

# ESM-YA

## EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS

RECOMMENDATIONS GUIDE

SEPTEMBER 2016



Cofinanciado por el  
programa Erasmus+  
de la Unión Europea

Proyecto 2014-2-ES02-KA205-005432



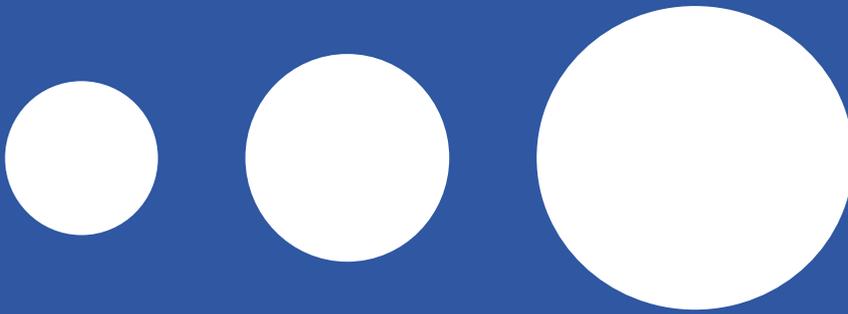
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ESM-YA (EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS)



# 1. THE PROJECT

## 1.1 EXECUTIVE SUMMARY

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**Education for Sentenced Minors and Young Adults** (hereon referred to ESM-YA) builds on a previous EU GRUNDTVIG PROJECT (2011-2013) in which five countries (France, Cyprus, Germany, Turkey and Spain) analyzed alternative measures to internment and education for sentenced minors.

Analysis showed that **an overwhelming majority of youth in custody quickly failed into a "career of recidivism" due to a lack of protocols and / or coaching process at the end of their sentence**, which have to do with job skills, emotions and management and mental health cases (in some of the youth considered).

Partners then agreed that a number of factors observed during this two years period would need to be explored through studies, research and investigations in order to deliver operational recommendations.

Three of these partners decided to continue their work in ESM-YA (now including sentenced Young Adults) under a two-year (2015-2016) ERASMUS+ project and enlarging its partnership that integrates complementary services and institutions (probation service, University centers for social work, NGO for ex-prisoners) in order to enable their staff to adapt their intervention to the beneficiaries' needs and responses. ESM-YA partners are from public institutions (University colleges –BE, HU; Justice and Prison Departments –IT, CY) involved in social services professionals' training or NGO (LV, RO, ES, FR) working in education for young offenders. ES partner (FAIM) has been the coordinating organization as project leader. The diversity of organizations as well as the wide range of age (14-24) of the target population explains the use of words like imprisonment, offenders, etc. that are not adequate when regarding the work with adolescents in conflict.

ESM-YA does not aim to add services to services. **It seeks to optimize existing resources and optimize partnerships currently existing.** The partnership has been focused on the one hand on justice operators, professionals in mental health, and on the other hand, on prison personnel and professionals from

education and social work. All of them work throughout the inmate process from the execution of the sentence till his/her release in order to reach a sustainable and secure future reintegration. Initial research in ESM showed that some difficulties were common to all partners and others (e.g. Open prison's system) are particular only to some.

Thus, the project has been developed in three phases:

1.- **Initial:** Diagnosis of the reality of minors and youth under judicial measures on the five implementer partners (RO, LV, CY, IT and ES). The University teams (BE and HU) as well as FR produced a questionnaire and processed results.

Afterwards partners shared their different methodologies currently being used and made a selection of the most adequate.

2.- **Interim:** The implementation period included application and testing of the chosen methodology; results and recommendation collection and, finally, methodology review and improvement.

A second task was a professionals' specific training in Conflict Management based on Life Space Crisis Intervention (LSCI), a program aimed to improve educational teams' competencies as well as intervention programs.

3.- **Final:** Results and recommendations delivery to political and institutional authorities and public administrations.

All the activities, meetings and reports can be consulted at the project's platform in: <http://www.euro-cides.eu/ESM-YA>

## 1.2 OBJECTIVES

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ESM-YA intends to focus on the following:

- Promote and reinforce cooperation between the different areas/departments involved with the development of young offenders (justice, health, education, culture, sport...).
- Prevent recidivism through improved models of intervention strategies and program models (i.e. fighting violence in peer-to-peer situation).
- Facilitate and strengthen social and labor insertion of young offenders.

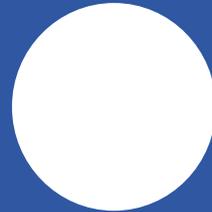
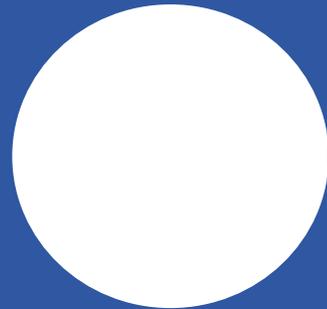
**The ESM-YA project aims to support young people in their transition from custody to community.** Evidence from our analysis suggests that there is a need for a stronger support in terms of services coordination amongst the target group as current provision is patchy. However, this is a particularly challenging target group with a range of complex needs. Therefore it is important to consider how current provisions fits within a holistic package of support, and how any additional provision will fit with changes to the delivery of education in custody and community settings.

ESM-YA also aims to provide practical lessons and recommendations in regard of Education for Sentenced Minors and Young Adults to improve delivery of this project, by examining challenges and sharing good practice from different partners

The initial ESM-YA proposal involved an intense work with local entrepreneurs in order to facilitate labor and job skills training in a conventional workplace through local business and entrepreneurs' Corporate Social Responsibility (CSR). This was not possible due to the initial budget reduction and funds allocation done by Spanish National Agency. At the time of reporting results presentation

we have to acknowledge the project lacks of the entrepreneurial connection needed to make job seeking easier and feasible. That should be the core of a new project in the future.

ESM-YA (EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS)



## **2. ANALYSIS**

## 2.1 ANALYSIS OF QUESTIONNAIRES

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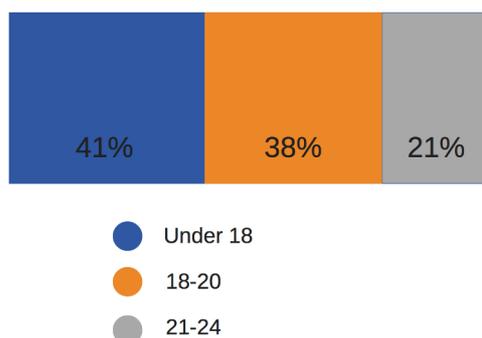
The following data responds to the production of a *fixed* profile (traits, expectations, etc.) on our target group in each of the 5 countries.

To do so a questionnaire was specifically designed by HU (with the support of an experts group from BE and FR) focusing on 4 different units:

- personal information
- life before imprisonment
- life in prison
- reintegration

89 questionnaires

### AGE GROUP



### NATIONALITY

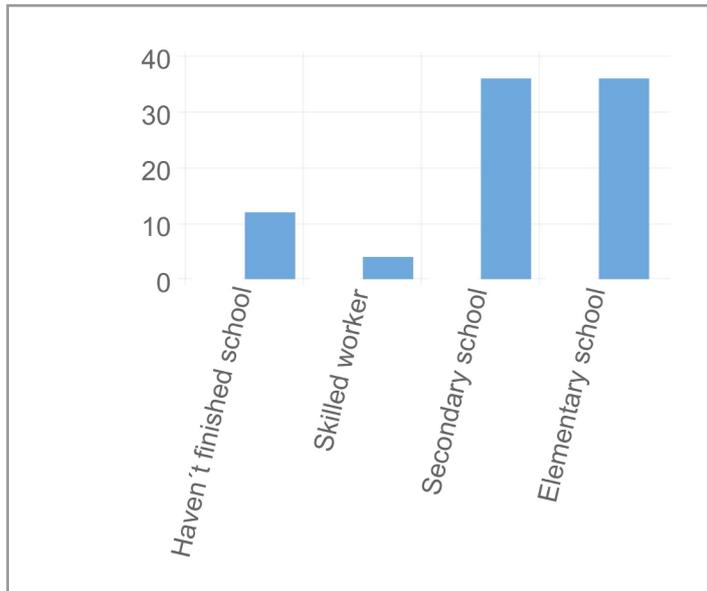
- characteristics of different countries show Latvia and Hungary as more homogenous, while others more multicultural.

