REFERENCE FRAMEWORK

of competences for prisoners' re-entry & the new re-entry barriers created by the COVID-19 pandemic

2022

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Introduction

This Reference Framework of Competencies for prisoner's re-entry is part of Self-Design, an Erasmus+ project in partnership with France, Portugal, United Kingdom, Italy, Greece and Romania.

Self-Design aims to develop an innovative methodology that enhances prisoner's self-awareness of their individual's unique re-entry needs and to enhance the job performance of justice practitioners that work in prisons contexts, empowering them with new tools and resources available for prisoners' rehabilitation.

This reference framework will illustrate the critical competencies that prisoners need to apply upon release (namely during the transition processes), with strong focus on recent experiences of release of prisoners at the start of the pandemic.

For the purposes of the Framework, the term "competence" is defined as the ability to mobilize and deploy relevant values, attitudes, skills, knowledge and /or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context.

This Reference Framework is structured in two main parts;

- The first part is a European analysis of the prisons situation in Europe, including a description of the penal system in the partners involved in the project, in order to provide an overview of the life of ex-prisoners after COVID-19, in terms of challenges and barriers that they face.

- The second part focuses on the key competences based on the interviews conducted by partners, that prisoners need to develop upon release.

Methodology

This competency framework for prisoner reintegration and the new barriers to reintegration created by the COVID-19 pandemic aims to illustrate the critical competencies that prisoners need to apply post-release during transitional processes, focusing on recent experiences of prisoner release at the onset of the pandemic and competencies for the first six months after return to society.

The concept of 'competence' was defined as the ability to mobilise and deploy values, attitudes, skills, knowledge and/or understanding to respond appropriately and effectively to the demands, challenges and opportunities presented in a given type of context.

For this, two methodologies were carried out, desk research in each country (France, Greece, Portugal, Italy, Romania and the United Kingdom) on the penal system of each country. This information was used to highlight similarities and differences between the partner countries; and semi-structured interviews, namely a questionnaire. Each partner conducted 6 interviews (a total of 42 interviews) to collect the voice of ex-prisoners on their experience of returning to society at the beginning of the pandemic. The interviews were conducted face-to-face, by telephone and online.

The questions asked probed each topic from the general to the particular and focused on 5 thematic areas:

1. Family and relationships
2. Housing situation
3. Employment
4. Access to services
5. Impact of Covid-19

The first question in each thematic area was of a general nature, in order to allow for a dialogue and encourage a welcoming approach of active listening and empathy that would help to fully understand the thoughts, feelings and motivations, while also to highlight the choices the person has made and to fully understand their needs.

Based on these results, this framework was developed. This methodology enabled the identification of the capacity of prisoners to cope with complex demands within a given context.

Prisoner re-entry needs and the new re-entry barriers created by Covid 19

European prisons during COVID-19

According to the European Prisons Observatory, in the European Union, over 584,485 people detained in penal institutes in 2019.

On average, one-fifth of detainees in Europe is a non-national; however, within the EU countries, there are significant differences. The countries where the percentages are above average are generally those of northern, central and southern Europe, while eastern European countries rank at the bottom of the list with exceedingly low percentages.

Findings from the Council of Europe showed that during the period of the lockdowns, the incarceration rate remained stable in most EU countries but started to grow in several prison administrations, according to a new study by the University of Lausanne for the Council of Europe.

Studies and research show that the situation in prisons vary from country to country. Some countries show a decrease in the number of inmates.

The decrease was due to a number of reasons, including the release of prisoners to prevent the spread of Covid-19. COVID-19 forced governments to implement measures to reduce the prisons population and to limit the spread of the virus.

In Italy for instance, in February 2020, there were 61,230 inmates in prisons compared to 50,931 available places, with a crowding rate of 120%. The main reason is linked to a decrease due to a reduction in the number of crimes committed and an increased use of alternative measures to detention by the judiciary.

In France, the prison population had experienced a significant and unprecedented decline during the spring 2020 lockdown, but the number of prisoners has started to rise again.

This change in the number of prisoners has improved the working conditions of prison staff and the conditions in which convicted persons are housed, while facilitating the implementation of measures to prevent the virus.

In Portugal, the official annual statistics of the Portuguese prison system show that, between July 2020 and July 2021, the number of inmates in custody ranged from 10842 in 2020 (DGRSP, 2020a) to 11385 in 2021, which reveals an increase of 1% (DGRSP, 2021c). However, looking at the data of the year 2020, we can find a decrease in the prison population rate accompanied by an increase in the number of offenders released.

Also in Romania the situation is very similar to other countries, the prison population registered an upward trend in 2020, observing an increase in the number from 20,578 detainees in 2019 to 21,753 detainees. Therefore, the shortage of accommodation, compared to a minimum space of 4 m2 for each detainee, increased from 2,301 to 3,489 detention places.

What happens to prisoners in a pandemic?, A thematic review by HM Inspectorate of Prisons, February 2021
Agozino B, Volpe SL. Health inequalities in correctional institutions: implications for health inequalities in the community. Journal of Correctional Health Care. 2009;15(4):251–267.

Needs identified and needs emerged during Covid

Before Covid the needs of prisoners for social reintegration were clear: Re-establishment of family members, treatment of abuse problems, family, treatment of substance abuse and mental health problems, access to a support system and obtaining employment and housing, social disadvantages...etc.

Leaving prison is a delicate moment, in which the person is confronted with personal changes, with changes in the context and with the effects that imprisonment has had on his/her life. In many cases, the return to free life means crossing the threshold of prison alone (in the absence of resources) or with the sole support of the family (the main hub of the relational network, if not the only available resource).

- Economic vulnerability

Housing, work, finances. Economic vulnerability is often the result of psychological destabilization and financial dependence, as the majority of ex-prisoners are heavily dependent on their families or institutions to meet their basic needs.

- Stigmatisation

Some former prisoners have emphasised the fact that they feel marginalised, sidelined and stigmatised as individuals reduced to their past detention. As a result, they perceive themselves to be excluded from the world of work as well as from the rest of society through the lack of social links.

- Integration

This becomes even more important if one considers that reintegration does not require an effort exclusively by public institutions, but requires a commitment by all those (private individuals, local authorities, voluntary associations, professional categories, entrepreneurs) who can contribute to the social and work integration of the ex-convict.

- Residence of the user

Support services available

The support provided to ex-inmate's changes from country to country.

In general, the support provided in the countries is related to financial support and re-entry programs in order to support them to integrate in the society.

Usually, the prisoner is guaranteed a special treatment programme, oriented towards solving the specific problems related to family life, work and environment conditions they will have to face after leaving prison. To this end, cooperation with social service centres, relevant territorial services and voluntary organisations is requested.

Persons discharged with serious physical or mental illnesses are also reported to the public health authorities for assistance.

