilment, but to get there, there are different ways of different length. Our/your mission is still bound to the training and education of female prisoners and ex-offenders for an easier professional and personal reintegration to the society, in order for the consequences of living in prison to affect in the minimal extent possible the forming of psychological characteristics of ex-offenders, since the social stigma is enough as it is.

The stigma communicates to each one of them: Do not forget, you were in prison and you are also a woman!

3. Approach to the target group and the final beneficiaries

Target group: Tutors

In this chapter, we will explain why it is relevant for tutors who are entering a women's prison to integrate in a special education and training for this target group and for the final beneficiaries – female prisoners and ex-offenders – women after their served sentence.

Competent approach to the planning of tutors' training

Purpose: To develop and perform a training that will qualify the tutor for an effective work with the final beneficiaries – female prisoners and ex-offenders serving their sentence and after their served sentence. For this purpose we wanted to use new procedures, methods, forms and working techniques, since a tutor can perform a qualitative programme for female prisoners and ex-offenders only if his or her knowledge is linked with those fields that are bound to the target group (criminology, penology, victimology, criminal legislation, organisation of the state, law, psychology, sociology of gender, etc.). This knowledge has to be upgraded by the tutor; he or she has to be prepared for lifelong learning. First, the current standpoints and opinions on this issue need to be checked. With the help of the method of questioning (questionnaire), we gathered the data about the need/urgency of such a training for tutors who work in prisons or which knowledge and competencies they need for an effective and qualitative work. The questions were answered by both the tutors that had already had trainings or are providing trainings and counselling in prisons, as well as the professionals that have also been "responsible" for the education.

In order to include tutors in the trainings to work with female prisoners and ex-offenders in-depth interviews were carried out with some tutors who already had experience with working with female prisoners and ex-offenders. We have prepared and chosen the criteria, based on which we created training for tutors in Berlin for 15 tutors. These criteria are stated in the document ***T.3: Preparation and selection of criteria to determine a tutor's profile training***.

Communicativeness, professionalism, critical thinking, sovereignty, working autonomy, flexibility, tolerance, kindness, empathy, motivation, good timing, team work, personal maturity, etc. which should be characteristic of adults education are basic for a tutor who intends to work with the final beneficiaries – female prisoners and ex-offenders.

These knowledge, characteristics, skills have to be included in the specifics of socially-political conditions and the legislative framework where the women's prison is situated and mainly in the specifics of the target group of female prisoners and ex-offenders in contact with the tutor, upgrading them with the knowledge from the above-mentioned fields (criminology, pathology, etc.). Through the theoretical part of the training, the

acquired competencies do not make a tutor or candidate for tutor competent for this work. It is very important for the tutor and for the final beneficiaries to have a conducted, controlled and assessed practical part of this kind of trainings. We could say that, due to the extreme sensibility of the subject (rules that are written and have to be known and consistently complied with, rules that are not written, but exist and have unpleasant consequences, the existence of a social stigma, self-stigmatization, the possibility of manipulation, etc.) where target group and final beneficiaries (both tutors and female prisoners) are situated, this plays a more important role than somewhere else.

We took all this into consideration when educating and training candidates for tutors working with female prisoners and ex-offenders, as well as all that is relevant for this work, in order to enable the possibility of a tutor to "change his or her mind" after finishing the theoretical and practical part of the training. That is, if a tutor realizes that this work is not for him or her, or the evaluation and self-evaluation showed that this was not a suitable group to which he or she could dedicate professionally.

We also have to take into consideration this option and respect it when we approach the target group of tutors who want to be educated and trained for the work in this field. They start a difficult path and enter a field that is, on the one hand, "strictly legally close" (it is difficult to change anything within the system) and, on the other hand, it "calls" for change. This can be a challenge for such a tutor to contribute positively to the lessening of discriminatory practice about female prisoners and ex-offenders.

Final beneficiaries: Female prisoners and ex-offenders

The purpose of this part of the Handbook is for the tutor to have the possibility of re-reading what he or she needs to pay attention to and what he or she has to take into consideration when he or she intends to start with the training in a women's prison. Consequently, this also means what he or she has to pay attention to when outside the prison walls he or she meets with women with a prison experience that would want to be included in the training or are already part of the group. We would like to point out that there is an essential difference between the tutor being active in a country with approved probation (*http://cep-probation.org/wp-content/uploads/2015/03/Summary-information-on-Germany.pdf*, saved 2/8/2015) or being active in Slovenia that, unfortunately, does not have this system yet.

When we talk about the approaches to the final beneficiaries, we cannot ignore the key agents, which, on the one hand, are linked with the contact with this group and, on the other hand, are key for the changes and as such are the final beneficiaries of our services/work results.

In Slovenia, the tutor has first to make contact with the directing staff of the women's prison, which can, in order to first enter prison Ig, direct him or her with a written application to the Head Office of the Prison Administration of the Republic of Slovenia. He or she has to present in detail to the Head Office of the Prison Administration, who he or she is and what the purpose of his or her work is. After the approval of the entrance to

the prison, follows a meeting with the directing staff of the prison and some professional staff (psychologist, social worker, professional, responsible for the education in the prison, etc.). There can be more than one meeting. After the institution shows interest, the tutor is assigned a certain person/professional within the women's prison for further communication. Usually it is a professional who covers the educational process, but not necessarily.

When communicating, the tutor has to consistently report about what he or she wishes to do in the women's prison to the professional staff as well as to the director of the prison. In case of any complications, it is very important to have everything documented (that the correspondence can be easily followed). Before the beginning of the training, the tutor has to present the programme also to the target group of female prisoners and ex-offenders. To how many and which women and how and where (to the younger, older, less educated, according to the regime of sentence serving, the type of offence, in the morning, afternoon, in a smaller room – in the classroom, common room, library or the dining hall within the so-called community, where all prisoners meet once a month with the directing and professional staff of the prison and discuss about the current issues, etc.), is decided according to the presented purpose within the framework of the professional prison team. To present the programme to the prisoners the tutors should prepare more copies of the leaflets presenting the programme itself (topics, etc.). The direction of the prison also decides whether the detainees will attend the training programme presentations if they are also enabled to participate. In Slovenia, prison rules prohibit the socialization of detainees with prisoners, unless in exceptional cases decided by the prison authorities. In case of trainings, the so-called mixed groups (detainees, prisoners) are very rare.

Subsequently, what follows is the definition of the date of the beginning and ending of the training, how many days a week will it take place, which day and when. In addition, a poster is prepared about the matter, which is then exhibited in an agreed visible position. The way of application to the training is also agreed (they can apply with a formal form, placed in an agreed position).

When all the applications are collected, the tutor can start with the training. He or she has to respect the rules concerning the entry to the prison (what can he or she bring inside the prison). Each change in terms of the visitation hours or any additional entry of material or an additional person has to be informed in advanced and wait for the confirmation. Certain things require also the confirmation from the Head Prison Administration Office of the Republic of Slovenia (be it the entry of additional computers, working materials, which are not the usual, the visit of an unknown person, or the presentation through the media – recording, taking photographs, etc.).

In Lithuania, the situation is similar what concerns the prisons rules, bringing inside the material. However, the path of conducting the training is not so „complex" as it may seem with the Slovenian case. Yes, you have to contact the directing staff of the prison with a formal request or pay a personal visit. However, usually they do not need permission from the Prison Department. The training which is offered free of change is always welcome. Of course, the topic must be of interest to female prisoners (offering

not only theory but also something what might be used in practice after serving the sentence) if you want to gather people for your training. Women have opportunity to choose from quite a big number of different training. During the personal visit you should also discuss with the directing staff how many times per week and for how long you would like to conduct the training.

Then, the same as in Slovenia, follows a meeting with a person who is working with prisoners on a daily basis who presents the main rules which have to be followed. For example, before starting the training you have to bear in mind that if you want to show any video material (using CD, DVD, USB, etc.) you have to present it for relevant officers in advance for the check. You are not allowed have a phone or bring a camera inside for taking pictures. Also have in mind that the Internet is not permitted for the prisoners to use, so you will not be able to show anything online as well. What is more, usually women who come for the training have to leave earlier to take their medicine, go to hospital, court or work.

It is up to you if you need an application to be filled by women who want to participate in the training. Most probably you will want to find out some basic information about them. If so, it is quite obvious not to ask too personal questions or something related to the nature of the crime / offence they committed. During the course of the work if women will be willing they will tell you more about themselves. It is recommended to prepare a poster about the training or present it during some event where all female prisoners gather in one place.

It should be also pointed out that the presentation of the programme to the prisoners and, in particular, the beginning of the training is very important in terms of how the tutor will be accepted among the prisoners. The conditions (being in prison) push women into a situation where they compete about who does an easier so-called scan of a person, regardless of the gender of the person that is first presented before them. As outside the prison walls, when searching for a job the first impression is very important. The first impression can be "wasted" by the tutor faster than outside the prison walls, which is why he or she has to take in consideration the following:
- Clearly present again the training rules (what you expect from the participants and why),
- Clearly present again what the place of the tutor is within the prison system and what the tutor can offer and arrange and what not,
- Consistently abide by the presented rules for all the participants equally,
- Fulfilled what is promised in due time (the promised thing has to be in accordance with the prison rules or confirmed form the prison direction: some things, which seem everyday things outside the prison can be dangerous or problematic inside the prison, especially for women e.g.: the entry of additional material for the workshops – glue, scissors, knifes, pot plants, make-up, colours, food; sending a letter to the prisoner with the purpose of correspondence without the confirmation from the institution (in this case, the prisoner will not receive the letter, because we are not in the list of those people she can have a correspondence with), and we must absolutely restrain from taking a letter written by the prisoner to someone, even if she asks us

personally, and take it from the prison to the post office – by doing that we may have committed an offence, etc.),

- The spare material has to be taken away by the tutor or leave it properly registered with the staff on the prison entry on previous agreement with the prison,
- Lead the evidence of attendance in accordance with the agreement (the issue of the protection of personal data, which is a specially delicate topic within the prison system),
- The tutor must not talk about the training participants or the course of the training with anyone; for any presentations of it (what, where and how) a confirmation from the directing staff of the prison or from the Head Prison Administration Office is necessary, leaving out the names and surnames,
- Approach the participants (female prisoners and ex-offenders) professionally (in order for the participants to feel that the tutor is sovereign in his or her subject) and at the same time symphathic (understating their situation, but not judging their situation or giving them advice),
- If the group contains also detainees, the tutor has to consistently abide by the rules accepted from the professional staff in the prison about his or her attitude towards the participants and the control of the behaviour between the detainees and the prisoners (in case of complications he or she must urgently call on the Prison Guard officers),
- Take in account the swinging moods of female prisoners and ex-offenders due to different events (she did not get the asked benefits, conflicts among prisoners in the same room, she did not get her mail, she could not talk to her relatives by the phone, sudden health problems, etc.), which are not linked to the training,
- Keep an appropriate distance from the things happening in the prison and the unpredictable moods of female prisoners and ex-offenders, but do not show indifference,
- Motivate all participants for an active cooperation and give them the opportunity for all to collaborate actively, using different methods, forms and training techniques within the prison rules and the given possibilities (the working conditions),
- Turn off the subjective component (prejudices, stereotypes about the type of offence, about the cultural differences, etc.),
- Using material from which it cannot be possible for the participants as serving their prison sentence to recognize themselves in it as discriminated, offended or exposed for the type of offence they committed (murder, infanticide),
- In case of issuing a certificate on the successfully finished training, respecting the fact, that it must not be evident from the certificate that the training was completed in a prison,
- In case of needing an examination (oral, written or both) for a successfully completed training there has to be a clear presentation of what is going to be evaluated, how and when as well as the evaluation criteria,
- After the examination, to inform the candidates with the results (the manner of information is agreed with the institution) and give them a feedback; give them back the photocopy of the test,
- In case of a solemn certification awarding, the tutor has to come to an agreement with the directing staff of the prison about the course of the event, about who is going to participate inside the prison and who from the external collaborators, who is

going to be invited to the event and about the preparation of the programme for the event (practices, rehearsal, etc.),

- In case of having the intention of informing the public through the media (about the course of the training and the solemn certification awarding), it is necessary to obtain an agreement from the directing staff of the prison and in Slovenia sometimes also from the Head office of the Prison Administration,
- In case of documenting (photos, statements from the participants), he or she has to attain an agreement from the directing staff of the prison and the individual statements from those prisoners that will be involved that they agree to it voluntarily.

Approach to key agents

As it has been written many times before, if we do not disseminate the project, it does not exist. The same applies for each work of ours as tutors, which is intended for a goal of positive changes. We cannot achieve them if we do not inform the key agents of our field, who are the potential final beneficiaries of the results of our work.

In case you, as a tutor, want to achieve positive changes in the education of female prisoners and ex-offenders and their easier reintegration into professional life and society in general, you have to make and maintain contact with key agents. Slovenia was the carrier of the project and the pilot implementation differed from the pilot implementation in Lithuania. Two participants/female prisoners have been chosen for a free education to finish the 5th level of education, according to the Slovenian levels of education, enabled by CDI Univerzum. Therefore, the key agents in Slovenia besides women's prison and the Head Prison Administration Office in Slovenia were distinguished as the following: Ministry of Justice, Ministry of Education and Research, Ministry of Labour, Family and Social Affairs, Employment Service of Slovenia, Social Services, other prisons, institutions for formal adults education, Slovenian Institute for Adult Education, non-governmental organizations, which can contribute to the solution of this issue, potential employees, etc. In Lithuania, the following key actors to which the results of the project might be interesting were determined: other detention institutions (all in all there are 11 different imprisonment institutions), 5 Regional Probation Services, Ministry of Justice, Prison Department, Training Centre of the Prison Department under Ministry of Justice of the Republic of Lithuania and other NGOs conducting training within the prisons or taking care of prisoners when they are released.

There can be different ways of how to first approach key agents. You may be familiar with them because you have already cooperated with them or you have acquaintances in these institutions. You can also take a less personal way and write a formal letter presenting yourself and your intentions, stating the wish to pay them a visit. The results of both the first and second approach can lead to a formal meeting and if they do not, you can get their permission to continue notifying them about your work and invite them to any potential key events of your activities. In doing so, it is important to keep the continuity of the contact, be it through constructive meetings or through written constructive suggestions. The purpose of these contacts or cooperation has to be very clear, especially when you expect their help as key agents of change.

All tutors or candidates for tutors have to realize that this kind of cooperation in Slovenia has a special connotation, since within the country that has not formally accepted probation (there have been political efforts taken in this direction for several years now) and that it recognizes its elements in the practical process by some professional staff within the prison system, this cooperation seems like a long-haul. It is worth preparing for and actively participate in it, since these and future generations are the ones that are going to live in the society that we should try to shape.

With the wish of it being less discriminatory towards female prisoners and ex-offenders, since with better education opportunities, occupational orientation and with the opportunity for them to get employed or self-employed we help them with an easier reintegration to society. Only if we do this together.

We end this chapter with the conclusion that, in our case, the final beneficiaries of the project results should not only be the stated target groups, key agents or female prisoners and ex-offenders, but also the public, which without having much knowledge of the issue, no personal experience let alone competencies, prejudices, judges and condemns the target group of women prisoners. They need this training too.

All of you who are starting the journey of this kind of tutelage are facing an additional task. Our approaches to the public have been included in the dissemination activities through different media (newspapers, magazines, radio, TV). What are yours going to be?

4. Guidelines for tutors

4.1. The transfer of competencies for tutors to achieve business and social competencies of female prisoners and ex-offenders

Transfer of innovation: the transfer of good practice examples by the FCZB - FCZB who has many years of experiences of working in female prisons (and ex-offenders), have the qualified tutors, they carry out IT training for these women. The main idea of this project was to bring the education and training modules for acquiring general business and social competencies of female prisoners and ex-offenders with qualified tutors. The main purpose is motivation for continues education of female prisoners and ex-offenders, easier organization of their vocational training, so they can continue professional education, more successful job search or continue to self-employment.

Training of tutors that was held in Berlin in April 2014, was created with a common idea that tutors who teach in prison are not qualified to work with prisoners. Also, needs of female prisoners and ex-offenders are different from men's needs and women are discriminated against education and occupational opportunities. All this should be taken into considertion before start of the training for tutors, who will actively work with the final beneficiaries.

4.1.1. Organization and realization of tutor training

Training for female prisoners (and ex-offenders) was based on achieving overall business and social competencies for a successful occupational and social reintegration. Transfer of innovation from Germany to Slovenia and Lithuania emerged inside the same area: prison system and within educational sector – other classified education, other further courses and trainings; from a geographical point of view was a transfer between countries within EU.

