



YOUTH  
RE•GAIN•ED

REFRAMING ATTITUDES OF MINORS  
AND YOUTH AT RISK OF OFFENDING/  
RE-OFFENDING THROUGH TRAINING

# GOOD PRACTICE GUIDE



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# PREFACE

This document is developed by the team of the project Reframing attitudes of minors and youth at risk of offending / re-offending through training, No. 2021-1-R001-KA220-YOU-000029123, co-financed by ERASMUS+ programme. This work, part of the project, was under the coordination of Alexandru Ursulescu, from The Center for Promoting Lifelong Learning from Timisoara, Romania.

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YOUTH REGAINED Project is co-financed by the European Commission under the "ERASMUS+ program, KA220-YOU - Cooperation partnerships in youth.". It brings together state and private actors from education, justice and community, with the purpose of experimenting community-based solutions in assuring quality education processes within juvenile justice settings.

The research started from the idea that quality assurance in education needs to be a focus regardless of where the education process happens. One of the least explored areas regarding how and with what results education is delivered, is the juvenile justice area.

In this sense, the project partners from Romania, Greece, Lithuania, Cyprus, Ireland and Spain set up a one-year research activity, looking at own juvenile justice systems and how do they connect with the educational systems.

This publication reflects the views only of the co-ordinating author, Alexandru Ursulescu (CPIP, Romania) and the contributing co-authors from the research teams of the partners.

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# INDEX

Introduction.....	3
Desk Research .....	7
Juvenile Offenders .....	7
Methodology .....	11
Education .....	13
Inspiring Practices .....	18
Romania .....	19
Greece .....	21
Lithuania .....	25
Cyprus .....	27
Ireland .....	30
Spain .....	32
Field Research .....	38
Romania .....	39
Greece .....	45
Lithuania .....	51
Cyprus .....	55
Ireland .....	60
Spain .....	66
Conclusion and Recommendations .....	74
Reference .....	78



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# INTRODUCTION

Due to a number of factors, including a scarcity of specialized training in juvenile justice at both the EU and local levels, the varied degrees of implementation of international standards concerning minors in legal dispute have emerged as a core issue in the juvenile justice area. There are several gaps in the current training programs for juvenile justice stakeholders that interact with children who are in legal trouble.

The modern juvenile justice system had its origins in the United States, where the first juvenile court was established in Chicago in 1899. This system was taken up by European countries, so between 1905 and 1912, the first juvenile courts were established in France, Germany, the Netherlands, Belgium and the United Kingdom. However, each European country has created programmes tailored to their specific needs, taking into account their past, present and ideals. This justice system has moved from a stricter and punitive approach to a welfare model. This was until the 1960s and 1970s, when due to social changes (emergence of a more dual society, increased migration and urbanisation, declining trust in traditional models of psychiatric treatment and welfare) European countries returned to the old principles of strict and punitive justice.

Currently, the juvenile justice system at European level encounters several challenges. One of these is that it is challenging to define the young people who are involved in the juvenile justice system because Member States at the European level have not reached consensus on the minimum age for criminal culpability or the application of correctional sanctions and measures. Other problems in the juvenile justice system would be the lack of investment, both in terms of resources that those working in this field have, as well as the lack of human resources and the lack of new and innovative methods of training professionals who work directly with young offenders.

There are, however, some measures or programs that have been developed to prevent delinquency. Correctional programs that aimed to change criminals through group activities emphasized the role of peer groups in promoting and preventing delinquent conduct (see group therapy). These included initiatives geared toward parents (such as helpful methods for observing and responding to misbehaviour), those intended to increase school commitment, initiatives aimed at restorative justice and fostering empathy through restitution, neighbourhood watch programs like Neighbourhood Watch (Official website: <https://www.ourwatch.org.uk/>), leisure activities for children and adults, and neighbourhood problem solving.

Also, the reintegration of young offenders is an essential aspect of the juvenile justice system. Article 24.1 of the Beijing Rules states that reintegration entails more than just aftercare. Children must receive the required assistance "at all phases of the proceedings." Reintegration is a process, not the result of one or two professionals working alone, and it is not solely their responsibility, according to the guiding principle. As a result, it necessitates consistency, continuity, and devotion across time.



Juvenile offenders have been a focus of study in the field of criminology. Most early studies compared juvenile court-treated youth to the general population or to groups of non-delinquents. Such instances, however, were frequently viewed as prejudiced since they were based on a non-scientific sampling of young people who committed (or did not commit) crimes. In the 1970s, the most common method for examining juvenile misbehaviour was interview and questionnaire data collected from representative samples of teenagers. The following categories often had higher rates of delinquency: (1) Boys rather than girls, especially for the most serious offenses; (2) Minority youths for serious property and violent offenses; (3) Youths with delinquent peers; (4) Youths with difficulties in school; (5) Youths whose parents do not communicate with them or monitor their activities; (6) Youths who do not accord moral authority to the law and its representatives; and (7) Youths who show little empathy or concern for the effects on others. It appears that physiological and hormonal changes affect delinquency through their effects on learning and social interactions, despite some evidence to the contrary.

Who is in charge of ensuring that education is provided to children and young people involved in juvenile justice? Once more, we encounter a complicated barrier: the Ministries of Justice and Education, other national level authorities or organizations, regional level authorities or organizations, local level authorities or organizations, individual prisons, individual public education and training providers, individual private education and training providers, individual non-profit organizations, individual charitable organizations, individual volunteers and individual churches.

Children and youth involved with the juvenile justice system need to be in a setting where: - the "justice side" recognizes that children need a special approach and access to professionalized education; - the "education side" recognizes that justice settings are very specific learning contexts that call for trained professionals; and - the "youth side" recognizes the need for proactive interventions.

The learning environment is distinct and challenging because the primary goal of a juvenile justice setting is incarceration, and the practical implications of this leave limited opportunity for establishing the setting as a learning environment as well. This is especially true for professionals outside of juvenile justice who must provide learning contexts within: education, social work, and youth.

Children and young people involved in the child protection and judicial systems need to get an upper education that will enable them to gain the knowledge and abilities required to contribute as adults in society, just like other children and young people. But unfortunately, it doesn't happen very often. Many of them either graduate from college without having earned a degree or drop out of school without having acquired the intellectual and socio-emotional abilities required for learning in the 21st century.



Children and young people who are involved in juvenile justice systems are commonly "hidden" from the public educational institutions since they might not be enrolled in adjacent schools. As a result, the responsibility for these students' education is diminished or ignored, and their academic performance is given less weight. Inadequate financing, inadequate teachers, poor leadership, inconsistent education, and a student body with unresolved learning concerns are prevalent problems in these areas' schools.

The educational programs provided inside of prisons typically fall short of the bare minimum standards of quality required to operate a public school. Youth in correctional settings are among those with the lowest academic proficiency and the largest risk of dropping out of school, but they nevertheless could get inadequate educational services that deviate from traditional teaching techniques. The considerable changes that have influenced local communities' regular and special education programs have mostly had no impact on correctional education programs. It's possible that teachers employed in juvenile detention institutions are unfamiliar with the curricula and instructional techniques identified by "successful schools" research and educational reform organizations. Therefore, teachers might still use approaches that have been shown to be unproductive when working with students who need intensive remedial teaching.

However, in a correctional situation, teachers, therapists, and line personnel may interpret and respond to the behaviors of troubled youth in numerous ways. These distinctions are a result of the training that professionals acquire in fields of study that are acknowledged to have distinctive theoretical underpinnings and therapeutic philosophies. When it comes to developing collaborative working relationships and intervention models, one of the major challenges for service providers in juvenile correctional settings is bridging these conceptual gaps in order to establish consistent priorities, goals, and approaches.

In terms of social and cognitive development, pro-social beliefs and attitudes, and coping mechanisms, these children require the most help. Additionally, they require close relationships with their parents and siblings as well as a family environment that is free of authoritarian rules and penalties. Furthermore, they require a welcoming and supportive learning atmosphere at school that gives each student the chance to flourish. Finally, children must experience a sense of community. All the aspects mentioned above play an extremely important role in the development of young people, being able to prevent their transformation into young offenders. All these factors, the lack of social and cognitive development, toxic relationships with family members, a hostile atmosphere within school, bullying or lack of sense of belonging to a community result in young people committing crimes and losing the contribution they can add to society.

It is impossible to build these abilities without effective communication between Justice, Education, and Youth, constant monitoring of educational outcomes, and prodded intervention based on those findings.



