



Self.*design*



Practical Guide on how to combine design-thinking processes with effective inmates re-entry

June 2023

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Glossary

Design Thinking – is an interactive and non-linear approach used by teams to comprehend users, question assumptions, redefine problems, and generate inventive solutions for prototyping and testing. Comprised four distinct phases – Discover, Define, Develop, and Deliver. This approach is particularly valuable when addressing ambiguous or unfamiliar subjects (The Interaction Design Foundation, 2016).

Learning Paths – serve the purpose of facilitating learning by arranging resources and activities in a coherent order. They allow learners to advance through a subject systematically, gradually gaining knowledge and skills whilst monitoring their progress. They are valuable frameworks that can be used in both formal education and self-directed learning settings to effectively achieve specific learning goals (Aurion Learning, n.d.).

Social Reintegration – refers to the assistance provided to individuals after their release from incarceration, aimed at helping them successfully reintegrate into society. However, a more expansive definition encompasses various interventions implemented after an arrest to divert offenders from the conventional criminal justice system towards alternative measures. These measures can include restorative justice processes or appropriate treatments. The concept also encompasses the implementation of community-based measures as alternatives to imprisonment, to foster the social reintegration of offenders within their communities and mitigate the marginalization and detrimental consequences associated with imprisonment (Public Safety Canada, 2007).

Resocialization – a process where individuals undergo notable behavioral changes resulting from their participation in a socialization process. Socialization, in its broader sense, encompasses the lifelong journey during which individuals acquire the beliefs, values, norms, and behaviors deemed suitable within a specific society or group. This process unfolds through diverse social interactions, institutions, and personal experiences (Orsini, A., 2023).

INTRODUCTION



What is this document?

Why is it needed?

What is it based on?

Who should read it?

Introduction

What is this document?

The comprehensive “Practical Guide on how to combine design thinking processes with effective inmates re-entry” serves as a valuable resource for professionals and practitioners within the Criminal Justice System who play a crucial role in assisting incarcerated individuals in their transitions back into society.

This guide offers a comprehensive introduction to the Self-DESIGN programme, encompassing its methodology, essential tools, and practical implementation strategies, allowing practitioners to effectively use the learning paths provided.

Why is it needed?

This guide aims to assist you in determining the appropriateness of implementing the Self-DESIGN thinking process within your specific context, particularly for individuals who have been deprived of their freedom or need to increase their self-awareness to develop a better understanding on how to change their lives for better. It provides valuable insights to justice practitioners on how to conduct this process together with the individuals,

equipping you with all the necessary means to effectively deliver sessions that have a meaningful impact on motivating for change.

On what is it based?

This Guide is a result of the extensive research conducted during the Self-DESIGN project; a dedicated two-year initiative focused on creating valuable resources to support the successful reintegration of individuals who have experienced deprivation of their freedom. It incorporates essential dimensions that promote inclusivity, education, employability, empathy, personal growth, creativity, and critical thinking, all of which are instrumental in the reintegration process.

Who should read it?

This guide is specifically designed for individuals within the Criminal Justice System and practitioners who engage with individuals that have been deprived of their freedom. In essence, it serves as a comprehensive resource for those who are genuinely committed to implementing a bottom-up approach and striving to promote successful reintegration into society.

For more information or additional assistance in implementing the Self-DESIGN methodology within your specific context, we encourage you to visit the [project's website](#). We are here to support you and provide any further guidance you may require.



CHAPTER I.

The Self-Design Initiative



Chapter I. The Self-DESIGN Initiative

Self-DESIGN emerges as a response to address the specific needs of people deprived of liberty during a crucial phase of their sentence: preparation for release. It is a two-year initiative co-funded by the European Union encompassing six partner countries in Europe (France, Italy, Greece, Portugal, the United Kingdom, and Romania).

The main aim of Self-DESIGN is to create resources which can assist people deprived of their freedom in the successful reintegration back into society, using design thinking methodology.

Furthermore, this initiative intends to provide cutting-edge tools, templates and digital possibilities to criminal justice practitioners, enhancing their job performance.

The Development and Validation Process

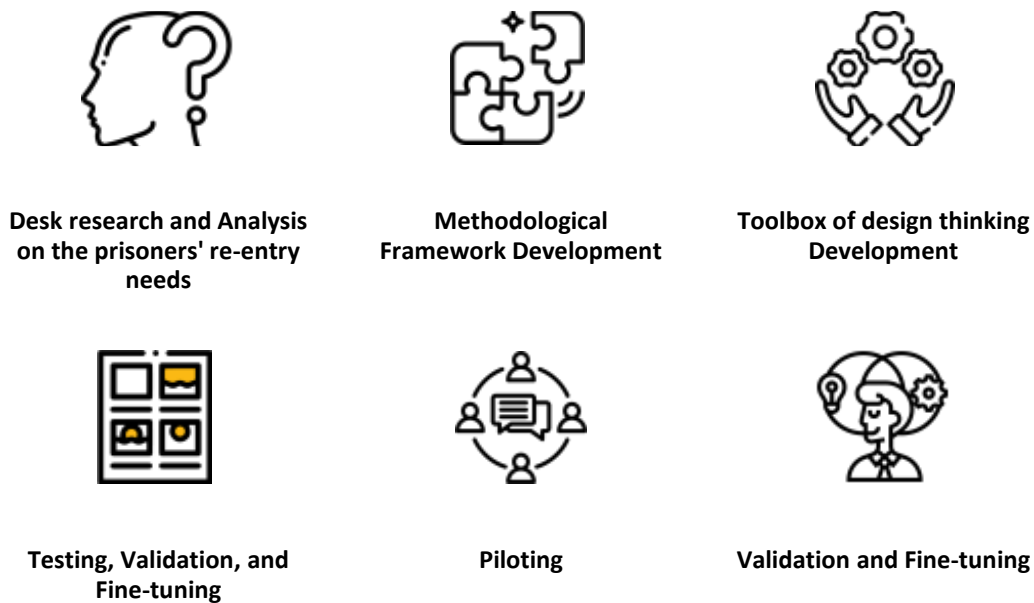


Figure 1 | Development and Validation Process of Self-DESIGN

The Self-DESIGN partnership started by conducting extensive research to identify the specific needs of individuals reintegrating into society after serving their custodial measures. Following the thorough analysis of the gathered information, a comprehensive **Reference Framework of Competences** was created. This framework