Training of tutors (TOFT)

FCZB has developed and tested the module of conceptual education, which enables women to enter the programme individually. The first step of this programme is a personal assessment and diagnosis, which is based on the establishment of an individualized educational plan.

Preparation of the tutor trainings to obtain skills for working with female prisoners and ex-offenders. Training should be held in the context of the transfer of innovation - the best practice training programmes for female prisoners in the Berlin prison, which includes pre-vocational training and preparation for a future occupation. Tutors were trained to recognized needs, desires and expectations of female prisoners and ex-offenders and appropriate motivation for the inclusion of women in prison to undertake a

further vocational education and training and, consequently, facilitate professional reintegration into society. Training can be conducted by the assistance of IT and therefore includes raising awareness of the importance of acquiring IT skills as one of the key general entrepreneur and social skills.

One or two months before the training, schedule of training the tutors should be defined - Training for preparing tutors to teach in prison will have 25 hours. In the tables below necessary arrangements are described:

Table 1. First agreements

Content	Hours	Responsible
Visit of prison	2 hours	Coordinator of trainings in prison
Discussing about target group and their needs	1 hours	Prison director or his / her substitute
Matching the content of training	1	Prison director or his / her substitute
What is necessary to work in prison – keys, permission how to move in prison, what is allowed what is strictly forbidden	1	Coordinator of trainings in prison

(Source: This table was created by FCZB.)

Table 2. Preparing IT equipment (if there is computer training)

Content	Hours	Responsible
Agreement who is responsible for the technical part	1	Coordinator of trainings in prison
Arranging the computers for the training	7	Tutors and Technical Administrator
Installing printers, scanner etc.	1	Tutors and Technical Administrator
Contact to person who is responsible for the material (paper, toner, photocopying machine)	1	Coordinator of trainings in prison and tutors

(Source: This table was created by FCZB.)

Table 3. Preparing information for staff and offenders

Content	Hours	Responsible
Preparation of Information (leaflet) for offenders	3 hour	Tutors
Preparation of application form for offenders	1	Tutors
Preparation of information for stuff	1	Tutors

(Source: This table was created by FCZB.)

Table 4. Preparing of classroom, information of staff, selection of participants

Content	Hours	Responsible
Preparing the classroom	2 hours	Tutors and Coordinator of trainings in prison
Inviting of staff to the classroom and information about training	1	Tutors and Coordinator of trainings in prison
Selection of participants of training	2	Tutors and Coordinator of trainings in prison

(Source: This table was created by FCZB.)

Some of the key problems are also an obvious difference between vocational training and labour market demand (most prisons offer training in feminized occupations, which is limited to the acquisition of knowledge and skills that are traditionally attributed to women and culture and social role of women - tailoring, hairdressing, cleaning, weaving, embroidery, etc.). On the labour market these low-wage occupations are not highly valued, therefore a social inequality can continue, but also undermines a social integration and professional life and on the other hand tutors who are not fully trained. Tutors come from different backgrounds and are employed as tutors in schools or perform work in institutions for adult education as external partners; apart from the expertise and experiences in adult education those tutors do not have acquired skills to work with prisoners, especially with the female population. Those skills are crucial in reducing the discriminatory aspects of career education and training of female prisoners and their professional reintegration in a society, while reducing the rate of recidivism (re-offending).

In different countries, different laws apply and it is necessary to make a research to prepare the implementation of new training programmes in the partner countries. Here are some of the framework conditions in the countries involved:

Croatia

- *Channels of communication:* The most important step within the preparation for the further work is the establishment of adequate communication channels in order to distribute objective information about the work in the prison. Currently, the media is promoting a bad image of the prisoners since it mainly publishes stories on unfortunate incidents that occur in the penal institutions. Hence, the society has a quite distorted image of the prisoners and refuses to reintegrate them into society.
- *Infrastructure:* Furthermore, the infrastructure has to be improved. This mainly applies to the equipment of the teaching rooms, the provision of courses to train the tutors and the communication and cooperation with the Ministry of Justice, the directors and prison staff. Moreover, it is important to maintain a good contact with the social workers because they know the prisoners best. For external stakeholders it is also essential to have a contact person in the prison. There should also be one person that makes sure that the prisoners get to their trainings and back to prison.

- *LIOVA:* Since Croatia doesn't have open prisons, the trainings could be adopted if they were conducted on weekends. This can only work if prisoners are somehow rewarded for their weekend work. The parts of the training that include work on the internet cannot be adopted.
- *Member:* There are only a few juvenile female prisoners, but there is a juvenile prison. Trainings would be very useful for young female prisoners because it holds up continuity with regards to education. It is imaginable to adapt certain parts of the presented trainings. Essential topics for the trainings would be what knowledge of the prisoners need to have concerning accommodation, alimentation and further support possibilities after their release. In terms of education, the focus should lie on an assessment of basic competencies such as reading and writing as well as skill auditing (mostly practical) and assessment of social competencies.
- *Financing:* Since the prison would not pay for any additional trainings or material, any costs which may arise have to be financed by a third party.
- *Next steps:* Prepare and update informative material, communicate with prison directors and Ministry. Design a rough plan of the structure of the trainings.

Slovenia

- *Infrastructure:* There is a disparity of facilities and equipment between men and women prisons. The building for the female prisoners was initially built for male prisoners - 14 women have to share one room and one bathroom.
- *Focus of trainings:* To inform female prisoners about the opportunities after their release. There should be individual tutors who mentor the women during the last 6 months before their release.

Lithuania

- *Infrastructure:* In order to be able to adopt the trainings, the framework has to be modified.
- *LIOVA:* It can be used to enhance creativity through portfolio work.
- *Member:* It is a good approach that can be used in new workshops and trainings. A new learning method could be installed.

4.1.2. Motivation of female prisoners and ex-offenders from Berlin prison

Most of the women who took part in the training programmes in prison had fear to fail. They gained bad experiences at school, most of them didn't finish school with an examination. Therefore, they had the fear that the bad experiences could recur. (This is the reason because many of them don't want to attend the training courses.)

The prison administration decided to pay their participation in the course. The payment is the same the women usually receive in the workshops. In the beginning of a training course we start with easy parts of computer training. Within one to two days of the training women make the experience that they are able to learn and produce nice things. For example: They have to make pictures with the programme "Paint". At the end of the

second day, we present these pictures in a gallery to the director and all interested employees of the prison! The result: Women are very proud and forgot their fear to fail.

Tutors have free Internet access - with a lot of strict rules how to work with it. If female prisoners ignored the rules, they get kicked out of the course. Very seldom tutors from FCZB had a problem with these women. Most of them were very proud that we trust them and they kept to the rules. At the end of the training courses female prisoners presented their results to invited guests from prison and outside. Every women received a certificate and a CD with all the exercises and her products.

4.1.3. Trainings in female prisons

One of the most important things that should be taken into consideration is the length of the prison sentence that female prisoners and ex-offenders who will participate in the trainings are serving. Tutors have to keep that in mind due to the reason related to the content of the trainings itself and themes presented by the training. Female prisoners and ex-offenders will use these topics in their future business life (themes related to business competencies) and in their re-integration into society (themes related to social competencies). The best examples for this are ICT and marketing sector.

ICT is about information and communication and it is these roles that are vital. Data must be collected, analysed and interpreted, transformed into information that enables individuals to make smarter greener choices, and communicated to individuals in such a way as to inform and educate, influence and change behaviours. It is not simply a matter of price signals shaping behaviour, even if it were possible to get those signals right, but also about informing, monitoring performance and providing non-price feedback in such a way as to motivate and reward individuals and communities for creating sustainable livelihoods (Houghton, 2009). ICT is developing really fast, on day to day basis and also marketing is changing its focus on weekly or even daily basis. Marketing strategies are depending on different factors such as e-business, Internet and e-marketing. Companies make effort to communicate, promote and sell products and services over the Internet If the topics and themes are not up-to-date, these women won't be able to use it adequately, so usability of the topics (especially the ones related to ICT and marketing) could be questionable.

From the point of a person, who participated in the pilot implementation in Prison Ig and has no previous experience with tutoring female prisoners or ex-offenders, some of the tutors involved in this project learned much more than anyone would think. Sharing this experience with readers of this Handbook will hopefully show them how important second chances are to these women and how they appreaciate the ones offered to them in any possible way. The most important thing to emphasis is that none of the tutors who are planning to work with those women in the future should have prejudices towards them and to simply act like they are only participants of the training like any other learner of adult education programmes. On the other hand, nobody can actually prepare future tutors for trainings like this, because each group is very unique and has its own

characteristics, its own background and atmosphere in the trainings will be created from the members of each group once their trainings start.

Selection of tutors

- Tutors who are interested in trainings in prison must be very well informed about prison rules, framework conditions and the target groups. They must be able to work according to the rules and cooperate with the prison system.
- They need a good introduction in the daily prison process. The courses must be integrated in this process. Tutors must be flexible because of changing situations in prison.

Before start of the training

Director of prison
- First of all, an agreement with the director of the prison about the training programme and the target group has to be achieved.
- Target group are in this case tutors who are going to have trainings and not female prisoners and ex-offenders for who these trainings are made.

Coordinator
- During the training, it is helpful to have a person who is coordinating and organising trainings on behalf of the prison.
- This person must be able to introduce the prison rules to external tutors and can be asked if there are problems with the learners or the implementation.

Social workers
- Social workers who are responsible for the women have to be involved. They decide which women should attend the training programme.

Involving the staff
- Good acceptability of new projects requires involving the staff. It can be a good personnel development if people from the staff can adopt parts oft he training.
- This must be discussed with prison director, he/she has to provide the required resources for training the staff.
- The staff must be informed about the training programme (normally they have to bring the learners to the classroom).

Target group
- The target group must be defined in agreement with the prison director.
- The content of trainings depends on the target group. Do they have a good school education? Do they have problems with drugs? Is the training for juvenile female prisoners?
- It is very important to first define the target group and than develop the curriculum considering the framework conditions. Normally female prisoners and ex-offenders have a poor school education and had bad experiences in school. The training programme has to empower these women.

Framework conditions

The classroom must be prepared. Important questions need to be answered:
- How many computers are installed? Is there a white board, flipcharts and projector?
- What kind of material do the learners need? Who is preparing and financing the material?
- Is there a storage room in the classroom to leave the training materials or is it necessary that tutors bring it into the prison every day?
- Do they have the permission to bring material into prison? Who is controlling this?
- Does the tutor get a key?

Teamteaching
„Normally" target group needs al lot of support, so it is very good to teach in teams.

Acquisition of participants in the trainings
Interested female prisoners have to fill out an application form. The social worker who is responsible for the women decides on the attendance at the course.

Ideal type of training

- **Duration of training:** The training programme should normally take 1-6 months, (depending on the state / Ministry's decision) female prisoners and ex-offenders can join the course at any time and every woman gets an individual learning plan. Female prisoners and ex-offenders leave the course either at the end of their sentence or, at the latest, after 6 months.

- **Number of learners:** 5-10

- **Training times:** Monday to Friday from 9 am to 3 pm. 5 hours of training, and 1 hour lunch break.

- **Training hours:** 40-750 hours (depending on the state / Ministry's decision)

- **Aim of trainings:** The aim of trainings depends on the target group and the framework conditions. For every woman the aim is different.

- **Contents of training:** Learning and working methods; learning types (listening, reading, comprehending and graphic description); self-organised learning.

- **Reflection:** Portfolio work and thinking about biographical stations.

Thinking about future opportunities

Computerbased training parts:

- How does a computer work?
- Essentials of file management
- Essentials of word processing
- Internet (the women in Berlin prison have complete Internet access)
- Internet research

General knowledge:
- Quiz including extensive evaluation
- Orthography
- German language
- Mathematics (basics)

Gender and intercultural competencies:
- Reflection about roles and stereotypes
- Geography and intercultural differences

Teamwork:
- Excercises to become able to work in teams (cooking together, sport events and etc.)
- Role-plays
- Work systematics

Communication:
- Active listening
- Own and external perception
- Communicating anger without hurting anyone

Application to work:
- What requirements do the employers have?
- How can I present my strengths succesfully?
- How can I deal with frustration?
- Writing a professional application form
- Talking on the phone with authorities and administrative bodies

The various duration of every part depends on the individual needs of the learner and on the duration how long she will stay in prison. The order of the content may also vary according to the individual needs.

Execution of training:
- After a short introduction round on the first day all female prisoners and the tutor(s) have to introduce themselves.
- Training's and Internet rules have to be discussed and signed.
- On the first day female prisoners have a short computer training. They learn how to paint a picture, print and save it. That helps to lose their fear of learning.

On the third day individual learning plans are developed. The tutors have to be very flexible because the timetable changes every week. Normally there is one day computer training for the whole group.

Table 5. First week

Monday	Tuesday	Wednesday	Thursday	Friday
Initial hello, presentation of name and expectation of course	Computer Training	Working on learning plans	Content depends on the learning plans	Content depends on the learning plans
Training rules				
Internet rules				

(Source: The table was created by FCZB.)

Table 6. Second week

Monday	Tuesday	Wednesday	Thursday	Friday
Learners present in group what they have learned the week before	Computer training	Content depends on the learning plans sometimes teaching for the whole group or a part oft he group, or individual excercises	Content depends on the learning plans	Content depends on the learning plans
Evaluation and modification of individual learning plans (one-on-one interview)		Working on learning plans (individual)		

(Source: The table was created by FCZB.)

Third week is planned in the same way like second week.

Documentation of training
Every training day is documented by the tutors.

Learning materials
- What kind of learning materials will be used?
- CDs, Internet, books, excercises, movies.
- Who is responsible for the material?
- Who will pay for the materials?
- Paper, pencils, file folder for the learners
- Paper and colours for printer etc.

Quality managemant
- Evaluation: Feedback from participants of the training / Feedeback from tutors / Feedback from prison coordinator and staff

End of a course
- Certificate for female prisoners who participated in the training (from external teaching instution, not from the prison)

Appendices:
- Application for the participation in the trainings (participants of the training)
- Rules for cooperation (participants of the training)
- Day's schedule, learning plan (participants of the training)
- Daily documentation of training (tutor)
- Guideline to first interview with participants of the training, preparing the learning plan

4.1.4. Train the tutors

Biographical work with female prisoners and ex-offenders

Training course for tutors based on the one hand on the long-standing training experience of FrauenComputerZentrumBerlin in the women's prison and it was updated recently within another project in which the FCZB co-operates.

Preparation of the tutor trainings to obtain skills for working with prisoners, with an emphasis on female. Training should be held in the context of the transfer of innovation - the best practice training programs for female prisoners in the Berlin prison, which includes pre-vocational training and preparation for a future occupation. Tutors should be trained to recognized needs, desires and expectations of female prisoners and appropriate motivation for the inclusion of women in prison to undertake a further vocational education and training and, consequently, facilitate professional reintegration into society.

Training should be conducted by the assistance of IT and therefore includes raising awareness of the importance of acquiring IT skills as one of the key general entrepreneur and social skills. Training programmes *Self-assessment and reflection*, *Competence assessment* and *Skills audits* are good solution for teaching and training of target group (tutors and candidates for tutors), who will in the future teach final beneficiaries of this project – female prisoners and ex-offenders. The following training programme enables tutors in prison to work with female prisoners and ex-offenders.

4.1.5. Self-assessment and reflection

The aim is to improve the tutors' competencies to identify and detect skills/competencies through reflecting on their own life experiences. The session will also provide the tutors with a comprehensive listing of their skills and competencies.

By the end of the session tutors will have a deeper understanding of competencies, a clearer understanding of the experiences of reflection, including roles, actions and decisions.

The life biography provides the basis for reflecting on developments and exploring coping strategies. At the same time, skills and competencies can be discovered in the biography, which were acquired through informal learning.

The method of the biographical approach can provide an important aid and make individual strengths and competencies visible.

The session uses exercises that tutors will use, with their own learners – female prisoners and ex-offenders, in order to demonstrate the effectiveness of the activity.