Adams J, Nowels C, Corsi K, Long J, Steiner JF, Binswanger IA. HIV risk after release from prison: a qualitative study of former inmates. Journal of Acquired Immune Deficiency Syndromes: JAIDS. 2011;57(5):429–434. [PMC free article] [PubMed]
Addaction. Collecting the evidence: client's views on drug services. 2004. Available from: http://www.drugsandalcohol.ie/5796/

Penal systems in Europe

France

Police court

The Penal Code distinguishes between five classes of contraventions, depending on the severity of the penalty applied to them. These contraventions are the least serious criminal offences, such as disturbing the peace, hunting without a licence, minor assault and battery, etc. It is the police court that judges the five classes of offences. This court sits at the tribunal de grande instance and always rules as a single judge. It is assisted by a clerk.

Correctional court

The criminal court tries offences (theft, fraud, breach of trust, grievous bodily harm, etc.) committed by adults.

Assize Court

The Assize Court tries people accused of crimes, attempted crimes and complicity in crimes: murder, rape, armed robbery, etc.
It has jurisdiction over all ordinary crimes committed by adults.

Court of Appeal

If the defendant does not agree with the first decision, he or she may appeal. The court of appeal reviews the facts and the law: it examines the material elements of the case and checks that there have been no errors of law.

Court of Cassation

This is the highest court in the judicial system. It sits in Paris and has jurisdiction over the whole of France. It verifies that the law has been correctly and equally applied by all the courts and courts of appeal.

Portugal

The Portuguese Penal System is under the responsibility of the Ministry of Justice, which carries out its tasks through the Directorate-General of Reintegration and Prison Services (Direião-Geral de Reinserião e Serviios Prisionais, DGRSP). The DGRSP has on its mission the development of criminal prevention policies and the social reintegration of adult and young offenders, as well as the management of the juvenile justice and prison systems in an articulated and complementary way (Article 2 of Decree-law No. 215/2012 of 28 September).

Regarding legislation, the Portuguese Penal System is guided by the following core legal instruments:

- Constitution of the Portuguese Republic (Constituiião da República Portuguesa, CRP)
- Penal Code (Código Penal, CP)
- Code for the Execution of Custodial Sentences and Measures (Código da Execuião das Penas e Medidas Privativas da Liberdade, CEPMPL)
- General Regulation of Prison Establishments (Regulamento Geral dos Estabelecimentos Prisionais)

Romania

The National Administration of Penitentiaries is the public service responsible for the application of the regime detention and ensuring the recovery intervention, in conditions that guarantee the respect of dignity facilitating the accountability and reintegration into society of persons deprived of their liberty and contributing to increasing the security of the community, maintaining public order and security national.

The activity of the National Administration of Penitentiaries and subordinate units is coordinated directly by the Minister Justice. The management of the National Administration of Penitentiaries it is the responsibility of the Director - General, who represents it in relations with Ministry of Justice and central public administration institutions and with other authorities, central and local organizations, as well as with legal and natural persons from the country and from abroad.

Detainees and inmates serve custodial sentences, freedom and educational measures in subordinate units of the National Administration of Penitentiaries, organized as follows: 34 penitentiaries (of which one penitentiary for women); 2 educational centers; 2 detention centers; 6 penitentiary hospitals. Of the 33 penitentiaries, 8 have a coordinating role units located in a certain geographical area. Missions to transport detainees and persons interned between units, are carried out by the Guard Subunit and Escort Detainees Transfer.

Regimes for the execution of custodial sentences applicable in the penitentiary: the maximum safety regime (life imprisonment and persons sentenced to more than 13 years in prison, and those who pose a risk to the safety of the penitentiary); The closed regime (persons sentenced to imprisonment for a maximum of 3 years, but not exceeding 13 years); The semi-open regime (people sentenced to more than one year in prison, but not exceeds 3 years); The open regime (convicted persons to imprisonment for a term not exceeding one year).

United Kingdom

The primary criminal prosecuting authority in England and Wales is the CPS. The CPS is an independent body responsible for prosecuting criminal cases that have been investigated by the police and other investigative organisations.

The CPS employs criminal solicitors who can provide legal advice to the police, are often responsible for making the decision to charge a suspect and support barristers presenting the case for the prosecution in court.

HMCTS (Her Majesty's Courts and Tribunals Service) is the executive agency responsible for the administration of courts and tribunals in England and Wales. HMCTS is responsible for some practical aspects of criminal court proceedings.

Magistrates' courts and the Crown Court are the courts of first instance in England and Wales, meaning that defendants will have their cases heard in one of these courts first.

The Criminal division of the Court of Appeal hears appeals of decisions from the Crown Court from the defence if they can establish grounds to appeal.

The Sentencing Council is a non-departmental, independent body that issues guidelines on sentencing in England and Wales.

Italy

Offences are generally classified into two, depending on their seriousness. The Italian penal code currently in force (Rocco code), in Article 17, distinguishes two different types of offence: crime (the penalty for which may be life imprisonment, imprisonment or a fine) and contravention (the penalty for which may be arrest and a fine).

Among the various classifications developed by the doctrine, offences can be considered common or proper depending on whether they can be committed, respectively, by anyone or by those holding particular qualifications or positions (public officials, those providing services of public utility and those in charge of a public service).

In addition, a distinction is made between culpable, intentional and malicious offences, whether attempted or committed.

Prisons in Europe. 2019 report on European prisons and penitentiary systems

A real "second chance"

Crime prevention includes all the activities that contribute to halting or reducing crime as a social phenomenon. These activities are undertaken by all the actors that are likely to play a preventive role: local politicians, law enforcement agencies and the judicial system, social services, the education system, civil society organisations, industry, banks, the private sector, research workers and scientists and the general public, supported by the media.

Crime prevention by nature requires a multi-disciplinary approach. Hence, numerous national policies contribute to crime prevention: criminal law, social policy, education, town planning, taxation, local authorities etc. With regard to general crime, most effective preventive action should take place as close as possible to the grassroots level. This is reflected by the emergence of multiple local initiatives, "community policing" practices, which involve the police forces, local authorities, businesses, associations and citizens.

So far, EU States have had primary responsibility for crime prevention matters. With the entry into force of the Lisbon Treaty (Art. 84 TFEU), the EU now has the possibility to establish measures to promote and support EU States' actions in this field.

The EU focuses on facilitating exchanges of experience and best practices to mitigate factors which encourage crime and recidivism or which put a person in a vulnerable situation and to prevent corruption as well as criminal infiltration of the economy and society. In addition, the EU has started to introduce, on a systematic basis, solid preventive provisions in its flagship initiatives, ranging from anti-drugs policy to cybercrime, trafficking in human beings and child pornography.

Since 2001, the European Crime Prevention Network (EUCPN) has offered an EU-wide platform for exchanging best practices, research and information on different aspects of local crime prevention. Although covering all types of criminality, the Network pays particular attention to the fields of juvenile, urban and drug-related crimes. The Network's website contains a rich database on national strategic orientations and projects undertaken in different areas of crime such as burglary, business crime, neighbourhood policing, school violence and different categories of organised crime.