serves as a manual that consolidates all the identified needs and outlines how each partner addresses these challenges in their respective contexts.

Next, a **Methodology was developed to optimize the effective re-entry of prisoners**, focusing on 8 out of the 16 identified dimensions. In order to effectively facilitate the enhancement of these dimensions, a diverse range of tools was designed. To put all this valuable information into action, the **Self-DESIGN Mobile Platform** was created.

The developed methodology and tools were validated and piloted in **six partner countries** to gain insights from the target population and gather their feedback:





					
Validation Workshop	x	x	x	x	x
Indicators	15 professionals	15 professionals	15 professionals	15 professionals	15 professionals
Pilot	x	x	x	x	x
Indicators	20 inmates	20 inmates	20 inmates	20 inmates	20 inmates
Workshop Validation	x	x	x	x	x
Indicators	15 professionals	15 professionals	15 professionals	15 professionals	15 professionals

Table 1 | Activities carried out for each partner

Lastly, the fine-tuning of each product has been conducted by the main developers.

CHAPTER II.

The Self-Design Programme

In order to discuss the main topics pertaining to the Self-DESIGN programme in a practical and easily comprehensible manner, this chapter commences by offering an overview of the eight dimensions, along with an introduction to the beneficiaries and the available resources that will be at your disposal.

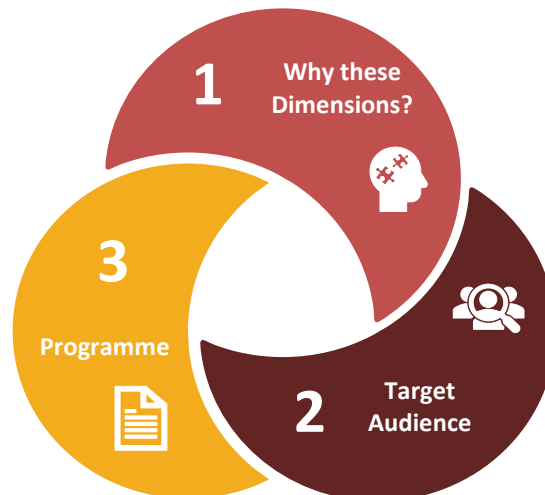


Figure 2 | Scheme of the main topics in Chapter II.

Why these Dimensions?

Reintegrating into the community after a period of detention poses numerous challenges and obstacles that individuals may be ill-prepared to face.

To gain a comprehensive understanding of the needs and challenges encountered during the transition process back into society, each partner country (France, Greece, Italy, Portugal, United Kingdom, and Romania) conducted six semi-structured interviews per country with people who had already served their custodial sentence and were going through the process of rehabilitation during the pandemic period.

Through this activity, **sixteen dimensions were identified, shedding light on the skills and requirements that these individuals experienced throughout the process of reintegrating and readjusting to society.**

These sixteen dimensions were categorized into three types of relationships (Figure 3).

1. **Intrapersonal** – this pertains to the individual, involving aspects of their personal well-being, self-awareness, and self-development (Panadero, E., Alqassab, M., Fernández Ruiz, J., & Ocampo, J. C., 2023).

2. **Interpersonal** – this relates to the individual’s relationships with others, including their family, friends, and social networks. It encompasses aspects such as social support, trust, and healthy interactions (Basyouni, R., & Parkinson, C.,2022)

3. **Means of Communication** – this involves the various methods and channels to be used for communication. It includes effective communication skills, both verbal and non-verbal, and the ability to express oneself clearly and assertively.