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It is evident how challenging it will be to develop public policies that will meet the demands of all parties in the European context when taking into account all of these parties as well as the interests of the children, their parents, and the community that will embrace them after release. The common thread that connects everything is teachers and other education professionals that work with children and young people in juvenile detention. In Europe, the Ministry of Education usually employs them to teach, although the Ministry of Justice also hires them. Although the Ministry of Education maintains an eye on it, the Ministry of Justice oversees their activities. So there is certainly a need for an equal playing field between the two. A single language must be used for the recruitment of teachers, their training, and the supervision of their work in the juvenile justice system.

This sends a message to the professional communities in the area. Therefore, through our project **Youth Regained – Reframing attitudes of minors and youth at risk of offending/ re-offending through training**, we want to involve as many professionals as possible to draw attention to a crucial but often overlooked fact: without sufficient data collection, analysis and sharing, it is impossible to implement evidence-based policy improvements. The pillars that support children – education, social care, health, justice and community – need to communicate with each other.



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# DESK RESEARCH

JUVENILE OFFENDERS

JUVENILE/MINORS/YOUTH

## LITHUANIA

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The definition of the child in the Lithuanian law corresponds to the one established in the United Nations Convention on the Rights of the Child. A child is considered to be each person under 18 years of age. A young person is defined as a person between the ages of 14 and 29 (including), according to the Law on Youth Policy Framework of the Republic of Lithuania.

## IRELAND

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You are a child until the age of 18 years. However, there are certain rules that children under 18 years of age achieve privileges which normally subjected to adults (e.g. the right to marry).

## CYPRUS

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According to existing legislation pertaining to children's welfare, "child" means a person under the age of 18. The Children and Young Persons (Employment) Law defines a "child" as a person under the age of 16 years and a "young person" as a person who has attained the age of 16 years and is under the age of 18 years.

## GREECE

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Greece ratified the United Nations Convention on the Rights of the Child in 1992, accepting that child is any human being under the age of 18. A minor is a person aged between seven and seventeen, including.

## ROMANIA

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Under Romanian law, minors are persons under 18. Nevertheless, civil law differentiates between minors under 14, who are completely devoid of legal capacity, and minors age 14-17, who have a limited form of legal capacity.

## SPAIN

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According to article 12 of the Spanish Constitution, those below the age of 18 are considered minors. A young person in Spain is between 15 and 24 years, persons aged 15 to 17 are children and young people, and 18 to 24 are young but already adults.



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# DESK RESEARCH

## JUVENILE OFFENDERS

### YOUTH/JUVENILE OFFENDERS

#### LITHUANIA

A person who is 16 years old that commits a crime is liable under Article 13 of the Lithuanian Criminal Code. A person who is 14 years old may be held criminally responsible for murder, impairment to health, sexual harassment, robbery, rape, theft, property extortion, seizure of firearms or explosives, destruction of property, illegal possession of narcotics, or damage to roads and vehicles is liable under Article 13 of the Lithuanian Criminal Code.

#### IRELAND

The youth justice system generally relates to people aged 12-17 in Ireland. The Children Act 2001 is the primary legislation underpinning our juvenile justice system. As an alternative to detention of children, this Act provides for a range of community sanctions that can be imposed by the courts. The Criminal Justice Act 2006 introduced provisions for dealing with anti-social behaviour by children. These provisions allow the Garda to deal with anti social behaviour in a number of ways.

#### CYPRUS

According to the Criminal Code of the Laws of Cyprus, a person under the age of seven years is not criminally responsible for any act or omission. A person between the ages of 7-14 is not criminally responsible for an act or omission, unless it is proved that at the time of doing the act or making the omission he had capacity to know that he ought not to do the act or make the omission. Offenders over the age of 16 are treated by the judicial system as adults.

#### GREECE

According to the Greek Penal Code, minors are those, who at the time of the act, are between 12 and 18 years old. The youth offenders are subjected to rehabilitative or therapeutic measures if they are between 12 and 15 years old. A juvenile who has committed a criminal offense and has reached the age of 15 shall also be subject to rehabilitative or therapeutic measures unless it is deemed necessary to be restricted in a special detention center.

#### ROMANIA

The criminal liability of the minor depends on his or her age at the time the offence was committed and on whether he or she was able to exercise discretion. According to the Romanian Penal Code: "A minor under 14 years of age is not criminally liable. A minor between 14 and 16 years of age is criminally liable only if it is proved that he wittingly committed the offence. From the age of 16 the minor is criminally liable".

#### SPAIN

The Organic Law regulating the Criminal Responsibility of Minors establishes a specialised criminal area for offences committed by minors between the ages of 14 and 18. This Act shall apply to the liability of persons over 14 years of age and under 18 years of age for the commission of acts classified as crimes or misdemeanours in the Criminal Code or special criminal laws.



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# DESK RESEARCH

## JUVENILE OFFENDERS

### YOUTH/JUVENILE RE-OFFENDERS

#### LITHUANIA

In Lithuania, persons convicted of an offence for which a court judgment of conviction has entered into force are regarded as having a previous conviction. The court shall take the previous conviction into account when imposing a sentence for the commission of a new criminal offence, when deciding on the release of the offender from a sentence or from criminal liability, and when identifying the person as a recidivist.

#### IRELAND

In Ireland, one in every two adults reoffend within three years of release. Young people are more likely to reoffend, with three quarters of those aged 21 years or under reoffending. The Garda Youth Diversion project is a community based multi-agency crime prevention initiative that seeks to divert young people who have become involved in crime. They are primarily targeted at 12-17 year old 'at risk' youths in communities where a specific need has been identified.

#### CYPRUS

Penalties for criminal offences include imprisonment, fines, restitution, community service, probation, house arrest, inpatient drug/alcohol rehabilitation, inpatient psychiatric treatment, work release. Relevant factors to take into account when sentencing an offender would be the offence(s) for which he/she has been convicted and the offender's criminal record. The average recidivism (reoffending) rate in Cyprus is 10-12%.

#### GREECE

In the previous Penal Code, a re-offender was considered anyone who had been convicted of a felony or misdemeanor of fraud involving a sentence of imprisonment exceeding six months and within 5 (misdemeanor) or 10 years (felony) of his/her release, commits a new crime for which the law provides for a prison sentence of at least three months. However, in the latest Penal Code, the concept of "re-offense" has been removed and is now only mentioned in the Greek Penitentiary Code.

#### ROMANIA

A repeat offense exists when, after a conviction and sentence of more than one year of imprisonment remains final, and before rehabilitation or completion of sentenced term, the convicted individual commits another violation with direct intent or oblique intent, for which the law mandates a term of more than one year of imprisonment. In Romania, according to the latest data, the recidivism rate among juveniles is over 40%, but there are some areas where it reaches 70%.

#### SPAIN

This Act shall apply to the liability of persons over 14 years of age and under 18 years of age for the commission of acts classified as crimes or misdemeanors in the Criminal Code or special criminal laws after already having been judged for another act.



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# DESK RESEARCH

## JUVENILE OFFENDERS

### REINTEGRATION OF YOUTH OFFENDERS

#### LITHUANIA

In Lithuania there are several programmes for reintegration and correction of violent or problematic behaviour: "Behaviour - Dialogue - Change" (BSF) (Behaviour - Dialogue - Change), "Equip" (for minors based on anger management, social skills development of social skills and mutual support, 40 group sessions), and "Youth and psychoactive substances" (individual educational programme for minors).

#### IRELAND

The IRPT believes that appropriate preparation for release and post release support play an important role in the successful return of former prisoners to their families and communities. Two elements should always be considered: preparation during the sentence and coordinated support post release. The IRPT has highlighted that due to the on going development of the brain and maturity, young people have a lower capacity for self regulation, and they are more likely to commit crimes.

#### CYPRUS

Reintegration is state obligation as soon as young offender enters the JJ system. Reintegration is in the interest of both young offender and society. Restoring the juvenile's trust in the immediate and wider social environment and the sense that he belongs to it, is the most important means of getting out of delinquency. And this is not achieved through penalties and sanctions, but by integrating it into all aspects and actions of its social environment.

#### GREECE

According to the Penitentiary Code, post-release integration and adaptation of ex-prisoners to their social, professional, and family environment are tasks assigned to "EPANODOS", a non-profit private law legal entity, supervised by the Ministry of Justice. In Juvenile and young adult facilities, Primary and High schools are available and Lyceums courses when there is demand for such type of education.

#### ROMANIA

Youth who are in conflict with the law in Romania can receive educational measures like individualized instruction, psychotherapy, educational programs in re-education in the educative centers where they are (staffed by teaching staff, school psychologists, educators, and teaching assistants). The Probation Service assists and counsels young people who are getting ready to leave re-education facilities in order to monitor their behavioral rehabilitation and community reintegration.