The Programme for the Prevention of and Fight against Crime (ISEC) allocated an action grant to Belgium, which is now hosting the professional secretariat of EUCPN and will further develop the Network. In addition, ISEC is funding a wide range of smaller crime prevention projects. Other crime prevention activities can be supported by a number of EU financial instruments, such as the Daphne III ProgrammeSearch for available translations of the preceding link, the 7th Framework Research Programme, structural funds and other programmes related to integration and education.

To combat crime efficiently, the criminal justice authorities of EU countries need to work together. Ultimately, in a common European area of justice national law enforcers and judiciaries will be able to trust and rely on each other.

This will increase people's confidence in the fairness of proceedings, knowing that their rights are protected when they have to appear in court in another country, or if they fall victim to a crime.

Action at EU level in this field is crucial for a number of reasons:

* Serious organised crime is often committed across borders. To prevent 'safe havens' for criminals, EU countries' laws should be more aligned
* If people can trust that their rights are respected, in all EU countries, if they are suspected or accused of a crime, they are more likely to use their right to live, work or study in another EU country
* Common rules strengthen mutual trust between the judiciaries of different EU countries. This makes cooperation and mutual recognition of decisions easier across the EU
* EU criminal law helps to prevent and punish serious offences, for example environmental crime

Throughout the world, criminal justice systems are principal sources of grave human rights violations, including extrajudicial executions, torture, arbitrary detention, and discrimination.

Human rights are rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty.

The Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948, was the first legal document to set out the fundamental human rights to be universally protected. The UDHR, which turned 70 in 2018, continues to be the foundation of all international human rights law. Its 30 articles provide the principles and building blocks of current and future human rights conventions, treaties and other legal instruments.

The UDHR, together with the 2 covenants - the International Covenant for Civil and Political Rights, and the International Covenant for Economic, Social and Cultural Rights - make up the International Bill of Rights.

Social reintegration is often understood as the support given to offenders during their reentry into society following imprisonment. A broader definition, however, encompasses a number of interventions undertaken following an arrest to divert offenders away from the criminal justice system to an alternative measure, including a restorative justice process or suitable treatment. It includes imposing community-based sanctions rather than imprisonment in an attempt to facilitate the social reintegration of offenders within the community, rather than subjecting them to the marginalizing and harmful effects of imprisonment. For those who are sentenced to imprisonment, it includes correctional programs in prison, and aftercare interventions (United Nations Office on Drugs and Crime, 2006). In recent years, the post-release, community-based component of these interventions has been variously referred to as "aftercare", "transitional care", "reentry" or "reentry support", reintegration, or resettlement. Some post-release interventions may begin while the offender is still incarcerated with the intent of facilitating post-release adjustment.

Ex-offenders are at risk of social exclusion. EU cohesion policy supports the social inclusion of people with disabilities, young and older workers, low-skilled workers, migrants and ethnic minorities such as the Roma, people living in disadvantaged areas and women in the labour market. It supports the Europe 2020 strategy, which aims to lift at least 20 million people out of the risk of poverty.

When ex-offenders leave prison, reintegration can be difficult. At Self Design we want to offer support, teach them values such as respect and self-reliance so that they are able to have a second life, a chance to return to society, and make society more inclusive and safe. The project aims to help ex-prisoners avoid re-offending and reintegrate into society, to work with mentors to train prisoners in the basic skills they will need on release, to help them plan their life on the outside.

After release, especially in the first few months, there should be cooperation with social services, reception centres and prison services to help them with day-to-day matters.

The Prevention of Recidivism and the Social Reintegration of Offenders, 2020, UNODOC
The Official Journal of the European Union, OJ C 172, 27.5.2015, p. 17–21 319 JOIN/2016/029 final

Competencies needed for prisoners' re-entry & the newly barriers created by Covid-19 to lead law abiding lives post release

Competency Framework

in relation to oneself...

Personal
Health and wellness
Addressing needs and seeking help
Learning to learn
Entrepreneurship
Employability

Numeracy
Technical
Digital

Communication and literacy
Multilingual
Social
Citizenship
Contribution to Society
Cultural awareness and expression

in relation to the medium...

in relation to others...

Personal

Personal

Personal competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, futureoriented life, empathize and manage conflict in an inclusive and supportive context. It is the ability to recognize our own emotions, to motivate ourselves and to control our emotions, which is directed towards oneself, towards the management of the emotional world itself. **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Self-Awareness (Recognise and understand our own moods, emotions and impulses, as well as their effect on others)
- Self-management (Control negative impulses, or bad mood, and that allows us not to make hasty decisions)
- Motivation (enthusiasm for doing something)
- Personal accountability (be responsible)
- Stress tolerance (Being resilient and able to cope with uncertainty and stress).
- Self-regulation (act according to the rules)
- Decision making
- Self-trust (having trust in one's own abilities, qualities, or judgement; self-confidence)
- Identify own capabilities and evaluation of strengths and weaknesses
- Cope with complexity and obstacles
- Critically reflect
- Problem Solving

Why is it needed?

- To recognise our emotions and their effects and our strengths and weaknesses
- To be confidence in oneself
- For the emotional self-control
- To keep harmful emotions and impulses under control, our ability to manage change and stressful situations
- To have adaptability, flexibility to manage change
- To have a sense of achievement and motivation
- To be optimistic, persistence in achieving goals despite obstacles

Emotional competences, evaluation of strengths and weaknesses, Identify own capabilities, focus, cope with complexity, critically reflect and make decisions, Learn and work both collaboratively and autonomously, organize and persevere in one's own learning, evaluate and share it, Being resilient and able to cope with uncertainty and stress, Problem Solving
Coping with obstacles and change...

Health and wellness

Health and wellness

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, **WHO 2022**

Behavioural indicators

- Perform any task or errand without difficulty
- Eating in a healthy, organised and balanced way
- Take care of your physical and mental health
- Have a continuous and controlled sleep schedule
- Lead an active life
- Prevent illness and addictions
- Positive attitude towards personal, social and physical wellbeing
- Knowing the components of a healthy mind, body and lifestyle
- Be aware of socio-economic, biological and environmental factors

Why is it needed?

- Because it is integral and essential component of the life.
- Because it is more than just the absence of problemas, diseases, disorders or disabilities.
- Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.
- Health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.

Practical Examples

Sleep for 7-10 hours, go for a walk, do yoga, meditation, eat healthy, maintain body hygiene, sunbathe for a while each day...

Addressing needs and seeking help

Addressing needs and seeking help

The ability to recognise symptoms, and that you have a problem that may require intervention from someone else. This awareness must be able to be articulated or expressed in words that can be understood by others, and the help-seeker must feel comfortable to do so. Sources of help and support in dealing with the problem need to be available and accessible, and the help-seeker must have an understanding of where/how to get that support.The help-seeker must be willing and able to disclose their inner state to the source of help. **Young Minds, 2021**

Behavioural indicators

- Planning and anticipating
- Avoiding problems
- Seek out available education, training and career opportunities and resources.
- Recognising mentoring and discovering effective facilitators for seeking help
- Seek support, help and guidance when needed and felt necessary
- Recognising one's own limitations and identifying needs
- Courage
- Humility
- Honesty
- Trusting others
- Taking charge of ourselves
- Understanding the process of seeking help
- To ask questions
- Understanding the barriers to help-seeking

Why is it needed?