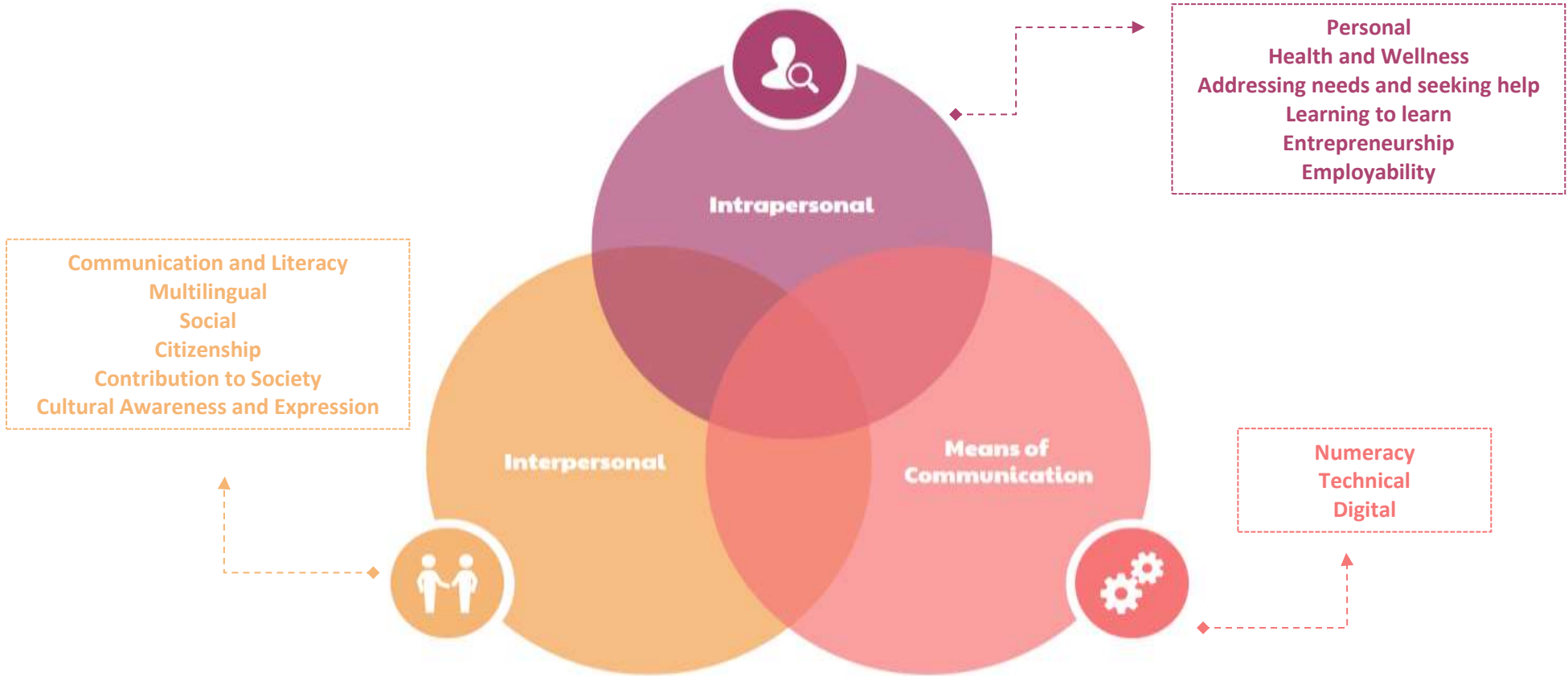


Figure 3 | Self-DESIGN Dimensions Framework

Given the richness and breadth of the dimensions obtained, it became necessary to select. As a result, **eight dimensions were chosen as focal points for further exploration and development**. These dimensions encompass specific areas of knowledge, skills, and abilities deemed crucial for the successful reintegration and re-socialization of individuals. **The selected dimensions are as follows¹:**

Dimension	Description	Behavioral Indicators
Personal	Capacity to engage in self-reflection, effectively manage time and information, collaborate constructively with others, demonstrate resilience, and navigate one's own learning and career development, ability to adapt to uncertainty and complexity, cultivate a lifelong learning mindset, aptitude to emphasize with others, handle conflicts within an inclusive and supportive context (<i>Key competences for Lifelong Learning, European Commission, 2019</i>).	Self-awareness Self-management Motivation Stress tolerance Decision making Problem-solving Self-regulation Cope with obstacles
Social	Effectively navigate and nurture the interactions within the social environment. It involves cultivating an awareness of the emotions, needs, and concerns of others. By developing social awareness, people gain the ability to comprehend and appropriately respond to the needs of those around them (<i>Key competences for Lifelong Learning, European Commission, 2019</i>).	Manage social interactions Collaborate in a team Show tolerance Show empathy Assertiveness and integrity Conflict resolution
Health and Wellness	Is not simply the absence of disease or infirmity, but rather a state of holistic well-being that encompasses physical, mental, and social aspects. It is characterized by a sense of complete physical fitness, mental resilience, and positive social connections (<i>WHO, 2022</i>).	Take care of your physical and mental health Lead an active life Prevent illness and addictions
Citizenship	Capacity to actively engage as responsible members of society and actively participate in civic and social affairs. Is built on a comprehensive understanding of social, economic, legal, and political concepts and structures, along with an awareness of global developments and sustainability issues (<i>Key competences for Lifelong Learning, European Commission, 2019</i>).	Responsible and constructive attitude Promotion of a culture of peace and non-violence Overcoming prejudices and accepting differences
Employability	An amalgamation of knowledge, skills, attitudes, values, and behaviours that contribute to achieving proficiency and effectiveness in a job role. By cultivating employability	Decision making Leadership Concern for quality

¹ The description of the sixteen dimensions can be found in the Reference Framework of Competences for inmates' re-entry, as well as the new re-entry barriers that have emerged due to the COVID-19 pandemic, accessible on the Self-DESIGN website: <https://self-design.eu/>

	competences, individuals enhance their ability to perform successfully in a professional setting (<i>Science, Technology, Engineering, and Mathematics Network, 2020</i>).	Resilience Communication Adaptability
Addressing Needs and Seeking Help	Capacity to identify symptoms and acknowledge the presence of a problem that may necessitate assistance from others is crucial. The individual seeking help should feel at ease in doing so and must be willing and able to openly communicate their internal state to the designated source of assistance (<i>Young Minds, 2021</i>).	Planning and anticipating Avoiding problems Courage Trusting others Understand the process of seeking help
Digital	Entails the confident, discerning, and responsible use and active involvement with digital technologies for learning, professional endeavours, and societal engagement. Individuals can effectively navigate and harness the potential of digital technologies in diverse contexts (<i>Key competences for Lifelong Learning, European Commission, 2019</i>).	Communication, creativity, and innovation Being aware of its opportunities, limitations, effects and risks Engagement with digital technologies and content
Learning to Learn	Aptitude to actively engage in and sustains the process of acquiring knowledge, skills, and understanding. It involves the ability to independently structure and manage one's learning journey (<i>Key competences for Lifelong Learning, European Commission, 2019</i>).	Listen to people Lifelong Learning Adapt to different contexts and social environments Willing to improve

Table 2 | Description of the eight dimensions

Target Audience

Profile of the People deprived of their freedom

People who will soon be released or who need to reflect on the benefits of change or how investing in certain dimensions of their life can help them to have healthier and more normative life paths.