#### SPAIN

According to the Law 5/2000, there are some regulations about the labour inclusion of minors outside of the young offenders' institution: Semi open regime: young offenders will live in the centre but can go outside to participate in training, educational, labour and leisure activities, Open regime: offenders will participate in all the activities of their educational project living in the centre, Day-Centre: They live in their own homes and go to the day centre.



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# DESK RESEARCH

## METHODOLOGY

### YOUTH OFFENDERS AWARENESS-RAISING

#### LITHUANIA

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Among youth campaigns on diversity and intercultural dialogue in Lithuania I LOVE PANDA campaign can be mentioned which started in 2014. I LOVE PANDA is the national campaign of joy, which is based upon the values of human rights. It aims at developing friendly and respectful cyberspace and mutual understanding between young people online.

#### IRELAND

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Ireland has a long history of poor responses to offending behaviour by children. A core strand of the IRPT's work since its establishment in 1994 has been through the promotion of a more effective youth justice service, with emphasis on non custodial alternatives, diversion, early intervention and prevention strategies and programmes.

#### CYPRUS

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The establishment of a child-friendly justice system for the protection and treatment of young offenders under the age of 18 is another top priority of the Government. Following the recent adoption the Government pledges that modern child friendly structures, procedures and approaches that treat young offenders with dignity, respect and care are to be established. The aim is to develop a child friendly justice system that will prevent and combat juvenile delinquency.

#### GREECE

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Once a young offender is in contact with the justice system, the public sector in Greece provides targeted services before and after court trials through Juvenile Probation Officers. At pre-trial stage, Juvenile Probation Officers carry out an assessment of a young offender's needs taking into account his overall life context.

#### ROMANIA

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The campaign "Don't let violence turn you into a criminal"! for the prevention of violence among young people, was carried out in partnership with Mercury 360 advertising agencies, Târgșor, and Craiova Penitentiaries, County and Bucharest School Inspectorates, BSA, Easyfilm.

#### SPAIN

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In Spain, Salesian Missions in Madrid has launched the Youth IN-Justice campaign to highlight growing concerns surrounding the juvenile justice system and the needs of incarcerated youth. Salesian missionaries have a long history of working with poor youth and those who have been incarcerated. Programs focus on rehabilitation as well as education and skills training so youth are able to provide for themselves once released.



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# DESK RESEARCH

## METHODOLOGY

### YOUTH POLICIES

#### LITHUANIA

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The Ministry of Social Security and Labour of the Republic of Lithuania is responsible for coordinating the implementation of the National youth policy development program for 2011–2019. The 2014–2016 Action Plan of the National Youth Policy Program for 2011–2019 development program has been reviewed and more focus given on youth employment and volunteering as well as the development of youth centers and open spaces, regional youth policies and non-formal education.

#### IRELAND

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The establishment of the Department for Children and Young People in 2011 and the appointment of the first ever cabinet minister was a significant development. This ensured that the needs, concerns and voice of young people are given greater political priority and prominence in public policy. This Department is also playing a greater role in policy development and coordination, and ensuring that youth policy is integrated across government.

#### CYPRUS

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Youth Policy is becoming a key element of interest and work for the Republic of Cyprus. The Government pays gradually more attention to youth policy and open consultations with young people on youth issues grows into a priority in the public policy agenda.

#### GREECE

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The National Authority that forms and supervises the implementation of the youth strategy in Greece, is the General Secretariat for Vocational Education, Training, Lifelong Learning and Youth (GSVETLL&Y), part of the Hellenic Ministry of Education and Religious Affairs (MoE). National youth policy is based on the principles of Active Participation and Equal access to Opportunities, in synergy with other youth policies, such as Education & Training, Employment and Social Policy.

#### ROMANIA

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In Romania, responsibility for youth policy is shared between central and local authorities. One of the most important tools for implementing youth policy – by the Ministry of Youth and Sports, but also by the Ministry of Culture and National Identity – is the allocation of grants for youth NGO projects. Although this strategy provides access to a youth activity for a large number of young people from several regions, the entire national territory is not covered in the same way.

#### SPAIN

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The Spanish Youth Strategy to be launched in 2022, coinciding with the celebration of the European Year of Youth, which aims to give young Europeans back the prospects of a better future. Thus, the aim of both the national strategy and the European commemoration is to give young people a leading role as a driving force for social change, to integrate their priorities at all levels of the decision-making process and to design policies that respond to their needs and demands.



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# DESK RESEARCH

## EDUCATION SOFT SKILLS

### LITHUANIA

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The soft skills in Lithuanian labour market are often called as social competences and mostly related to personal, social, learning to learn and communication competencies and abilities to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.

### IRELAND

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Soft skills are non-technical or intangible skills employers seek from candidates. Critical soft skills in the workplace include problem solving, communication, conflict resolution, leadership and team working. Soft skills are also known as transferrable skills and is a useful skill you can bring with you from one job to another. While technical skills aren't always transferrable, soft skills almost always are.

### CYPRUS

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Soft Skills are personal skills that are essential in the labor market, as well as in everyday interpersonal and professional relationships. These skills can be required through proper practice and used in applications for work, job interviews, and graduate program recruitment processes.

### GREECE

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The term is used to indicate a set of intangible personal qualities, traits, attributes, habits, and attitudes that can be used in many different types of jobs. Examples of soft skills include empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management, and making decisions.

### ROMANIA

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Transferable skills are relevant to a wide range of professions and economic sectors. They are also called soft skills or basic skills and represent the basis of a person's personal development, building on the hard skills - those skills specific to each job. These skills go beyond the boundaries of professional skills and are extremely important to the employer.

### SPAIN

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Personal and social competences that ease human relationships and allow a successful development in any aspect of life. They are related to emotional intelligence, critical thinking, leadership, resilience or change management.



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# DESK RESEARCH

## EDUCATION

### ALTERNATIVE EDUCATIONAL ACTIVITIES

#### LITHUANIA

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Alternative education - education based on a specific pedagogical system (Montessori, Waldorf, Suzuki, etc.) or elements of such a system, as part of a formal (primary, primary, and secondary) and/or non-formal (pre-school, pre-primary, pre-primary, and other non-formal) education programme.

#### IRELAND

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Alternative education is an approach to education with a philosophy and style which differs from that of mainstream education. The focal point of alternative education is school choice and it may allow students to focus on personal expression. Classrooms may emphasize student participation over teacher led lessons. Examples of alternative educational activities include: going to the library, learning about food and where it comes from, learning about wellness, nature activities.

#### CYPRUS

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Alternative educational activities refer to holistic pedagogical strategies, teaching adapted to the child's developmental level, Montessori education, theme-centered interaction strategy and differentiated teaching.

#### GREECE

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The term "alternative education" is a term-umbrella for several pedagogical theories that deviate from the usual educational systems. This type of education can be provided by public, private schools or even at home. Some example of that are: experiential learning, summerhill type schools, outdoor education, home Education, holistic education, virtual education, indigo program, Krishnamurti schools, Community school and unschooling approach.

#### ROMANIA

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The educational alternatives represent variants of school organization, which propose modifications of certain aspects related to the official forms of organizing the instructive-educational activity. Within the Romanian education system, through the initiatives carried out at central, territorial, and local levels, after 1990, the following educational alternatives are institutionalized, applicable in pre-primary and primary education, with openings to secondary education: Waldorf, Montessori, Step by step, Freinet and Jena-Petersen.

#### SPAIN

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There are different alternative educational activities being implemented in the country, but they are not regulated: Montessori, Waldorf Method, Pikler pedagogy, Amara Berri system, Reggio Emilia Philosophy.



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# DESK RESEARCH

## EDUCATION

### INFORMAL EDUCATION

#### LITHUANIA

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Lithuania has policies and measures for enriching the learning experience through the provision of extra-curricular activities. These measures are also reported to impact positively on reducing the number of students leaving education and training early. In Lithuania initiatives to combat early leaving allow schools to put in place activities and programmes to meet students' current needs, such as cultural, artistic, environmental and health education programmes, intercultural education etc.

#### IRELAND

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Informal education is education that doesn't follow a rigid structure and doesn't happen on school premises. It is mostly a parent teaching process or self-learning process and includes learning around leisure, professional, social or cultural experiences. National policy makers are taking steps in regard to national qualifications frameworks and education policy. In Ireland, Recognition of Prior Learning (RPL) is a term more commonly used.

#### CYPRUS

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Practices are part of a wider range of educational tools and social policies to support early school leavers (ESLs). Many ESLs will have negative experiences or perceptions of formal education but have acquired skills in. Therefore, validation practices provide individuals with a range of opportunities to identify their skills (exemptions, credits or full qualifications), or it may simply be a way to shape a path. learning / career for the future.