### MARITAL STATUS

- single (cat. of boyfriend/girlfriend?).
- w/ children.

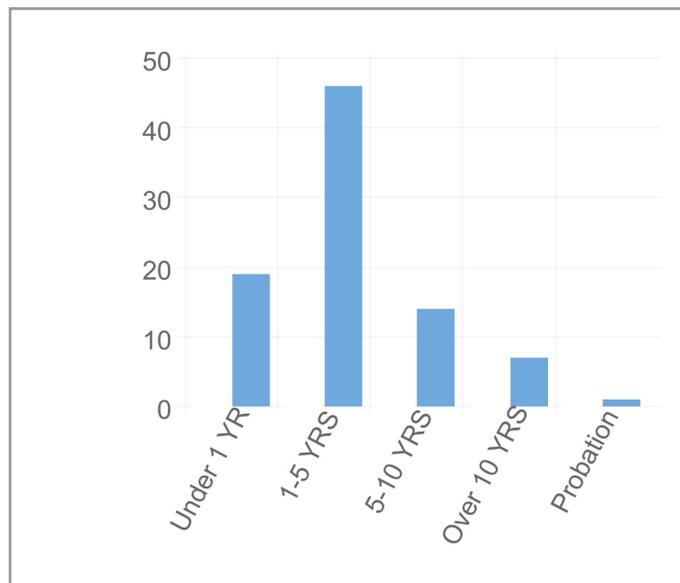
### EDUCATIONAL BACKGROUND

- unschooled importance of in-school activities.
- w/ profession that is mostly a trade (no higher education).



### TIME OF IMPRISONMENT

- 1-5 yrs mostly.
- few over 10 yrs.
- recidivism high.



## STATE BEFORE IMPRISONMENT

- unemployed or attending school.
- runaways .
- housing situation: only 1/3 dissatisfied.
- social network: family - main support; professional as supportive. background - not chosen.
- ex-convict in half of the families.
- domestic violence.
- contact w/ the family is common free-time: not usefully used → involvement in criminal behaviour?

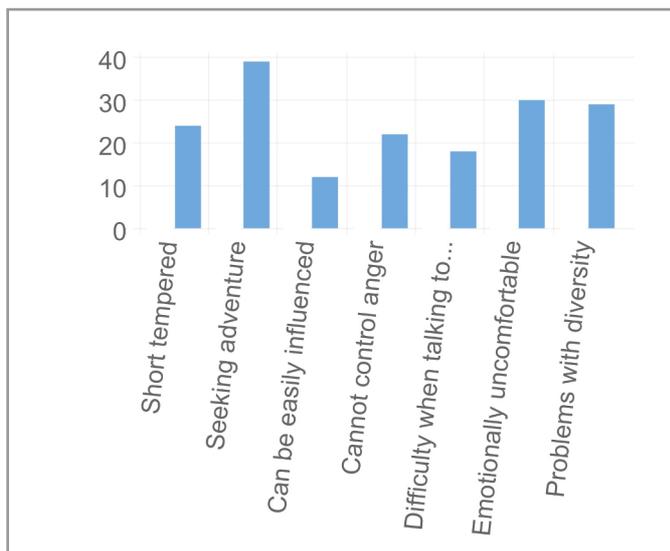
## 2.2 RESULTS

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### BEHAVIOURAL PATTERN

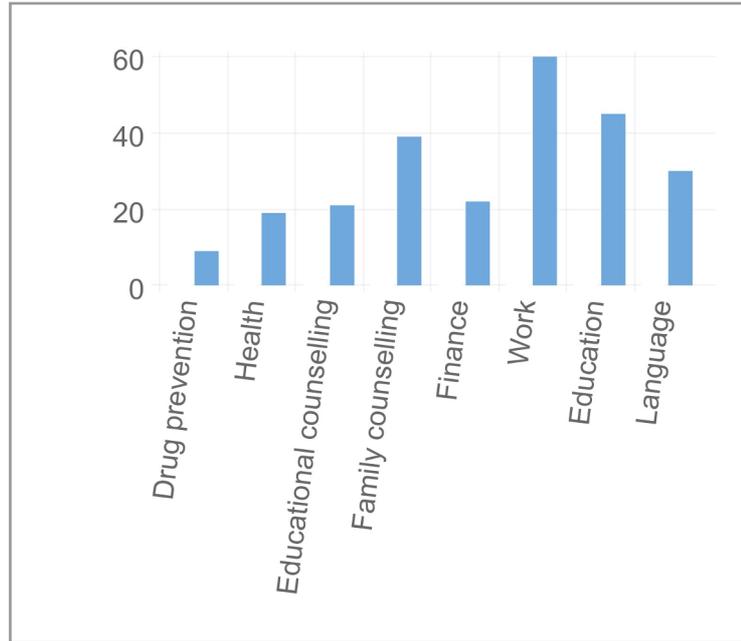
The most chosen category

- Under 18: Impulsive and short tempered; like and seek excitement and adventure; cannot control anger; find hard to communicate; often feel emotionally uncomfortable.
- 18-20: Impulsive and short tempered; emotionally uncomfortable; problems with diversity.
- 21-24: Seeking adventure (7 out of 42); problems with diversity (2nd); emotionally uncomfortable (3rd); cannot control anger and difficulty when talking to strangers.



### IN-PRISON SUPPORT

- work and education 1st ranked.
- family counselling.



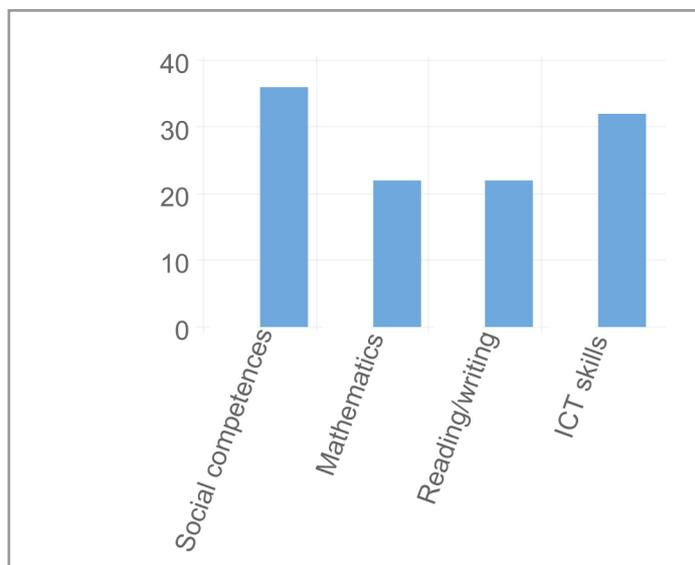
### FREE-TIME ACTIVITIES

- only 14 would not participate.
- most popular: sport and culture (actual and wish).

### AREAS TO BE DEVELOPED

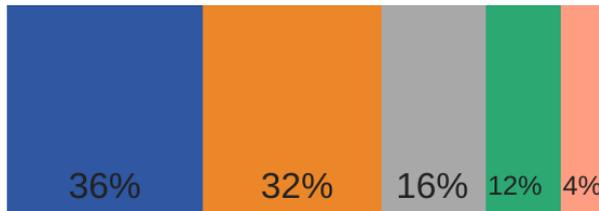
- social competences .
- ICT skills.
- reading, writing, language.

### Field of education



### STUDYING

- 64% attend school: skilled worker, finishing elementary school.
- Unfavourable experiences w/ school: setbacks – failed, school year repetition, playing truant → prison education is an opportunity to try themselves again in school setting.