Table 7. Training "Self-assessment and reflection"

Single steps and settings	Content	Required time
Introducing the biographical approach	Welcome and introduction to the session. A biographical approach allows the recognition of competencies particularly acquired in informal and non-formal contexts, as well as their transference to work contexts and other areas. It helps with the deduction of skills and competencies from activities, attitudes and experience; it supports female prisoners and ex-offenders within the process of identifying, classifying and documenting their skills and competencies by facilitating reflection. The value of looking at our roles and experiences, and recognising the influences on our lives, is that we can unravel what really interests and motivates us. Tutor introduces the online reflection toolkit. It is a tool to aid reflection for tutors from diverse backgrounds and in a range of contexts. Tutor shows website.	35"
Recognising skills and competencies	Participants (group of tutors or candidates for tutors) were asked to look at their experience of life, with the aim of recognising their existing skills and competencies; in addition to the obvious ones they have gained from education and work experience. Tutors explains the example of session 2: Taking stock of my experiences over time.	35"
Drawing a personal timeline	Tutor hands out a printed copy of *timeline* to each participant (tutor or candidate for tutor). Participants draw their own timelines: starting from birth to	75"

	the present day. This lifeline should show high and low points and includes key events of life. They can do this on the provided paper.	
Learning from experience	Participants look at their timeline again and think about what they have learned from their experience. Especially what they have learned at the key points of their lives. They add their thoughts on their timeline in a different colour.	75"
Identifying my skills and competencies	Participants are going to look at learning in terms of skills and competencies. This will include formal skills developed through education and work, and other skills developed through experience of everyday life. Participants pick an event or a point in their timeline when they had to take action to resolve something. It could be related to family, work, practical issues like housing and money. They should make a list of what they did and what skills they used. Tutors should ask themselves: • Did I discover other/new skills, maybe some that I am not aware of? • Can I discover competencies that I have, but hadn't considered before? They can do this on the provided table.	75"
Reflecting experiences	This can be done in small groups of two or three. Participants share their answers with others in their group.	75"
Summary of results	Discussion on the use of the biographical approach with respect to the specific target group of the participants. Discussion on how they might adapt the material for their own environment.	75"
	Total Time	**7,4h**

(Source: The table was created by FCZB.)

Advice for the tutor:
Statement about confidentiality. When women reflect together in a group, this can make it easier to discuss things and get ideas from one another. But members of the group need to have confidence in each other and need to be committed to respecting each other's ideas, beliefs and experiences. They must agree to do this and not to discuss anything that group members say, outside of the group.
No member of the group needs to discuss anything that she does not want to talk about. Each one decides what they want to contribute. If you intend to work in groups, take some time to agree the rules you will follow to respect each other and to ensure confidentiality.

4.1.6. Competence assessment

The aim of the session is to introduce the concept of competence to establish a common theoretical basis among tutors and candidates for tutors. On this basis, tutors or candidates for tutors should receive an overview of different approaches, procedures, methods and instruments of competence assessments. At the end of the session, they will know how competencies are defined. They will have an understanding of different methods and instruments of competence assessments.

Table 8. Training "Competence assessment"

Single steps and settings	Content	Required time
Outlining the conceptual terrain of competencies	Welcome and introduction to the structure of the session. Brief survey among the participants: How do you usually use the term competence? Tutor asks the group to give examples of competencies. Collect the terms mentioned by the participants on the whiteboard or flipchart. The collected examples illustrate the different usage of the term. "Competence" is often used in education and the business sector but the exact meaning of the term is often unclear. Are competencies just skills? Or is it more about knowledge and performance?	35"
Definition Competence	Theoretical input: Definition of competence To avoid any confusion about the meaning of the term, the definition of competencies of the European Commission is used as a common basis. Preparing flipchart paper or PowerPoint with the definition of competence (European Commission).	35"
Definition Knowledge, Skills	Theoretical input in order to distinguish: Definition of the terms "knowledge" and "skills". The next step is the distinction of competence, knowledge and skills. Preparing flipchart papers or PowerPoint with the definitions of knowledge and skills (European Commission).	35"
Classifying the previously collected terms	Participants sort their previously collected terms into competencies, knowledge or skills. Tutor marks the terms that belong together. Colour-code the related words on the whiteboard or flipchart.	35"
Definition of Formal, Informal, Non-formal learning	Theoretical input: Brief introduction to types of learning: formal, informal and non-formal learning; preparing flipchart papers or PowerPoint with the definitions of formal, informal and non-formal learning. Source: OECD.	35"

Grouping the previously collected competencies / knowledge / skills according to the type of acquisition	Participants try to classify the competencies according to the type of acquisition, followed by a discussion of the classification of the group. Tutor may point out that the distinction between formal, informal and non-formal learning should be understood as ongoing. Highlight the different types on the whiteboard, flipchart.	35"
Introducing assessment instruments	Different approaches / procedures / methods / instruments of competence assessments: to evaluate competencies, methods of measurement that are commonly used are rating forms, questionnaires, written or computer-interactive tests, oral examinations, individual or group interviews / discussions, direct observation, and performance audits. Tutor can ask participants what instruments they know and collects the suggestions they share.	35"
Talent exchange market	Explanation of the "talent exchange market" as an assessment instrument. The aim of this instrument is to recognise their own skills and strengths and talk about them. This develops communication, self-knowledge and self-confidence competencies. Description: tutor asks participants: *"If there was no money and you could buy everything you need but pay only by donating work, which work would you offer to others?"* The trainer should give examples to make the exercise understandable and name the greatest possible range of activities and skills. Work offers are written on scraps of paper by each participant. Then everybody "exchanges his / her talents" with the others, which means that everyone should talk about his offers or proposals. The assessment consists in the activity itself. The following aspects can be assessed: Active participation, communication ability, involvement in tasks.	20"
Exercise	Participants do the exercise through self-experimentation. 5 minutes for writing down the work offers/talents of each participant. 20 minutes for discussing the offers and the possibilities of using them.	75"
Questionnaire for external assessment	Explanation of the "Questionnaire for external assessment" as another and an entirely different assessment instrument. The aim of this instrument is to support the perception of their own skills and strengths and to face the	20"

	external perception of other people. It develops self-knowledge and self-confidence competencies. Tutor hands out a printed copy of the self-report questionnaire to each participant, who should answer it. In a second step (done out of class as homework) everybody searches for 1 or 2 people from their environment (i.e. a friend, a colleague, her husband/partner), inform her/him about the skills assessment and ask her/him to fill out the questionnaire for him. Thereafter, tutors and candidates for tutors who are leaners in this training should compare the external assessment with their own self-evaluation. If the differences are very substantial, they should reflect and ask for the reasons for such differences. Tutor should support participants in their comparison of self-assessment and external assessment and check the differences in a supporting way.	
Exercise	Tutor hands out a printed copy of the self-report questionnaire to each participant. Participants answer the questionnaire.	45"
	Total Time	**6,75h**

(Source: The table was created by FCZB.)

Advice for the tutor:

It is important to sensitise the participants, in order to get a broad picture of someone's potential, values and competencies. It is not sufficient to look at only one part of someone's life or experiences, e.g. only business competencies.
Instruments for competence assessment should be holistic to record business competencies as well as key competencies and individual resources.

4.1.7. Skills audits

This training aims to acquaint tutors and candidates for tutors of female prisoners with skills audits as an effective method to assess real skills and work experiences, to match them with job profiles or vacancies. Methods and sources to develop skills audit toolkits. The tutors should learn:
- How to use skills audits as a method of competencies assessment?
- How to create skills audit toolkits?
- Where to get the information about sector specific skills standards/job profiles?

Skills audits as well as (European) tools and sources to develop skills audit toolkits will be introduced.

Table 9. Training "Skills audits"

Single steps and settings	Content	Required time
Introducing Skills Audits as a method for competence assessment	Tutor introduces the skills audit as a method which follows a requirements-oriented perspective when matching the skills and competencies of a person with the standards of specific professional profiles certain vocational sectors required for a specific occupational sector specific job or job placement. Tutor writes down topics on flipchart or whiteboard. Leave a little space in between the topics so that you can later write under each one where to get information about necessary / standard skills from. Skills auditing – what does it take to complete one: Class activity: Participants name requirements that are necessary for skills audits; a clients or beneficiaries list of competencies / competence profile; information on/checklists of required competencies for professional profiles. Participants collect ideas where to find information or which national institutions might provide the necessary information for creating checklists. Tutor writes them down under the already pinned topics. Tutor should be prepared to add institutions that provide this information which participants might not be aware of.	35"
Methods and instruments supporting skills auditing	Introducing the EU project ESCO as a multilingual tool (work in progress) for the classification of "European Skills, Competencies, Qualifications and Occupations" which is being created to provide occupational profiles showing the relationships between occupations, skills, competencies and qualifications and which is free to use. ESCO is being developed by the European Commission together with the support of the European Centre for the Development of Vocational Training (Cedefop). The tool is available in 22 different European languages. It is not yet complete, but the section on transferable skills shows the potential this tool carries for skills auditing.	35"
Skills Audit Toolkit	As seen in the last training unit, identifying, classifying and evaluating one's own competencies can be a difficult task. Introducing the Skills Audit Toolkit that has been jointly developed by Anniesland College and Bridges Programmes	35"

	within the Lifelong Learning Programme project E_EPSOL "to audit the skills of the beneficiaries and identify job readiness and/or training needs to enter employment".	
Total Time		**1,75h**

(Source: The table was created by FCZB.)

Advice for the tutor:
Before reaching this module, the tutor should research national institutions that provide information on professional/sector specific skill standards relevant to the local/national labour market.

4.1.8. Reflection and transfer

In this training unit, prisoners who are participating reflect on the different methods and approaches of competence assessment and transfer the lessons learnt into their own work context. Participants have developed criteria of what might be important to consider and to facilitate competence assessment in their own institution/with their own target groups.

Group work: In the first step, participants introduce their own working contexts and target groups. In the next step, taking on different perspectives, they reflect on what is important to take into consideration when planning or providing competence assessment in their organisation/with their target groups. The results are presented and discussed by the whole group. When gathering and discussing the results of the workgroups the trainer should ensure that aspects of gender, culture, diversity and migration are included.

Table 10. Training "Reflection and transfer"

Single steps and settings	Content	Required time
Setting up the group work	Introducing the general tasks of the group work: • forming small work groups • discussing the benefits of the different methods/approaches of competence assessment • collecting and discussing results in the whole group	20"
Forming work groups	Provide coloured pieces of paper in a bin and ask participants draw one of them. Tutors or candidates for tutors drawing the same colours will work together in a group. 12 participants form 3 groups of 4 participants.	20"
Tasks of the work groups	Within the groups each member introduces (max. 2 min. each) her/his work position within the organisation and the target group(s) they're working with.	120"

	1. With regard to the different approaches/methods of competence assessment (person oriented/biographical approach - requirement-oriented approach/skills audits) groups discuss what they think would be important aspects to take into consideration when providing competence assessment for migrants. Therefore each group takes a different perspective as follows: • Group A: Perspective facilitator You as a facilitator/educationalist: what do you think are the most important aspects to reflect on and to take care of when providing competence assessment for your target group(s)? • Group B: Perspective organisation What do you think are the most important aspects to reflect on and to take care for from the perspective of the organisation you are working for when providing competence assessment for their target group(s)? • Group C: Subjective perspective Imagine you were forced to live in a foreign country knowing little about the culture and not understanding/speaking the language well. Furthermore, you have lost all your documents. Now your host country offers competence assessment to find out what you could do in the host society. What do you think would be the most important aspects for yourself when participating in a competence assessment? 2. Each group writes down on a flipchart paper 3 aspects that they think would be important to take into consideration when providing/participating in competence assessment.	
Summery and discussion of the results	Back in the whole group, the individual groups hang up their flipchart sheets and present one by one a) their task and perspective b) the results and discussion After each presentation, there should be space for questions and discussion. The tutor should ensure that aspects of gender, culture, diversity and migration are discussed and if necessary stimulate the discussion.	90"
Feedback	Goodbye session	35"
	Total Time	**4,75h**

(Source: The table was created by FCZB.)

Supporting materials used in the trainings "Self-assessment and reflection", "Competence assessment", "Skills audit" and in the training "Reflection and transfer" can be found attached to this handbook in **Annex 1. Supporting materials used in the trainings in Berlin prison**.

5. Training guidelines for the topics "Business competencies" and „Social competencies"

In this project, the idea was first to create open curriculum for trainings with female prisoners and ex-offenders – it describes a modular training programme with a lot of flexible parts for individual learning. After pilot implementation, all partners received feedback from both the tutors and participants (female prisoners and ex-offenders) and through evaluation of the pilot implementation, training guidelines for the topics related to "Business competencies" and „Social competencies" were created. These gudielines are based on open curriculum and its Modules A and B, but are adjusted in accordance with the findings from the pilots in Slovenia and Lithuania.

Training guidelines consist from two different groups of topics about „Business competencies" and „Social competencies". Each of these topics consists out of 5 themes related to the topic with a certain number of hours suggested for tutors and candidates for tutors. Both topics have 60 hours in total divided within the mentioned themes A1-5 and B1-5. Very important thing to emphasize is that number of hours suggested for each theme can be adjusted by the tutor who will conduct the training for female prisoners and ex-offenders. It depends on the group who will participate at the training and its characteristics.

5.1. Introduction to business competencies

We decided to include the subjects of business (entrepreneurial) and social competencies into the training and education of female prisoners in pilot implementation in Lithuania and Slovenia, already during the preparation of project application for „Competent To Do" project. As early as that, we were driven by the conviction that only an individual with a wide range of competencies, or at least one who is trying to obtain them, is able to be successfully included in the currents of this globalised world we live in today.

In the last decade, the term "competence" has become one of the key words in education and training and is defined as "an ability to meet complex demands in a certain context with the help of mobilizing known, as well as unknown aspects of operation." (Rychen and Salganik, 2003). The number and definitions of the key competencies differ according to circumstances, but we usually consider eight key competencies, as listed in the recommendation of the EU Council and the European Parliament from 2006. These competencies are needed by everybody "for a personal accomplishment and development, active citizenship, social inclusion and employability" and need to be developed all throughout life.

We believe that by following these recommendations when it comes to business and social competencies, we met many of these criteria. During the third meeting of the consortium of the „Competent To Do" project partners, we were deciding which kinds of

entrepreneurial (business) competencies we will deal with and in what order they will be included in the pilot implementation in Lithuania and Slovenia, and we found that it wasn't an easy task to handle.

We had multiple goals: we wanted to offer our candidates (female prisoners and ex-offenders) in the process of training and education, multiple contents that could be useful to them. We wanted to equip them with as many competencies as possible, to help them either to reintegrate the labour market or to ease the usually difficult beginning of their own career paths in the eventual entry into the business world. During the pilot implementation we found that a considerable percentage of the candidates wish to enter the business world.

It is difficult to define a typical entrepreneur, because they come from different environments, with different experiences in work and life and with different education and social networks. We believe, that each entrepreneur has to have not only a good idea for their business, but also many competencies to control and resolve the challenges in their field, be it in the beginning of their career path or later on, when expanding. A very important factor in deciding which contents to include was also *the growing importance of the entrepreneurship in the modern society, which is mostly the consequence of the increasing insecurity and the complexity of the business environment."* (Gibb, Cotton, 1998). *"The training for entrepreneurship can be understood as an experience of the lifelong learning, therefore the combination of experience and formal education."* (Timmons, Stevenson, 1985).

The so called "old Europe" countries have been facing this issue decades before the beginning of the new millennium, while Lithuania and Slovenia have faced same issues while transitioning from the old social system, which happened during the globalisation of the communicational currents as the basis of cooperation between people and consequently also in the business world.

The present, defined by kilobytes and response time, no longer measured in days and hours, but in minutes and seconds, has made it even more difficult deciding what and how many contents to offer to candidates, training and educating in the Competent To Do project. We have introduced the contents related to the entrepreneurship through the theoretical courses as well as through practical work – exercises and role play in the fictional business world.

5.2. Theme A1 - Introducing entrepreneurial environment

Introducing participants - potential entrepreneurs with activities related to start a business.

Total duration: 12 hours

Topic A1.1. What is entrepreneurship / enterprise / entrepreneurial environment?

Content:
Entrepreneurship is the process of starting a business or other organization. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure.

Entrepreneurship operates within an entrepreneurship ecosystem or entrepreneurial enovironment.

Learning Outcomes:
- to be able to define general terms of entrpreneurship, enterprise, entrepreneur, entrepreneurial environment
- to distinguish the difference between entrepreneurship and economy / business
- to reconize the importance of entrepreneurship in country's economy

Suggested duration: 3 hours

Topic A1.2. Opportunities for self-employment and start-ups - Introduction

Content:
Self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business (or person).

Self-employed people generally find their own work rather than being provided with work by an employer, earning income from a trade or business that they operate.

A start-up is a young company that is just beginning to develop. Start-ups are usually small and initially financed and operated by a handful of founders or one individual.

Learning Outcomes:
- to describe a start-up as a form of self-employment
- to understand opportunities self-employment offers and to give examples for self-employment
- to recognize the benefits of self-employment
- to select and validate choices he/she has and to create the idea of own start-up
- to plan the business and modify it in accordance with opportunities person has
- to be able to choose the core of your own business in accordance with opportunities
- to develop business idea based on the guidelines and frames given by tutors

Suggested duration: 3 hours

Topic A1.3. Opportunities for self-employment and start-ups - Analysis

Content:
Early stage in the life cycle of an enterprise where the entrepreneur moves from the idea stage to securing financing, laying down the basis structure of the business, and initiating operations or trading.