- Because we need others and we need to feel accompanied.
- Because you are not alone, there are many people around you ready to help you when you need it.
- Because no one is more than anyone else

Practical Examples

Consult with a superior, ask for resources, know what resources the administration offers to citizens, ask when the need is constant or noticeable most of the time, persists for a period of about two weeks or more and affects your daily life in a negative way...

Communication and literacy

Communication and literacy

"Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way. Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Read
- Writing
- Speaking
- Listening
- Expressing oneself, making oneself understood, understanding others and conveying ideas
- Good understanding of written information
- Have vocabulary
- Know functional grammar
- Know linguistic functions and the main types of verbal interaction
- Distinguishing between literary and non-literary texts
- be able to distinguish the main features of the different styles and registers of language
- Willingness to engage in critical and constructive dialogue
- Appreciation of aesthetic qualities
- Interest in interaction with others
- Awareness of the impact of language on others
- understanding and using language in a positive and socially responsible way
- Adapting to different audiences
- Handling body language and use of space
- argue and debate
- Formulating questions
- structuring sentences
- Holding the receiver's interest and attention
- Summarise
- Do not make grammatical mistakes

Why is it needed?

- To communicate orally and in writing in a variety of situations
- To control and adapt their own communication to the requirements of the situation
- To distinguish and use different types of sources, to search for, collect and search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing written arguments in a convincing way appropriate to the context.
- For critical thinking
- To evaluate and work with information

Willingness to engage in critical and constructive dialogue, appreciation of aesthetic qualities, interest in interaction with others, awareness of the impact of language on others, understanding and using language in a positive and socially responsible way, speaking, reading, writing, giving an oral presentation, giving an interview, adapting to different audiences, handling body language and the use of space, knowing vocabulary, using different registers, expressing oneself, making oneself understood and conveying ideas, arguing and debating, asking questions, structuring sentences, understanding others, making people feel emotions, keeping the receiver's interest and attention, listening, summarising, not making grammatical mistakes...

Multilingual

Multilingual

"This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s)." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Appreciation of cultural diversity and the official languages of a country
- Interest in and curiosity about different languages and intercultural communication
- Respect for the individual linguistic profile of each person and for the mother tongue of people belonging to minorities or of immigrant backgrounds
- Learning another language
- Going abroad and interacting with native speakers
- speaking, reading and writing in a foreign language
- Awareness of the existence of different accents

Why is it needed?

- To understand spoken messages
- To initiate, maintain and conclude conversations
- To read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs
- To use appropriate tools
- To learn languages formally, non-formally and informally throughout life

Practical Examples

Appreciation of cultural diversity and the official languages of a country, interest and curiosity in different languages and intercultural communication, respect for the individual linguistic profile of each person and for the mother tongue of people belonging to minorities or of immigrant origin, learning another language, going abroad and interacting with native speakers, language exchange, not being afraid to make mistakes, the important thing is to be able to communicate, understand, speak and write in a foreign language, awareness of the existence of different accents, using hobbies as a means of learning (television, series, films, reading, music ….etc).

Social

Social

Social competence is aimed at managing our relationship with the social environment in which we live and which enable us to become aware of the feelings, needs and concerns of others. Social awareness gives you the ability to understand and respond to the needs of others. **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Understand codes of conduct and generally accepted norms of communication in different societies and settings
- Manage social interactions
- Communicate constructively in different settings
- Collaborate in a team
- Show tolerance
- Express and understand different points of view
- Ability to build trust
- Show empathy
- Collaborative attitude
- Assertiveness and integrity
- Respect the diversity of others and their needs and be prepared both to overcome prejudices and to reach agreements
- Conflict resolution
- Establishment of constructive relationships (family reunification...)
- Development of the concept of communities

Why is it needed?

- To understand the other person's emotions, needs and concerns.
- To create a link between oneself and others
- To understand what others are experiencing as if we were feeling it ourselves.
- To relate to others, motivate, inspire, lead, work in teams, collaborate, negotiate, resolve disagreements and conflicts, create effective teams, persuade, influence, find a partner or a job, and be able to cooperate with others.

Understand the codes of conduct and generally accepted norms of communication in different societies and environments, Manage social interactions, Communicate constructively in different settings, Collaborate in teams, Negotiate, Show tolerance, Express and understand different points of view, Ability to build trust, show empathy, Collaborative attitude, assertiveness and integrity, respect the diversity of others and their needs and be prepared to both overcome prejudices and reach agreement...

Citizenship
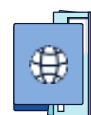
Citizenship

"Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Respect for human rights as a basis for democracy
- Responsible and constructive attitude
- Willingness to participate in democratic decision-making at all levels and in civic activities
- Support for social and cultural diversity, identity, gender equality, social cohesion and sustainable lifestyles (global climate and demographic change and its underlying causes).
- Promotion of a culture of peace and non-violence
- Willingness to respect the privacy of others
- Taking responsibility for the environment
- Interest in political and socio-economic developments, the humanities and intercultural communication
- Overcoming prejudices and accepting differences
- Achieving common goals, acting and contributing to a greater purpose
- Ensuring social justice and equity
- Supporting EU citizenship awareness and openness to the world
- Volunteering and solidarity
- Getting to know local people and their needs
- Clean up and pick up litter
- Be friendly and welcoming
- Attending local events and celebrating festivities
- Having a sense of belonging and commitment to the community, being involved in the community
- Know basic concepts and phenomena related to individuals, groups, work organisations, society, economy and culture
- To be familiar with contemporary events and key developments in national, European and world history, the aims and values of social and political movements
- Support for multiculturalism

Why is it needed?

- To engage effectively with others in the common or public interest, including sustainable societal development
- To develop critical thinking
- To solve problems in an integrated way
- To develop arguments
- To participate constructively in community activities and decision-making at all levels, from local and national to European and international
- To access traditional and new media and to understand the role and functions of the media in democratic societies

Practical Examples

Respect for human rights as the basis of democracy, responsible and constructive attitude, willingness to participate in democratic decision-making at all levels and in civic activities, support for social and cultural diversity, gender equality, social cohesion, sustainable lifestyles, promotion of the culture of peace and non-violence, willingness to respect the privacy of others, taking responsibility for the environment, interest in political and socio-economic developments, humanities and intercultural communication, overcoming prejudices, compromise where necessary, ensuring social justice and equity, Supporting EU citizenship awareness, Volunteering and solidarity, Openness and acceptance of differences, Achieving common goals, Acting and contributing to a greater purpose, Openness to the world, Getting to know local people, Cleaning and litter picking, Smiling, being friendly and welcoming, Attending events, celebrating festivities, Joining Facebook groups, Getting to know neighbours and their needs, Sense of belonging.