Profile of the Criminal Justice System Professionals

To ensure the effective implementation of the programme, professionals must be open to adopting new approaches and view them as valuable tools that can be used whenever they find them beneficial and relevant to their work. By doing so, they can actively contribute to the successful reintegration of the beneficiaries.

Self-DESIGN Programme

The Self-DESIGN programme incorporates a **methodology called the “Prisoner’s Individual Reintegration Journey” (Figure 4) directed at the development of eight dimensions** previously selected. To accommodate diverse learning paths, **five levels of preparedness have been established for each dimension**, accompanied by corresponding steps that align with specific tools.

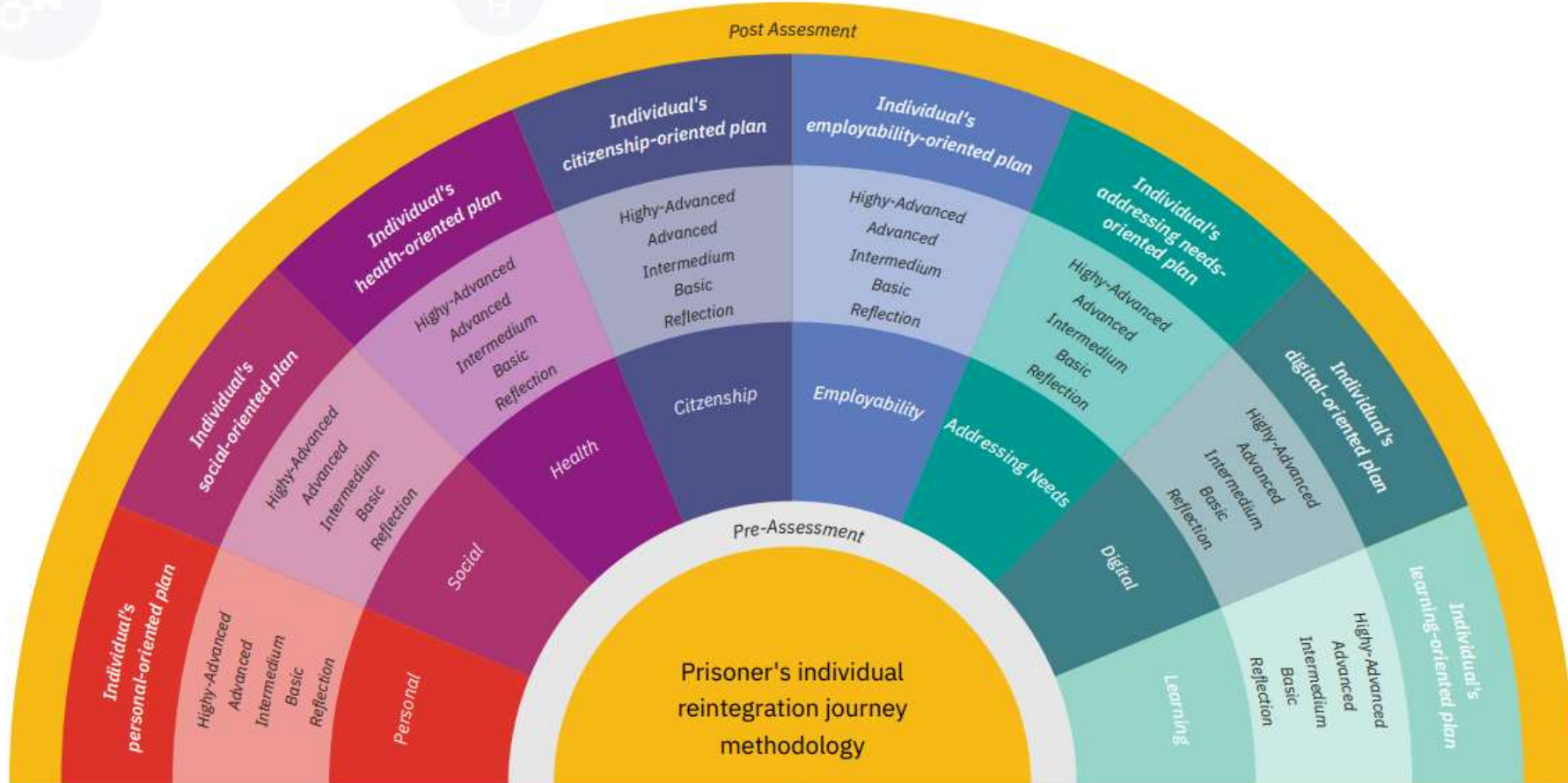


Figure 4 | Self-DESIGN Methodology

To assist professionals in effectively implementing the programme, various resources have been developed. These resources serve to facilitate the replication of the programme by providing comprehensive information about the tools and their application during sessions. They include instructional cards with explicit guidelines for using the tools (Figure 5), session plans that outline the session’s organization, and the Self-DESIGN Mobile Platform (Figure 6).