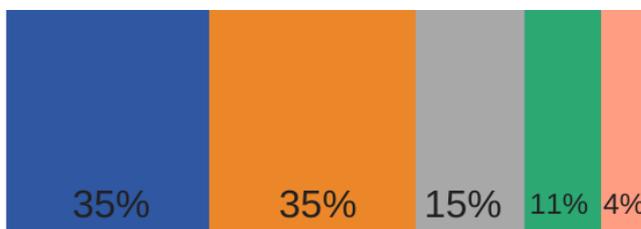


**Education in prison**

- Important
- Very important
- Not very important
- Pointless
- Do not know

### MOTIVATION

- Professional as a “tool of support” is not chosen, motivation derives from family and the hope of a better life.
- 11 not motivated at all – high number.
- Motivational basis needs to be reconsidered, pedagogical concepts need to be formed.

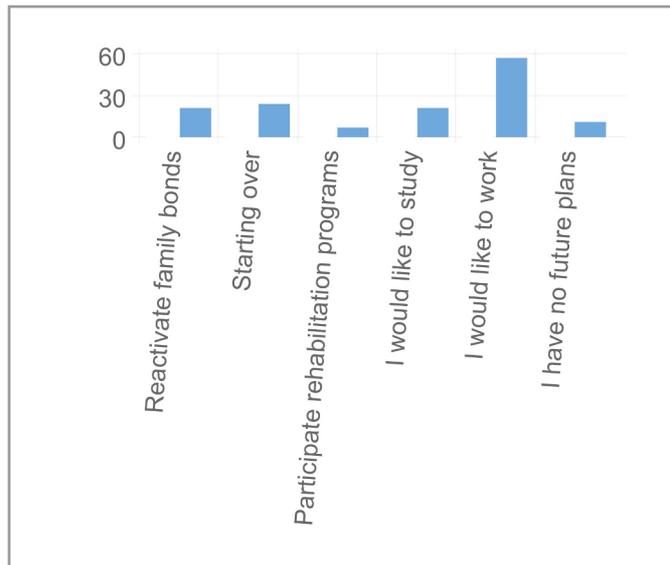


**Motivation**

- Family
- Thought of a better life
- Change of environment
- Nothing
- Supportive person

**PLANS**

- Wish to return to family (58%)
- 57 would like to work
- 24 to start over
- 21 to study



**Motivation**

**FACTORS INFLUENCING REINTEGRATION**

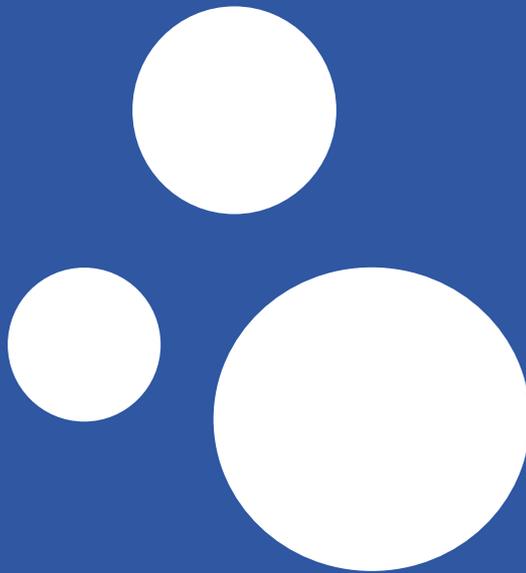
PERSONAL COMPETENCES	SUPPORT
Self-esteem	Family
The fear of getting back to prison	Workplace
Want to change	Staying away from friends inducing bad behaviour
Optimistic	Money
Determined	Social support
Able to improve	Keeping in contact with educators
Motivated	Help with drug problems

## 2.3 CONCLUSIONS

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As a result of the questionnaires analysis, HU and BE teams suggested the following issues to be addressed in any social and educational process with Young offenders.

- Any Educational, social, therapeutic, or labour insertion process should FOCUS ON:
  - ▶ *individual development*
  - ▶ *support for learning*
  - ▶ *creation of a motivational basis*
  - ▶ *work ethic*
  - ▶ *social competences*
  
- The importance of *guided free-time activities* is underlined in the personal growth and maturity.
- As a consequence of the diverse inmate background as well as the increasing cultural diversity in our societies, a *tolerance training / diversity training* becomes essential.
- All the experimentators related a need of *communication training* to compensate important lack of skills in this basic area of socialization.
- A *self-control training* is crucial not only to prevent violent situations but also to improve the emotional perceptive range and thus the inmates ability to feel and recognize themselves as human and meaningful.



### **3.**

# **METHODOLOGIES**

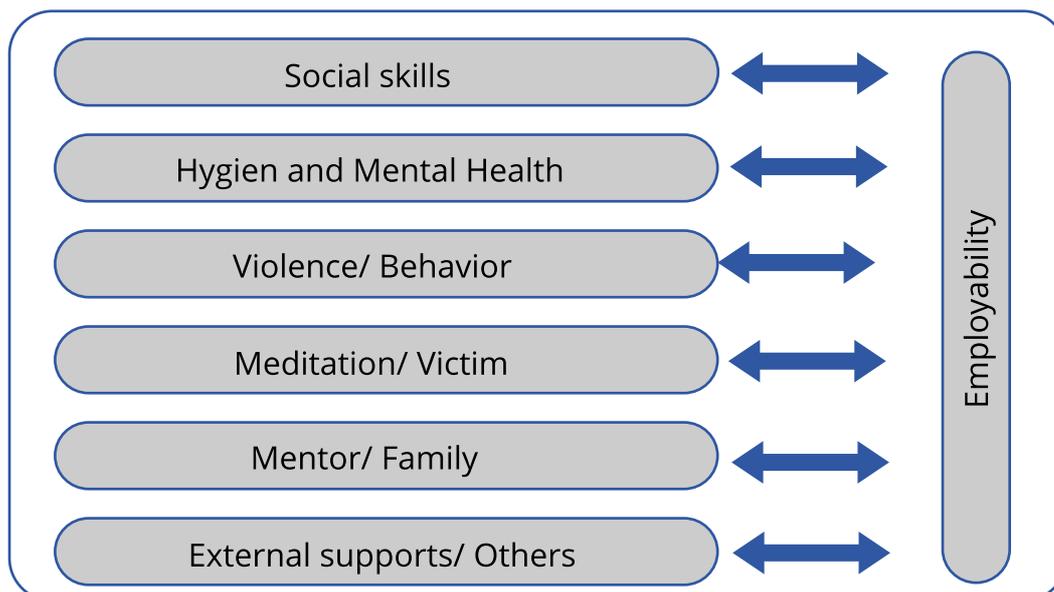
### 3.1 SUMMARY OF THE DIFFERENT METHODOLOGIES

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A second phase of the ESM-YA Project focused on the different methodologies used in each country aiming to share and compare in order to select the most adequate in terms of employability. In this section there is an extract of each of them. All the methodologies proposed can be found at: [http://www.euro-cides.eu/ESM-YA/upload/cy\\_synthesis\\_of\\_methodologies.pdf](http://www.euro-cides.eu/ESM-YA/upload/cy_synthesis_of_methodologies.pdf)

**General context:**

- Difficulties understanding how the methodology works due to different contexts and systems in each of the countries.
- Each of them was evaluated according to its content. All partners analyzed the different methodologies according to 6 main areas, as the grids below shows.



TOPICS	BELGIUM	CYPRUS	FRANCE	HUNGARY	ITALY	LATVIA	ROMANIA	SPAIN
Social Skills								
Behaviour								
Meditation								
Employability								
Mental Health & Hygiene								
Others								

After thorough examination, a process leaded by CY and backed up by the rest of partners, the ES methodology including some components of others was selected, especially due to its specific focus on employment.

## BELGIUM



### Methodology 1

**VIP** is an alternative juridical sanction that considers a crime as a conflict situation with three actors involved: delinquent, victim and each one's entourage and the society.