Contribution to society

Contribution to society

"It is the ability to perform activities for the benefit of society, of one's own free will, for a non-profit cause, for the benefit of one's personal development, committing one's time and energy to the common good. their time and energy for the common good without financial reward." **Street Civics, 2020**

Behavioural indicators

- Disciplined, aware of its reality and its role as a citizen
- Does not expect financial retribution
- Persevering, charitable and caring for others.
- Knowing that one does not always help with material objects, but that human approach and sharing of ideas is a way to help
- Ambition to build and see a better world without wanting to be the centre of the applause
- Knowing that good results take time and effort on a daily basis
- Always seek to improve for the good of the community
- Commitment and knowing how not to compromise when you can't
- Knowing that we all have something to give
- Actions in coherence with their words,
- Perform altruistic work according to one's abilities, what one likes to do and what one can do
- You move because you create positive change
- Not involving personal problems
- Enjoying what you do
- Do not take helping as an obligation
- Knowing your rights and responsibilities
- Service to others and volunteering
- Altruism and concept of common good
- Knowledge of local, national, international and EU programmes
- Teamwork
- Organisation and creativity
- Empathy and interpersonal communication
- Self-esteem
- Leanring capacity

Why is it needed?

- To achieve re-education and social reintegration.
- To re-educate and improve reintegration possibilities
- To eliminate the desocialisation and dehumanisation of the individual, rather than the performance of specific tasks
- For participation in activities of general interest to allow interaction with other individuals, generally people at risk of exclusion
- Because it can become a therapy

Befriending/Mentoring, Administrative/Office Work, Arts (Music/Drama/Crafts), Teaching/Tutoring/Supporting Learning, Counselling/Listening, Youth Work, Events and Stewarding, Teaching/Tutoring/Supporting Learning, Volunteer at your local library, to chaperone a field trip, with a local nonprofit, at an animal shelter, at acommunity center, as a lifeguard, to be a crossing guard, to do social media for a local org...

Cultural awareness and expression

Cultural awareness and expression

"Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Open-mindedness and respect for the diversity of cultural expressions
- Ethical and responsible approach to intellectual and cultural property
- Curiosity for the world
- Openness to imagine new possibilities
- Participate in cultural experiences
- Learning about culture shock and informing oneself about other cultures
- Understanding that freedom of expression has limits
- Getting out of one's comfort zone
- Adapt to the new and unfamiliar
- Multiculturalism
- Accepting that no one culture is better than another
- Enjoying culture and heritage
- Interest in local, national, regional, European and world cultures (languages, heritage, translations, gastronomy...)
- Developing one's own identity
- Considering culture as a way of seeing, expressing and shaping the world

Why is it needed?

- To express and interpret figurative and abstract ideas, experiences and emotions with empathy, in a range of arts and other cultural forms
- To identify and exploit opportunities of personal, social or commercial value through the arts and other cultural forms
- To engage in creative processes both individually and collectively

Open attitude and respect towards diversity of cultural expressions, ethical and responsible approach to intellectual and cultural property, being curious about the world, openness to imagine new possibilities, participating in cultural experiences, learning about culture shock and informing oneself about the new culture before arrival to avoid misunderstandings, freedom of expression and its limits, getting out of one's comfort zone, adapting to the schedule, trying new things, being part of a multicultural group, accepting that there is no one culture better than another, exchanging culture (ideas, languages.….), having friends and family in different parts of the world, living in a different place from where you were born, travelling, eating and cooking food and products that come from different parts of the world, driving cars from different countries, working in a multicultural environment (international organisations), enjoying painting, architecture, sculpture, art, music, dance, cinema... basic knowledge of contemporary culture, knowledge of cultural heritage...

Numeracy

Numeracy

"Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). ." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Respect for the truth
- Willingness to seek reasons and assess their validity
- Curiosity about the world
- Understanding the origin/basis of things
- Knowledge and command of numbers, measures and structures, basic operations, basic mathematical presentations and mathematical terms and concepts
- Curiosity in the search for answers

Why is it needed?

- To apply basic mathematical principles and processes in everyday contexts at home and at work (financial skills...)
- To follow and evaluate chains of arguments
- To reason mathematically
- To understand mathematical proofs
- To communicate in mathematical language
- To use appropriate media (statistical data, graphs...)
- To understand the mathematical aspects of digitisation

Practical Examples

Respect for the truth, the willingness to look for reasons and
reasons and assess their validity, managing a budget (Excel, calculator) based on income and expenditure, calculating without a calculator and with a calculator, budgeting a project or home economics, using Excel, Graphing statistics, Buying food, Interpreting percentages, Being curious about the world, Understanding the new currency, Understanding the origin/basis of things, relationships with the bank...
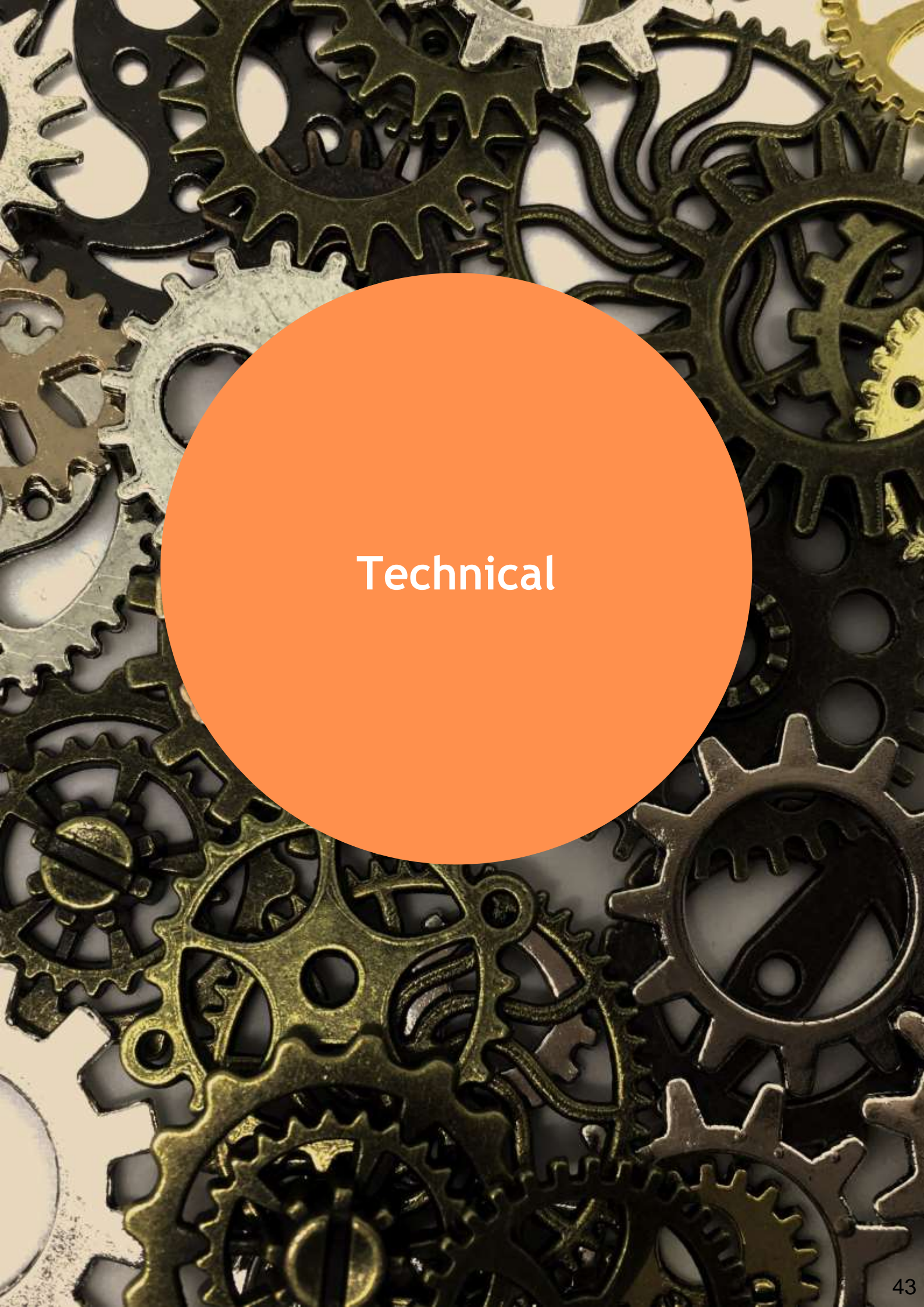
Technical