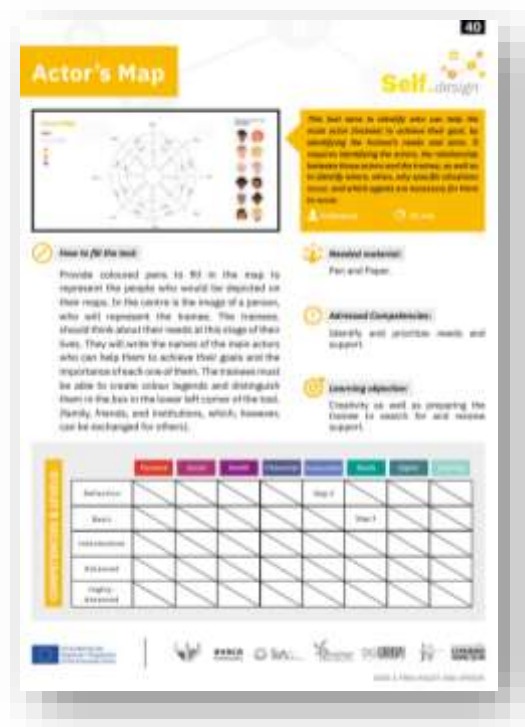


Figure 5 | Cards for the professionals

The [Self-DESIGN Mobile Platform](#) (Figure 6) allows professionals to centralize participants’ information in a streamlined and efficient way. The platform acts as a secure repository, safeguarding valuable data regarding the training and ensuring that only the responsible professional and/or technician who is overseeing the sessions have authorized access.



Figure 6 | Self-DESIGN Mobile Platform

Prior to implementing the Self-DESIGN programme, it is important to recognize that **the methodology is modular in nature**. This means that **as a professional, you have the flexibility to select a specific dimension to focus**. In such cases, your assessment and intervention efforts will be directed solely towards that chosen dimension. **It is not mandatory to work on all eight dimensions simultaneously**.

In this sense, let us briefly examine the various phases encompassed by this programme:

	The purpose of the self-assessment is to assist professionals in gauging the trainee’s levels of preparedness. Hence it is imperative to administer the self-assessment prior to initiating the training.
Phase 2	Selection of the trainee’s learning path

	By analysing the self-assessment’s final outcome, the professional will focus on the dimension(s) that received the lowest score. This approach allows the professional to embark with the participant on their learning process journey, starting from the level of preparedness indicated by that score.
Phase 3	Organisation and delivery of the sessions (steps)
	By determining the dimension on which the professional and the participant will focus, the session will commence at the level of preparedness aligned with the corresponding score. Within each level, there are three steps accompanied by a specific tool that the participant will complete during the sessions.
Phase 4	Post-assessment of the trainee’s competence level
	Employing the self-assessment following the conclusion of the learning process, enables professionals to analyse and evaluate the progress made by the participant in terms of knowledge and skill acquisition throughout the sessions. This facilitates a comparison to determine if there has been any improvement.

Table 3 | The four phases of the Methodology

Now, in more detail:

Phase 1 - Pre-Assessment

During this initial phase, it is crucial to administer the **Self-Assessment Tool (Appendix I)** to assess the participant’s dimension level. It is a 128-item scale (16 items for each dimension) with 5 response categories ranging from “Strongly Disagree” to “Strongly Agree”.

As a professional, you have the flexibility to select specific dimensions for the participant to focus on, rather than requiring them to complete the entire questionnaire. This means that you can prioritize working on the dimensions that are most significant and require immediate attention!

The sum of the 16 items will yield the final score, corresponding to a specific level of preparedness in that particular dimension.

Levels of Preparedness

The levels of preparedness refer to the different stages of readiness that participants may exhibit about the assessed dimensions. These serve as indicators of their current state and provide insights into their progress and potential areas for improvement.

Table 4 provides a clear reference for professionals to interpret the total scores and determine the correspondent level of preparedness.

Quotation	Level of Preparedness	Description
1-40	Reflection	The participant currently lacks awareness of their need to develop this concrete dimension on his/her life.
41-51	Basic	Characterised by ambivalence, where the participant simultaneously contemplates their need to work in that specific dimension while justifying his/her current behavior/thinking.
51-60	Intermedium	At this level, the participant possesses a certain level of awareness regarding their needs and expresses a desire to initiative efforts towards addressing them.
61-70	Advanced	The participant has a clear understanding of their qualities and needs, and knows about the necessary steps to reach their objectives.
71-80	Highly Advanced	During this level, the participant will formulate a comprehensive plan to implement the insights and reflections that he/she have gained.

Table 4 | Levels of Preparedness and Quotations

Phase 2 - Learning Path

After the completion of the self-assessment, the results will be examined, yielding a score that corresponds to a specific level of preparedness, as mentioned earlier. Within each level, there are three steps associated with a particular tool. This **aligns with the goal of creating a learning path that follows a logical and linear progression.**

NOTE: The learning process is not obligated to start at the Reflection level, Step 0. It is possible for the self-assessment score to fall within the intermedium level, for instance. In such cases, the learning process should start at the intermedium level, Step 6, and progress until reaching the final level!

Table 5 provides an organised based of the eight dimensions, with the learning process. It allows you to observe not only the five levels of preparedness, but also the steps and tools associated.