#### GREECE

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It refers to the learning activities that take place outside an organized educational framework, throughout life, within the framework of leisure or professional, social and cultural activities. It includes any sort of self-education by printed material or by internet or computer use, or diverse educational infrastructures. It also includes the knowledge, skills, and competencies that a person acquires through work experience.

#### ROMANIA

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It is a term that is used to define learning that is obtained in an unstructured way, outside the official educational institutions of a society. These include the notions and concepts that are acquired in the activities of daily living, such as work, hobbies, and contact with others. Informal education is the process that extends throughout life, through which the individual acquires information, forms skills, and abilities, structures his beliefs and attitudes, and develops through daily experiences.

#### SPAIN

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According to the International Standard Classification of Education 2011, established by UNESCO, informal education is "intentional, though not institutionalised, forms of learning. Informal learning may include learning activities undertaken at home, in the workplace, in the community or as part of everyday life. It can also be individual, family or social in nature.



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# DESK RESEARCH

## EDUCATION

### NON-FORMAL EDUCATION

#### LITHUANIA

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A children's non-formal education programme may be recognised as part of a formal education programme (except study programmes) in accordance with the procedure laid down by the Minister of Education and Science or as part of a study programme - in accordance with the procedure laid down by a higher education institution.

#### IRELAND

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Non-formal education is a loosely defined term that refers to schooling that takes place outside the formal education system. Non formal education includes programs that do not have or provide formal certification or curriculum, but have more structure than informal learning, which refers to learning absorbed from daily experiences. Not all countries recognise non-formal education as a valid form of knowledge but those that do, identify the difference between non formal and informal education.

#### CYPRUS

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The European Inventory 2014 does not recognize a significant number of validation projects specifically targeted at people who have left school early. However, these individuals fall into the target groups for validation initiatives, especially the vulnerable population groups. These practices include "second chance" acquisitions of formal qualifications, which may incorporate validation at the access stage, or acquisition of part of the qualifications, in the form of credits or recognition of modules.

#### GREECE

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Non-formal education concerns learning with certain support that is materialized through planned activities about the cognitive aims and the time disposed for learning. It may concern programs related to vocational skills, adults' literacy as well as basic education of the early school leavers.

#### ROMANIA

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Learning in non-formal contexts is considered to be integrated learning in planned activities, with learning objectives, which do not explicitly follow a curriculum and may differ in duration. Participation in non-formal education among young people, whose average is approx. 15% according to surveys (ISE, 2010), it remains relatively high compared to other countries where the degree of participation is on average 10%, bringing Romania closer to the countries with tradition in this field, like UK or Denmark (European Youth Report, 2009).

#### SPAIN

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According to the International Standard Classification of Education 2011, established by UNESCO, "the defining characteristic of non-formal education is that it represents an alternative or complement to formal education for individuals within the lifelong learning process. It is often seen as a way of guaranteeing the right to education for all. It caters for all age groups although its structure does not necessarily imply a continuous pathway".



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# DESK RESEARCH

## EDUCATION

### KEY COMPETENCE

#### LITHUANIA

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In Lithuania, as in other OECD countries, megatrends such as digitalisation, globalisation, demographic change and climate change are transforming jobs and the way society functions and people interact. Lithuania has embarked on a range of skills policy reforms in recent years spanning the funding of formal education, education network efficiencies, teacher education, vocational education governance, labour code amendments and more.

#### IRELAND

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The European Parliament and Council defined key competencies as "a combination of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment". These key competences are considered equally important. This approach supported the definition of learning outcomes and its translation in to curricula or learning programmes.

#### CYPRUS

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The multiplicity of the term "key competences" as well as the resulting heterogeneity in its interpretation and transposition into education and training policies do not allow a clear, coherent and comprehensive approach to targeted policy-making adult education. What seems to be a common denominator is recognition that key skills are an important prerequisite for promotion of lifelong learning as well as a necessary condition for personal completion of the individual in a modern knowledge society.

#### GREECE

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According to the European Parliament and the Council of the European Union, competencies are the combination of knowledge, skills, and attitudes appropriate to the context. Key competencies are those that all individuals need for personal fulfillment and development, active citizenship, social inclusion, and employment.

#### ROMANIA

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Competences are defined as a combination of knowledge, skills, and attitudes. The European Reference Framework of Key Competences for Lifelong Learning defined eight key competences as: Communication in the mother tongue, Communication in foreign languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship and Cultural awareness and expression.

#### SPAIN

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Competences are conceptualised as lifelong learning, from childhood to adulthood, which applies to a variety of academic, social and professional contexts. The key competences in the Spanish Education System are described as the relationships between the competences, contents and assessment criteria for primary education, compulsory secondary education and the baccalaureate.



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# INSPIRING PRACTICES

The purpose of this section is to present practices already implemented in Romania, Greece, Cyprus, Lithuania, Ireland and Spain regarding the employability of young offenders both during their imprisonment and after their release.

The criteria on the basis of which the inspiring practices were selected are the following:

- The period from which to look at practices (until/after the big shift in methodology, policies): Practices should not be older than 2 to 3 years in implementation
- Limit of how many practices a partner inserts to 4 per country
- Focus needs to be minors, youth, and emerging adults (so age up to 24) from juvenile justice system. In case some interesting practices appear for emerging adults from the adult correctional system, they can also be relevant
- The topic of the inspiring practices in Employability
- The practice can be staff training, youth training, working methodology, engagement practice of the community, cooperation practice with employment offices, any kind of initiative coming from relevant stakeholders that support employability in young persons from the juvenile justice

At the end of each inspiring practice we have added a link for more information.



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# INSPIRING PRACTICES

## ROMANIA

PRECISION –  
Promote  
Rehabilitation,  
Empowerment of  
Children and  
Support for Youth  
Offenders

The project will facilitate social reintegration, in parallel, a mentoring program will be initiated through which young people will be supported to get a job, to identify a home and attend qualification training in various fields of work. Roundtables will be organized to promote the results of the project, as well as an international conference for professionals and decision-makers.

40 children and young people will improve their psychosocial conditions and life skills. 300 minors and young people will benefit from better detention conditions and appropriate and friendly procedures.

Link: <https://childhub.org/ro/stiri-protectia-copilului/romania-un-alt-viitor-pentru-minorii-din-detentie-proiectul-precision>

Fab Lab Jump to  
the future (Terre  
des Hommes  
Foundation)

The Terre des Hommes Foundation has created a FabLab in Târgu Ocna, so that young people (between 14 and 23 years old) from the local Educational Center and High School can learn a profession.

The FabLab from Târgu Ocna was developed at the Technological High School in the locality, in collaboration with the National School of Agent Training. It was conceived by the Terre des Hommes Foundation as a space equipped with modern technological equipment (3D printers and scanners, equipment in the area of car mechanics, digital embroidery machines or cutter plotters), which young people will learn to use in the next five years.

Young people in the educational center, but also high school students and those in the School of Agents will design and produce objects themselves, will develop basic skills - to work in a team, to complete projects, which will be very useful in the labor market. These equipments are currently used in many industries, and the knowledge that the young people from the Educational Center will acquire will help them in their reintegration after release.

Link: <https://www.tdh.ro/ro/fab-lab-ul-salt-spre-viitor>



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# INSPIRING PRACTICE

## ROMANIA

### II.+ Solidarity FabLab Târgu Ocna

The Fablab project implemented by the Terre des Hommes Romania Foundation thus continues the activity started in 2020, being financed in the period 2021 -2023 by the Orange Foundation. The workspace is organized within the Technological High School from Târgu Ocna and is equipped with digital equipment, designed to familiarize young people with 3D modeling and 3D printing technology. In this FabLab will have access to both high school students, young people from the Youth Education Center, children and young people from high schools, young people who do not study and are not employed (NEET) or others from neighboring communities.

Through this project, the Terre des Hommes Foundation and the Orange Foundation help young people in Bacău County to develop their creativity, explore their own talents, build their life and entrepreneurial skills and also give them access to a support community from Bacău County. colleagues, local organizations, private companies and entrepreneurs. Children and young people from vulnerable groups, children in conflict with the law, and children affected by migration will benefit from this project.

The Solidarity Fablab (Fabrication Laboratory) project in Târgu Ocna proposes a series of activities to cultivate the entrepreneurial skills (especially technical, digital, and IT) of young people in the area, thus supporting them in their entry into the labor market.

Link: <https://www.tdh.ro/ro/solidarity-fablab-targu-ocna-sprijn-tinerilor-pentru-intrarea-pe-piata-muncii>



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# INSPIRING PRACTICE

## GREECE

NGO Epanodos

EPANODOS provides services for ex-prisoners such as psychological support, legal counseling, employment counselling, attention to health issues, and – more generally – support as they take their first steps upon their release from prison, even by providing them with coupons to stay at hotels contracted by EPANODOS, transport tickets, and phone cards. In the same context, work and housing for ex-prisoners are sought (through mediation or referral to competent agencies), as well as the priority enrollment of their children in daycare centers or schools, the finding of subsidies for self-employment, etc.