- It started as a project in 1995, and is now one of the regular methods in working with delinquents.
- There are two similar procedures: one for minors (14-18 y) and one for adults.
- The VIP method takes about 20 to 30 h.

### VIP goals (for the delinquent)

- To become aware of the consequences for the victim,

- To reinforce empathy,
- To stimulate taking responsibility for the victim.

### **Only via**

- Judge (law on probation),
- Attorney (law on mediation in criminal matters),
- Juvenile judge (minors).

### **Methodology 2**

**LSCI** is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. **LSCI** views problems or stressful incidents as opportunities for learning, growth, insight, and change. This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. ([www.lsci.org](http://www.lsci.org))

### **The format of an intervention uses 6 phases:**

- DRAIN OFF (acknowledge feelings, drain off intensive emotions, control your own aggression). TIME LINE (by using affirming, listening and decoding skills discover the youngsters
- point of view who, where, when, intensity, frequency, purpose, duration, catchiness). CENTRAL ISSUE escalation by intense feelings (*red flag*) good intention, wrong skills (*new tools*) wrong perspective (*reality rub*) guilt and punishment (*massaging numb values*) irrational justification, no guilt (*symptom estrangement*) manipulation of peers (*manipulation of body boundaries*). INSIGHT makes the issue comprehensible/**learning moment**.
- understand the principles of the **conflict cycle** discover solutions and opportunities.
- NEW SKILLS principles of problem solving and skill training.
- TRANSFER OF TRAINING ensures the agreements and guide back to group/ context.

Youngsters who are used to interact in a “LSCI – modus” get a better **insight** in their own and in others behavior, become more **motivated** to learn and change and increase their level of **trust** in other people.

This is an important foundation to start a successful reintegration after a period in (closed) institution.



## CYPRUS

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### **Methodology 1: My Compass**

A project planned with the help of teachers and trainers from schools and detention centres to assist and coach juvenile offenders in the use of key competencies, to facilitate personal development, employability and participation in further education.

#### **This means:**

- Getting attention on the subject of juvenile reintegration,
- Involving the close community around detention centres,
- Putting the youngsters to work in all project steps.

#### **Our immediate goal is to make people learn:**

- Teachers to learn that the key to successful reintegration is to share learning experiences with the youngsters,
- Young offenders to learn that they hold both the power and the responsibility,

#### **After that we expect them to act:**

- Having positive attitudes towards learning and using it as reintegration tool,
- Understanding and using their key competencies in all reintegration aspects,
- Developing and implementing further reintegration programs based on My COMPASS experience,

#### **Four basic tools of the program:**

- 1st unit – consisting of the Triptych which answers questions based on social skills and general information about the methodology of the program (addressed to all),
- 2nd unit – consisting of eight cards that guide educators to develop the theme according social skills,
- 3rd unit – consisting of games-activities that will be for young people,
- 4th unit – consisting of the Community workbook which will be given to all young people who participate in the program.



## FRANCE

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### Methodology 1

#### **Any professional working with Minors and Young Adults under penal measures allow them to:**

- Develop skills that help students acquire knowledge and skills to develop political literacy, as European citizens.
- Encourage students to develop cultural events (theater, painting, music, crafts, etc.).
- Preparatory activities for teachers.
- 15 hours training session.
- Collection, research, planning of the proposed activities, design, development of guidelines for the operation of materials, organization and preparation of seminars, organization and preparation of portfolios.

#### **For Learners**

- Develop political literacy.
- Acquire and develop critical thinking and analytical skills.
- Acquire and develop civic, social, communication and intercultural competences.
- Clarify and deepen certain values.
- Participate and act as a responsible citizen and critic.
- Contents to work with students.
- What is citizenship? What is the European Union?
- Issues related to European citizenship.
- Citizenship in spaces of confinement.

## HUNGARY

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### Methodology 1 Rákospalota Reform School

- As regards juveniles in pre-trial detention or sentenced to a reform school by the court it is a crucial aim to provide:
- Restructure their internal control (behaviour),
- Control through structure group activities,
- After we have Coaching educators about essence of the method of work that should be performed (training course).

**Teachers** interview the educators.

- Inform them about program.
- This programme was not based on voluntary application as it was organised for the whole group as part of the afternoon activities.
- Ten meetings.
- Educators and Psychologist establishing rules, getting acquainted, problem solving,
- Collaboration,
- Communication,
- Leading and being led,
- Developing trust,
- Developing self-knowledge,
- Developing self-confidence
- Taking responsibility.

**Facilitators** during the meeting support educators and give them opportunity to express and tell them about their experience.

- The task can be considered finished only when the discussion finished.
- After the activities the facilitator assesses the activities, examining the operation of the group.
- The experts leading the activities are present as facilitators and not as instructors or teachers.



## ITALY

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**Methodology 1** Under the support of the Juvenile court and Juvenile services.

- Focus on juveniles from 18 to 25.
- The goal of this project is to develop and test a system of good practices meant to lower recidivism in young adults.

**Target of the contexts:**

- Building of a network with a coordination body.
- Development of regenerative welfare.
- Accompanying the young adult beyond the end of the measure.

**Five modules:**

- Assessment, support to and treatment of the juvenile (psychological approach).
- Motivation for changing (educational approach).
- Involvement in vocational training courses (social inclusion approach).
- Strengthening of autonomy (self-determination approach).
- Monitoring project effectiveness after two years (follow-up approach).

**Methodology 2** Restart Project

- Targeted at social and labor inclusion.
- Consideration of teenagers and Juveniles.
- Focus on Juvenile who committed crimes who are at risk of school drop-out and live in high criminal density areas in Napoli.
- Juveniles are offered training and vocational courses such as cooking, sewing, music and carpentry.
- Education Development of European Citizenship and its Founding Principles.

**The aims**

- Develop political literacy (knowledge of basic facts and understanding of the key concepts relating to European citizenship).
- Acquire and develop civic, social, communication, intercultural competence.

- Clarify and flesh out certain values, attitudes and behaviors inherent in the exercise of responsible citizenship.
- Participate and intervene as responsible citizens and critical.



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## LATVIA

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### Methodology 1

#### **Crime Prevention - Legislation Basis-Implementation of European Probation Rules.**

Community supervision - for juveniles and adults. (Risk, Needs, Support, Immediate reaction, Professionalism, Responsibility, Integrity) is organized according to the plan probation worker (case manager) develops for each offender individually.

- Risk and needs assessment -during the first two months of supervision, offenders' risk and needs assessment must be done to identify the risk of re- offending, criminogenic needs, factors supporting desistance (resources) and necessary level of supervision.
- Pre-trial/pre-sentence report - In preparing for trial in a criminal court session, a judge shall decide to request an assessment report from State Probations Service.
- Probation programs - Currently there are nine probation programs available to clients under community supervision and in prison.
- Community service -State Probation Service concludes agreements with work providers (for example, institutions of municipality, NGOs, churches, libraries, schools, kindergarDens etc.) for engagement of sentenced persons in community service.
- Mediation - Within the process of mediation mediator contacts both parties, explains the process and agrees on a meeting. Meeting is usually

organized in the premises of State Probation Service.

- Volunteers' involvement - As mediators, volunteers are entitled to organize and carry out mediation process between the victim and offender.

## **Methodology 2**

### **Elaboration of a Model for the Work with Relatives and Family Members of Probation Clients as an Additional Resource for Combating Crime.**

- Elaboration of a Model for the Work with Relatives and Family Members of Probation Clients as an Additional Resource for Combating Crime.
- Defining the Content of Professional Competences of the Employees of the State Probation Service and Elaborating Personnel Selection Criteria and Tools.
- Implementation of Indirect (Remote) Reconciliation Process (indirect mediation).
- Communication with victims during reconciliation, drawing up evaluation report and supervision.
- Inter-institutional cooperation in the work with minors when implementing practices for restoration of justice.
- Training of employees of the State Probation Service on the work with probation clients from different target groups.
- Practices for Implementation of Reconciliation in Work with Juvenile Sexual Offences.