Dimension: Self-awareness		
Levels of Preparedness	Steps	Tools
Reflection	Step 0	What's in the bag
	Step 1	Personal Analysis
	Step 2	Expectations and fears
Basic	Step 3	Maintain eye contact
	Step 4	Personality Abilities and Interests
	Step 5	Empathy Map
Intermedium	Step 6	SWOT
	Step 7	5 bold steps
	Step 8	Priorities definition
Advanced	Step 9	Contextual research plan
	Step 10	The Stress Management Plan
Highly Advanced	Step 11	What steps to take in order to
Dimension: Social		
Reflection	Step 0	Hot and Cold
	Step 1	Personality Abilities and Interests
	Step 2	Reflect on activities they enjoy doing and activities they want to start doing
Basic	Step 3	Maslow's Pyramid

	Step 4	Case studies
	Step 5	Reflect on your experience and determine the next steps
Intermedium	Step 6	Wheel of compliments
	Step 7	Cultural Assemblage
	Step 8	Problem Statement Canvas
Advanced	Step 9	Contextual research plan
	Step 10	MUSCOW
Highly Advanced	Step 11	5 bold steps
Dimension: Health and Wellness		
Reflection	Step 0	2 truths one lie
	Step 1	Word clouds
	Step 2	Reflect on your experiences and determine next steps
Basic	Step 3	The root of the problem
	Step 4	Chain of consequences
	Step 5	Celebrate the wins
Intermedium	Step 6	The Stress Management Plan
	Step 7	Awareness actions
	Step 8	Analysis of the changes and their impact
Advanced	Step 9	Community Resources Information Activities
	Step 10	Achievements so far
Highly Advanced	Step 11	What steps to take in order to
Dimension: Citizenship		
Reflection	Step 0	Personal Analysis
	Step 1	Empathy Map
	Step 2	Life Canvas
Basic	Step 3	Cultural Assemblage
	Step 4	Brainstorming
	Step 5	Case studies
Intermedium	Step 6	Community Support Map
	Step 7	European Train
	Step 8	Solutions storyboard
Advanced	Step 9	Checklist Engagement Action
	Step 10	Checklist for engagement report
Highly Advanced	Step 11	Contextual research plan
Dimension: Employability		
Reflection	Step 0	Personality Abilities and Interests
	Step 1	Does it Match?
	Step 2	Actor's Map
Basic	Step 3	Stairs to Employability
	Step 4	How to make a resume
	Step 5	Cover letter
Intermedium	Step 6	Job interview and image management
	Step 7	Rights & Duties (collaboration agreement)
	Step 8	SWOT

Advanced	Step 9	Road Map
	Step 10	5 bold steps
Highly Advanced	Step 11	The business model canvas
Dimension: Addressing needs and Seeking help		
Reflection	Step 0	Personal Analysis
	Step 1	Empathy Map
	Step 2	Life Canvas
Basic	Step 3	Cultural Assemblage
	Step 4	Brainstorming
	Step 5	Case studies
Intermedium	Step 6	Community Support Map
	Step 7	European Train
	Step 8	Solutions storyboard
Advanced	Step 9	Checklist Engagement Action
	Step 10	Checklist for engagement report
Highly Advanced	Step 11	Contextual research plan
Dimension: Digital		
Reflection	Step 0	My autobiography
	Step 1	The problem tree with solutions
	Step 2	Simulation: privacy under threat
Basic	Step 3	Case Studies
	Step 4	Chain of Consequences
	Step 5	Netiquette
Intermedium	Step 6	False Information
	Step 7	Hidden Identities
	Step 8	How to Create a Blog
Advanced	Step 9	The Stress Management Plan
	Step 10	What Steps to take in order to
Highly Advanced	Step 11	Campaign Planning sheet
Dimension: Learning to Learn		
Reflection	Step 0	Names Game
	Step 1	Personality Abilities and Interests
	Step 2	Reflect on activities they enjoy doing and activities they want to start doing
Basic	Step 3	Exercise classes
	Step 4	Consumer Education
	Step 5	Problem Tree
Intermedium	Step 6	Support Map
	Step 7	Problem Statement Canvas
	Step 8	Storytelling
Advanced	Step 9	Achievements so far
	Step 10	What steps to take in order to
Highly Advanced	Step 11	Awareness Actions

Table 5 | Learning Paths of the eight dimensions

As the process progresses along a pathway, you will notice that in the Advanced and Highly Advanced levels, there are only two steps and one step, respectively.

This is because as the participant advances through the learning process, it is expected that they reach a different stage compared to when they initially started the programme.

Phase 3 - Self-Awareness Sessions

To support professionals in this process, cards have been developed that provide information about each tool, including instructions on how to use them, estimated time requirements, the corresponding level of preparedness, and associated steps.

In addition, session plans have been elaborated for each level of preparedness, available in a comprehensive manual specifically tailored to each dimension. These resources aim to provide professionals with easy access to the materials and necessary information for effective implementation.

To provide a clearer visualization of the programme presented, let's examine the following example:

Example 1.

In this particular instance, the professional requested the participant to complete the comprehensive Self-Assessment to obtain a broader perspective on the participant's status across all dimensions.

When completing the instrument, the participants should mark an "X" on the option that best aligns with their situation. When calculating the total score, professionals should take note of the items on an inverted scale that are appropriately marked.

Upon analysing the responses, the results are as follows:

Dimension	Quotation	Level of Preparedness
Self-awareness	43	Basic
Social	54	Intermedium
Health and Wellness	60	Intermedium

Citizenship	70	Advanced
Employability	48	Basic
Addressing Needs and Seeking Help	52	Intermedium
Digital	50	Basic
Learning to Learn	46	Basic

Table 6 | Example of the process


Upon reviewing the results:





- **Dimension:** Personal
- **Quotation:** 43
- **Level of Preparedness:** Basic

Considering the obtained score, **the participant will embark on his/her learning process journey starting from the Basic level.**

REMEMBER! The participant doesn't need to begin at the reflection level. However, if the professional identify any challenges or difficulties in the participant's comprehension or execution of the tool, the professional can agree with the participant to restart from the previous level.