Employment counselling aims at increasing ex-prisoners' self-awareness and, subsequently, at motivating them, so that they succeed in realizing their potential and organizing personal strategies that will enable them to regain their functionality and balance in a constantly changing and demanding socio-economic environment. For this reason, counselors aim at:

- a) Strengthening their role as educationists,
- b) Making use of their potential,
- c) Sensitizing the community and the labour market,
- d) Networking with other agencies,
- e) Representing ex-prisoners to facilitate their access to social goods and services,
- f) Individual counseling interviewing aims to:
  1. Inform ex-prisoners about the labor market
  2. Providing them with basic training on working techniques
  3. Promoting them to the labor market through the competent agency of the Greek Manpower Employment Organization (O.A.E.D.).



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# INSPIRING PRACTICE

## GREECE

In the context of the employment counseling for ex-prisoners, EPANODOS:

- a) Carries out actions on networking with the labor market.
- b) Runs a job club (consisting of a specific computer room with a telephone and newspapers including special advertising inserts, where ex-prisoners can search for a job, supported by EPANODOS's counselors).
- c) Organizes training workshops: Workshops on job search techniques, the legal and labor rights of ex-prisoners, etc. are organized under the supervision of a specialist.

Link: <https://www.epanodos.org.gr/english/>

### CUP Project - Convicts Upskilling Pathways

CUP Project is a 36-month project funded by the EU's Erasmus+ program and aims to enhance the medium to long term employability and the social reintegration of 210 female and male convicts in six European prisons in Italy, Greece, Cyprus, and The Netherlands through the design and pilot implementation of innovative training and monitoring tools. These tools, which can be widely used, will enhance the aim of the CUP program to broaden its impact from the local to the national and European level, contributing at the same time to changing the narrative on prison education.

Specifically, the project will aim to:

1. Design effective training modules aimed at enhancing the medium to longer-term employability of convicts and ex-convicts.
2. Promote a culture of evaluation by developing an evaluation kit that prison administrations and civil society organizations can use to measure the progress and the impact of upgrade actions.
3. Develop a "Call to Action" advocacy strategy addressed to those who are in charge of policymaking and to those who are interested to offset stigma and the environment for the social reintegration of convicts.



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# INSPIRING PRACTICE

## GREECE

Partners comprise a variety of organizations and prison administrations including: Compagnia di San Paolo Foundation, Casa di Carita Arti e Mestieri, Fondazione Zancan and Turin's prison in Italy, HumanRights360, EPANODOS, and three prison administrations in Greece (Chalkida Detention Establishment, Avlona Special Juvenile Detention Establishment, Eleona- Thiva Women Detention Establishment), TIRANTES and one prison in The Netherlands, the European University of Cyprus and Cyprus Central Prison.

Link: <https://www.cup-project.eu/>

Action Plan  
"Aiming for the future - The right to housing and work"

The Action Plan was carried out with t the Municipality of Athens as the main beneficiary, aiming at the social and labor reintegration of those who are subject to the housing policies of the Municipality of Athens (including ex-offenders). Partners of the Action Plan were the NGO Epanodos, the Athens Development and Destination Management Agency (ADDMA), and the National Centre for Social Solidarity (EKKA). The funding was provided by the Ministry of Labour and Social Affairs, and the National Institute of Labour & Human Resources (N.I.L.H.R.) was appointed as the managing authority

Through a multidimensional package of actions, people hosted in shelters and homeless identified by the social services took the next step in the context of autonomous living within the wider community. This was achieved with two tools: a) the implementation of a series of actions that supported their housing in autonomous housing units and b) the implementation of work reintegration actions that led to their employment, either in the form of gaining work experience or that of self-employment. In terms of employability, 28 beneficiaries succeed in finding a job in the private sector, while 4 opened their businesses.

Link:  
[https://www.eiead.gr/publications/docs/2015/Compendium\\_2014\\_2017.pdf](https://www.eiead.gr/publications/docs/2015/Compendium_2014_2017.pdf)



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# INSPIRING PRACTICE

## GREECE

Implementation of an educational webinar for the staff of the Reintegration Associations of 18 Detention Centres in Greece

On Friday, September 18, 2020, NGO Epanodos implemented a webinar targeting the staff of the Reintegration Associations of the Greek Detention Centres, and the executives and associates of the NGO. The webinar was held in the context of continuous cooperation and exchange of information between the NGO Epanodos and the Detention Centres. The main purpose of the webinar was to present the initiatives offered by the aforementioned NGO in terms of education, networking, entrance into the labor market, as well as the exchange of views, the promotion of best practices of the institutions, the formulation of recommendations, for the best social and work integration of the ex-offenders.

Topics discussed:

1. educational actions and initiatives of NGO Epanodos inside and outside the Detention Centres
2. the art and cultural opportunities offered
3. job counseling
4. social entrepreneurship initiatives undertaken by ex-offenders, with special mention to the "Social Cooperative Enterprise "New Horizons"
5. psychosocial opportunities offered by the NGO Epanodos
6. Codes of Conducts working with ex-offenders.

Link: <https://www.epanodos.org.gr>



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# INSPIRING PRACTICE

## LITHUANIA

### Multidimensional Family Therapy (MDFT) program

Multidimensional Family Therapy (MDFT) is an integrated, comprehensive, family-centered treatment for youth with multi-problem behavior. MDFT addresses a range of youth problem behaviors – substance abuse, delinquency, antisocial and aggressive behaviors, school and family problems, and emotional difficulties. It can be implemented in substance abuse and mental health treatment, child welfare, and juvenile justice systems, including juvenile detention centers. MDFT prevents out-of-home placement. MDFT focuses on key areas of the adolescent's life and provides an effective and cost-efficient treatment. In addition to its strong research outcomes, MDFT has high satisfaction ratings from teens and young adults, parents, therapists, and community collaborators.

In Lithuania the Program was started in May, 2022. Dedicated for work with delinquent juvenile, aged 11-17, and their families.

The principle treatment objectives of Multidimensional Family Therapy (MDFT) are to eliminate substance abuse, crime, and delinquency, and to improve mental health, school, and family functioning. MDFT improves the adolescent's coping, problem-solving, and decision-making skills, and enhances family functioning, a critical ingredient in positive youth development. The effectiveness of the MDFT program comes from its focus on known determinants of adolescent problems.

Link: <https://vaikoteises.lrv.lt/>

### Initiative "Pirašytos rankos" (Signed hands)

The "Signed hands" initiative aims to reduce repeated crime and social isolation between sentenced persons and the rest of society.

In cooperation with Vytautas Magnus University Social Work Student Club "Vesta", the institution's volunteers carry out activities in juvenile correctional facilities during which students' civic initiative is encouraged, stigmatization is reduced and are created opportunities for young people to express themselves in the institution through discussions, games and creative tasks.

Link: <https://pirasytosrankos.lt/>



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# INSPIRING PRACTICE

## LITHUANIA

The project "Young (Ex-)offenders' Support"

The project aims to foster employability of young ex-offenders by providing employers, youth/social workers & career specialists with tools to teach, guide & employ this vulnerable group.

Link: <https://activeyouth.lt/portfolio/young-ex-offenders-support/?lang=en>

Erasmus + project "2nd Chance" Crime Prevention and Re-integration

Involvement in youth work organizations.

71% of youngsters agreed that integration of young ex-offenders through youth work activities could help. The ones who were part of various youth organizations (30%) provided the list of activities which are organized there:

1. activities promoting equality,
2. integration activities,
3. after-school activities,
4. trips,
5. sharing good practices,
6. participation in projects,
7. non-formal education,
8. hikes,
9. pop quizzes,
10. tournaments,
11. (non-formal) education activities,
12. volunteering,
13. taking care of animals,
14. discussions, orienteering,
15. active citizenship promoting events,
16. singing,
17. seminars on various topics (from understanding body language and entrepreneurship to personal development).



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# INSPIRING PRACTICE

## CYPRUS

### Home restriction - Juvenile education program

After a fratricide that happened in Cyprus in 2018, the now 15-year old brother after being detained in a psychiatric hospital for a year, will finally go home. He will now be under the home restriction measures for a year as in Cyprus there are no educative centers or reformatories. It was due to this reason that the boy was detained in the psychiatric hospital in the first place.

The boy is at home under 24-hour monitoring and visits by specialists as it is required for the activation of his training, treatment and support program.