Learning Outcomes:
• to describe a life cycle of an enterprise
• to recognize the advantages and disadvantages of self-employment
• to plan stages and develop idea through the phases of the business
• to distinguish initiating operations within the enterprise
• to be able to analyze situation on the market and to detect opportunities

Suggested duration: 3 hours

Topic A1.4. Opportunities for self-employment and start-ups - Funding

Content:
Start-up investing is the action of making an investment in an early stage company (the start-up company). Funding is the act of providing financial resources, usually in the form of money to finance a need, program, and project, usually by an organisation or government.

Learning Outcomes:
• to describe terms funding, investment, asset and finances
• to describe general terms in accounting: assets, liabilities, capital
• to distinguish terms capital appreciation, dividends and interest earnings
• to reconize opportunities for funding own company
• to calculate the approx.. amount of money necessary for start of the company
• to be able choose optimal ways of funding
• to develop financial plan and to be able to modify it in accordance with financial accounting

Suggested duration: 3 hours

5.3. Theme A2 - Defining the direction of development of entrepreneur(s)

The purpose of the modul is to educate entrepreneurs with the aim of efficiently achieving goals in business and in the area of critical success factors in the business, strategic and operational planning, marketing strategy. 8 hours per each topic.

Total duration: 8 hours

Topic A2.1. Development of your own company - Vision, values and mission

Content:
Vision is an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serves as a clear guide for choosing current and future courses of action.

Learning outcomes:
- to describe vision, mission, values and company's purpose
- to distinguish difference between vision and mission
- to create vision of own company
- to create mission of own company
- to determine values of the company and company's purpose
- to plan the future activities of the company in accordance with defined mission, vision and values
- to be able to modify vision or mission of the company, if ever necessary
- to reconize importance of defined path for the company

Suggested duration: 2 hours

Topic A2.2. Development of your own company - SWOT analysis and market research

Content:
SWOT analysis represents situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy. SWOT stands for strengths, weaknesses, opportunities, and threats.

Learning outcomes:
- to define SWOT analysis
- to reconize SWOT analysis as one of the most important tools in determinating internal strengths and weaknesses, but also external opportunities and threats
- to define market research
- to define PEST analysis and to reconize it as one of the most important tools in market research
- to distinguish political-legal, economic, socio-cultural and technological factors on the market
- to be able to give examples for each group of factors and compare them
- to be able to point out importance for each factor for own company

Suggested duration: 3 hours

Topic A2.3. Development of your own company - Your resources and opportunities

Content:
Your resources can be defined and described through internal analysis - a review of an company's strengths and weaknesses that focuses on those factors within its domain. A detailed internal analysis will typically give a business a good sense of its basic competencies and the desirable improvements that it can make to help meet the requirements of potential customers within its intended market. When you define your resources, you will know your opportunities.

Learning outcomes:
- to be able to define own resources
- to be able to conduct internal analysis of the company
- to be able to modify and make improvements, if necessary
- to reconize opportunities in accordance with the resources company has
- to point out the company's strengths and use them in future acitivites

Suggested duration: 3 hours

5.4. Theme A3 - Computer basics for entrepreneurs

Participants will learn to use the computer, Windows operating system, MS Office basics and basics of the Internet use within 4 hours per topic.

Total duration: 16 hours

Topic A3.1. Windows and MS Office - Introduction

Content:
Microsoft Windows is operating system designed and produced by Microsoft Corporation. Similar to other operating systems, Windows makes a computer system user-friendly by providing a graphical display and organizing information so that it can be easily accessed.

Learning outcomes:
- to handle working with files and folders and to use data search engine
- to present the basic definitions in information technologies
- to describe personal computer components
- to identify operation systems and user programmes
- to describe basic personal computer functions

Suggested duration: 1 hours

Topic A3.2. MS Word

Content:
MS Word is the most popular word-processing program – and justifiably so. It's easy to use and allows you to create all different types of documents.

Learning outcomes:
• to understand a Word processor
• to create, edit and format documents
• to work with tables, import and export data between files
• to proof a document
• to save, protect and print documents

Suggested duration: 4 hours

Word Basics – Creating, opening, sharing and saving documents

Word files are called documents. Whenever you start a new project in Word, you'll need to create a new document, which can either be blank or from a template. You'll also need to know how to open an existing document.

Word Basics - Text basics and formatting text

Basic tasks include the ability to add, delete, and move text, as well as the ability to find and replace specific words or phrases.

Formatted text can draw the reader's attention to specific parts of a document and emphasize important information. In Word, you have many options for adjusting the font of your text, including size, color, and inserting special symbols. You can also adjust the alignment of the text to change how it is displayed on the page.

Word Basics - Page layout

One formatting aspect you'll need to consider as you create your document is whether to make adjustments to the layout of the page. The page layout affects how content appears and includes the page's orientation, margins, and size.

Word Basics - Printing documents and line and paragraph spacing

Once you've created your document, you may want to print it to view and share your work offline. It's easy to preview and print a document in Word using the Print pane. As you design your document and make formatting decisions, you will need to consider line and paragraph spacing. You can increase spacing to improve readability or reduce it to fit more text on the page.

Word Basics - Headers, footers, page numbers, pictures and text wrapping

The header is a section of the document that appears in the top margin, while the footer is a section of the document that appears in the bottom margin.

Adding pictures to your document can be a great way to illustrate important information or add decorative accents to existing text. Used in moderation, pictures can improve the overall appearance of your document.

Topic A3.3. MS Excel - Part 1

Content:
Excel 2013 is a spreadsheet program that allows you to store, organize, and analyze information. Whether you're keeping a budget, organizing a training log, or creating an invoice, Excel makes it easy to work with different kinds of data.

Learning outcomes:
- to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns
- to understand a spreadsheet
- to create, edit and format worksheet
- to work with charts
- to perform basic calculations
- to print spreadsheet

Suggested duration: 3 hours

Excel Basics – Creating, opening, saving and sharing workbooks

Excel files are called workbooks. Whenever you start a new project in Excel, you'll need to create a new workbook. There are several ways to start working with a workbook in Excel 2013. You can choose to create a new workbook—either with a blank workbook or a predesigned template—or open an existing workbook.

Whenever you create a new workbook in Excel, you'll need to know how to save it in order to access and edit it later. As with previous versions of Excel, you can save files locally to your computer. But unlike older versions, Excel 2013 also lets you save a workbook to the cloud using OneDrive. You can also export and share workbooks with others directly from Excel.

Excel Basics - Cell basics and modifying columns, rows and cells

Whenever you work with Excel, you'll enter information, or content, into cells. Cells are the basic building blocks of a worksheet. You'll need to learn the basics of cells and cell content to calculate, analyze, and organize data in Excel.

By default, every row and column of a new workbook is always set to the same height and width. Excel allows you to modify column width and row height in different ways, including wrapping text and merging cells.

Topic A3.4. MS Excel - Part 2

Content:
Advanced use of MS Excel can be very different. Excel uses formulas to perform mathematical calculations ranging from the simple to the very complex. The program can also be used for graphing data.

Learning outcomes:
- to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns
- to create, edit and format worksheet
- to work with charts and diagrams
- to perform advanced calculations

Suggested duration: 4 hours

Excel - Formatting cells

Basic formatting can customize the look and feel of your workbook, allowing you to draw attention to specific sections and making your content easier to view and understand. You can also apply number formatting to tell Excel exactly what type of data you're using in the workbook, such as percentages (%), currency ($), and so on.

Excel - Worksheet basics

Every workbook contains at least one worksheet by default. When working with a large amount of data, you can create multiple worksheets to help organize your workbook and make it easier to find content. You can also group worksheets to quickly add information to multiple worksheets at the same time.

Excel - Page layout and printing workbooks

Many of the commands you'll use to prepare your workbook for printing and PDF export can be found on the Page Layout tab. These commands let you control the way your content will appear on a printed page, including the page orientation and margin size. Other page layout options, such as print titles and page breaks, can help make your workbook easier to read.

There may be times when you want to print a workbook to view and share your data offline. Once you've chosen your page layout settings, it's easy to preview and print a workbook from Excel using the Print pane.

Excel - Simple and complex formulas

One of the most powerful features in Excel is the ability to calculate numerical information using formulas. Just like a calculator, Excel can add, subtract, multiply, and divide. In this lesson, we'll show you how to use cell references to create simple formulas.

A simple formula is a mathematical expression with one operator, such as 7+9. A complex formula has more than one mathematical operator, such as 5+2*8. When there is more than one operation in a formula, the order of operations tells Excel which operation to calculate first. In order to use Excel to calculate complex formulas, you will need to understand the order of operations.

Excel – Tables and charts

Once you've entered information into a worksheet, you may want to format your data as a table. Just like regular formatting, tables can improve the look and feel of your workbook, but they'll also help to organize your content and make your data easier to use. Excel includes several tools and predefined table styles, allowing you to create tables quickly and easily.

It can often be difficult to interpret Excel workbooks that contain a lot of data. Charts allow you to illustrate your workbook data graphically, which makes it easy to visualize comparisons and trends.

Topic A3.5. MS PowerPoint

Content:
MS PowerPoint provides users with an interface to design multimedia slides to be displayed on a projection system or personal computer. The software incorporates images, sounds, videos, text, and charts to create an interactive presentation.

Learning outcomes:
• to create effective presentations
• to apply designs to enhance the looks of the presentation
• to print a Presentation

Suggested duration: 4 hours

PowerPoint 2013 - Getting to know PowerPoint

PowerPoint 2013 is a presentation software that allows you to create dynamic slide presentations. Slideshows can include animation, narration, images, videos, and much more.

PowerPoint 2013 – Creating, opening, saving and sharing presentations

PowerPoint files are called presentations. Whenever you start a new project in PowerPoint, you'll need to create a new presentation, which can either be blank or from a template. You'll also need to know how to open an existing presentation.

Whenever you create a new presentation in PowerPoint, you'll need to know how to save in order to access and edit it later. As in previous versions of PowerPoint, you can save files to your computer. If you prefer, you can also save files to the cloud using OneDrive. You can even export and share presentations directly from PowerPoint.

PowerPoint 2013 - Slide and text basics

PowerPoint presentations are made up of a series of slides. Slides contain the information you will present to your audience. This might include text, pictures, charts, and more. Before you start creating presentations, you'll need to know the basics of working with slides and slide layouts.

PowerPoint 2013 - Applying themes and transitions

A theme is a predefined combination of colors, fonts, and effects. Different themes also use different slide layouts. You've already been using a theme, even if you didn't know it: the default Office theme. You can choose from a variety of new themes at any time, giving your entire presentation a consistent, professional look.

If you've ever seen a PowerPoint presentation that had special effects between each slide, then you've seen slide transitions. A transition can be as simple as fading to the next slide, or it can be a flashy, eye-catching effect.

PowerPoint 2013 - Managing slides and printing

As you add more slides to a presentation, it can be difficult to keep everything organized. Fortunately, PowerPoint offers tools to help you organize and prepare your slide show.

Even though PowerPoint presentations are designed to be viewed on a computer, there may be times when you wish to print them. You can even print custom versions of the presentation, which can be especially helpful when presenting your slide show. The Print pane makes it easy to preview and print your presentation.

PowerPoint 2013 - Presenting your slide show and animating text and objects

Once your slide show is complete, you'll need to learn how to present it to an audience. PowerPoint offers several tools and features to help make your presentation smooth, engaging, and professional. In PowerPoint, you can animate text and objects such as clip art, shapes, and pictures. Animation—or movement—on the slide can be used to draw the audience's attention to specific content or to make the slide easier to read.

5.5. Theme A4 - Marketing basics

Marketing is the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return.

Total duration: 12 hours

Topic A4.1. Market research

Content:
Market research: identification of a specific market and measurement of its size and other characteristics. Product research: identification of a need or want and the characteristic of the good or service that will satisfy it. Consumer research: identification of the preferences, motivations, and buying behavior of the targeted customer. Information for marketing research is collected from direct observation of the consumers (such as in retail stores), mail surveys, telephone or face-to-face interviews, and from published sources (such as demographic data).

Learning outcomes:
- to define terms market, competition, research, consumers and consumers' needs / wants, niche marketing
- to differentiate consumers' needs and consumers' wants
- to differentiate market research, product research and consumer research
- to identify the market own company will work on
- to measure market's size and number of competitors
- to point out products that satisfy needs or wants in the same or in the similar way like own product / service
- to recognize market niches and if possible use them for own company / products / services

Suggested duration: 3 hours

Topic A4.2. Consumers' behaviour

Content:
Consumers' behaviour is the process by which individuals search for, select, purchase, use, and dispose of goods and services, in satisfaction of their needs and wants.

Learning outcomes:
- to define term consumer's behaviour and decision making
- to recognize psychological, economical and environmental factors, that influence decision making
- to be able to evaluate which factors have stronger impact and which factors have less impact on consumers' behaviour when it comes to specific product / service
- to be able to give examples for cultural, group, and social values

Suggested duration: 2 hours

Topic A4.3. Marketing mix - Introduction

Content:
Marketing mix is a planned mix of the controllable elements of a product's marketing plan commonly termed as 4Ps: product, price, place, and promotion. It is management process through which goods and services move from concept to the customer.

Learning outcomes:
- to define marketing mix and 4 P's
- to distinguish products from services
- to define term promotion and promotional strategy
- to be able to identify, select and develop a product or a service
- to be able to determinate product's price
- to be able to select a distribution channel to reach the customers
- to be able to develop and implement a promotional strategy

Suggested duration: 2 hours

Topic A4.4. Defining your own marketing mix

Content:
In marketing the idea is to create a good or service that most closely meets the requirements of a particular market and yields enough profit to justify its continued existence.

Learning outcomes:
- to be able to identify, select and evaluate a particular market for own product or service
- to be able to identify, select and develop a product or a service in accordance with own resources and own company
- to be able to determinate product's price in accordance with own resources and own company and to select a distribution channel to reach the customers in accordance with own resources and own company
- to be able to develop and implement a promotional strategy in accordance with own resources and own company (core business)

Suggested duration: 3 hours

Topic A4.5. Promotion and sales

Content:
Promotion is the advancement of a product, idea, or point of view through publicity and/or advertising. Sales promotion is stimulation of sales achieved through contests, demonstrations, discounts, exhibitions or trade shows, games, giveaways, point-of-sale displays and merchandising, special offers, and similar activities.

Learning outcomes:
- to define general terms such as promotion, sales, sales promotion, marketing, marketing mix, promotion mix
- to define and distinguish different activities in marketing, such as advertising, public relations, direct marketing, sales promotion
- to distinguish marketing mix from promotion mix
- to be able to compare different stimulations of sales
- to rate and then choose the optimal stimulation of sales for own product / service / company
- to evaluate if the sales is successful or not and modify future actions in sales and /or promotion, if necessary

Suggested duration: 2 hours

5.6. Theme A5 - Writing a business plan

Participants will learn the basics of business planning and development of business plan within 4 hours per topic.

Total duration: 12 hours

Topic A5.1. Executive summary and mission statement

Content:
Executive summary is brief but comprehensive synopsis of a business plan or an investment proposal, which highlights its key points and is generally adapted for the external audience.

Learning outcomes:
- to define business plan and its parts
- to combine parts of the business plan in optimal way in accordance with business idea
- to define executive summary with vision, mission and company's core purpose

Suggested duration: 1 hours

Topic A5.2. Business environment analysis and SWOT analysis

Content:
SWOT analysis represents situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy. SWOT stands for strengths, weaknesses, opportunities, and threats.

Learning outcomes:
- to define SWOT analysis for your own company
- to determinate internal strengths and weaknesses, external opportunities and threats
- to define business environment and its influence on the companies on the market
- to create analysis for business environment for your own comapny through political-legal, economic, socio-cultural and technological factors on the market
- to be able to give examples for each group of factors that influence your company / product / service

Suggested duration: 2 hours

Topic A5.3. Industry background, competitor analysis and market analysis

Content:
Market research can be conducted through PEST analysis, which is type of situation analysis in which political-legal (government stability, spending, taxation), economic (inflation, interest rates, unemployment), socio-cultural (demographics, education, income distribution), and technological (knowledge generation, conversion of discoveries into products) factors are examined to chart an organization's long-term plans.