Technical

"Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Critical appreciation
- Supporting safety, privacy and the ethics and morality of technological progress and advancement in relation to self, family, community, human activity, the natural world and global issues, understanding the limitations, impact and risks of science
- Awareness of the environment and environmental sustainability
- Be curious about the world
- Understand which sources of information are valid and which are not
- Be aware of the technological tools, products, applications and processes and everyday devices needed for day-to-day life
- Understand the origin/basis of things
- Essential knowledge of science, technology and engineering, basic principles of the natural world, fundamental scientific concepts, and scientific theories, principles and methods

Why is it needed?

- To understand science as a process for investigation through methodologies, including observations and controlled experiments
- To use logical and rational thinking
- To verify a hypothesis and the willingness to discard one's own convictions when they are contradicted by new experimental findings
- To use and handle scientific tools, technological machines and data
- To achieve a goal
- To reach a decision or conclusion based on evidence.
- To recognise the essential characteristics of scientific research
- To have the ability to communicate the conclusions and reasoning that led to them. that have led to them

Critical appreciation and curiosity, Concern for ethical issues, Supporting the safety of technological progress in relation to self, family, community and global issues, Environmental sustainability, Growing plants, Piloting a drone, Taking photos and recording videos, Being curious about the world, Awareness of data use and privacy risks, Understanding which sources of information are valid and which are not, Being aware of everyday tools needed in a new country (power adapter), Understanding the origin/basis of things, Using different devices...

Digital

Digital

"Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Communication, creativity and innovation
- Being aware of its opportunities, limitations, effects and risks
- Knowledge of the general principles, mechanisms and logic behind them
- The basic function and use of different software devices and networks
- Take a critical approach to the validity, reliability and impact of information and data available through digital media
- Engagement with digital technologies and content
- Reflective and critical attitude, curious, open and forward-looking in their evolution
- Ethical, safe and responsible approach in the use of these tools

Why is it needed?

- To use digital technologies to support their active citizenship and social inclusion, collaboration with others and creativity to achieve personal, social or commercial goals
- To use, access, filter, evaluate, create, programme and share digital content
- To manage and protect digital information, content, data and identities
- To recognise and interact effectively with software, artificial intelligence devices or robots

commitment to technologies and digital content, reflective and critical attitude, curious, open and forward-looking, to their evolution, ethical, safe and responsible approach in the use of these tools, use different software, Make videos, Upload photos, Send an email, Save their documents in the cloud in storage spaces, Create a blug,Search for information, Keep up to date with the news, Identify the target audience, be closer to them, understand their needs. Have a wider reach, Translate, Keep up to date with the news, the weather, their social life, Create a list of tools, Listen to music, Make an appointment, Access your health folder, Look for a job, Search for a job, Bureaucratic procedures, Grading, Maintain relationship with school, university (grading, communication with teachers), Online training, Using the telephone, Using social networks, Creating online content, Marketing, Creating a CV, Building a website, Using a search engine to find out the current scientific consensus on a topic, Creating an online event, Finding reliable sources, Knowing the risks of cybersecurity, Creating a database...

Learning to learn

Learning to learn

"'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Overcome challenges and not be afraid to make mistakes, accept them and learn from them
- Put yourself in new and challenging environments, get out of your comfort zone to get to know yourself
- Take time to analyse your own experiences, evaluate yourself before, during and after
- Think critically about yourself and want to improve
- Be open to constructive criticism
- Look for new learning resources and analyse the type of learning that suits you best (online, face-to-face, distance, individual, group...)
- Listen to people
- Adapt to different contexts and social environments
- Analysing and reflecting on personal development, knowing your skills development needs
- Managing one's own career effectively
- Lifelong learning
- Learn and work both collaboratively and autonomously organise and persevere in one's own learning, evaluate and share it

Why is it needed?

- To identify and set goals, motivate themselves and develop the resilience and self-confidence to pursue and succeed in lifelong learning
- To apply prior learning and life experiences and curiosity to pursue opportunities to learn and develop in diverse life contexts life contexts

Overcome challenges and fears, Don't be afraid to make mistakes, accept them and learn from them, Put yourself in new and challenging environments, get out of your comfort zone to get to know yourself, Take time to analyse your own experiences. Self-evaluate before, during and after, Learn from the little things day by day, Make friends, Improve at work or school, Look for new learning resources (youtube, courses, udemy, tutorials, bibliography...), Analyse the type of learning that suits you best (online, face-to-face, distance, individual, group...), Think critically about yourself. Ask for opinions, be open to constructive criticism, Be a good listener. Listen to people, understand them and help them, Adapt to different contexts and social environments, Try to improve, Understand yourself, Analyse and reflect on personal development, Organise, Communicate at various levels, Meeting needs, Drawing conclusions, going to school, university, vocational training, courses, master's degrees, etc, Learning a language, To be independent, Living away from home, Discovering new skills, Rethink things, Be more efficient, Transfer of competences in different fields, Adapt, Reading, Leadership...

Entrepreneurship

Entrepreneurship

"Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value." **Key Competences for Lifelong Learning, European Commission, 2019**

Behavioural indicators

- Initiative and agency, proactivity, vision, courage and perseverance
- Design a business plan, come up with ideas and make decisions
- To trust and believe in oneself
- Innovative thinking
- Ability to cooperate and trust colleagues and work as part of a team
- Identify and seize opportunities for oneself or others
- Learn from experience and learn autonomously
- Accept responsibility by adopting ethical approaches throughout the process
- Leading a team, having your own company, not being afraid to express your ideas
- Understand supply and demand
- Different contexts and opportunities for turning ideas into action (how they emerge)
- Personal, social and professional activities
- Planning and project management approaches (processes and resources)
- Knowledge of economics and the ethical principles of it
- The challenges of sustainable development
- One's own strengths and weaknesses
- Risk-taking

Why is it needed?