The boy is under the juvenile education program, and he is provided with treatment, social and psycho-education services and monthly follow-up by a Child Psychiatrist. With this development, essentially the house of the boy, is transformed into a reformatory, since there is no organized suitable space in Cyprus for the cases of juvenile offenders.

Link: <https://www.alphanews.live/cyprus/enan-hrono-stin-athalassa-enan-hrono-sto-spiti-kai-anamorfotirio-mono-sta-hartia>

### Protocol of Cooperation

This project is an effort to develop social and treatment policies and measures in the framework of the criminal justice system, in order to support drug addicted individuals in the course of their rehabilitation and social reintegration. The "Protocol of Cooperation" is operated in the framework of the criteria which have been set by the Cyprus Police (arrestees for a first time of using or possessing illicit substances, the seized quantity of drugs is such as to be solely intended for their own personal use, at the time of investigation or arrest, immediately before or immediately after, the persons have not committed any offence).

The "Social Intervention Officers" of DLEU (specialized personnel - Police Officers with academic background in social sciences, with specialized education, appropriate training and expertise to address addiction problems of all forms) contact in a short time of period, motivate and refer the service users (arrested drug users) to the relevant Treatment Centre according to their age and their needs. Provided that the arrested person fulfils the above criteria and responds to a meeting, he/she shall be motivated and briefed orally by the "Police - Social Intervention Officer" about the Treatment Centres and the possibilities of



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# INSPIRING PRACTICE

## CYPRUS

mitigating the legal consequences that may arise as a result of the completion of a Treatment Programme provided by State and NGO Services.

In case the arrested person responds, the DLEU sends the referral form in connection with the arrested person to the respective Treatment Centre. If the person stops attending the Treatment Centre, he/she has been accepted in, the DLEU is informed in writing. In the event of the DLEU receiving a completed Certification of Completion of a Treatment Programme from the Treatment Services within 2 years, the case shall be filed as "Otherwise disposed of" (case closed) provided that the respective General Attorney has granted his consent. In the opposite event, the case shall be brought before justice.

Link: <https://eucpn.org/document/protocol-of-cooperation-for-the-referral-of-young-offenders-from-drug-law-enforcement-unit>

E/I-motion:  
Unconventional  
Community  
Networks and  
Learning in support  
of Marginalised  
Youth Integration

E/I-motion is a project aiming on the development of tools and supportive methods for a. the society, specifically the experts and entities to get prepared for the reintegration of ex-prisoners as well as b. the young offenders (current prisoners) to develop the required skills for their reintegration in the society and the labor market after their release. Within this project, a number of interactive educational activities and methods will be taking place in order to achieve its aim, i.e. the holistic physiological approach, theater technics and good practices in fine arts, practices and methods for horses and other animals' interaction, a variety of social events, etc.

Link: <https://www.epea.org/eurosuccess-european-project-for-the-successful-integration-of-young-ex-offenders/>

Innovative  
Learning  
Approaches in  
Staff Training and  
Young Offenders'  
Employability  
Support - ILA  
Employability  
project

The aim of Innovative Learning Approaches in Staff Training and Young Offenders' Employability Support - ILA Employability project, is to support social inclusion and enhance youth employability by developing, implementing and promoting a Training and development model that is Evidence based, integrated, double-layered and replicable to groups at risk, including the young offenders.

It is an ambitious project, addressing three thematic relevant topics: i) new innovative curricula/educational methods/development of training courses; ii) entrepreneurial learning - entrepreneurship education; iii) youth unemployment.



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# INSPIRING PRACTICE

## CYPRUS

This project seeks impact on quality of life, employability and inclusion of Youth, enhances and promotes partnerships between employment and learning and it is the result of cooperation for innovation to exchange good practices among the project partners. In ILA Employability project, together with Eurosuccess, partners coming from Romania, Spain, Italy and England are forming the consortium.

Link: <https://www.eurosc.eu/en/development-education-of-vulnerable-groups-en/innovative-learning-approaches-in-staff-training-and-young-offenders-employability-support-ila-employability/>



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# INSPIRING PRACTICE

## IRELAND

### Le Cheile Mentoring

Le Cheile Mentoring is a national volunteer mentoring and family support service funded by the Government of Ireland and the European Social Fund, which works with young people and their families, where the young person is involved in or at risk of offending.

Le Cheile recruit, train and support volunteers from local communities to become mentors. Mentors act as positive role models and provide a supportive relationship for young people and parents.

Reducing Youth Crime in Ireland is a significant piece of research as it quantifies the impact of mentoring in significantly reducing reoffending and in delivering positive economic and social benefits. The research confirms that Le Cheile mentoring is making a positive difference for young people, their parents and society overall.

The report shows that Le Cheile mentoring reduces offending behaviour. This is a significant finding, with young people reducing their offending by an average of 28%. This contributes to reducing the economic and social impact of crime. The evaluation found that for every euro the government and EU invests in Le Cheile, there is an impressive return of 4.35 euros.

The evaluation qualifies positive impacts on soft skills areas, such as communication skills and self confidence, which are fundamental skills to empower our young people to progress to a better future.

Le Cheile's mentoring service is innovative internationally, in that parents or carers of young people who offend also have an option of parent mentoring. The report shows significant positive impacts on improving parenting skills, self confidence and child-parent relationships. This confirms that it is vital to work with the family, as well as the young person, to support positive change.

The partnership between Le Cheile and the Probation Service, professional working relationships, co-location and shared commitment to the wellbeing of the young people, provide the foundation for the effectiveness of the mentoring service.



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# INSPIRING PRACTICE

## IRELAND

Given the significant benefits of Le Cheile mentoring and in the interests of equal access to services nationally, the evaluation recommends that additional resources should be provided to allow expansion of Le Cheile services to areas of the country that are not currently served. Le Cheile fully supports this recommendation and is committed to working with the Probation Service, The Irish Justice Service and other partners to achieve greater access. The decreasing number of young people on probation, coupled with the increase funding of youth justice services by the EU, provides an ideal opportunity to ensure that all young people in the justice system who would benefit from it.

Link: <https://lecheile.ie/>

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### Care After Prison

Care after prison (CAP) is a national peer led criminal justice charity supporting people affected by imprisonment, current and former offenders and their families. They provide the following services; Community Support Scheme, Peer mentoring & Training, Community Support Post Release & Prison In-reach.

Care after prison is not permitted to work with those involved in the criminal justice sector for crimes relating to a sexual nature.

Link: <http://careafterprison.ie/>



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# INSPIRING PRACTICE

## SPAIN

### Diagrama Foundation

Diagrama is a foundation that implements intervention projects and programmes in penitentiary facilities. The aim of these projects is to give to their users the necessary knowledge, skills, tools and fundamental principles in the process of personal growth, socialisation and integration. Favouring an autonomous lifestyle, responsible and satisfactory in the personal, family, social and labour sphere.

The main actions carried out with this group include the following:

#### ALTERNATIVE MEASURES

- Intervention Programme for Gender Violence Offenders in Alternative Measures (PRIA-MA). This programme, which depends on the General Secretariat of Penitentiary Institutions and is subsidised by the Ministry of Social Rights and Agenda 2030, seeks to facilitate the social reintegration of persons subject to alternative judicial measures for committing domestic violence. In this sense, a specific psychosocial treatment is provided for this group, providing them with pro-social tools and skills that lead to the modification of the maladaptive behavioural patterns that have led to the commission of the crime. This programme is currently being developed in Malaga, Jaen, Cordoba, Seville, Jerez, Las Palmas, Palma de Mallorca, Castellon, Alicante, A Coruña, Madrid and Murcia.
- Work for the Benefit of the Community Programme (TBC). The main objective of this agreement with the General Secretariat of Penitentiary Institutions is to facilitate the fulfilment of sentences of Work for the Benefit of the Community, relying on the centres and programmes managed by Fundación Diagrama in different autonomous communities. Currently, this programme is developed in the Valencian Community, Murcia, Canary Islands, Balearic Islands, Castile and Leon, Castile-La Mancha, Andalusia and Cantabria.
- Semi-catered flats for prisoners and ex-prisoners. Resources for prisoners and ex-prisoners in third grade, conditional or definitive release, where they are provided with accommodation and comprehensive care (social, psychological, occupational) in order to promote their autonomy, their social and occupational integration and



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# INSPIRING PRACTICE

## SPAIN

their social reintegration. Located in Madrid and Murcia, they are funded by the Ministry of Social Rights and Agenda 2030.