Learning outcomes:
- to define terms such as competitor analysis and market analysis
- to be able to evaluate industry background
- to define PEST analysis and to use it for your own company / product / service
- to define and distinguish political-legal, economic, socio-cultural and technological factors on the market, with emphasis on the ones important for your own company
- to be able to point out importance for each factor for own company /product / service
- to be able to determine long-term plan for own company

Suggested duration: 4 hours

Topic A5.4. Marketing plan, operations strategy, financial planning

Content:
Marketing plan is product specific, market specific, or company-wide plan that describes activities involved in achieving specific marketing objectives within a set timeframe. It

generally includes analysis of the current market situation and detailed action programs, budgets, sales forecasts, strategies and projected financial statements.

Learning outcomes:
- to define terms such as marketing plan, operations plan and strategy, financial plan
- to define terms such as detailed action programs, budgets, sales forecasts, strategies and projected financial statements
- to distinguish parts of marketing plan, parts of operations plan and parts of financial plan and to be able to develop those plans for your own company
- to be able to operate in accordance with marketing plan, operations plan and financial plan
- to evaluate different opportunities and trends
- to be able to solve problems that occur in implementation of business plans

Suggested duration: 3 hours

Topic A5.5. Management summary and organisational forms of business

Content:
Organization and coordination of the activities of a business in order to achieve defined objectives. Management consists of the interlocking functions of creating corporate policy and organizing, planning, controlling and directing company's resources in order to achieve the objectives.

Learning outcomes:
- to define management and describe management activities, such as organizing, planning, controlling
- to define objectives for your own company and to create them in a way that they can be measureable and clear
- to evaluate and measure defined objectives, planned activities and achieved goals
- to organize and coordinate different activities of a business in order to achieve defined objectives
- to be able to modify each future activity in order to manage the business the way it was planned

Suggested duration: 2 hours

5.7. Introduction to social competencies

Social competencies make up the second part of the training and education for the female prisoners in Lithuania and Slovenia. These ideas are based on our project application, on the Kick off meeting of the CTD project consortium, on the tutor training in Berlin and also on our continuous cooperation with the project partners for establishing and upgrading an open curriculum, which was in a way the basis for this Handbook.

Below authors presented a few key thoughts as to why we chose this part of women's education (in pilot implementation), why it is important and why we insist on it as key element in further training and education of the same kind.

When planning this project, we kept in mind how difficult it is for an individual today to be included in the labour market and indirectly, or even consequently (when failing to find employment), also in the society and its networks. This results in a difficulty to make contact, in internal battles and later in exclusion from all levels of social life, all of which can cause failure – in both professional and private life. This is even more difficult, if not impossible, for the vulnerable groups of people, such as female prisoners and ex-offenders. For this reason we decided to not only find their business competencies – these give the participants an idea of how and what kind of employment can be found today – but also social competencies in order to give these women an encouragement and a starting point for understanding their environment, be it professional or private, for easier communication in all life situations, for teaching them to recognize their own worth and become more confident, for resolving conflicts and for recognizing the advantages and rules of team work and their role in it. They also learned what the roles are in negotiations, what they bring about and what the difference is between a compromise and an agreement. Another important topic is recognizing the importance of lifelong learning.

We believe that enlarging an individual's social competencies is also one of the key factors in their (re)integration to the labour market. In the last few years, the European Union recognizes the (none) integration to the labour market as an important issue. The EU has tried to resolve this issue by establishing the European employment strategy that helps member states create more job opportunities. In March 2010, the European commission issued a strategy for development and employment, which replaces the Lisbon strategy (Commission review "Europe 2020", issued March 3, 2010).

Slovenia followed the European Employment Strategy and so in autumn 2010, the National Assembly has accepted the Law of labour market regulation. In the National reform programme 2011-2012, Slovenia has decided, among others, to achieve these two goals by 2020: to decrease by 40.000 (based on the data from 2008) the number of people with high risk of poverty and social exclusion, and to have a 40% population between the ages of 30 and 34 with a tertiary education.

*"There are several individual documents, relevant for the labour market, which list demands for increasing the effectiveness of the active employment policy. In one of them, this demand can be found: to contribute to more employment opportunities of the vulnerable groups on the labour market by way of social projects (social business management, innovative projects, and renewed public labour)" (*The Ministry of Labour, www.ess.gov.si/_files/3286/Smernice_APZ_2012_2015, *saved 26/08/2015).*

By including social competencies in the training and educating of female prisoners in Slovenia and Lithuania (the latter faces similar challenges in this field), this Handbook will contribute to realising the two demands listed in the National reform programme.

Firstly, female prisoners received quality contents of a wide range and secondly, they found they have a lot of knowledge that they didn't realise they had. Lastly, by enabling two participants in this pilot implementation to receive a secondary education, we contribute to the objective of increasing the educational level of younger generations.

5.8. Theme B1 - Motivation

Motivation is basis and a psychological feature that makes people to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that reinforces an action toward a desired goal.

Total duration: 12 hours

Topic B1.1. Self-motivation

Content:
Self-motivation is a key life skill and something that everybody interested in personal development should think carefully about. Motivation pushes us to achieve our goals, feel more fulfilled and improve overall quality of life. People who are self-motivated tend to be more organised, with good time management skills and have more self-esteem and confidence.

Learning outcomes:
- to define terms such as motivation, self-motivation, personal goals and achievement
- to distinguish terms motivation and self-motivation
- to be able to recognize things that motivate you as a person

Suggested duration: 4 hours

Topic B1.2. Setting personal goals

Content:
Personal development is a lifelong process. It's a way for people to assess their skills and competencies, consider their aims in life and set goals in order to realise and maximise their potential.

Learning outcomes:
- to be able to define goals for your own personal development
- to be able to define and describe your expectations

Suggested duration: 4 hours

Topic B1.3. Motivational techniques and how to develop (life long) motivation in every day life

Content:
There are two main types of motivation: intrinsic and extrinsic:
- Intrinsic = love. In other words, "I do this because I want to"
- Extrinsic = money. In other words, "I do this because I have to".

Learning outcomes:
- to learn that people's motivations change at different times
- to be aware of the balance between intrinsic and extrinsic motivations
- to know how and when to say 'thank you'
- to become aware that different rewards for different people
- to show that the effort is appeaciated no matter the occasion

Suggested duration: 4 hours

5.9. Theme B2 - Self-confidence and self-esteem

The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc. Self-esteem is a term used in psychology to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame.

Total duration: 16 hours

Topic B2.1. Self-confidence and defending one's opinion

Content:
Self-confidence comes from feelings of well-being, acceptance of your body and mind (self-esteem) and belief in your own ability, skills and experience. Self-esteem is about how we value ourselves, our perceptions and beliefs in who we are and what we are capable of. Our self-esteem can be misaligned with other people's perception of who we are.

Learning outcomes:
The state of lack of self-confidence has a surprisingly penetrating effect – it sneaks up to hidden corners and has an effect on the things that you want to do when you least expect it.

Suggested duration: 4 hours

Topic B2.2 Criticism and critical thinking

Content:
Critical thinking might be described as the ability to engage in reflective and independent thinking. Topics covered with this chapter are: **Types of humiliation**, **How to react to criticism**, **How to criticise constructively** and **Compliments.**

Learning outcomes:
* to deal with criticism positively
* to accept criticism when constructive
* to use criticism in a positive way to improve
* to recognize the importance of dealing with criticism in postive way, because a negative way that can lower your self-esteem and cause stress, anger or even aggression
* to compliment family, friends, colleagues with the right words in the right occasion

Suggested duration: 4 hours

Topic B2.3. Conflicts' solution / Problem solving

Content:
Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others.

The approach referred to is generally designed for problem solving in an organisation or group context, but can also be easily adapted to work at an individual level.

Learning outcomes:
* to identify problems - identifying the nature of the problem and defining the problem itself
* to detect and recognize that there is a problem; Structuring the Problem involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem
* to look for and create possible solutions, to evaluate them and choose the best one
* to be able to make a decision involving careful analysis of the different possible courses of action and then selecting the best solution for implementation
* to accepting and carry out the chosen course of action
* to monitor and seek for feedback
* to review the outcomes of problem solving over a period of time

Suggested duration: 5 hours

Topic B2.4. Negotiation

Content:
Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent).

Learning outcomes:
- to be able to prepare arguments for the discussion
- to be able to discuss on a specific topis
- to be able to clarify arguments
- to define and describe arguments
- to agree to the common goals and objectives
- to conduct a certain action in accordance with negotiations

Suggested duration: 3 hours

5.10. Theme B3 - Social and interpersonal skills

Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization. Interpersonal skills are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion, active listening, delegation, and leadership.

Total duration: 16 hours

Topic B3.1. Introduction

Content:
Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Interpersonal communication is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Learning outcomes:
- to recognize emotions in self and others
- to regulate and manage strong emotions (positive and negative)

Suggested duration: 2 hours

Topic B3.2. Communication

Content:
Communication is simply the act of transferring information from one place to another. Although this is a simple definition, when we think about how we may communicate the subject becomes a lot more complex. There are various categories of communication and more than one may occur at any time. The different categories of communication are:

- Spoken or Verbal Communication: face-to-face, telephone, radio or television and other media
- Non-Verbal Communication: body language, gestures, how we dress or act - even our scent
- Written Communication: letters, e-mails, books, magazines, the Internet or via other media
- Visualizations: graphs, charts, maps, logos and other visualizations can communicate messages.

Learning outcomes:
- to cooperate, negotiate and manage conflict nonviolently
- to communicate and work effectively in groups
- to be able to point out certain subjects or topics for discussions
- to seek for help and to give help when necesary
- to show ethical and social responsibility
- to develop communicational skills (listening, non-verbal communication, team problem solving, argumentation, communication)

Suggested duration: 4 hours

Topic B3.3. Listening

Content:
Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Two types of listening cvered with this topic are: **Effective listening** and **Active lustening skills.**

Learning outcomes:
- to be able to listen and communicate accurately and clearly
- to take others' perspectives and to sense their emotions

Suggested duration: 3 hours

Topic B3.4. Questions and feedback

Content:
Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation.

Learning outcomes:
- to ask questions without hesitation
- to answer questions when being asked without hesitation
- to approach others and build positive relationships
- to resist negative peer pressure

Suggested duration: 4 hours

Topic B3.5. Non-verbal communication and body language

Content:
Interpersonal communication not only involves the explicit meaning of words, the information or message conveyed, but also refers to implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

Learning outcomes:
- to describe non-verbal communication in general terms
- to recognize the importance of non-verbal communication
- to be able to read facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the communicators and recognize the meanings of non-spoken words
- to use the tone and pitch of the voice in the certain way in the certain situation

Suggested duration: 3 hours

5.11. Theme B4 - Teamwork

Teamwork is "work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole".

Total duration: 10 hours

Topic B4.1. Effective team and team roles

Content:
Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

Learning outcomes:
*   to be able to establish and maintain healthy and rewarding relationships with diverse individuals and groups
*   to communicate and work effectively in groups
*   to seek for help and to give help when necesary

Suggested duration: 4 hours

Topic B4.2. Decision-making

Content:
Decision making is the thought process of selecting a logical choice from the available options.

Learning outcomes:
*   to be able to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others

Suggested duration: 2 hours

Topic B4.3. Negotiations and misunderstanding

Content:
Misunderstanding is a common cause of negotiations breaking down. Such breakdowns may occur due to differences of viewpoint, background or cultures as well as many other factors.

Learning outcomes:
*   to recognize strengths and areas of need
*   to respect others and self and appreciating differences
*   to identify problems correctly

Suggested duration: 4 hours

5.12. Theme B5 - Lifelong Learning

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.

Total duration: 6 hours

Topic B5.1. Informal learning

Content:
Informal learning is type of learning where individual acquired knowledge through personal experience, outside of the formal learning environments such as schools and training courses.

Learning outcomes:
• to recognize the importance of work in a person's life
• to recognize the importance of lifelong learning
• to recognize interesting ways of learning, which suit you as the individual

Suggested duration: 2 hours

Topic B5.2. Personal development

Content:
Inclusion of the following skills su crucial:
• Interpersonal knowledge and trust
• Mutual acceptance and approval
• Constructive solution of conflicts related to the relationship
• Adaptability and action in relationships

Learning outcomes:
When it comes to personal development of the individual, following social competencies should be included and emphasized:
• to recognize diversity and react to it
• to be able to analyse problematic situations
• to be able to acquire new information
• to be able to critically and self-critically analyze, converse, negotiate and discuss
• to develop communicational skills (listening, non-verbal communication, team problem solving, argumentation, communication)
• to be able to recognize our own feelings and to master own feelings
• to be able to search for help for ourselves

Suggested duration: 4 hours

6. Pilot implementation in Slovenia and Lithuania

6.1. Pilot implementation in Panevėžys correction house (Lithuania)

Pilot implementation in Panevėžys Correction House which is the only women's penitentiary institution in Lithuania was implemented by the specialists from NGO Human Resources Monitoring and Development Bureau (ŽISPB) together with employees of the Department of Panevėžys SMC within the Correction House.

The Pilot Implementation was carried out from January 6 2015 until 21 April 2015. At first, it should be mentioned that 3 stages of Pilot Implementation in Lithuania were distinguished:
- **Preparatory stage;**
- **Implementation stage;**
- **Testing (or assessment) stage.**

6.1.1. Preparatory stage

Speaking broadly, the preparatory stage started long before concrete actions, as lots of different factors had to be taken into consideration before implementing training within prisons in Lithuania and Slovenia: analysis of labour market situation in Lithuania and Slovenia, criteria for tutors, training of tutors in Germany by FCZB, preparation of open curriculum to test, selection criteria for female prisoners who are liable to participate in the training and many other actions.

Speaking in a narrower sense, the concrete actions related namely to the beginning of Pilot Implementation in Lithuania by ŽISPB started in December 2014 when the social worker of Panevėžys Correction House Vitalija Šližienė applying *T 2.6 Criteria for selection of female prisoners involved in the pilot implementation* started the process of recruiting female prisoners for the training. 9 of them expressed their will and were selected for the pilot implementation.

Preparation of operational documents

Certain documents necessary for the successful implementation and recording the process were prepared according to material received during tutors' training in Berlin. The following documents have been used in the pilot implementation:
1. Questionnaire for participants to express their will to participate in the training (based on the questionnaire received after tutors' training in Berlin);
2. Participants' list being signed each time when the training is conducted;
3. Training recording each time when the training is conducted (based on the questionnaire received after tutors' training in Berlin);
4. Evaluation questionnaire for participants (given occasionally during the pilot);

5. Evaluation questionnaire after the training (filled by participants);
6. Evaluation of participants after the training (based on the questionnaire received after tutors' training in Berlin).

Train the tutors

Five tutors participated in the training in Berlin in April 2014 and all of them contributed to the successful implementation of the training.

- **Simona Preidytė** (informatics and mathematics tutor at Panevėžys SMC Department within the Correction house, computer and business competencies training);
- **Asta Jaseliūnienė** (social worker, social competencies training);
- **Aurelija Jankienė** (a psychologist, social competencies training);
- **Vitalija Šližienė** (social worker, selection of women prisoners for pilot courses);
- **Gintarė Černikienė** (organisational and documentational part of the pilot implementation and collection of material which could be useful during the pilot).

Compliance with the criteria for selection of female prisoners

Further below each of the criteria prepared specifically for the pilot implementation in Slovenia and Lithuania is provided and commented how it was satisfied during the pilot in Lithuania.

1. The length of the sentence serving or the remaining time of the sentence serving

According to criteria, female prisoners who have 7 to 12 months until the end of their sentence serving on the day of October 1st 2014 are liable to express their will to participate in the training. However, in Lithuania 2 participants did not conform this criteria (their sentence was shorter than the period indicated), but were allowed to participate due to expressed motivation.

2. The age of the female prisoner, included in the pilot implementation

All 9 participants were between age 18 and 55.

3. High intrinsic motivation of the female prisoner for the inclusion in the pilot implementation

In the questionnaire provided during the selection process of female prisoners had to motivate their willingness to participate. All participants expressed their will to learn something new, learn using computer.

4. Problematic female prisoners - inclusion in the proceeding

Female prisoners who could be characterised as "problematic" were not included in the pilot as they did not expressed their willingness.

5. Female prisoners with a positive safety assessment

All participants satisfied this criteria.

6. Enjoyment of benefits outside the institution

No additional benefits were granted except the ones ensured by the law (short-time leaves for 3 days).

7. Status of citizen of the Republic of Slovenia or citizen of Lithuania

All participants satisfied this criteria.

8. Education level

Two participants did not satisfy the criteria „individuals with unfinished primary, finished primary school and unfinished vocational or secondary school". One has higher education, another one - unfinished higher education.

They were allowed to participate due to expressed willingness and motivation. As it appeared later, they were very active during the training sessions and helped other participants to understand more difficult aspects of the training.

9. The time duration of the training - the female prisoner's obligations

Participants' attendance - more than 80%.

10. After penalty arrangement

This criteria has not played a bigger role during the selection process.