In this scenario, the professional will initiate the self-awareness process at the Basic level and should proceed along the learning path from step 3 to step 11. The Learning path begins with the tool "Maintain eye contact" and progresses towards the Individual's Oriented Plan, which is the tool "What steps to take in order to..."

Level of Preparedness	Step	Tool	Image of the Tool
Basic	Step 3	Maintain Eye Contact	

	Step 4	Personality Abilities and Interests	
	Step 5	Empathy Map	
Intermedium	Step 6	SWOT	
	Step 7	5 bold steps	

	Step 8	Priorities Definition	
Advanced	Step 9	Contextual research Plan	
	Step 10	The Stress Management Plan	
Highly Advanced	Step 11	What steps to take in order to	

Table 7 | Example of the learning path

By the end of the programme, the participant is expected to complete the Individual's Oriented Plan (Step 11). **This final step involves reflecting on the topics discussed throughout the previous sessions.** It serves as a means to consolidate and reinforce what has been learned during the programme.

Phase 4 - Post-Assessment

During this phase, the self-assessment conducted will remain consistent with the initial assessment. However, the distinction lies in using the obtained results to compare them with the initial ones. This comparison enables professionals to gauge whether any progression has occurred in the participants' learning journey or not.

Conclusion

Active participation in self-reflection, critical thinking, concept deconstruction, and personal development, are essential skills that facilitate the reintegration process for individuals who have recently been released. These skills, amongst others, aid in their successful integration back into society.

The support provided by professionals from the Criminal Justice System is crucial, as it greatly contributes to the individual's successful reintegration process. These professionals provide guidance, assistance, and expertise that help individuals navigate through the challenges they may encounter during their reintegration journey.

This guide equips professionals with additional resources to supplement their existing efforts. These resources serve as valuable tools that empower professionals to adopt more dynamic approaches in establishing short-term, medium-term, and long-term goals for the people they work with. By using these means, practitioners can tailor their support to the specific needs and aspirations of each person, promoting a more personalized and effective process.

APPENDICES



Appendices

Appendix I. Self-Assessment

Competence	Description	Questions	Strongly disagree (1)	Disagree (2)	Uncertain or Unsure (3)	Agree (4)	Strongly Agree (5)	Cotation
C1 - Personal	Self-awareness (Recognise and understand our own moods, emotions and impulses, as well as their effect on others)	1 I am good at describing my feelings.						Total score: sum of points (Reverse scaled items in blue). Reflection: 1-40; Basic: 41-50; Intermediate: 51-60; Advanced: 61-70; Highly-Advanced: 71-80.
		2 I find it difficult to explain my feelings to others even if I want to.						
		3 When I am feeling low, I easily make a link between my feelings and a situation that affected me.						
	Self-management (Control negative impulses, or bad mood, and that allows us not to make hasty decisions)	4 When I am angry, I find it easy to calm myself down.						
		5 When I'm feeling bad, my behavior becomes out of control.						
		6 I can handle my emotions.						
	Motivation (enthusiasm for doing something) and readiness for change	7 On the whole, I am a highly motivated person.						
		8 I normally find it difficult to keep myself motivated.						
		9 Anyone can talk about changing; I'm actually doing something about it.						
		10 I am really working hard to change.						
	Resilience and stress management (Being resilient and able to cope with obstacles, uncertainty and stress)	11 On the whole, I am able to deal with stress.						
		12 When I'm in a difficult situation, I can usually find my way out of it.						
		13 I avoid facing challenging situations.						
	Self-confidence (A sound sense of one's self-worth and capabilities)	14 I can assess my personal strengths and weaknesses realistically.						
		15 I am filled with doubts about my capabilities.						
		16 I feel that I have a number of good qualities.						
C2 - Social	Constructive communication and assertiveness	1 I give other people a chance to speak during conversations (e.g., pauses, asks them questions).						
		2 I talk "over" people in conversations (e.g., interrupt a lot, don't wait for others to finish speaking).						
		3 I disagree with people without fighting or arguing.						
		4 I take time to think about my responses and their consequences.						
	Teamwork and collaboration	5 I feel comfortable working with a group.						
		6 I am comfortable to accept the group's decision even if I have a different opinion.						
		7 I offer help to those who need me.						
	Tolerance and respect for diversity	8 I dislike foreigners or people from different backgrounds.						
		9 I listen to differences of opinion with an open mind.						
		10 I am comfortable working with people of different backgrounds.						
	Empathy	11 I pay attention to the needs of others.						
		12 I am sensitive to the feelings and sufferings of others.						
		13 I can see things from another person's perspective.						
	Conflict resolution and problem solving	14 In an argument, I try to understand the other person's point of view.						
		15 When in a conflict I need to have the last word so I can feel in control of the situation.						
		16 I collect, analyze, and organize information to find the best solution to a problem.						