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## **ROMANIA**

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### **Socio-educational training concerning the awareness of young offenders on the effects of their crime on the victims.**

- Remedial action and educational guidances.

Provision allows the minor to perform symbolic compensation for damage suffered by the victim and the community, while empowering the consequences of his actions on himself, his environment and the victim.

- Educational guidance to improve self-knowledge, social skills and the limits imposed by life in society.

Process that allows people directly involved in a crime, to those around them, and one or more representatives of the community (usually a police officer), to jointly seek restorative solutions to the conflict. Action is not confined to restore social peace between perpetrator and victim; it helps the author to develop and invest in a so called "statement of intent" generally considered under three areas:

- Harm done to the victim and repair,
- Effects of crime with the idea that consequences for society may be perceived and assumed by the young author,
- Management of any recurrence risk by the young.

The educational program is designed as a space for exchange and discussion on specific themes related to crime and consequences

- A methodology that organizes a constructive group dynamics,
- The participation of young people in a safe space,
- Operating rules,
- The supervision of difficult situations (pitfalls),
- Good use of emotions,
- The underlying attitudes to behaviour.

### **Documentation**

RECTO-VERSO program for damage caused to an individual.  
<http://www.arpegeasbl.be/site/>

## SPAIN

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### **Employability Workshop**

**It is divided into 5 different sessions:**

#### **Session 1**

- Personal competences and tools for job search.
- What am I? What do I want to be? Where am I? Presentation letter and CV submission.

#### **Session 2**

- Tools for job search.
- The Curriculum Vitae.
- Word use and email .

#### **Session 3**

- Tools for job search .
- Job interview.
- Communication skills.

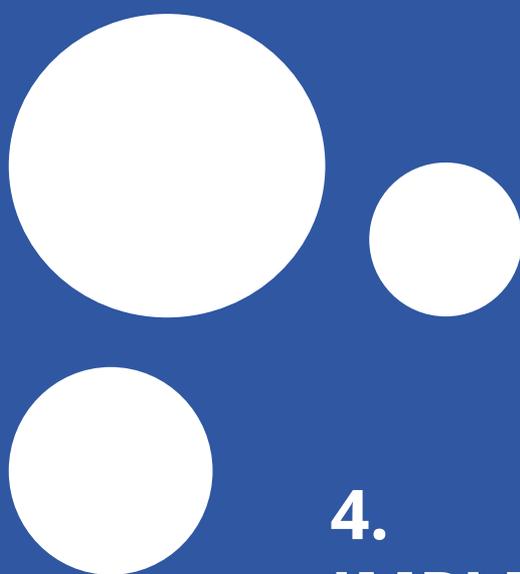
#### **Session 4**

- Employment resources (Access to training and employment). Use of internet.
- Employment offices, training resources and job listings, work agencies addressed to youth.
- Newspaper use, municipal bulletins for youth.
- Learn to value an ad and the use of the phone.

#### **Session 5**

- Access to the labour market.
- Types of contracts, salaries and wages.
- Workers' rights and duties.

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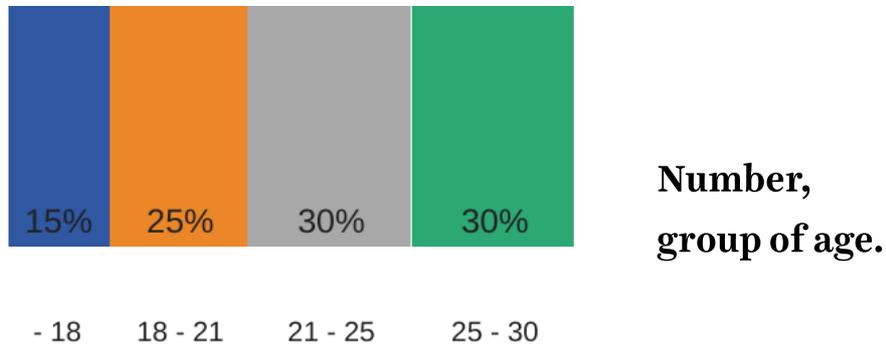
## 4. IMPLEMENTATION

## IMPLEMENTATION AND RESULTS

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The implementation period included application and testing of the chosen methodology in the our different countries. The following are the results gathered after this process by our experts in HU and BE.

### PARTICIPANTS (79)



### DROPOUTS

- 7/70 (10%)

#### Reasons

- Disinterest: 3
- Other prison: 3
- Other not specified: 1

## TRAINING RESULTS OF PARTICIPANTS

In spite of the important diversity between the ES, LV, IT and CY's participants who came through the whole workshop, there were some commonalities which deserve to be underlined, as the following:

- **Persistence** scored higher in the sessions with more **practical exercises**.
- **Motivation and adaptation diminishes** when the activities and exercises require a comprehension effort to understand.
- All the goals were scored "**satisfied**".

## STAFF FINDING

As a consequence of the previous results and the staff's own perception and evaluation, there are three main findings:

- Inmates found the different **exercises and dynamics** proposed throughout the five sessions highly **motivating** for their future job search.
- **Materials** were considered **not difficult** by the participants in the training sessions, which was a main goal with such a diverse population in terms of culture, educational level and interest.
- **Practical knowledge** was rated as **the most important** in their education, which relates closely with the participants' personal characteristics and expectations.

## MOST SUCCESSFUL/USEFUL EXERCISES

- Session 1: "Rich Uncle" dynamic.
- Session 2: CV.
- Session 3: Role playing employer - employee.
- Session 4: Employment resources.
- Session 5: Video, "The Company Man".

ESM-YA methodology implementation had to be developed by implementator partners but the Project's goal was to get a common employability workshop. In order to achieve this goal, experimentator partner had to answer a questionnaire in 3 different dates (2015/12/18; 2016/01/22 and 2016/02/12) which would be gathered, processed and analyzed by FR, BE and HU experts.

Results and suggestions from the questionnaires are the following:

### **Evaluation of the Grid for Assessment of Experimentation of ES Methodology further to Q1 Evaluation (December 18, 2015)**

#### ***Session 1-2***

In December 2015 we got back results from Spain, Cyprus, Latvia on Session 1 and 2 of the implementation process of the ES methodology. Based on their assessment we can conclude that **60 male and 4 female inmates participated in the project** (representing all age groups). Cyprus had 2 new entries in the second month and 2 dropouts – one for he was released, the other due to a disinterest of the participant.

As for the staff 3 female and 1 male professionals (mainly social workers, probation officers and prison staff) worked on the implementation, most of them in team, all driven by own choice.

The staff felt the learners to be quite motivated in learning with the materials and the staff not found the material to be overly difficult or demanding (4 on a scale of 4).

**The most popular and most useful exercises in Session 1 are the “Who am I / Where am I” guide**, the Rich Uncle Dynamic (listed by all the partners), cognitive tests (IQ) and the motivational/application letter.

Latvia here suggested that the material is a bit too theoretical for young people and more activities are required. So probably a more playful opening to “soften” the delinquents and then the educators can jump to more theoretical material would be preferable; or wrapping the theoretical knowledge in a more practical packaging in this stage.

**In Session 2 noted as the most useful and popular are: ICT skills, CV writing skills, job search skills, competences needed in job search.**

Cyprus has completed Session 3 as well, and found **the skill of nonverbal communication to be the most useful and important.**

For the improvement of this skill (and for Latvia too recommended to introduce the more active kind of education) we suggest the introduction of training-like sessions. We suggest starting it with Session 3 and training nonverbal communication and actual communication skills. In our view best results would be realized through training (practice).