- To be creative, imaginative and strategic thinkers
- To solve problems
- To reflect critically and constructively within the framework of creative and innovative processes
- to work both as an individual and collaboratively in teams
- To mobilise resources (people and things)
- To maintain activity
- To make financial decisions related to cost and value
- To communicate and negotiate effectively with others
- To deal with uncertainty, ambiguity and risk as part of informed decision making

Initiative and agency, proactivity, vision, courage and perseverance, being forward-looking, courage, perseverance in the pursuit of goals, motivating others and valuing their ideas, empathy, caring about people and the world, and accepting responsibility by adopting ethical approaches to the whole process, creativity, giving everyone the possibility to develop his or her own objectives, motivating others and valuing their ideas, empathy, caring about people and the world, and accepting responsibility by adopting ethical approaches throughout the process, creativity, giving everyone the possibility to develop their own method, designing a business plan, coming up with ideas and making decisions, trusting and believing in oneself, thinking outside the box, realising a personal and professional project, discovering the change you can make in the world, ability to cooperate and trust colleagues and work in a team, identify and seize opportunities for yourself or others, take initiative, fundraise, learn from feedback/experience, learn autonomously, meet needs, be the captain of your own ship, develop your own ideals, lead a team, have your own company, not be afraid to express your ideas, understand supply and demand, organise events, give advice, meet deadlines...

Employability

Employability

Employability competences are the combination of knowledge, skills, attitudes, values and behaviour that lead to successful performance in a job and which can be acquired by doing, learning, training and coaching
Science, Technology, Engineering, and Mathematics Network, 2020

Behavioural indicators

- Decision making
- Professional and technical expertise
- Lidership
- Analysisand problem solving
- Concern for quality
- Teamwork and co-operation
- Resilience
- Communication
- Adaptability

Why is it needed?

- To identifying individual needs and plan career management
- To understand job requirements and expected performance standards
- To find work on reintegration
- To support them in the job search process
- To know how to write a CV or a Cover Letter
- To successfully pass a job interview
- To know one's strengths and weaknesses
- To get to know one's professional vocation
- To orientate you on the job market
- To know what options are available to you

Practical Examples

Elaboration of a CV, employability courses, professional competences test, practise job interviews, do group interviews, write emails, write a motivation letter, do an oral presentation, know how to address the boss, know how to talk to clients...

Behavioural indicators

Behavioural indicator: Self-management	
Description	**Why is it needed?**
Self-management is the ability to control one's thoughts, feelings, and actions in different situations, to control negative impulses, or bad mood, and that allows us not to make hasty decisions (Adapted from Collaborative for Academic, Social, and Emotional, Learning, 2020).	• To manage one's emotion • To identify and use stress-management strategies • To exhibit self-discipline and self-motivation • To set personal and collective goals • To use planning and organisational skills • To show the courage to take initiative • To demonstrate personal and collective agency

Behavioural indicator: Self-Awareness	
Description	**Why is it needed?**
Self-Awareness is the ability to recognize and understand our own moods, emotions, and impulses, as well as their effect on others (Dietrich, C. (2010). "Decision Making: Factors that Influence Decision Making, Heuristics Used, and Decision Outcomes." Student Pulse, 2(02). Retrieved from http://www.studentpulse.com/a?id=180)	Self-knowledge is the key that allows: • Recognize our emotions and their effects • Recognize our strengths and weaknesses • Confidence in oneself

Behavioural indicator: Empathy	
Description	**Why is it needed?**
Empathy is understanding the other person's emotions, needs and concerns. (The Science of Empathy - Helen Riess, 2017)	It is a key element of Emotional Intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves.

Behavioural indicator: Social Skills	
Description	**Why is it needed?**
Social competences, which are aimed at managing our relationship with the social environment in which we live and which enable us to become aware of the feelings, needs and concerns of others. Social awareness gives you the ability to understand and respond to the needs of others. (Practitioner's guide to empirically based measures of social skills DW Nangle, DJ Hansen, CA Erdley, PJ Norton – 2009)	Social skills allow us to relate to others, motivate, inspire, persuade, influence, find a partner or work, and be able to cooperate with others, to negotiate and resolve conflicts.

Behavioural indicator: Personal accountability	
Description	**Why is it needed?**
It is the belief that you are fully responsible for your own actions and consequences. It's a choice, a mindset, and an expression of integrity. Some individuals exhibit it more than others, but it can and should be learned as it is not only the foundation for a successful life, but also a prerequisite for happiness. It is the value of being aware of your actions and their consequences. Personal responsibility involves taking care of yourself and the commitments you acquire with others, it also relates to respecting the rules, the use of common sense and the valuation of things. (Jim Rohn, 2019)	• To decide which are the most appropriate actions to achieve our objectives • Assuming the consequence s of the decisions we make • To decide how we use our time and effort, and to whom we dedicate that time and effort • The way and clarity with which we express our ideas and understand those of others • Maintain a high selfesteem

Behavioural indicator: Self-trust	
Description	**Why is it needed?**
Self-trust can simply be defined as faith in your own abilities. Self-trust refers to individual's expectations of performance and self-evaluations of abilities and prior performance (Lenney, 1977). It refers both to a learnable skill and emotion that can be made every day and in every moment. Thus, it appears both as a cerebral choice and emotional ability to develop trust. Self-trust is a learned skill to rely upon one's inner resources (i.e. emotional, mental and physical) to navigate the world.	- Increased sense of self worth - Gaining energy and motivation to take action - Reducing negative thoughts - Greater success. Feeling valued - Happiness. Social performance

Behavioural indicator: Adaptability, flexibility in managing change tolerance.	
Description	**Why is it needed?**
Flexibility is the ability to adjust your emotions, thoughts, and behavior to changing situations and conditions Ability to adapt to unfamiliar, unpredictable, and dynamic circumstances (Bar-On, 2006)	- Being aware of how we live in a certain situation - Knowing how to manage our emotions (especially fear) to maintain a clear and open mind Flexibility can be defined as a combination of abilities: - Learning to create new perspectives that inspire and motivate us

Behavioural indicator: Stress Tolerance	
Description	**Why is it needed?**
It is the threshold at which an individual can effectively and consistently deal with and manage stressful situations. Stress is a normal biochemical reaction that occurs when the prefrontal cortex of the brain secretes and regulates a stress hormone called dopamine. High levels of stress can impair cognitive function (i.e., concentration), interfere with relationships at home and/or work, and lead to detrimental future health issues. However, a small amount of stress can be beneficial to a person by increasing focus on routine tasks and/or trigger warnings against potential threats. (Beasley, N. (2019, January 2). The Three Stages of Stress - What to Look For. Retrieved from https://www.betterhelp.com/advice/stress/the-three-stages-ofstress-what-to-look-for/.)	• To tackle and take control of problems one by one, rather than surrendering to panic

Behavioural indicator: Communication	
Description	**Why is it needed?**
It is the act of transferring information from one place to another. The process of interpersonal communication cannot be regarded as a phenomenon which simply 'happens', but should be seen as a process which involves participants negotiating their role in this process, whether consciously or unconsciously. ("Effective Communication Skills". Raksha Mehta. UEL, UK)	• To exchanging ideas, information or transmitting verbal and non-verbal messages.