- Programme for perpetrators of gender-based violence. Developed in the 'Murcia II' Penitentiary Centre

### SOCIAL AND HEALTH INTERVENTION

- Heliotropos' Day Centre. The main purpose of this project is to provide a resource for the detoxification of the consumption of toxic substances, addressing in a global way different aspects that make up the personality of the user, and thus facilitating their possibilities of social and labour insertion through actions of guidance, advice, specific training and accompaniment in their process of insertion. The Foundation currently has a Day Centre in Puebla de Soto (Murcia).
- Addiction Intervention Programme. Therapeutic intervention developed in the Social Insertion Centres of Murcia, Alicante and Ciudad Real, as well as in the Educational Treatment Unit of the 'Murcia II' Penitentiary Centre.
- Cuenta Contigo: Programme to raise awareness of drug addiction for those sentenced to community service. Developed in the provinces of Cordoba, Las Palmas, Alicante, Castellon and Murcia with funding from the Ministry of Social Rights and Agenda 2030.
- Programme of competences and social skills for PAIEM inmates. Developed in Alicante in collaboration with the General Secretariat of Penitentiary Institutions and aimed at inmates participating in the Framework Programme for Comprehensive Care for the Mentally Ill in Penitentiary Centres (PAIEM).
- Intervention programme for women with addiction problems from a gender perspective. Aimed at women prisoners and developed in prisons in Valencia (C.P. Antoni Asunción Hernández), Castellón (C.P. Castellón I), Alicante (C.P. Alicante I), Murcia (C.P. Murcia II) and A Coruña (C.P. Teixeira). Funded by the Ministry of Social Rights and Agenda 2030.



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# INSPIRING PRACTICE

## SPAIN

### SOCIO-EDUCATIONAL INTERVENTION

- Intervention Programme for Aggressors of Gender Violence (PRIA). This programme, which depends on the General Secretariat of Penitentiary Institutions and is subsidised by the Ministry of Social Rights and Agenda 2030, seeks to carry out a psychosocial intervention with people serving custodial sentences in the field of gender violence. This programme is currently being developed in Alicante, Castellon, Valencia and Murcia.
- Programme of Awareness and Re-education in Social Skills (PROBECO). Developed in the prisons of Alicante, Valencia, A Coruña, Las Palmas, Murcia, Jerez (Cadiz), Seville and Cordoba. Funded by the Ministry of Social Rights and Agenda 2030 and carried out in collaboration with the General Secretariat of Penitentiary Institutions of the Ministry of the Interior.
- Programme of Psychoeducational Intervention in Road Safety (PROSEVAL). Aimed at persons convicted of road safety offences, as part of the execution of alternative measures to custodial sentences, and at persons subject to suspended sentences with the obligation to participate in a specific intervention programme. Developed in Seville, Valencia, Alicante, Castellón, A Coruña and Murcia. Funded by the Ministry of Social Rights and Agenda 2030.
- Regenerate programme: 10 keys to achieving egalitarian relationships. Programme for intervention with those convicted of minor offences of gender-based violence to work for the benefit of the community. Through telematic attention, 10 awareness-raising sessions are developed to eliminate sexist practices, improve emotional management and adopt healthy relational patterns. Funded by the Secretary of State for Social Rights of the Ministry of Social Rights and Agenda 2030.
- Programme for social integration in competences and development of social skills. The aim is for users to acquire greater autonomy and improve interpersonal relationships while serving their sentence and during their social reintegration process. The intervention is aimed at people serving sentences in prisons in Alicante, Castellón and Murcia who have some type of mental illness or dual pathology. Funded by the Secretary of State for Social Rights of the Ministry of Social Rights and Agenda 2030.



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# INSPIRING PRACTICE

## SPAIN

- Programme of social integration in competences and development of social skills. The aim is for users to acquire greater autonomy and improve interpersonal relationships while serving their sentence and their social reintegration process. The intervention is aimed at people serving sentences in prisons in Alicante, Castellón and Murcia who have some type of mental illness or dual pathology. Funded by the Secretary of State for Social Rights of the Ministry of Social Rights and Agenda 2030.
- Diversity programme for equal treatment and non-discrimination and against hate crimes. Intervention programme aimed at people serving sentences for hate crimes, its objective is to re-educate users by focusing on the construction of an inclusive citizenship based on the recognition, respect and vindication of Human Rights. Developed in Valencia and Alicante. Funded by the Ministry of Social Rights and Agenda 2030. Masculinity(ies), addictions and violence programme. Aimed at men serving sentences in prisons, it seeks to improve rehabilitation by focusing on the stigmas of traditional hegemonic masculinity as a cross-cutting issue, as well as on violence and addictions as risk factors for recidivism. Developed in Valencia (C.P. Antoni Asunción Hernández), Murcia (C.P. Murcia II), Castellón (C.P. Castellón II), Alicante (C.P. Alicante I), Sevilla (C.P. Sevilla II), Asturias (C.P. Villabona Asturias II) and A Coruña (C.P. Teixeiro). Funded by the Ministry of Social Rights and Agenda 2030. Likewise, in the Murcia and Alicante prisons, different workshops and socio-educational programmes are also held for inmates:

**SOCIO-OCCUPATIONAL INSERTION** Socio-occupational insertion circuit for immigrant inmates. This programme seeks to favour the process of social and labour insertion of the immigrant prison population, providing an information, guidance and legal-labour counselling service that allows them to know the community resources available to them and access the labour market with greater guarantees, once their internment is over. This programme is currently being carried out at the Fontcalet Penitentiary Centre (Alicante), the Albolote Penitentiary Centre (Granada), the Herrera de la Mancha Penitentiary Centre (Ciudad Real) and the 'Murcia II' Penitentiary Centre, with funding from the Ministry of Social Rights and Agenda 2030.

Link:

<https://www.fundaciondiagrama.es/socioeducativo/poblacion-reclusa-exreclusa>



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# INSPIRING PRACTICE

## SPAIN

### ADSIS Foundation

Fundación Adsis has been promoted since 1996 by the Movimiento de Comunidades Adsis, based on its Christian experience and its commitment to the poor, which it had been developing since the 1960s. It was set up with the aim of improving its presence and action in situations of injustice, poverty and exclusion. It is an organisation open to the participation of those people who, from different ideas or beliefs, identify with and are committed to its mission and values.

They provide people deprived of liberty and ex-detainees with the resources they need to overcome the barriers that hinder their social and employment inclusion. Their work methodology is based, both inside and outside prison, on personalised and individual attention. In 2021 they offered their services to 1317 persons.

Link: <https://www.fundacionadsis.org/es/programas/personas-privadas-libertad>

### Action Plan "Aiming for the future - The right to housing and work"

The Las Palmeras Educational Group, of the Agency for the Reeducation and Reintegration of Minor Offenders (ARRMI), is an open environment resource for the execution of non-custodial judicial measures adopted by juvenile judges.

This residential, cohabitation, intervention and therapy resource has been managed by the Horizontes Abiertos Foundation through a public service contract since 2015.

One of the main objectives of this programme is to provide a comprehensive response to those minors and/or young people who are immersed in a family conflict in which they display violent and aggressive behaviour. To do this, we programme an intervention that combines both individual and group perspectives, as well as an educational and therapeutic purpose necessary to restore the relationship of the minor with his or her family, and the modification of family dynamics that have led to the imposition of a measure in the field of juvenile justice.

The measure of living together in an educational group is especially indicated as an effective alternative for the treatment of minors who present serious behaviour, in many cases violent, in the family environment. The separation of the minor from his or her family nucleus, which is entailed by the measure of living



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# INSPIRING PRACTICE

## SPAIN

together in an educational group, must necessarily be accompanied by family intervention, seeking to improve family dynamics, relationships and the family environment itself.

The Family Support programme developed in the group living together is therefore fundamental for the work to be carried out. In addition to this educational and therapeutic intervention, comprehensive work is necessary in other fundamental areas such as:

- **Educational Area:** Permanent educational intervention inherent to the measure itself, where the cohabitation itself and the daily routines boost the maturity process of the minors and an increase in the degree of autonomy, as well as an improvement in interpersonal relationships and social competences.
- **Personal Development Area:** Individual and in-depth therapeutic work is carried out through the Psychological Support Programme and educational work.
- **Training-Labour Area:** School support and pre-labour orientation, through the activities developed within the group and coordination with other community training and labour resources.
- **Social Area:** Encouraging social, sporting and cultural activities both inside and outside the group in normalised environments that favour their socialisation process and provide them with healthy alternatives for leisure and free time. In addition to the cohabitation measure, the Las Palmeras Educational Group is organised for the development of intervention with other open environment measures, mainly probation. The aim of this measure is to increase the responsibility and social competence of the minor or young person in the programme, the avoidance of possible recidivism and the normalisation of their relationships and socio-community participation, through preferably socio-educational work carried out in the social environment closest to the minor and their family.