In Session 1 Latvia suggested that **personal qualities of the target group should be taken into account when creating a methodology.**

From the learners' point of view it was an average opinion that the methodology trained them (3 on a scale of 4) to be more responsible, more groomed, persistent, etc., both in Session 1 and 2. We found it very positive that **none of the questioned reported on being dissatisfied.**

*When evaluating the grid we have come across the following features: Cyprus and Spain have almost the same warm welcome towards the methodology, while Latvia seems to be a bit less satisfied. We believe that this might be due to different "prison culture" or probably organizational culture, or differences in mindset (geography?). When evaluating the first questionnaire before choosing (and based on which we chose) a methodology we have seen similar differences which could relate to different cultural background, different traditions, different mindset.*

*Spain reported on the motivation of the learners which they found high in the first session and then it diminished in the second because of learning difficulties and limited autonomy. The latter should and can be improved through the already mentioned training-like sessions. Where they can experience autonomy and their individual self in a group: toward their group behavior, independent decision-making and self-expression. Video training is also favorable – to monitor their behavior, nonverbal cues, etc.). Step by step-training is also a key concept when creating the material of the different sessions.*

## **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 four 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). 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 so popular that we found that probably recording a situation (played by the minors) and the showing of these, analyzing 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 (e.g. 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.)

### **Evaluation of the Grid for Assessment of Experimentation of ES Methodology further to Q3 Evaluation (February 12, 2016)**

We had **65 participants** (N=65) in Q3. We have got back questionnaires from Latvia, Cyprus and Spain). 33,1% of the learners are from the age group 21-25 male, 32% from the age group 18-21 male, 14% from under the age 18 male, 12% from the age group 25-30 also male. Females were represented 0%, 4,6%, 3% and 0% respectively.

The staff (7 people) mainly worked in group and on own choice.

There were not many dropouts due to being disinterested in the material – which is the most talkative and important fact for the experimentators. The dropouts were due to release or other reasons not specified.

The role play is still the most popular material in the methodology represented – Latvia, Cyprus noted. Simulations have also been specified as part of the role plays. The experimentators also noted that showing the contract documents and salaries, the introduction of legal background of hiring an ex-convict were also proved to be sought after among the minors.

As this target group doesn't have work experience a sample of a good employer, a good employee, what a day at work looks like, its regularity and its being regulated should be shown to them, based on the responses.

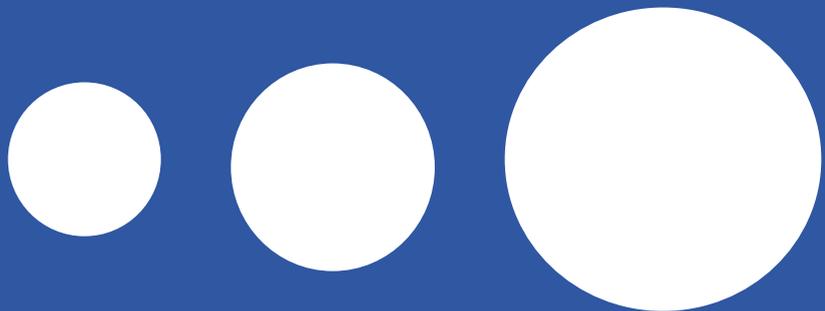
The videos for the learning sessions are highly motivational. Including additional practical tools and activities (role plays, simulations, videos) makes the material more accessible and usable for people of a young age – it was reflected upon at

many parts of the questionnaire by several partners. Using self-made videos, like they videotape themselves in an interview situation (role play), the personal experience would make the whole situation a bit more accessible for the learners – nonetheless they could monitor their own behavior and learn from it.

As for the learners' assessment we have found that they scored the average 4-3 points as for responsibility, cleanliness, persistence, etc. *However, their adaptation capacity was scored 2 in one instance – which can be addressed through other activities as willingness to adapt themselves to changes (either in behavior or in other ways) is a must when at a workplace.*

On a more positive note, their knowledge about labour conditions and their awareness of personal aspects of a job – as admitted by the learners – has increased by Session 5.

## 5. ESM-YA Methodology



## **GUIDELINE FOR WORKSHOP SESSIONS**

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The methodology (ESM-YA methodology that may be consulted in our e-book in ESM-YA platform) results from the ES methodology and the ESM-YA partners' contributions after its implementation. A summary of the resulting methodology follows,

### **Session 1: SELF-DISCOVERY**

#### **Personal competences and tools for job search AIM**

Discover individual attitudes and aptitudes for training and employment. WHAT WE ARE GOING TO WORK

- What am I? What do I want to be? Where am I? Where do I want to get to?
- Presentation letter and CV application

#### **ACTIVITIES**

- Theoretical guide through a Power Point: "Who am I?" "Where am I?". Find out the characteristics and personal qualities of each of the users.
- Theoretical guide by a Power Point "Positioning myself in the Labor market": self- analysis and presentation letter (cover letter). Analyze the conditions and limits which are required to access training and employment. Get a global vision of the future possibilities of each of the users. Get a basic knowledge how to present themselves in the labor market and/or training.
- Cognitive speed test and are you a skilled person and different perceptions ("9 persons" and "Grandparents"): work the personal qualities of the candidate. "Rich Uncle"
- Dynamic: Work how to write application letters for a job, symbolically, to describe himself/herself.

## **Session 2: TOOLS FOR JOB SEARCH: CV**

### **AIM**

Provide users with basic knowledge for job search. WHAT WE ARE GOING TO WORK:

- The Curriculum Vitae: Start the preparation showing different types of CV. Evaluate the need of a correct presentation.
- Word use and email: Start informing about the use of email to job search.

### **ACTIVITIES**

- Theoretical guide by using Power Point: "CV preparation" and "Recommendations and CV material" and how to make a CV in PDF.
- Role playing: selection of personnel among different CVs to make them understand the need of an appropriate presentation. Make a dynamic with the candidates in which they belong to department recruiters. Participants should select candidates for an interview among different sent CVs (CV with coffee stains, wrinkled, with too much information, with little information, right ones). This activity aims participants can understand the need of a good CV presentation and also the importance of a cover letter.
- Activities: We make our CV and learn how to create an email teaching them to attach a document (usually our CV).

## **Session 3: TOOLS FOR JOB SEARCH: Job Interview**

### **AIM**

Prepare users to face a job interview. WHAT WE ARE GOING TO WORK.

- Job interview: Work the social skills to face a job interview. Prepare users in different types of interviews which they can do in the future.
- Communication skills: Work verbal and nonverbal communication to understand what the participants can transmit without transmitting. Introduce them to appropriate communication skills to face the job search.

## ACTIVITIES

- Theoretical guide by using the Power Point: "Job Interview".
- Role playing job interviews: Simulate, with the participants, different types of interviews (individual and group activities) with actors assigned to each participant, presenting different situations.
- Dynamics to work on personal appearance (clothes, hair, hygiene, etc.)
- Dynamic film watching The Methodus (inspired by the work of the Gronholm method by Jordi Galceran). Using this film, we will analyze the processes and attitudes of each candidate in the selection process.
- **Communication skills:** Theory using the Power Point "Non-verbal communication" and explanations about it (material for the teacher in Word "Non-verbal communication") and non-verbal communication DVD.

**Session 4: EMPLOYMENT RESOURCES** (Access to training and employment). Use of the Internet.

## AIM

Inform and advise users of the different possibilities to find training and employment. WHAT WE ARE GOING TO WORK :

- INAEM (Spain), (Employment office in each country which manages the supply and demand). Employment offices, training resources, job listings, work agencies directed to the youth.
- Newspaper use, municipal bulletins for the youth. Learn to read job offers, and evaluate if they can apply for the job advertised or on the contrary to ignore it. Learn to analyze an advertisement and the use of the phone.

## ACTIVITIES

- Theoretical guide through the Power Point: "Newspaper advertisements" and "Interview arranging process".
- Theoretical explanation about "Phone use recommendations" for job search, applying for a job interview ...

- Access by the Internet to different training resources in the city and enrollment Filling in forms or job applications through the web or in paper.
- Updated Newspaper and bulletins. Learn how to identify advertisements and information to take into account. Each participant selects a press advertisement with a real offer of employment which he/she can apply for due to their professional profile. Each participant prepares a cover letter and their CV adapted to that job.
- Role playing: A press advertisement is selected from the previous dynamics. The dynamic of recruitment is done choosing the most appropriate CV for the advertised job. Finally we perform the dynamics of job interviews, giving each participant a role to play in the simulation.

