



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

**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 realised 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 feature: 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 behaviour, independent decision making and self-expression. Video training is also favourable – to monitor their behaviour, nonverbal cues, etc). Step by step-training is also a key concept when creating the material of the different sessions.