Final preparatory steps

- Topics of the training were coordinated with the pilot implementation in Slovenia in order to work on the same direction.
- Open Curriculum sent to the tutors;
- Material created by FCZB (Training for tutors, Trainings in female prisons and Train the tutors) sent to tutors;
- Material related to the development of social and business competencies development collected from prievious projects, trainings and courses and sent to tutors as an additional help and support.
- The director of Panevėžys SMC department within the Correction House contacted the Prison administration regarding the permission to conduct the training and female prisoners selection;
- ŽISPB wrote an official document asking for permission to conduct the training.

Presentation of target group

Short presentation of the target group which participated in the pilot in Lithuania is provided below. The information was collected using the questionnaire to express the willingness to participate in the training and gather the basic information about participants.

1. **AGE.** The average of female prisoners who participated in the pilot – 34; the youngest – 27; the oldest – 48.
2. **EDUCATION.** The education level of participants was quite different:

Secondary education	1
Basic education	1
Higher education	1
Unfinished higher education	1
Unfinished basic education	3
Unfinished secondary education	2

3. **COMPUTER USE.** It was important to clarify the level of computer skills in order to plan the sessions of the training and adapt to different levels. The answer to the question about computer skills is provided below:

Yes	4
No	4
Some	1

4. **MOTIVATION.** The potential participants were asked *"Why do you want to participate in the training"*? The answers provided were as follows:
- *To learn to use computer (2 participants);*
- *To learn something new (7 participants).*

Also there were mentioned:
- *Practical use of knowledge (7 participants);*
- *Communication with other people (2 people);*
- *Self-improvement (self-development) (3 participants);*
- *Spending time purposefully (5 participants).*

6.1.2. Implementation stage

All in all there were 18 meetings (from 2015 01 08 until 2015 04 21). 13 meetings were of 3 hours duration (39 hrs.) 5 meetings were of 6 hours duration (30 hrs.)

Although the attendance of courses was almost 100 % (looking at the lists recording participation), there were a lot of times when several participants had to leave in the middle of a session because they had to go to work.

In order to avoid this, most of the sessions were organized after lunch (from 14.00 till 17.00). There were several times when sessions were organized intensely (from 9 to 12 and after lunch - from 13.00 to 16.00).

Topics of the pilot implementation

Plan of topics before the beginning of pilot implementation which was coordinated with MiT from Slovenia who implemented the Pilot in female prison ZPKZ Ig was as follows:
1. What is entrepreneurship?
2. Definition of a business idea
3. Opportunities for self-employment
4. Establishment of own company
5. Application of computer tools in business
6. Basics of marketing
7. Sale
8. Business organisational forms
9. Motivation
10. Self-confidence and self-respect
11. Communication
12. Learning
13. Control over time
14. Team work, negotiations
15. Finishing education

The actual plan of topics realized during pilot implementation:
- **1st meeting**: Introduction to the training and project. Getting to know each other.

- **2nd meeting:** Definition of entrepreneurship. Business environment.
- **3rd meeting:** Basics of working with computer. MS Office Word.
- **4th meeting:** Basics of working with computer. Computer as a source of information, different portals, organisations which provide information about business.
- **5th meeting:** Basics of working with computer. CV, power of attorney.
- **6th meeting:** Basics of working with computer. Excel. Utilities calculations.
- **7th meeting:** Basics of working with computer. Excel. „Chocolate sale".
- **8th meeting:** Time management. Team work.
- **9th meeting:** Motivation. Motivation techniques. 10 meeting. Self-confidence and self-respect.
- **11th meeting:** Possibilities of self-employment. Working at home.
- **12th meeting:** Personal goals, needs, wishes.
- **13th meeting:** Emotions management. Emotions in business. Solving conflicts.
- **14th meeting:** Basics of marketing. Internet marketing. Advertising. Marketing mix. Consumers' behaviour.
- **15th meeting:** Sales. When and where sales are carried out. Salesman and buyer. Needs and desires of customers.
- **16th meeting:** Examples of business plans. Business forms. Innovative business.
- **17th meeting:** The importance of finishing education. Lifelong-learning
- **18th meeting:** Final meeting. Soft skills assessment. What you are good at. Meeting with external evaluator.

Quite naturally, taking into consideration the knowledge and interest of the participants some topics received more attention (for example, computer basics), some less (for instance, SWOT analysis).

The topics delivered were simplified as much as possible (as some topics are quite difficult, for instance, marketing) or were given less attention as participants told that they had participated in similar courses and had already heard this information.

On the other hand, some discussions were easy to conduct, as participants could provide a lot of examples from their own experience. One of the participants had her own business, therefore, she shared her experience.

Computer use sessions

Quite a lot of attention was paid to the development of computer skills as it has been an important motivational factor for female prisoners to participate in the training.

Participants were introduced with:
- File management programme.
- Writing and processing text.
- Writing CV. Power of attorney. Writing an application. Participants were positive about this topic because of the possibility to apply the gained knowledge in practice. However, as the level of knowledge of computer use among the participants was different, some of them experienced difficulties in writing CV. The problems were solved when the helped each other. Participants also watched videos how to leave a

good first impression for the employer, how to behave during the interview (some participants found it really useful).
- Computer as a source of information.
- Websites, organisations providing information about business. As it is not allowed to use the Internet in the Correction House for offenders, this theme could not be fully analysed.
- Basics of MS Office - Word
- Basics of MS Office - Excel (basics, main formula, creation of tables, how to calculate expenses for utilities (electricity, water, etc.) Most of them had no idea how to calculate costs for utilities. With the help of Excel participants had to create a table called "Chocolate Sale" (the price of unit is given, the number of chocolates sold, make a diagram, calculate average, etc.).

Business and social competencies development sessions

We have distinguished computer skills development sessions from the rest of business competencies as they received quite a lot of attention during the pilot and participants expressed great interest and found them useful and applicable in practice. However, most participants also found social competencies development sessions valuable.

The topics covered and some comments related to them:
- **What is entrepreneurship? Business environment.**
- **Possibilities of self-employment.** Tutors tried to negate a common myth that if you want to have a business you have to have a lot of money. Together we searched for a simpler way of making business. We tried to change attitude „I am not a businesswomen and won't be". Participants were introduced with the idea of having business simply at home.
- **Business plan examples. The course of sessions about innovative business.** Tutor identified that she should have presented the real filled in business plan. It would have been more useful speaking about this topic.
- **Basics of (internet) marketing, advertising.** Participants found some of the things quite difficult.
- **Sales.** Understandable theme. One participant's experience was valuable contribution to the theme.
- **Motivation techniques. Motivation.** Some participants have poor motivation re planning their daily activity and seeking their purpose.
- **Personal goals, needs, wishes.** Various tests, general discussion. Participants enjoyed speaking freely. As some of them said - they completely changed their mind about psychologists.
- **Controlling emotions. Solving conflicts.** Participants expressed their interest in this topic.
- **Self-confidence and self-respect.** Various tests, general discussion with a psychologist.
- **Time management.** Participants enjoyed the video material provided during the training.
- **The importance of finishing education, lifelong learning.**

Other observations

Related to the target group of the pilot implementation: Like with any other marginal group, some challenges appeared during the pilot implementation. At the beginning of the training, female prisoners interrupted each other while speaking. They had to learn to respect each other. Also, the difference in ICT (computer) skills caused that some tasks were too easy / difficult for some of the participants. However, working in small groups proved to be successful and participants learned from each other.

Moreover, the difference in education level also was felt in the group when speaking about more complex topics related to business competencies development. However, greater knowledge of some of the participants contributed to the training as they shared their examples, valuable experience. Lastly, the plan of the topics changed during the process of implementation having in mind real needs of participants (more attention was given to computer basics). The progress at the end of the course which was observed: participants gained basics of using main computer programmes, learned business basics and shifted from more individual to more team work.

Related to tutors' work:

During the Pilot Implementation tutors used the following material:
- PowerPoint presentations;
- Videos
- Printed handouts
- Tests
- Material gained from other projects

Methods used:
1) Discussion
2) Individual work
3) Group work
4) Sharing experiences, thoughts
5) Brainstorming
6) Games
7) Reflexion
8) Stimulus material (videos)

6.1.3.   Testing or assessment stage

Sessions evaluation

Our tutors from time to time used a very simple questionnaire to evaluate their sessions. The aim of the questionnaire was:
- to evaluate the satisfaction level with their sessions,
- to see what tasks participants enjoyed,
- what is anticipated from next sessions,

- what participants learned about themselves;

If should be pointed out that the written feedback was not so effective. Most of the participants wrote that everything was positive, they learned something new about themselves and expressed their wish for more video material, something new, different tests and questionnaires.

Sometimes they were really straightforward and wrote if they did not like something. Tutors tried to adapt to the expressed requests.

Participants usually provided a better verbal feedback at the end of the session in comparison to the written one.

Participants' evaluation

At the end of pilot implementation each participant's development was assessed with respect to:
- Social behaviour
- Motivation
- Competencies

The assessment was carried out by the tutor. Participants' evaluation results related to
- **Social behavior:**

From very quiet and not willing to participate in discussions or more keen on practical individual tasks to very active, talkative, positive attitude and willingness to participate in discussions.
- **Competencies**:

Tutor mostly emphasized participants' computer knowledge. An improvement in comparison with the beginning of the pilot.
- **Motivation**:

5 participants had strong motivation, 4 participants - weak motivation. Consequently, those 5 participants who had strong motivation were more active in participation.

The tutor also provided recommendations for further development. Most recommendations were related to further developing computer knowledge and increasing motivation.

During the last meeting another tutor used the tool to **access women's soft skills:** how participants see themselves and what kind of persons they really are, their strong and weak characteristics, attitude towards work and employer, adaptation to changes and behavior in stressful situations. This is a specific test/ methodology and the assessment was performed by a psychologist who has been trained how to use it.

Participants were pleased to find more about themselves and agreed with the assessment.

6.2. Pilot implementation in Prison Ig (Slovenia)

One of the most important work packages in CTD project was also the preparation, organization, coordination and performance of the pilot implementation in prison Ig as the only women's prison in Slovenia. For this purpose, there was a special document prepared within the project consortium – Preparation of criteria for selection of female prisoners involved in the pilot implementation. We are not presenting this document in detail under this chapter since the ten key criteria, which were applied in Slovenia and Lithuania, were already described under chapter 4.1.1 Preparatory Stage within the text of the pilot implementation in Lithuania.

We think it is important to draw the attention of the reader to the special traits characteristic for the pilot implementation in Slovenia. Namely the fact that already in the project application it was stated that two female prisoners of the pilot implementation will be enabled the continuation of their education in the 5th level of education or until they complete the 5th level of education (according to the Slovene education system). The chosen participants will be able to continue with their education in the period from autumn 2015 in any programme of secondary school education available from the offer of choices of CDI Univerzum.

For this purpose, a separate document had to be prepared for the needs of the pilot implementation in Slovenia, the so-called 11th criterion. In the basic document **T 2.6 Preparation of criteria for selection of female prisoners involved in the pilot implementation** the partners had to define, besides the ten criteria, another criterion, which we called „*Special criterion for the selection of two individuals – Slovenia.*" In this 11th criterion we wrote: „*Special criteria for the selection of two female prisoners who participated of the training in the pilot implementation taking place in prison Ig, to continue their education at CDI Univerzum (finishing their vocational or secondary school) will be prepared as a separate document according to the specifics of its application only in Slovenia.*"

This part included all the aspects that we had to take into consideration, both in terms of the project application as well as the demands according to the legislation and the internal rules of prison Ig.

6.2.1. Preparatory stage

The preparatory stage contained many aspects and different documents, as it was already described under the chapter 4.1.1. Besides what was stated it may be important to add, from the point of view of the tutors, that we started preparing for the pilot implementation in prison Ig, which started in January 2015, already in August 2014. In this month and the following months of 2014 we had many meetings with the director of prison Ig, as well as the professional staff in charge of the education and those in charge for the separate sections of female prisoners. In these meetings, we analysed each separate criteria of the special document, which we mention in the second paragraph,

point 4. Pilot implementation in Slovenia. We have judged the criteria according to its positive contribution to any of the potential female prisoners in the pilot implementation, according to the possible bad aspects of the selection for the education and training based on the type of prosecution, as well as from the safety point of view in terms of the pilot implementation and the four-month interrelation of participants during the pilot implementation.

In December 2014, NGO MiT carried out an introductory meeting with the female prisoners, where we presented the content of the project „Competent To Do" and the conditions and criteria for the participation in the pilot implementation. In the next part of the meeting, we introduced them to the way in which the pilot implementation would be carried out, to the content that would be included in the pilot implementation and we presented the tutors who would give lectures to the female prisoners. In this introductory meeting, the potential participants already showed a lot of interest in the participation and had many questions. To all of them that were interested we gave a short description of the topics that would be covered and the instructions about the application process carried out by the person responsible for the sentences in prison Ig.

After the female prisoners' application, we had a meeting with the director of prison Ig and the professional staff (responsible for the education), where we selected and confirmed eight participants.

Due to the project's demands, we had to prepare also an attendance list for each meeting with female prisoners who wanted to participate in the pilot, where we defined the total number of hours of training, the number of hours for each concrete day of the implementation and the list of participants with the signature of the tutors performing the training. Through this procedure, we got acquainted with the internal legislation of the prison system, which forbids the preparation of a list of participants with their names and surnames to be used outside the prison system. Because we were bound by the project application, we still had to have proof of attendance for the purpose of the reports. We thus made each time a double attendance list, one with the name and surname stored in prison Ig and as such available to the supervisory authority of the project, and the second one that includes only the names of the participants which is stored in the consortium as one of the documents of Work Package 5 – Pilot implementation.

6.2.2. Implementation stage

The education and training of female prisoners started January 13, 2015 and ended May 27, 2015. There were eight participants in the group. During this time, we carried out 17 work meetings and an additional meeting when the participants wrote their written test, which was also one of criterion for the selection of two participants who will be enabled to finish their secondary school education. During the last meeting in May, we presented the result of the written test and awarded the certificates for the successfully finished training. The average age of the participants was 30 years; the youngest participant was 23 years old and the oldest 39 years old. One of the participants had finished primary school and the rest had an unfinished vocational educational level.

The criteria for the selection of two female prisoners from the entire group (they will be enabled a free four-year secondary school education within the programmes of CDI Univerzum) that have been taken in consideration throughout the entire pilot implementation were the following:

- Participation of the participants during the lecture
- Self-initiative
- Their presentation of examples from each concrete topic
- Practical work and doing homework
- Exercises on the computer
- Mark from the written test

It is necessary to stress that, in comparison with other trainings carried out by our institution MiT in the past five years in prison Ig, this training was embraced by the participants with great enthusiasm, as the reward of a free training was undoubtedly one of the key agents for the over 90 percent attendance throughout the implementation.

The training was divided into two parts. In the first part, the participants acquired knowledge from the field of business competencies, and in the second part of social competencies. In their lectures, the tutors used different techniques to deliver their lectures and they also used different study material. From PowerPoint presentations, worksheets, Word material, prepared computer exercises, different exercise, outlines for homework complementation, also role-play, teamwork, working in groups of two, etc.

It is interesting that the participants showed the most interest in those topics, which were mostly related to social competencies. The most interesting topics for them were Motivation, Self-confidence and self-respect. During the lectures there was not a topic for which they would not show at least some participation and curiosity. In terms of the test, the topic that was most feared was the one about marketing.

Table 11. The topics, according to which the participants had their education and trainings in Prison Ig

13.1.	**Introduction**
	• Presentation of the purpose and content of the tutors and training
	What is entrepreneurship?
	• Definition of entrepreneurship
	• Definition of an entrepreneurship environment
20.1.	**Definition of a business idea**
	• Examples of business plans
27.1.	**Establishment of your own company**
	• Visions and values
	• SWOT analysis
	• Market research
	• Sources and opportunities for your own company
	• Name, slogan and logo of the company

3.2.	**Opportunity for self-employment** • Introduction • Analysis • The role of the character
17.2.	**Essential information on marketing** • Behaviour of consumers • Promotion • Marketing mix • Web marketing
24.2.	**Sale** • What is sale • When and where do sales take place • Salesman • Buyer • Needs and wishes of the clients
26.2.	**Organizational types of entrepreneurship-1** • Different legal forms of business / independent entrepreneur; limited liability companies; • Unlimited liability companies; limited partnership
2.3.	**Organizational types of entrepreneurship-2** • Different legal form of business / private institution, society • Advantages and disadvantages of different forms of business • Additional personal work
11.3.	**Motivation** • Self-motivation • Personal goals • Motivation techniques • Motivation in everyday life
24.3.	**Communication** • Types and manners of communication • Business communication • Verbal and nonverbal communication more in detail
1.4.	**Learning** • Types of learning • What and how we win and why do we lose in the learning phase • Lifelong learning
8.4.	**Self-confidence and self-respect** • Defending your own opinion • Criticism • How to react to criticism • How to criticise constructively • Types of humiliation • How I can behave assertively
15.4.	**Team work** • Successful team • What is my role in a team-leader, co-worker

	• The difference between a team and a group
22.4.	**Negotiations** • Do I know how to negotiate? • What are the benefits of negotiation • The difference between a compromise and an agreement
23.4.	**Time management** • What are the benefits of planning • How to plan • Who and what are unnecessary time consumers
6.5.	**The use of computer equipment for business** • Web as a source of information • Different websites • Institutions that provide information to pioneer businessmen • MS Office Word
13.5.	**Revision of the contents of the training** • Exercises, repetition and refreshment of contents for the written test
20.5.	**End of the training** • Written test

(Source: The table was created by MiT.)