## **Session 5: ACCESS TO THE LABOUR MARKET AIM**

Learn about the situation of the labour market the users want to access. WHAT WE ARE GOING TO WORK:

- Types of contracts, salaries and pay slip. Teach them the contracting system which the users will have to face. Make them know what items compose a contract of employment and a pay slip.
- Benefits and allowances: Knowledge of the system in each country, what kind of benefits or assistance the participants can access after a period of employment or a period of unemployment, etc.
- Workers' rights and duties. Give participants small notions of rights and duties which, as workers, will have to face in the actual labor market.

### **ACTIVITIES**

- Theoretical guide through a Power Point: "Access to the labor market".
- Concept explanation using contracts and real wages.
- Employment Office applications for allowances and benefits and how to fill in them.
- Role Play about the situation of a worker and his/her boss: the dynamic

consists of working on two different situations about the rights and duties of workers: the first situation, the manager is abusing the rights of his workers. In the other situation, the company takes advantage of the worker (in this second situation, the responsible of the dynamic plays the role of the manager).

**WORKSHOP FINAL EVALUATION: Employability Workshop Questionnaire** At the end of the implementation process the following questionnaire is presented to all participants in order to evaluate the workshop:

**PARTICIPANT** \_\_\_\_\_ **DATE** \_\_\_\_\_

**BASIC COMPETENCES AND HABITS FOR EMPLOYMENT**

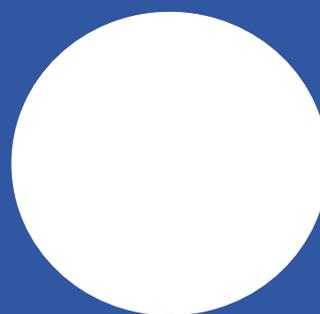
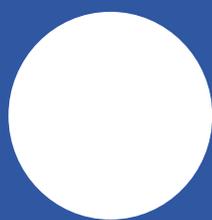
COMPETENCE	DESCRIPTION	VALUATION
<b>IMAGE/PERSONAL HYGIENE</b>	Appropriate dress and grooming. Clean and ironed	Very Low Very high
<b>EDUCATION/COURTESY</b>	Greetings and goodbyes. Cordiality in the relation, apologizing for delays.	Very Low Very high 1 2 3 4
<b>VERBAL FLUENCY</b>	Ability to express thoughts and ideas in an understandable way for interlocutors.	Very Low Very high 1 2 3 4
<b>LISTENING SKILLS/COMPREHENSION</b>	Ability to listen properly, focusing on conversation and understanding its content.	Very Low Very high 1 2 3 4
<b>ORDER</b>	Ability to keep things placed in the appropriate place. Warns on setbacks that may stop him from attending	Very Low Very high 1 2 3 4
<b>PUNCTUALITY</b>	Attends appointments at the set time. Warns on setbacks that may stop him from attending	Very Low Very high 1 2 3 4
<b>PHYSICAL RESISTANCE/ENERGY</b>	Ability to perform physical labor. Appearance of strength. High energy level, he/she doesn't get tired	Very Low Very high 1 2 3 4

**PERSONAL AND SOCIAL COMPETENCES FOR OCCUPATION**

<b>COMPETENCE</b>	<b>DESCRIPTION</b>	<b>VALUATION</b>
<b>RESPONSIBILITY</b>	Committed person (work searching, performing a labor...) and assumes the obligation to carrying it out. Willingness to get	Very Low Very high 1 2 3 4
<b>PERSISTENCE</b>	The person shows strength and continuity in achieving intended purposes, despite the difficulties that may arise.	Very Low Very high 1 2 3 4
<b>ADAPTATION/CAPACITY</b>	Willingness and ability to accept and implement changes in behavior and adjust quickly to new or changing situations in the	Very Low Very high 1 2 3 4
<b>INITIATIVE</b>	Dynamic person capable of contributing with ideas, solutions or perform tasks / activities, detecting and exploiting	Very Low Very high 1 2 3 4
<b>ORGANIZATION</b>	Ability, when facing a sequence of related job activities, to set the order of performance, taking into account both the urgency	Very Low Very high 1 2 3 4
<b>ORDER</b>	Capacidad para mantener colocadas las cosas en el lugar que les corresponde.	Very Low Very high 1 2 3 4
<b>TEAM WORK CAPACITY</b>	Ability to collaborate and cooperate in performing tasks within a team, working towards a common goal beyond personal interest. often.	Very Low Very high 1 2 3 4

ESM-YA (EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS)

## **6. RECOMMENDATIONS**



## GENERAL RECOMMENDATIONS

There were two different evaluation processes during the ESM-YA Project life.

The first one took place when selecting the target group with whom the employability methodology had to be implemented. A questionnaire (See p. 9) was fulfilled by all participants, then analyzers (HU, BE and FR) proposed some recommendations (See p. 14) on the participants' needs and expectations. These recommendations are more generic and have to do with self development and opportunities, with the learning process and specific supports to it, as well as with some special training in issues as tolerance to diversity, conflict management and other psychosocial competences.

The second evaluation process followed the implementation process and its suggestions have been described in pp. 29-34. These suggestions include several methodological improvements that could be added in future workshops (e.g. labour risk prevention, involvement of a local employer, etc.). Moreover, there are other suggestions related to the difficulties met by the implementers to properly develop an employability training (e.g., use of Internet, lack of experience in a real job place, etc.) because of their internment situation and judicial requirements.

Thus, we propose the following recommendations divided as well into two categories, namely, methodological and political.

## METHODOLOGICAL RECOMMENDATIONS

### Employability Workshop's improvements

- **Communication skills training:** a common experience in the four groups was a lack of verbal communication skills, mainly when expressing feelings, emotions and needs. Formal education ways to improve language skills does not work with our target group, thus an increase of practical exercises related to personal interests and ludic activities is proposed.

- **Labor risk prevention.** This is a major issue in the workplace. Although, it was not included in our training as our participants had a very low experience and previous education, it should be addressed in future workshops. LV suggests including a specific session to deal with it, furthermore to develop a whole workshop.
- **Confictive use of Internet in the Internment Centers:** One of the most popular activities in the ESM-YA workshop was the job search through the use of the Internet, when it was allowed. Several partners found it difficult or impossible because of the Center's rules or legislation. RO uses a fake web where inmates can navigate without access to the real network. There should be a real connection available to the inmates even though there were some contents limitations.
- **Conflict management training:** A result of the first questionnaire showed that 22 inmates were in need of anger management. ESM-YA partners considered it as an important difficulty to achieve effective social and labor insertion. It was decided, as a consequence, to dedicate a transnational meeting to a specific training in "life space crisis intervention" and the "conflict cycle management", imparted by BE. It is a specific competence and has to be trained in a different way. However, **self-control and emotions management** are essential competences to access employment and to keep it. Thus, it is highly recommended to offer this training to inmates and to the personnel who work with them in the closed spaces of life.
- **Tolerance to cultural and sexual diversity:** One of the outcomes of the first questionnaire was the cultural differences between the countries' groups as well as among inmates from different origins and backgrounds. These differences alongside with the difficulties to keep a proper

self-control were at the basis of many conflicts in the centers. Thus, it is recommended to provide with a particular training in diversity in the focus of gaining knowledge of the other inmates. This issue becomes crucial after the radicalization discourses and the crimes related to it.

- **Local employers involvement:** IT suggested to involve some Human Resources technician in the workshop's 5th session development. As stated in the Introduction (See p. 6), one of the main initial objectives of ESM-YA was to intensely connect with different local employers and businesses, but it had to be dismissed because of the budget reduction. All partners agreed in the necessary connection of the employability workshop with a practical experience in a real workplace, preferably outside the internment center.