Behavioural indicator: Conflict Solving	
Description	**Why is it needed?**
The conflict solving is the set of techniques and skills that are put into practice to find the best solution to a problem. Problem solving has been defined as a higher-order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills. (SKILL – DECISION MAKING Problem solving Source: Goldstein F. C., & Levin H. S. (1987).)	• To negotiate and resolve disagreements • To ensure accuracy • To develop alternative solutions • To achieve a desired result • To be assertive, proactive and open minded

Behavioural indicator: Decision Making	
Description	**Why is it needed?**
The thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weigh the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation. (Dietrich, C. (2010). "Decision Making: Factors that Influence Decision Making, Heuristics Used, and Decision Outcomes.")	• To understand personal biases and emotional limits • To increase self management • To improve self-awareness

Behavioural indicator: Motivation	
Description	**Why is it needed?**
Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to try to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his/her peers. These factors are the reasons one has for behaving a certain way. (Woolley & Fishbach, 2016, 2017.)	• To move • Increasing your competences • Being able to do better your work • Creating networking in different fields and context • Developing Emotional Intelligence

Behavioural indicator: Time Management	
Description	**Why is it needed?**
It is the process of organising and planning how to divide your time between specific activities. Failing to manage your time damages your effectiveness and causes stress. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. (Stephen R. Covey's book, The 7 Habits of Highly Effective People)	• To save time • To reduce stress • To function effectively • To increase our output • To have more control over our responsibilities • Help you to prioritize • Get more done in less time • More quality work • Helps to discipline ourselves • Making sure you deliver what is promised

Behavioural indicator: Self regulation	
Description	**Why is it needed?**
It is the ability to act in your long-term best interest, consistent with the deepest values of each person. Emotionally, self-regulation is the ability to calm yourself down when upset and cheer yourself when you are down. (Daniel Goleman)	• To keep harmful emotions and impulses under control, our ability to manage change and stressful situations.

Behavioural indicator: Assertiveness	
Description	**Why is it needed?**
It is a form of behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view. ("Perry, A., & Potter, P. Clinical nursing skills & techniques, ed 6, Missouri, 2006, Mosby".)	• To communicate with respect and to understand each other • To find a solution to the problem

Behavioural indicator: Team work and collaboration	
Description	**Why is it needed?**
When a group of people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance. (Daniel Goleman)	• To build effective teams.

Conclusions

What remains behind bars?

Most prisoners in Europe will return to society. With this in mind, time spent in prison should be used to prepare prisoners for a law-abiding and self-sufficient life, in order to avoid recidivism and increase social inclusion. However, upon release from prison, most prisoners face problems of social integration, at different levels. These barriers include re-establishing family ties, dealing with substance abuse and mental health problems, accessing a support system and obtaining employment and housing. Due to the COVID-19 crisis, new barriers to re-entry for ex-prisoners have been in place since March 2020.

This framework of prisoner re-entry competencies and the new barriers to re-entry created by the COVID-19 pandemic aims to investigate the competencies that prisoners need to apply post-release, during transition processes, focusing on recent experiences of prisoner release at the onset of the pandemic.

This framework provides a comprehensive resource to support the planning and implementation of prison programmes, offers practical guidance to help practitioners design and develop rehabilitation programmes in prisons to refine curricula in line with reality and contributes to prison reform, promoting a multidisciplinary approach to achieve sustainable impact of rehabilitation programmes and policies by encouraging close coordination between criminal justice institutions and civil society organisations.

Newly released prisoners face many challenges that may be magnified by pre-existing conditions such as social disadvantage. Bearing in mind that during the prison sentence individual support must be provided to prepare the prisoner for release, even knowing that these pre-existing conditions continue to exist, this Framework (which takes into account the voice of ex-prisoners) offers support and advice to justice professionals (prison staff, probation officers).

The theoretical material shows different ways of conceiving prison along history and social function in each of the stages. The institution currently seems to be an institution in order to moralize and socialize convicted, influenced by the progressive system of punishment. The data indicate that the jail has some tools for social reintegration, although it is not possible to define what all stakeholders and, in turn, denotes that all cases have peculiarities that influence them.

In order to confirm whether the prison and the prison service truly fulfil the role of social reintegration of people in detention, more information should be obtained, extending the number of interviews and the research time.

Nevertheless, with the data obtained, it seems feasible to arrive at some conclusions. It is clear from the interviews that each interviewee has different views on the issue in question. Through the analysis of the interviews and the review of the bibliographic material, we could come to the conclusion that this problem of social reintegration has several actors involved, which often impede the growth and personal change of the detainees.

These actors include all of us as a society; the role of the State; the role of the Prison Service; and, finally, the role of the detainees or ex-prisoners, considering the singularity of each one of them.

The issue of persons deprived of their liberty, and their subsequent reintegration or not into the society of which they are already a part, is something that is being visible and debated in the media.

"I did to them what I knew how to do. Now that I know more, I do it better" MAYA ANGELOU, but to fully experience this second chance, this reintegration, prisoners must be accompanied in the process of discovering themselves and their capabilities.

From the Self Design project, our goal with this Competence Framework is to help prisoners and especially professionals and local authorities to understand the fifteen key and necessary competences that they will acquire during their imprisonment for their subsequent full and real social reintegration.

Prison practitioners have a decisive impact on the achievements and motivations of their inmates and, consequently, on the development of their competencies.

It is therefore very important to support the development of these competencies and to encourage them to collaborate with the authorities in the continuous process of developing these competencies. It is essential that professionals are able to understand these competencies to support the reintegration of prisoners.

With the proper support of this Competence Framework, practitioners can provide the best experiences and ensure that all their beneficiaries achieve their learning outcomes. Key competencies are necessary for personal fulfillment and development, employability, social inclusion and active citizenship.

Supporting practitioners and assessing and validating these competencies provide opportunities to acquire new knowledge, skills and attitudes and influence individuals and their progress in autonomy, engagement and self-confidence. These competencies will be key in the search for new learning or employment opportunities and in decision making.

Furthermore, the development of competencies is enhanced when it takes place in diverse learning environments and in collaboration with different stakeholders.

These competencies are essential for citizens for personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. It establishes a common understanding of the competencies needed today and in the future for all people to reach their full potential upon release from prison.

Thanks to this Handbook, prisoners will be able to assess the competencies they already have, choose the ones they want to acquire, and new competencies can be endorsed.

Undoubtedly, ex-prisoners need a lot of focus and determination to achieve reintegration into the community. Statistics show that about half of ex-offenders return to prison within five years of release. Many ex-prisoners have inadequate education and job skills, and few housing options. They often struggle with drug addictions and debt.

But studies also show that when incarcerated people participate in reintegration programs, they are more likely to beat the odds and successfully return to the community. And services that support the reintegration of ex-offenders into society are far less costly than reincarceration.

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