After covering the topics, female prisoners had a written test on May 20th 2015. The test had 27 questions, some of which requested longer answers, others only enumeration and others requested from the participants to circle the correct statements from the ones given. The test had a total of 110 points. The grade, based on the mentioned criteria, was given to the participants in the form of scored points and the pertaining percentage.

On the day of the test, the supervisors over the participants were Mr. Štrancar and Mr. Brank. The test itself was a completely new experience for the participants and the tutors spent quite some energy to motivate and encourage the participants.

After finishing with the test that the participants sat for on May 20 from 16:00 to 18:00, the preparations have started for the final event of the certificate awarding. NGO MiT and institution CDI Univerzum prepared together the content of the certificates, while CDI Univerzum did the design of the certificates. For the event of the certificate awarding we agreed to formally invite to this ceremony also the rest of Slovenian project partners, the tutors, who carried out the education and training, and the silent project partners as well as the key agents.

6.2.3.   Testing or assessment stage

On 27th May, presentation of the test results and award-giving ceremony of certificates was organized. In the afternoon the ceremony was enliven with a short musical act performed by two prisoners and the participants were also excited about the salty snacks and the three cakes that we brought with us. Besides the certificate for a successfully completed programme the participants received a bag from CDI Univerzum that they will be able to use for the study material in future trainings.

At the beginning of June, according to the achieved number of points in accordance with the six criteria, (the participation of the participants during the training hours, self-initiative, the presentation of examples from concrete topics, practical work and doing homework, exercises on the computer, the mark form the written test) we chose two participants to whom CDI Univerzum will enable free schooling in order for them to finish the 5th level of education (according to the Slovene education system).

Mr. Štrancar and Mr. Brank have prepared together all the needed documents for a successful schooling of the two chosen participants. Mr. Štrancar carried out a longer counselling interview with each of the two, where he presented all the choices that offer formal and verified programmes within CDI Univerzum.

After blowing out the candles, Mr. Štrancar had the honour to cut the first of three cakes. Tatjana Brank Pečko and Matej Brank also got bags with the CTD mark.

7. Conclusion

7.1. What did this project teach us?

7.1.1. CDI Univerzum

The project proved us that the target group of female prisoners and ex-offenders are disadvantaged of availability of education comparing to male prisoners and offenders in Slovenia.

The pilot implementation of the project showed us how important it is to provide experienced tutors, who are familiar to work with the target group.

It is essential to prepare good curriculum to motivate both the target group and the final beneficiaries, therefore we prepared a curriculum to gain social and business competencies.

7.1.2. Visoka škola Nikola Šubić Zrinski (University College Nikola Subic Zrinski)

Often top management has no interest, no knowledge and no time to learn about possibilities and opportunities that projects like this one can offer to their institutions. It is crucial to show them the importance of the project approach and to include marginal groups, such as the target group in this project.

Learners, in general, no matter what is their background or previous way of life, are open to new solutions today, especially if it highlights their personal advantages. This project teach us that it is the task of all participants involved (professors, tutors, social workers, psychologists) to introduce them numerous possibilities in elaborative and up-to-date way.

We learned that everybody deserves a second chance and education and lifelong learning are the key to success in social and business life. Only with complete understanding of all key stakeholders and their understanding of this target group, female prisoners and ex-offenders have a chance to succeed in their re-integration into social and business life.

Kofi Annan made an excellent point with his quote: *„Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.“* Full understanging of that quote will ensure success of this and lots of other projects in this area and for this marginal group.

7.1.3. VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras (Human Resources Monitoring and Development Bureau)

Speaking in a broader sense, this project taught us once again about the importance of good management and active cooperation between partners. Only when these two relevant things are in present, the success of the project is ensured.

Moreover, asking questions is allowed and even requested! Only asking questions you can find out things which are unclear either for somebody or which were not clearly described when planning the project, you can agree on the course of work in order to be on the same track.

Partners within the consortium share lots of opinions and different understandings, therefore, communication either face to face or virtual (e-mails, video conference, skype, etc.) is obligatory.

Coming down from management aspects of the project and speaking about its aim – the transfer of competencies to tutors to achieve business and social competencies of female prisoners and ex-offenders – several things should be mentioned:
1. Speaking about tutors, tutors from different organisations coming to penitentiary institutions to work, deliver training, they lack competencies of working with the target group they face, thus, the transfer of competencies from more experienced in the field specialists is relevant to ease the work for them and to achieve better results;
2. There are insufficient training programmes for specialists who want to work in penitentiary institutions.

7.1.4.   MiT - Zavod za širšo družbeno sprejemljivost in sprejetost (MiT – Institution for a wider social acceptability and acceptance)

As it was proven before, this project has also confirmed the importance of the project's beginnings and the consortium founding meeting, where it is important to determine the priorities, the time frame for each individual task, as well as the ways and frequency of communication. We have confirmed the belief that management and coordination are the key factors for a successful work during the project and, consequently, also for its successful conclusion. It is also very important for the project coordinator to be a professional or at least have a very good notion of the issues with which the project deals. As the number of project partners grows, there are more project demands for the project coordinator, who has to be a co-worker, friend, leader and the person that uses a carrot and stick. This role demands, on the one hand, a person with a high potential for rational decisions and, on the other hand, someone with a high level of empathy.

The contents of the project, which we assimilated long before the beginning of the project and, as that, respected it, is a point which still has, unfortunately for most key agents – after two years of working together we could say it applies for most of the cooperating countries – a bitter aftertaste. They know and realise that the contents are present, but choose not to change anything when the sole definition of change, according to Oxford Dictionary of English, is make or become different. Change brings additional

effort and a different way of thinking and working. To achieve this we need to have the wish and energy to do it and not so much the funds for it, as it is often misconceived.

We have chosen the vulnerable group of female prisoners and ex-offenders for two reasons. The first one is the positive discrimination, that is, we wanted to make something „only" for the population of female prisoners. Namely, this system also shows socially determined relationships between genres as can be seen on this side of „the wall". As for the second reason, we wanted to point out the lack of formal and informal education and training for this vulnerable group of people.

The project activities, especially the four-month pilot implementation in prison Ig, has shown the high level of readiness from the participants for this kind of education and training, with a suitable approach to the prisoners and a convenient type of work. The high turnout (over 90%) has surprised even us despite the fact that we have been carrying out many trainings for five years in this institution (lectures, workshops, etc.). When we opened certain discussions with the participants on this topic it turned out that they have „sleeping" knowledge and competencies. Consequently, towards the end of the pilot implementation they have formulated the idea or rather the wish to continue with their training (finishing secondary school education). The training for tutors to work with female prisoners and ex-offenders has shown that the tutors need to understand the basic guidelines for working in this environment, and also understand and recognize the specifics of different needs and wishes of the population of female prisoners.

Within the training activities it could again be observed the lack of future tutors in the area of the „internal law" of this system or rather, what and how much it is allowed considering these internal rules, which are determined by the life on the inner side of the wall. In addition, it was clear that the mere experience and work of future tutors for women serving their prison sentence with other adult groups are not enough. This fact as well as other deficiencies previously mentioned lead to the conclusion that the Ministry of Justice or the Prison Administration of the Republic of Slovenia should include these trainings in their programmes as a condition for tutors with this target group.

7.2. Partners' suggestions

In the future, all partners hope for more projects like this, for enabling tutors and candidates for tutors to work with these specific and sensitive group. It is extremely challenging to work in this area and to include education sector in the segment that at first has nothing to do with it. Most stakeholders think that it is not necessary to dedicate time to these women due to the fact they are prisoners or ex-offenders. Nobody thinks about the future of this vulnerable target group, not the Ministries, Agencies, only rare NGOs and institutions from education sector, that value education as such, no matter who is it for.

Learning business and social competencies will enable tutor to transfer these competencies to the female prisoners and ex-offenders and partners listed their suggestions in this chapter.

7.2.1. CDI Univerzum

A change of mind-set at national level in implementation of criminal sanctions in prisons is needed in order to provide more funds available for education of female prisoners and ex-offenders, as education certainly helps towards integration in society after serving prison sentence.

With the appropriate education it will be easier to seek employment (lot of work still needs to be done to bring awareness among employers and general attitude of people towards people serving their prison sentence).

7.2.2. Visoka škola Nikola Šubić Zrinski (University College Nikola Subic Zrinski)

In education for entrepreneurship, tutors are the cornerstones of educational development. Therefore is critical for success of education for entrepreneurship to empower tutors in systematic way for successful transfer of the entrepreneurial mindset and competence to their learners, no matter what prior background they have or prior knowledge they come to training with. No differences should be done for female prisoners or ex-offenders.

The teaching profession as well as the educational system are in constant changes due to the rapid change in the society, technological development and effect of globalisation which creates more and more challenges towards the tutors and requires quick and proper response. The impact of the teaching and learning processes on the development of the society and economy is becoming more and more important, as well as its quality. In that respect, "*Promoting the development of the tutors' competence in teaching transversal competencies is seen as essential.*" (*European Commission, 2011, p.2*) and so therefore we strongly believe that it is not the role of the tutor to teach how to run a business but to provide women with the general set of the competencies enabling them to act as an entrepreneur. In that regard, the overall goal of entrepreneurship education is to give them knowledge, skills and attitudes to act in an entrepreneurial way.

7.2.3. MiT - Zavod za širšo družbeno sprejemljivost in sprejetost (MiT – Institution for a wider social acceptability and acceptance)

According to our opinion, the suggestions and comments under this chapter are meant mainly to those people who decide about who and how someone will enter the future training processes and to those that will enter the training as future tutors or those that

will carry out different trainings and/or education. When you take the path of a tutor, it is mainly important to have in mind three key aspects:

- The legislation and rules within the prison system and the structure and hierarchy of this system depending on the country where the activities will be carried out.
- The second aspect are the participants for whom, besides the qualitatively presented contents, the specifics of each individual prison are of key importance. It is important to understand the key specifics from the point of view of female prisoners – we must take in consideration the specifics that rule in the concrete environment of a clearly defined target goup of participants.
- The third aspect concerns me as a future tutor. Will I be able to overcome all the obstacles present in this environment, especially through the attempts of assessment of the tutor by the participants (surreptitiously present verbal manipulation)? Will I be able to combine both firmness and deep empathy? Will I be able to, on the one hand, set clear rules and, on the other hand, be nice? Will I be able to act in a professional way with people who have committed the most serious offences? All this and more is set before the tutor deals with the challenge of a qualitative presentation of the contents and the scope of the topics for which he or she is responsible.

One key rule of observance is the fact that the world goes round (economically, socially, politically and in terms of relationships) "too fast" enough for us on this side of the walls. For the person serving the sentence for five, ten years the outside world, after so many served years, seems like a science fiction, especially in terms of technology and, consequently, in the differences in relationships and communication.

When I prepare as a tutor to work with this target group, a key question arises in terms of the presentation of a certain topic in this target group. Namely, how they are feeling that day, how has that day influenced them, what the news are for that day, what the communication was for that day. I always take in consideration the aforementioned feelings from the participants and adjust them to the basic plan of work for that day. The lecture or training must not be »pro cathedra«, the participants need to be always included in the dialogue, and you always have to be creative and different in your performance of the contents. They are really pleased if you give them the opportunity to give you a feedback, tell you their experiences and opinions about certain topic.

In our five years of working with this target group, we, as an organization, can say that we have achieved our goals in terms of letting the participants to express themselves freely within the limits of the presented topic. In addition, we have enabled the participants to feel save and accepted in the time and space that we have given them, with our verbal and, especially, our non-verbal communication. You have to consider that as a tutor besides representing a change in their dull everyday (since on the other side of the walls this means, according to the statements from the participants, much more to them than we imagine from this side of the wall), you also lower the rate of recidivism.

Namely, knowledge, acquired formally or informally, is the only source for women serving their prison sentence for opening new horizons and giving them new opportunities for a different start or continuation of their lives. It gives them the opportunity to recognize a better life and the opportunities that it brings and helps them

to re/enter the job market more easily and to relate with new knowledge and points of view. I wish every success to all those who are taking on this difficult job.

7.2.4. FrauenComputerZentrumBerlin (Female Computer Centre Berlin)

Tutors must be very flexible because the situation can change in the prison every day. As tutors, we spent some time to talk about all the things which put female prisoners and ex-offenders under stress during the arrest: family situation, problems with the life partner, worries about the children, discussions with friends, situation in the prison, money, health, etc.

All the things mentioned above should be taken into consideration before tutors or candidates for tutors start to prepare for the training with this sensitive group. Ordinarily once per week we started with discussing all things with this target group of female prisoners who wanted to talk about all this. At the end we built in cooperation with every participant an individual learning plan for the week (we had parts of self-organized learning in the courses).

7.2.5. VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras (Human Resources Monitoring and Development Bureau)

For the organisation of the training within the penitentiary institution most of the rules which apply organising training elsewhere can be used:
- When working with the target group of female prisoners and ex-offenders, always adapt to their actual needs and not to stick to a rigid plan;
- Participants dictates the style according to which they want to work: sometimes they want to be listeners or active speakers, sometimes to do tasks silently or move at least a little bit;
- Sometimes they simply need somebody they could speak frankly with or complain about the things which bother them without any judgements or consequences;
- Don't always be the one who only listens and remains distant. They will accept you more if you share your experience.
- Be creative – do not always use the same work methods – tests, quizzes, creative tasks using various materials, videos – are more fun than boring theory.
- Participants always value things if they see that they are applicable in practice.
- Always ask for feedback. If participants are comfortable with providing oral feedback, at the end of each session ask what they enjoyed the most and the least. If they are reluctant to tell their opinion – an anonymous questionnaire might be helpful.
- If it is a project, think of the forms and documents you are going to use to record the progress or results, feedback, etc.
- Remember – there is always a way how you can help participants to feel comfortable during the training and embrace the knowledge you are willing to provide them.