## **POLICY RECOMMENDATIONS**

*Before stating our specific policy recommendations, we consider important to point out some basics on European Policies on Juvenile Justice, connected to our findings.*

International instruments universally affirm that detention must be a measure of last resort. This means that state authorities faced with the question of placing a minors in detention should first give adequate consideration to alternatives to protect the best interests of the child, as well as to further the reintegration of the minors (Article 40 (1) of the CRC). Alternatives can include, for example: "care, guidance and supervision orders; counseling; probation; foster care; education and vocational training programs" (Article 40 (3) (b) of the CRC). Only where alternatives are not feasible should detention be considered. Moreover, detention should only be ordered for the shortest period of time and under appropriate substantive and procedural guarantees. In view of their age and vulnerability, children benefit from special rights and guarantees when placed in detention.

**Consultation launched by the Commission on a Green Paper dealing with criminal justice legislation in the field of detention** - June 2011. Detention conditions and periods vary widely between EU countries. While national governments are solely responsible for detention issues and prison management, it is the European Commission's role to make sure judicial cooperation in the EU works and fundamental rights are respected when EU mutual recognition instruments – such as the European Arrest Warrant – are implemented. In relation with children rights asking if there were any specific alternatives measures to detention that could be developed in respect of children. The European Juvenile Justice Observatory takes part in this consultation, which ending on November the 30th 2011.

**Under EU law**, the current legal framework for criminal justice proceedings does not include a binding instrument regarding the **detention of children**. **Under CoE law**, Article 5 of the ECHR provides that everyone has the right to liberty. Detention is an exception which should be provided for by national law and should not be arbitrary. In addition, detention has to be justified under one of the six exhaustive situations listed under Articles 5 (1) (a) to (f). Detention of children in contact with the criminal justice system can be justified under paragraphs (a) detention after conviction by a competent court; (c) pre-trial detention; or (d) detention for the purpose of educational supervision in particular. The latter two shall be analyzed, as they have given rise to specific duties on the part of the state authorities.

**Recommendation REC (2003) 20** of the Committee of Ministers to member States concerning new ways of dealing with juvenile delinquency and the role of juvenile justice where they are convinced that responses to juvenile delinquency should be **multidisciplinary and multi-agency** in their approach and should be so designed as to tackle the range of factors that play a role at different levels of society: individual, family, school and community. Acknowledge the need for separate and distinct European rules on community sanctions and measures and European prison rules for juveniles.

**To facilitate their entry into the labor market**, every effort should be made to ensure that young adult offenders under the age of 21 should not be required to

disclose their criminal record to prospective employers, except where the nature of the employment dictates otherwise. Preparation for the release of juveniles deprived of their liberty should begin on the first day of their sentence. A full needs and risk assessment should be the first step towards a reintegration plan which fully prepares offenders for release by addressing, in a coordinated manner, their needs related to education, employment, income, health, housing, supervision, family and social environment. To increase the knowledge bases as to what interventions work, funds should be allocated to the independent scientific evaluation of such interventions and the dissemination of findings to practitioners.

Rule 24 refers to the Loss of liberty and should not entail loss of contact with the outside world. On the contrary, all prisoners are entitled to some such contact and prison authorities should strive to create the circumstances to allow them to maintain it as best as possible. Prison authorities should be alert to the fact that modern technology offers new ways of communicating electronically. As these develop, new techniques of controlling them are emerging too and it may be possible to use some ways that do not threaten safety or security. Contact with the outside world is vital for counteracting the potentially damaging effects of imprisonment (See further 22 and 23 of Rec (2003)). Rule 24.10 deals with an aspect of contact with the outside world which is related to the ability to receive information, which is part of the right to freedom of expression guaranteed by article 10 of the ECHR.

Rule 26.1 emphasizes the positive aspect that work opportunities offered to prisoners should be relevant to contemporary working standards and techniques and organized to function within modern management systems and production processes. Furthermore, provisions for health and safety, working hours and even involvement in national social security systems should mirror that for workers on the outside.

Taking all the previous into account and more specifically related to our findings in the ESM-YA project, we consider the following issues as highly recommended:

**An active involvement of prison personnel:** This is a necessary start to make possible the inmates employability and all the skills required. Thus, ESM-YA first

recommendation is to organize informative sessions, short workshops to sensitize the whole internment center personnel about their participation as “educative team” in the program. Employability as a crucial issue in the future social and labor inmates’ insertion has to be seen as a transversal activity that needs the whole institution involvement. It would be convenient to include some prison and internment centers’ workers in the development of some sessions. Moreover, the recommendation aims to advance in the idea of the internment center as an “educational and learning institution”.

**Judicial measure** should be related to a **tailored educative process** in order to achieve a better resettling in the community. Taking into account the diverse countries legislations, ESM-YA proposes a political and judiciary reflection on this relation that could connect the fulfillment of a judiciary sanction with the educational improvement and labor training. In the case of long internment measures there is an opportunity that, too often is not the case of short or open measures. There is poor uptake of education post-release because of a lack of support and advice, and incompatibility between education provision in detention centers and the community, and between course start dates and offenders’ release dates. Many offenders (as well as those working with them) experience difficulties choosing between the range of available provision, missing out on accessing existing job-seeking support.

**Official Certificate:** would make a difference in motivation for many inmates. Again, it depends on several conditions (each country legislation / public administration, time of the judiciary measure, etc.). Therefore, it would appear that there is a clear need for an employment focused educational methodology, particularly as other services are often too stretched to provide this.

SME-YA considers a custody (detention / interment) main goal to prepare beneficiaries for moving into employment upon release, as one of the most important personal abilities to avoid recidivism. Existing evidence demonstrates the role of education and employment in improving life chances and reducing reoffending, highlighting a rationale for supporting young offenders in their path towards community life. Consequently:

An intensive support in the community to **find placements and sustain engagement** (through coaching, mentoring, etc.) should be programmed since the interment start. Depending on the judiciary measures after release (when there is a Probation time) a **follow-up/monitoring process in job placement** should be considered in order to support the young in keeping their job. Use of electronic monitoring (electronic bracelet) could help the real experience of a job for many inmates during the interment period.

"EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS".

Project 2014-2-ES02-KA205-005432

## **EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS ESM-YA RECOMMENDATIONS GUIDE**

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### LINKS

- European Parliament resolution of 17 November 2011 on EU support for the ICC.
- Legislative proposal on special safeguards in criminal procedures for Suspected or accused Persons who are vulnerable.
- European Commission seeks views on detention in the EU's area of justice.

## **EDUCATION FOR SENTENCED MINORS AND YOUNG ADULTS, ESM-YA**

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**Juvenile Justice Department. Ministry of Justice, Italy**

[www.giustiziaminorile.it](http://www.giustiziaminorile.it)

[alessandra.agnello@giustizia.it](mailto:alessandra.agnello@giustizia.it)



Valsts probācijas  
dienests

**Latvian Probation Service. Latvia**

[www.probacija.lv](http://www.probacija.lv)

[aina.vilcane@gmail.com](mailto:aina.vilcane@gmail.com)



**Romanian Centre for Education and Human Development.  
Romania**

[www.cred.org](http://www.cred.org)

[camelia.tancau@cred.org.ro](mailto:camelia.tancau@cred.org.ro)



**faim**

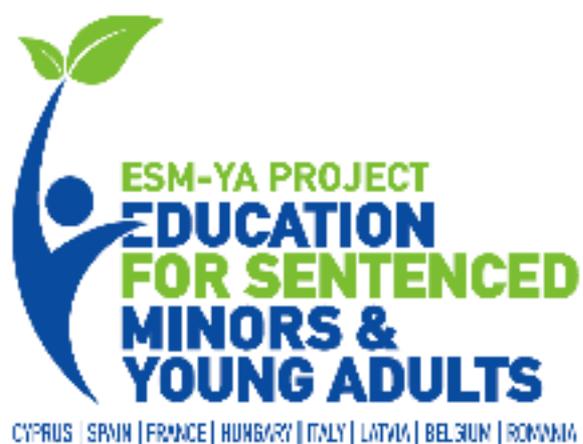
fundación para la atención  
integral del menor

**FAIM. Spain**

[www.fundaciondelmenor.org](http://www.fundaciondelmenor.org)

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