



EDUCATION for SENTENCED MINORS and YOUNG ADULTS (ESM-YA) SECOND MEETING

CYPRUS PRISON DEPARTMENT

ERASMUS +

Belgium - Hasselt 30 Sept. - 01 Oct. 2015

General Comments about Methodologies

- Some partners were on time in regards to the deadline.
- It was difficult to understand how the methodology works because we have different systems ...
- All partners participated on this.

How we moved on with the methodologies

- Initially, we collected them and placed them in arithmetical order.
- Furthermore, we evaluated each one according to its content.
- We tried to promote their positive aspects and how these are being functioned within.
- Later on, we created data and info for each country (3 - 4 slides).
- We contacted each country and gathered their feedback on the data we collected.
- We asked each partner to support us during the presentation.



Methodology 1 from IT partner

- 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.



Methodology 1 from IT partner Hermes Project

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.



Methodology 1 from IT partner

Five modules of the project :

- 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).

ESM-YA study visit – October 01, 2015 – Hasselt (BE)





Methodology 2 from IT partner Restart Project

- Targeted at social and labour 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.

Methodology 1 from FR partner

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 critical thinking and analytical skills,
- 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.

ESM-YA study visit – October 01, 2015 – Hasselt (BE)

Methodology 1 from FR partner

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.

Methodology 1 from FR partner

For Learners

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

Methodology 1 from HY partner Rákospalota Reform School

- At the beginning research presented the benefits of using experiential education in the 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).



Methodology 1 from HY partner Rákospalota Reform School

- Teachers interview the educators.
- Inform then 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.

Methodology 1 from HY partner Rákospalota Reform School

Planned process aims:

- Establishing rules,
- Getting acquainted,
- Problem solving,
- Collaboration,
- Communication,
- Leading and being led,
- Developing trust,
- Developing self-knowledge,
- Developing self-confidence
- Taking responsibility.



Methodology 1 from HY partner Rákospalota Reform School

- Facilitators during the meeting support educators and give them opportunity to express and tell their experience.
- The task can be considered finished only when the discussion is 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.



Methodology 1 from ES partner Sessions Employability Workshop

Session 1

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

- Activities:
- Theoretical guide through a PowerPoint: Who am I? Where am I?
- Theoretical guide through a PowerPoint Positioning myself in the work market: self-analysis and presentation letter (cover letter),
- Cognitive speed test and are you skilled and different perceptions (9 persons, and grandparents),
- Rich Uncle Dynamic.



Methodology 1 from ES partner Sessions Employability Workshop

Session 2

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

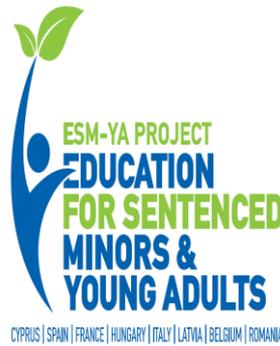
- Activities:
- Theoretical guide through the PowerPoint CV preparation and recommendations and CV material and CV pdf.

- Activity: selection of personnel among different CVs to get to understand the need to make a nice presentation.
- We make our CV / We learn how to create an email / To attach a document (usually our CV)



faim
fundación para la atención
integral del menor

Methodology 1 from ES partner Sessions Employability Workshop



Session 3

- Tools for job search
- Job interview
- Communication skills

- Activities
- Theoretical guide through the PowerPoint *Job Interview*
- Role playing job interviews. Different situations.
- Film watching dynamic *The Methods* and process analysis and attitudes...
- Communication skills: Theory through a non-verbal communication PowerPoint and explanations on 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 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.

- Activities:
- Theoretical guide through the PowerPoint: *Employment Office Newspaper Ads*, interview arranging process
- Explanatory sheet Phone use recommendations
- Access through internet to different training resources in the city and inscription. Filling in forms or job applications through the web or in paper.
- Updated Newspaper and bulletins. Learn how to identify ads and information to take into account.
- Role playing responding to an ad, group dynamic with different roles to interpret.



Methodology 1 from ES partner Sessions Employability Workshop

Session 5

- Access to the labour market.
- Types of contracts, salaries and wages
- Benefits and allowances
- Workers' rights and duties.
- Activity:
- Theoretical guide through a PowerPoint *Access to the labour market*
- Concept explanation through contracts and real wages.
- Employment Office applications for allowances and benefits are filled in.
- Role Play about the situation of a worker and his boss

Finally

- Workshop final evaluation



Methodology 1 from CY partner

Mycompass

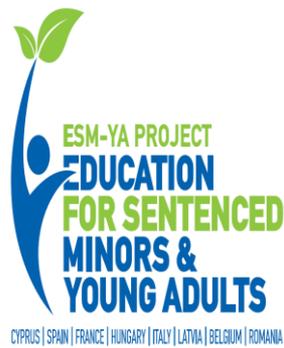
- We planned a project with the help of teachers and trainers from schools and detention centres to assist and coach juvenile offenders in the use of key competencies, to facilitate personal development, employability and participation to further education.

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.



Methodology 1 from CY partner Mycompass



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,
- Community.

After that we expect them to act:

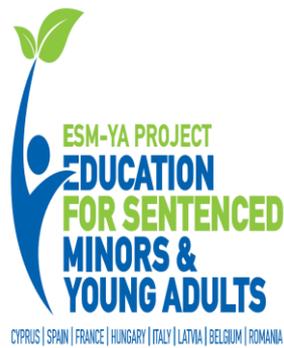
- have positive attitudes towards learning and using it as reintegration tool,
- understand and use their key competencies in all reintegration aspects,
- develop and implement further reintegration programs based on My COMPASS experience,

On the long run we aim to reach the consequences level:

- improve the reintegration rate of juvenile offenders
- increase their economic & employment competitiveness



Methodology 1 from CY partner Mycompass



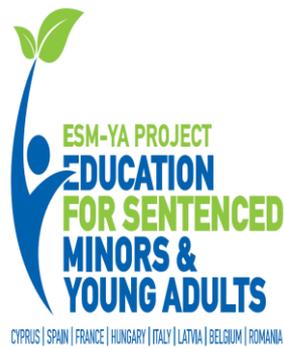
Four basic tools of the program:

- 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.