7.2.6. Center Spirala – Center samomobilnosti (Center Spirala – Center of Selfmobility)

According to internal evaluation about pilot implementation for female prisoners in Slovenia and Lithuania, it appears that tutors are facing with three main aspects, which deserve primary attention. These aspects are following: attractiveness, usability and presentation of topics. Due to such evaluation findings it is a crucial challenge for tutors to find a satisfactory balance among these three aspects, according to which training for female prisoners or ex-offenders in future can be relevant, effective and successful *(see picture below).*

Picture 1. 3 main aspects tutors are facing in trainings of female prisoners
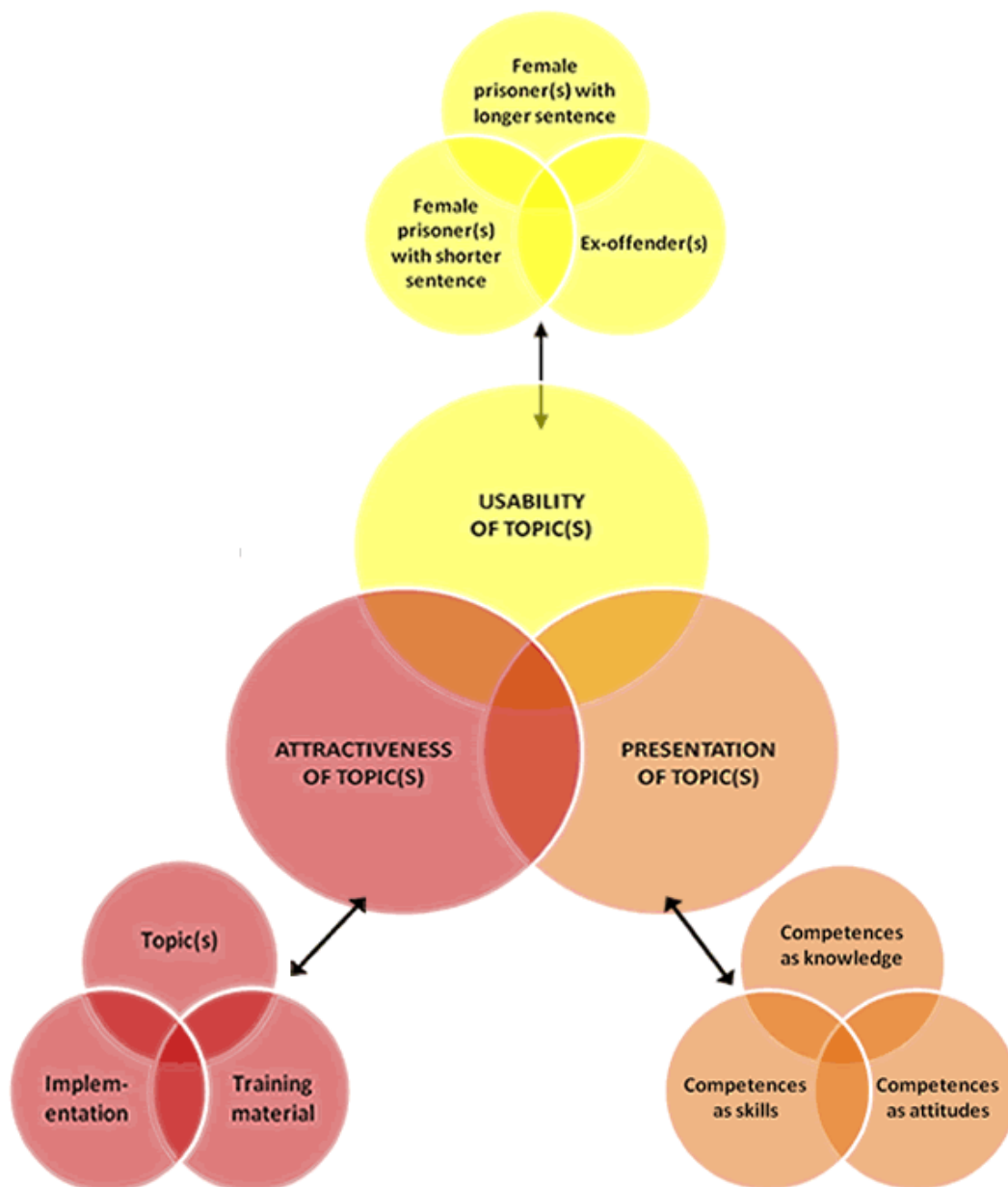
(Source: The picture was created by Center Spirala.)

First aspect is about *topics' attractiveness*, where efficiency of the training for female prisoners or ex-offenders depends from three further elements (topics, implementation and training material). Tutors need to find firstly a balance between these three elements, in order to deal effectively with aspect of attractiveness. However, achieving this balance is not something, what can be fully or clearly defined, planned in advance during training design. It comes out as visible consequence, which shows that tutors are capable to find felicitous mixture among training topics, their implementation and training material. In case that certain training topic appears to be less attractive for female prisoners (or ex-offenders), tutors have a greater responsibility how to implement such less attractive topic, together with training material, which also deserves stronger attention in such case. And oppositely, where is training topic for female prisoners (or ex-offenders) highly popular in advance, it is a little easier for tutors to implement training with such topic together in correlation with training material.

With regard to second aspect, *topics' usability,* tutors have a challenge to consider more precisely, who are their target group. In a sense, do they deal with female prisoners with longer sentence, with those with shorter sentence, or with ex-offenders? Generally speaking, this kind of learners within all possible trainings often favour practicality in order to acquire usable training topics. It appears that female prisoners (or ex-offenders) act more or less in the same manner. Tutors thus need to consider such expected approach, but to have also in mind, that they deal with target group (especially in case of female prisoners), whose possibilities how and where to use acquired competences (based on skills), are very limited. Giving a preference towards skills (as one part of the competence) to those female prisoners with longer sentence, can appear as less suitable training approach (ICT topics for example, where their skills due to fast technological changes are changing rapidly fast). Despite potential female prisoners' interest towards usability of topics, tutors thus need to be very attentive and deliberate at judgment, to what extent is worth to fulfil their requests. It is often more suitable for female prisoners with longer sentence to face them with new topics (even though such potential topics are not fully attractive for them in advance), according to which they can raise awareness in terms of new knowledge, new information. Taking into consideration the fact that female prisoners with longer sentence are staying in prison for a longer period, it is priority for tutors to design a trainings of that kind, where primary attention is given to competences towards dealing, identifying, reflecting of female prisoners' attitudes, in order to help them towards better group dynamic within prison. Ex-offenders are this kind of group, where paying attention to practicality of training topics, appears as much more relevant and reasonable.

Third aspect of *topics' presentation*, is about, through what kind of competence concept, wider (as synthesis of knowledge, skill and attitudes), or narrow (only knowledge, skills, or attitudes), training topics can be designed and mediated to target group. Main attention is here given to challenge, how to connect trainings for female prisoners (or ex-offenders) with testing approaches, looking from perspective of future opportunities for both target groups. In case of female prisoners, it seems obvious that only testing of competences (level of knowledge), can really take place. While assessment of their competences, where training would be based on acquisition/strengthening of female

prisoners' skills or on identification/ strengthening of their attitudes, would be more challenging and doubtful. From this perspective looks more suitable to design such kind of trainings that are based on acquisition of the competences through knowledge level. Situation with ex-offenders is here very different, since it is more realistic for tutors to assess properly also ex-offenders' skills and/or attitudes. Though, dealing with female prisoners' skills or attitudes does not depend only from a condition, whether tutors have possibilities or not to test their skills or attitudes. This challenge has also to do with question, what kind of educational approaches tutors (and their organisation in background) are and will be primarily using and supporting. In case that adult educational approach is dominant at tutors' trainings, towards usage of port-folio methods, assessment of already existent competences at female prisoners, it is more likely, that tutors do not use classical testing. While in case of approaches, which are closer to formal schooling approaches, is testing probably the main assessor of female prisoners' competences. Decision, whether tutors are more keen or devoted to formal educational or to adult education approaches, need to be considered together with speculations, what will be happening within education systems within project's countries in close future. In case that both target groups (especially female prisoners in this regard) will get better opportunities to be more systematically involved in formal educational systems, it seems more relevant for tutors that are using educational approaches, that are closer to classical formal approaches (including classical ways of testing). In case, that it is not realistically to expect such positive developments, it seems more suitable that tutors are encouraged towards developing of educational approaches, which are primarily related to adult education (without any kind of classical testing), to port-folio methods, where main attention can go towards of more systematic inclusion of female prisoners into forms of qualifications, also possibilities towards acquisition of National Vocational Qualifications.

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Annex 1. List of tables

- ***Table 1. First agreements***
- ***Table 2. Preparing IT equipment (if there is computer training)***
- ***Table 3. Preparing information for staff and offenders***
- ***Table 4. Preparing of classroom, information of staff, selection of participants***
- ***Table 5. First week of training***
- ***Table 6. Second week of training***
- ***Table 7. Training "Self-assessment and reflection"***
- ***Table 8. Training "Competence assessment"***
- ***Table 9. Training "Skills audits"***
- ***Table 10. Training "Reflection and transfer"***

Annex 2. Supporting materials used in trainings in Berlin prison

Supporting materials used in the training "Self-assessment and reflection"

- Printed copies of Reflection toolkit timeline http://www.open.edu/openlearnworks/course/view.php?id=843, pens
- Reflection toolkit: http://www.open.edu/openlearnworks/course/view.php?id=843
- Reflection toolkit skills and competencies: http://www.open.edu/openlearnworks/course/view.php?id=843.

The Reflection Toolkit has been developed by Bridges Programmes in collabouration with the Open University, Scotland.

Supporting materials used in the training "Competence assessment"

OECD - Recognition of non-formal and informal learning: http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm

- Pre-prepared flipchart paper or PowerPoint (definition competence)
- Pre-prepared flipchart papers or PowerPoint (definition knowledge, skills)
- Pre-prepared flipchart papers or PowerPoint (formal, informal, non-formal learning)

DISCO (the European Dictionary of Skills and Competencies) provides access to a thesaurus with more than 60,000 skill and competence terms in seven European languages (EN, DE, FR, HU, CZ, LT).

DISCO serves individuals and experts who need fast and easy terminological support in tasks such as searching for and translating single terms in the field of skills and qualifications or for composing and translating CVs.
http://www.skills-translator.net/
Tool box for competence assessment:
- Talent exchange market
- Printed copies of the "Questionnaire for external assessment"

Supporting materials used in the training "Skills audit"

- Flipchart or whiteboard; laptop with internet access, beamer (external monitor/projector)
- ESCO transferable skills and ESCO coppersmith
- Administrator or Secretary

Baker ESCO - European Skills, Competencies, Qualifications and Occupations

https://ec.europa.eu/esco/web/guest/hierarchybrowser/-
/browser/Skill?resetLanguage=true&newLanguage=en

E_EPSOL – Education & Employment Pathways for Speakers of other Languages:
Several checklists to help deciding if clients have suitable skills and experience to apply
for jobs: administrator or secretary, office manager, personal assistant, civil engineering
http://www.e-epsol.eu/skills-audit-toolkit/skills-audit-toolkit-
material?download=163%3Askills-audit-toolkit-hard-copy-versions

Interactive Skills Audit Toolkit: http://www.e-epsol.eu/skills-audit-toolkit/skills-audit-
toolkit-material

Supporting materials used in the training "Reflection and transfer"

- Flipchart or whiteboard, marker
- Small bin or cap, coloured candies or pieces of paper
- 3 hand-outs, each with one of the three tasks/ perspectives written on it
- Flipchart sheets with results of group work, adhesive tape, pins or magnets to hang them up

Annex 3. Practical work / Challenges for Theme A3 - Computer basics for entrepreneurs

Word Basics – Creating, opening, sharing and saving documents - Challenge!

1. Create a new blank document. Use the Save command to save it to your desktop.
2. Export the document as a PDF file.

Word Basics - Text basics and formatting text - Challenge!

1. Open an existing Word 2013 document.
2. Select some text to delete. Cut and paste some text.
3. Find and replace a word in the document.
4. Change the font style or/ and font size of some text.
5. Highlight some text. Try bolding, italicizing, or underlining some text.
6. Center align some text.
7. Insert a symbol in the text.

Word Basics - Page layout - Challenge!

1. Open an existing Word document.
2. Change the page orientation.
3. Change the margins. Try adjusting the margins using Custom Margins.
4. Change the paper size. Try customizing the page size.

Word Basics - Printing documents and line and paragraph spacing - Challenge!

1. Open an existing Word document.
2. Preview the document in the Print pane. Print one copy of the document.
3. Try adjusting the print settings so the document prints on two sides.
4. Try custom printing a selection of pages in the document.
5. Change the line spacing of some text.
6. Change the paragraph spacing between two paragraphs.
7. If you are using the example, change the line and paragraph spacing so the entire resume fits on one page.

Word Basics - Headers, footers, page numbers, pictures and text wrapping - Challenge!

1. Create a new Word document.
2. Create a blank header.

3. Add a name to the header. Try inserting a preset header or footer. Add today's date to the header.
4. Try adding a page number to the footer. Try restarting the page numbering.
5. Insert a picture from a file into the document. Resize the picture.
6. Find a picture and insert it into your document.
7. Change the text wrapping setting of one of the images.
8. Try moving an image to a new location.

Excel Basics – Creating, opening, saving and sharing workbooks - Challenge!

1. Create a new blank workbook or open an existing workbook from your computer.
2. Pin a folder to Backstage view. Create a new workbook using a template.
3. Use the Save command to save the workbook to your desktop.
4. Export the workbook as a PDF file.

Excel Basics - Cell basics and modifying columns, rows and cells - Challenge!

1. Open an existing Excel 2013 workbook.
2. Select cell D3. Notice how the cell address appears in the Name box and its content appears in both the cell and the Formula bar.
3. Select a cell, and try inserting text and numbers.
4. Delete a cell, and note how the cells below shift up to fill in its place.
5. Cut cells and paste them into a different location.
6. Try dragging and dropping some cells to other parts of the worksheet.
7. Use the fill handle to fill in data to adjoining cells both vertically and horizontally.
8. Use the Find feature to locate content in your workbook.
9. Insert a column between column A and column B, then insert a row between row 3 and row 4. Delete a column or a row. Move a column or row.
10. Try using the Text Wrap command on a cell range.
11. Try merging some cells together.

Excel - Formatting cells - Challenge!

1. Open an existing Excel 2013 workbook.
2. Select a cell and change the font style, size, and color of the text.
3. Apply bold, italics, or underline to a cell.
4. Try changing the vertical and horizontal text alignment for some cells.
5. Add a border to a cell range. Change fill color of a cell range.
6. Try changing the formatting of a number.

Excel - Worksheet basics - Challenge!

1. Open an existing Excel workbook.

2. Insert a new worksheet and rename it.
3. Delete a worksheet. Move a worksheet. Copy a worksheet.
4. Try grouping and ungrouping worksheets.

Excel - Page layout and printing workbooks - Challenge!

1. Open an existing Excel workbook.
2. Change the page orientation to Landscape. Try modifying the margins of a worksheet.
3. Try using the Print Titles command to include a row or column on each page of your workbook.
4. Insert a page break.
5. Navigate to Page Layout view and insert a header or footer.
6. Try printing two active worksheets.
7. Try printing only a selection of cells.
8. Try the scaling feature to condense your workbook content.
9. Adjust the margins from the Preview pane.

Excel - Simple and complex formulas - Challenge!

1. Open an existing Excel workbook.
2. Create a simple addition formula using cell references.
3. Try modifying the value of a cell referenced in a formula.
4. Try using the point-and-click method to create a formula.
5. Edit a formula using the formula bar.
6. Create a complex formula that will perform addition before multiplication.

Excel – Tables and charts - Challenge!

1. Open an existing Excel workbook.
2. Format a range of cells as a table.
3. Add a row or column to the table. Choose a new table style.
4. Change the table style options.
5. Use worksheet data to create a chart.
6. Change the chart layout. Apply a chart style.
7. Move the chart.

PowerPoint 2013 - Getting to know PowerPoint - Challenge!

1. Open PowerPoint 2013 and create a new presentation.
2. Click through all of the tabs and review the commands on the Ribbon.
3. Try minimizing and maximizing the Ribbon.
4. Add a command to the Quick Access toolbar.
5. Navigate to Backstage view and open your Account settings.

PowerPoint – Creating, opening, saving and sharing presentations - Challenge!

1. Create a new blank presentation or pen an existing presentation from your computer.
2. Pin a folder to Backstage view.
3. Create a new presentation using a template.
4. Use the Save command to save the presentation to your desktop.
5. Export the presentation as a PDF file.

PowerPoint - Slide and text basics - Challenge!

1. Create a new PowerPoint presentation.
2. Insert a new slide with the Title and Content layout.
3. Try adding some text to the title placeholder.
4. Change the layout of a slide.
5. Copy and paste a slide, then move it to a new location.
6. Apply a theme to your presentation.
7. Insert a blank slide, then insert a text box on the slide.
8. Change the slide size from Widescreen to Standard.
9. Experiment with horizontal and vertical alignment.
10. Try using the Find and Replace commands.

PowerPoint - Applying themes and transitions - Challenge!

1. Open an existing PowerPoint presentation.
2. Try applying several different themes. Try selecting a theme variant. Select a slide, and apply a transition.
3. Change the transition duration. Add a sound effect to the transition.
4. Apply a dynamic slide transition. If you are using the example, apply a dynamic transition to slide 5.
5. Remove the transitions from all slides.

PowerPoint 2013 - Managing slides and printing - Challenge!

1. Open an existing PowerPoint presentation.
2. Try switching between various slide views.
3. View an outline of your presentation.
4. Try adding speaker notes to your presentation using the Notes pane and the Notes Page View.
5. Divide your presentation into at least two sections, then try collapsing and expanding them.
6. Preview the presentation in the Print pane.
7. Print a Handout version of the presentation with three slides per page.

PowerPoint - Presenting your slide show and animating text and objects - Challenge!

1. Open an existing PowerPoint presentation.
2. Practice playing a slide show and navigating through the slides.
3. Change your mouse pointer to a pen or highlighter, and try marking a slide.
4. Try using Presenter View.
5. Open the Set Up Show dialog box, and try modifying the options.
6. Add an entrance effect to an object.
7. Use the Animation Painter to copy the effect to another object.
8. Use the Animation Pane to reorder the effects. Experiment with different start options and timings. Add two additional effects to one of the objects.
9. Several animation effects have been applied to the objects on slide 3.
10. Use the Animation Pane to explore and experiment with the effects.