Competence	Description	Questions	Strongly disagree (1)	Disagree (2)	Uncertain or Unsure (3)	Agree (4)	Strongly Agree (5)	Cotation
C3 - Health	Health literacy	1 I seek out help or advice about changing unhealthy behaviours.						
		2 I know where to find useful health resources.						
		3 I gather information on things that affect my health.						
	Health support	4 I have enough friends who help me cope with my health.						
		5 If I need help, I have plenty of people I can rely on.						
		6 I feel understood and supported by healthcare providers.						
	Health management	7 I have a very good idea of how to manage my health problems.						
		8 I handle myself well with respect to my health.						
		9 No matter how hard I try, my health just doesn't turn out the way I would like.						
	Health behaviour	10 I exercise to stay healthy.						
		11 I cannot keep a balanced diet.						
		12 I get enough sleep.						
	Constructive attitudes	13 I've been feeling optimistic about the future.						
		14 If others can cope with problems like mine, I can too.						
		15 I feel hopeless when I think about my health problems.						
		16 I do not let my health problems control my life.						
C4 - Citizenship	Civic action	1 I plan to participate in a community action programme.						
		2 I am committed to making a positive difference in the world.						
		3 I feel that I can make a difference in my community.						
	Social and environmental awareness	4 Problems like pollution and poverty are not important to me.						
		5 Everyone has a responsibility to do what they can to protect the environment.						
	Political awareness	6 I understand the issues facing this country.						
		7 I am aware of what is happening in the community.						
		8 I don't care about what's happening in politics.						
	Responsible decision making	9 I think about how my decisions will affect other people.						
		10 No matter how angry someone makes me, I am still responsible for my own actions.						
	Social justice and diversity attitudes	11 People are poor because they choose to be poor.						
		12 The world would be a better place if people were free to do what was best for themselves.						
		13 I find it difficult to relate to people from a different race or culture.						
	Interpersonal and problem solving	14 Problems between people are best handled by working together to find a solution.						
		15 I try to find effective ways of solving problems.						
		16 I sometimes find it difficult to see things from the other person's point of view.						
C5 - Employability	Problem-solving and adaptability	1 I collect, analyze, and organize information to find the best solution to a problem.						
		2 I am open to learning a new skill needed to complete a task or project.						
		3 I learn from my past successes and mistakes to make future decisions.						
	Teamwork and co-operation	4 I cannot understand and work with people of different backgrounds.						
		5 I respect decisions made by a group.						
		6 I value the input and contributions of others.						
	Self-control and self-confidence	7 I anticipate my own needs ahead of time.						
		8 I can assess my personal strengths and weaknesses realistically.						
		9 I'm able to complete assignments in time.						
	Communication	10 I know how to express my own ideas clearly.						
		11 I listen actively to understand and learn.						
		12 I find it hard to express myself in proper ways.						
	Job searching	13 I know how to prepare a resume.						
		14 I have the knowledge and skills needed to interview for jobs.						
		15 I do not have the skills and experience valued by employers.						
		16 I know how to complete a job application.						

Competence	Description	Questions	Strongly disagree (1)	Disagree (2)	Uncertain or Unsure (3)	Agree (4)	Strongly Agree (5)	Cotation
C6 - Addressing needs and Seeking help	Self-regulation (Ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goal)	1	Once I have a goal, I can usually plan how to reach it.					
		2	I have trouble making plans to help me reach my goals.					
		3	If I wanted to change, I am confident that I could do it.					
	Social awareness (Ability to empathize with others, awareness of other diverse individuals, and ability to make sure you are treating others fairly).	4	I usually know how to help others who need it.					
		5	I can understand and work with people of different backgrounds.					
		6	I usually listen to others in an active way.					
		7	I have sought out advice or information about changing.					
	Support/Help-seeking	8	I call in others for help when I need it.					
		9	It would seem weak to ask for help.					
		10	Asking for help is like surrendering authority over my life.					
		11	I understand the process of seeking help.					
		12	I don't know what sort of help is available.					
	Responsible decision making (Ability to make positive and constructive choices based on individual and social factors)	13	I am aware of existing community resources.					
		14	I am good at identifying my own needs.					
		15	I can recognize and take responsibility for my own decisions.					
		16	I can weigh risks and benefits of each option before I make decisions.					
C7 - Digital	Information and data literacy	1	I carefully consider where and how digital content is saved and stored.					
		2	I trust everything I see on the Internet.					
		3	I search for and access information in digital environments.					
	Communication and collaboration	4	I know how to communicate in different ways (images, text, videos ...).					
		5	I am careful and try to ensure that my messages do not upset others.					
		6	I share information and content with other people via electronic devices.					
	Digital content creation	7	I know how to create a profile in digital environments for personal or professional purposes.					
		8	I share materials created by myself and by other people.					
		9	I know how to create and edit digital content (e.g. video, photographs, infographics, texts, animations...).					
	Problem solving and critical thinking	10	I worry about fake news and misinformation on the Internet.					
		11	I have the habit of evaluating information very critically.					
		12	I try to listen to opinions that differ from my own before making decisions.					
	Digital security	13	Before doing a digital activity (upload a photograph, commenting ...) I usually think about the possible consequences.					
		14	I know how to protect myself from unwanted and malicious online encounters and materials (e.g. spam messages, identity theft e-mails).					
		15	I am careful with my personal information.					
		16	I avoid behaviours that are harmful to my health and wellbeing on social networks.					
C8 - Learning	Time management	1	When I start learning something I set myself learning objectives.					
		2	I never have time for learning.					
	Motivation and self-esteem	3	When I am struggling with learning something, I think that I'm not clever enough.					
		4	When I learn something, I try to imagine how I can apply this in real life situations.					
		5	When I reach my learning goals/objectives, I reward myself.					
	Learning reflection	6	When I have problems with learning I try to understand the reasons why.					
		7	I know how to amend my way of learning based on previous learning experiences.					
		8	When I have problems with learning I try to understand the reasons why.					
	Organizing information	9	When I do not understand something, I just skip it.					
		10	When I need new information, I know how to find reliable sources.					
	Group learning	11	When I see that somebody has learning problems I offer my help.					
		12	I always find somebody with whom I can learn with.					
		13	I think that learning in groups is more effective than learning alone.					
	Self-regulation	14	I have trouble making plans to help me reach my goals.					
		15	Once I have a goal, I can usually plan how to reach it.					
		16	If I wanted to change, I am confident that I could do it.					



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