Methodology 1 from CY partner

Mycompass



Eight guidance tools

- Basic steps in the implementation of social skills (Establishment and promotion of basic skills),
- Basic steps in the implementation of social skills (6 Critical Steps),
- Basic methods - working with small and large groups (debate),
- Brainstorm (exchange views),
- Role Playing (exchange views),
- Communication in foreign languages (the focus),
- Interpersonal, intercultural and social competences, civic competence (the focus),
- Entrepreneurship (focus).

Games – Activities

Community workbook

Methodology 1 from RO partner

Socio-educational training in groups for perpetrators of robbery and assault.

- 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. All the social context is involved; participants jointly establish an inventory of damage and needs, and bring together the resources to identify possible solutions tailored to the problem situation.
- 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 considers 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.

Methodology 1 from RO partner for any Professional working with Minors and Young Adults under penal measures

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

- The diversity of offenses and the choice of participants to gather,
- The organization of teamwork with the difficulties of co-Intervention,
- Hot and cold debriefing,
- A very structured program built with support of a catalog of exercises in group and/or individual,
- 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.

Methodology 1 from RO partner For Minors and Young Adult Learners under penal measures

- A peer education,
- The group as a learning place of empathy,
- A non-negotiable participation,
- Introduction of each offense by the perpetrators,
- The experience of the arrest, the contact with the judge, the punishment and the reaction of the parents or others,
- Definition of the world “victim”,
- Theoretical introduction to the experience of victims,
- The emotions and the multiplicity of perceptions,
- To understand the backstage (the experience of victims),
- Letter to the victim,
- Self-assessment and final assessment,
- Individual final interview.

Methodology 1 from RO partner

Documentation

RECTO-VERSO program for damage caused to an individual.

<http://www.arpegeasbl.be/site/>

Repair and Accountability : To give the offender the opportunity to make a remedial action by empowering the consequences of his actions.

The legal sentence imposed by the judge is accompanied by an educational guidance to give meaning to the measure imposed, aims to improve self-knowledge, social skills and the limits imposed by life in society.

Each group, framed by two facilitators, consists of 6 to 12 youth.

They must adjust to the constraints of this measure:

attendance at 2 of the 6 individual interviews and group sessions,
punctuality, respect for others,

respect for work and participation in various activities.

The exercises aim to raise awareness of different viewpoints,

decenter his own perception to develop its capacity for empathy,

understanding the experiences of victims and the impact of the offense at large.

Methodology 1 from LV partner

- Crime Prevention
- Legislation Basis
- Implementation of European Probation Rules

ESM-YA study visit – October 01, 2015 – Hasselt (BE)

Methodology 1 from LV partner

- 1 Community supervision - for juveniles and adult persons) (Risk, Needs, Support, Immediate reaction , Professionalism, Responsibility, Integrity) is organized according to the plan probation worker (case manager) develops for each offender individually.
- 2. 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.
- 3. 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.
- 4. Probation programs - Currently there are nine probation programs available to clients under community supervision and in prison.
- 5. Community service -State Probation Service concludes agreements with work providers (for example, institutions of municipality, NGOs, churches, libraries, schools, kindergartens etc.) for engagement of sentenced persons in community service.
- 6. 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.
- 7. Volunteers' involvement - As mediators, volunteers are entitled to organize and carry out mediation process between the victim and offender.

Methodology 2 from LV partner

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

- 1. Elaboration of a Model for the Work with Relatives and Family Members of Probation Clients as an Additional Resource for Combating Crime
- 2. Defining the Content of Professional Competencies of the Employees of the State Probation Service and Elaborating Personnel Selection Criteria and Tools
- 3. Implementation of Indirect (Remote) Reconciliation Process (indirect mediation)
- 4. Efficiency and Quality of Assessment of Probation Client's Risks and Needs

Methodology 2 from LV partner

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

- 5. Communication with victims during reconciliation, drawing up evaluation report and supervision
- 6. Inter-institutional cooperation in the work with minors when implementing practices for restoration of justice
- 7. Training of employees of the State Probation Service on the work with probation clients from different target groups
- 8. Practices for Implementation of Reconciliation in Work with Juvenile Sexual Offences

Methodology 1 from BE partner

Victim in the picture (VIP)

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 à 30 h.
- To stand still with the impact of the crime in the life of the victim is not always comprehensible for the delinquent. VIP uses group discussion (4 à 8 persons), role play and writing sessions to try to give the delinquent an insight in the victims perception of the situation. The final goal is to start a healing process that facilitates the recovery of the delinquent.

Methodology 1 from BE partner Victim in the picture (VIP)

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 from BE partner

LSCI Life Space Crisis Intervention

- **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)
- It takes a 6 days training for staff to learn how to use the LSCI method.
(theory, skill training, role play...)

Methodology 2 from BE partner

LSCI Life Space Crisis Intervention

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 make the issue comprehensible/**learningmoment** understand the principles of the **conflictcycle** discover solutions and opportunities .
- NEW SKILLS principles of problem solving and skill training
- TRANSFER OF TRAINING ensure 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 better **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.



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Thank you for your attention

CYPRUS PRISON DEPARTMENT

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