



Application ERASMUS+ n° 2014-2-ES02-KA205-005432

**Evaluation of the Grid for Assessment of Experimentation of ES Methodology
further to Q2 Evaluation (January 22, 2016)
*Session 3-4-5***

We have 83 participants/learners (N=83) in the project (partners from Latvia and Italy Abruzzo, Italy Rome, Cyprus and Spain all contributed to the project), 71% of the participants are in the age group between 18 and 25 years, 19% is still minor but we note that the Abruzzo participants are all young adults not convicts, there were 13 participants in this group. 9,5% of the participants is between 25 and 30 years old.

Out of the five participating countries four of them found session 3's most successful items: the role-play on the job interview, also four noted the non-verbal communication skills as very useful. Suggestions to improve this session were preparation of or exercise on the job interview (according to personal qualities) *DVD was not supplied? Italy Abruzzo* Another suggestion is a role play on the non-verbal communication skills.

Latvia found session 4's most interesting topic the discussion on press advertisement: with true and false statements, Italy Abruzzo found the simulation of the phone interview and the job search on the web, and the legislation and employments contracts to be interesting for the learners, for Cyprus this session was not so interesting as they found that preparation for the phone interview was already in an earlier session. Italy Rome found the job announcements the best part of the session, Spain liked to work with the internet and searching for training courses and practicing filling in application forms by web. We conclude that the web part of this session gave most benefits for the learners. And suggestions to improve this session were video's on job-interviews or role-plays on job_interviews plus additional info on legislation on the job market.

Session 5 was only responded on by Italy both Rome and Abruzzo, they state the strength of the session was in both the film: "The Company Man" and the rights of the workers. They suggest that this film is added to the regular program and that the legislation on tax reduction for those who hire ex-convicts is explained in this session.

Learners stated that in session 3, 4 and 5 goals were realized. None of the convicts were dissatisfied.

Only two minors were not able to express thoughts and ideas in an understandable way after session 3. In session 4 the minors were overall satisfied with the goals that were set. In session 5, three minors state that their awareness of personal aspects for the job was insufficient. Five of them grade the resolution of the situations in relation to work as not satisfying. All actual prisoners (Rome) state this subject Good to Very good. Although this group of minors wasn't overall satisfied, staff was very pleased with this course and the results, they didn't expect the youngsters to be that positive and their contribution was well over expectations. The role-plays worked and some of them already took action according to the learned in order to succeed in finding a job. We suggest introducing video training here: one of the participants said that videos are/were popular so we found that probably recording a situation (played by the minors) and the showing of these, analysing them step by step, as a part of learning through personal experience and involvement, would make them successful in understanding and applying the material. Probably a daring idea but a methodological video collection (for video training) would be useful for each country. Played by professional actors, simulating difficult situations (eg. when during the interview it turns out that the interviewee is an ex-offender, etc.). The film: "The Company Man" was seen as very valuable as it discusses the significance of interpersonal relations and this is the base of any good experience on job searching. We found it an outstanding choice of material – first for the awakening of interest in learning, second – job-related movies probably inspire the minors' thoughts about the subject, through debate they can learn how to express themselves, etc. We suggest other movies, for example the film "Wall Street" (1987) in which they could experience how the individual builds himself and then fails. Through such events the minors can be sensitized.

Building on the finding of Latvia where learners were much more interested in the methodology material rather than the theoretical concepts. We suggest more interactive methodological materials such as role-plays. For example we could add one on non-verbal communication. Results show us the roleplays are a very good method to discuss behavior and enhance participants' skills. Another interactive methodology that was suggested is using more video material a concrete suggestion was the film "The Company Man".

Another suggestion is on the use of the internet in prison, Spain suggest that prisoners get more online-time during the day in general so they won't be tempted to check social media during the session on online job applications, that they found to be very helpful.

Italy (Rome) was happy about the role plays, videos and practical exercises, while Italy (Abruzzo L'Aquila) staff was happy about the overall course as methodology aroused interest and it was easier to make the participants be involved. They also tailored the material to fit the Italian needs (such as legislation, job market,...), which we found a very good choice and suggest to be followed later on. The Italian team was also satisfied about their choice of showing a movie as it was positively welcome among the participants and they could discuss the film afterwards.

From questionnaires in general we noticed that the interactive methodology especially the role-plays were overall positive.

Some of the staff commented that some things are hard for the learners to understand. The learners are more interested in the tasks that were based on their personal experiences. That for us means that the creation of their inner motivational basis is a must and has to be addressed. As long as they are not okay they will stay disinterested so teachers have to make them capable of learning – if through personal experience-based material, then that.

What we find exceedingly important after the evaluation of the Q2 questionnaires is to point out that not only employability should be in our focus but to teach the juveniles how to be good employees in the long run. That means: how to keep their jobs. They have to be taught how to trust an employer, how to be trustable, what is regularity (that they have to wake up in the morning at a certain time; they have to get to work sharp, consequences if they are late for work,...). So probably lifestyle knowledge (basics of lifestyle, life leading skills) should be introduced in the material. (Or probably in a previous assessment if there are participants in the sessions who otherwise work in the prison they could be pre-evaluated concerning their motivation, persistence, ... so their personal qualities could be addressed more thoroughly, as well, as Latvia always suggests.)