Link: <https://www.horizontesabiertos.org/index.php/nuestros-proyectos/menores-infractores-separados-de-sus-familias/>



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# FIELD RESEARCH

## ROMANIA

Each partner had several outreach activities in direct interaction with selected stakeholders in order to identify what are the relevant employability skills to be developed, what training support is practical and relevant, how should we develop the training experience, what is needed for partners to set up to have the opportunity to pilot; what are the characteristics of the young people that partners will have access to. Working in the field of juvenile justice, direct and unrestricted access to young people in prisons is difficult, so through these activities we reach out to practitioners who are working with them, representing them directly.

The general concepts that were discussed during the activity were:

a) Each partner presented the project, emphasizing that we intend to have a play-based approach and that we want to support the improvement of employability skills of minors and young offenders.

b) The first major topic relevant to the next steps is the GAME. Each partner collected information about stakeholders' views on what kind of games would be relevant to the minors and young offenders with whom stakeholders work directly. Another relevant issue was also to talk about how a game would work: played directly by juveniles and young people on their own, independently, or under direct supervision of prison staff, individually or in groups. Stakeholders were informed that we will create a game from the start, new, original, based exactly on local needs and for the local community and therefore their input is essential. Another key part of the research was the stakeholders' opinion on the ideal combination of on-line part and off-line part of the game: how much game-board / monopoly like and how much click based; what internet is available (if any) in corrections, what devices are available for the minors and young offenders to work on and under what conditions, can a digital game be uploaded on an institutional server.

c) The second major topic of community engagement activities was employment. In this part, the topic focused on stakeholder perspectives on the specific skills most needed by minors and young offenders in their care.





# FIELD RESEARCH

## ROMANIA

ACTIVITY 1	DATE	LOCATION
Focus group discussion with 10 participants	September 23rd, 2022	Face to face at Hotel Atlas, Timisoara

### MAJOR CONCLUSION AND NEXT STEPS

Participants informed us that because traditional approaches have no longer any effect on juvenile offenders, there is a critical need for innovative approaches to be used with them. That is why it is essential for them to receive professional and educational counselling to develop their employability skills.

### EMPLOYABILITY SKILLS

Participants mentioned some of the skills that young offenders should cultivate in order to enter the labour market are: digital skills, teamwork, leadership and coping skills, as well as their financial and legal literacy and communication skills.

### EMPLOYABILITY SKILLS AND GAMIFICATION

Focus group participants came to the view that games based on real-life scenarios, group games in which players have to make choices, identify their own feelings and then reflect on their experiences, will be more successful among young offenders.

These games should take place under the supervision of the staff in the centres where they are held as lack of supervision can lead to a lack of involvement or even participation by young offenders. Games should also be developed in the form of boardgames because an online game is very difficult to implement in educational centres, even if it would be more attractive for young people.

ACTIVITY 2	DATE	LOCATION
Focus group discussion with 5 participants	October 6th, 2022	Face to face at Buziaş Educational Centre

### MAJOR CONCLUSION AND NEXT STEPS

Participants mentioned a variety of supports that would help juvenile offenders, including educational assistance, family support, reintegration support, legal support, counseling for career choices, and support for mental health and counseling for employment. The most crucial form of assistance is vocational training.

Most of them lack the skills and information necessary to find employment, thus they need assistance entering the labor market. This characteristic is crucial to how young



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# FIELD RESEARCH

## ROMANIA

offenders develop in society and is one of the things that prevents them from reoffending. Initiatives enabling juvenile offenders to receive vocational training are still relatively uncommon and isolated.

### EMPLOYABILITY SKILLS

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Most young people in Romania's juvenile detention centres have an extremely low level of education and have difficulty writing or reading a text. All participants mentioned that literacy skills should be developed first, so that young offenders have a basis for developing other skills that will increase their employability.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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In terms of what types of games would be suitable for young offenders to improve their employability skills, the focus group participants considered that role-playing games, games that encourage teamwork and games about how to get an interview were some of the games that would be helpful for juvenile offenders.

These games are best played offline and under supervision, as most young people are antisocial and conflicts between them can escalate into more serious offences.

#### ACTIVITY 3

#### DATE

#### LOCATION

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**Focus group discussion with 8 participants** October 7th, 2022

Face to face at Hotel Delpack, Timisoara

### MAJOR CONCLUSION AND NEXT STEPS

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The participants in this focus groups told us that there is a need for innovative methods to support young offenders in their educational journey while they are in educational centers, but also after they are released from these centers. It is essential to develop new learning methods for this category of young people, as it is obvious that traditional teaching methods have not had any effect on young offenders.

### EMPLOYABILITY SKILLS

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Participants relayed to us that fundamental literacy and numeracy skills, transferable skills including life skills and social-emotional skills, digital skills, which enable a person to use and understand technology, vocational skills, which support the transition to the labour market, and entrepreneurial skills are key to the development of young offenders.



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# FIELD RESEARCH

## ROMANIA

### EMPLOYABILITY SKILLS AND GAMIFICATION

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Focus group participants believe that the games that will be developed should be tailored to the needs that young offenders have to develop their employability skills. It should also be taken into account that most young offenders come from disadvantaged backgrounds and thus have a lack of knowledge in several areas. Communication games based on real-life situations or role-playing games should be created to create links between participants. The participants opted for board games, because the educational centres where young offenders are held face a lack of equipment and the inmates are not allowed unrestricted access to the internet.

#### ACTIVITY 4

#### DATE

#### LOCATION

**Focus group discussion with 62 participants**

October 27th, 2022

Face to face at Timisoara City Hall

### MAJOR CONCLUSION AND NEXT STEPS

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CPIP was invited to become a member of the Advisory Council on Youth Issues of the Municipality of Timisoara. Several associations, institutions and organizations working in the field of youth were invited to debate what actions can be developed in the field of youth at local level.

This was a good opportunity for CPIP to present the Youth Regained project and to collect data about the needs of young offenders. It also established connections in order to support the implementation of the project.

### EMPLOYABILITY SKILLS

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During the meeting, it was also discussed what skills young offenders need to increase their employability skills. The participants listed a number of skills including: literacy skills, digital skills, communication skills, emotional skills and skills specific to career development in the labour market.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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Participants mentioned a number of games that would be beneficial for the development of young offenders, namely, games that develop communication skills in the workplace, games that help them to write their own CV and games that help them prepare for an interview and enter the job market.

Another significant suggestion made by participants was that young people should play the game in groups, as they tend to be anxious and reserved at first. A group



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# FIELD RESEARCH

## ROMANIA

game can be much more interactive and develop good competition between young people, thus increasing the chances that they will assimilate the results of the game.

In terms of how games should be developed, online or board games, all participants were opposed to an online game, as an online game cannot be implemented due to the lack of devices in education centres for young offenders and the lack of staff to supervise them to see if they use the devices only for the game

ACTIVITY 5	DATE	LOCATION
<b>Interview with Ovidiu Simonetti, youth, volunteering &amp; civic involvement advisor, at the Participatory Governance and Neighbourhood Management Service of Timisoara City Hall</b>	October 21st, 2022	Via Telephone

### MAJOR CONCLUSION AND NEXT STEPS

The respondent in the interview considers that, in addition to all the other needs that young offenders need, it is also extremely important that they receive help from their families in order to reintegrate and develop new skills.

Unfortunately, most of these young people come from difficult backgrounds, with separated or abusive parents, as well as from foster care, where family ties are almost non-existent. The family is very important for the reintegration and development of young offenders, which is why the family should be involved in this process whenever possible.

### EMPLOYABILITY SKILLS

Emotional competences are another set of skills that are essential for raising young offenders and improving their employability. Most young offenders struggle to understand their own emotions as well as those of others. The respondent considered that developing emotional intelligence would help them connect with their inner self, enabling them to understand their needs, control their emotions, understand the effects of their actions and create positive interpersonal connections.



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# FIELD RESEARCH

## ROMANIA

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The interview respondent believes that games should be developed focusing on self-awareness, so that young offenders form a base from where they can develop the other skills needed to increase their employability.

Games based on real-world scenarios can also have a great impact on these young people. Ideally, these games should be played in groups, so that young people learn how to work together, which leads to the development of communication skills.

ACTIVITY 6	DATE	LOCATION
Interview with Mariana Drăgotoiu, head of the Timis Probation Service	October 21st, 2022	Via Telephone

### MAJOR CONCLUSION AND NEXT STEPS

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When providing delinquent youth with support in their programs, the respondent stated that she expects the youth to be responsive, honest and open. But this does not always coincide with reality.

Most young offenders are anti-social and refuse to accept help to change the behaviour that led to their conviction. Professionals working in the Timis Probation Service make an effort to establish a link with juvenile delinquents to explain to them the advantages of the programmes they need to join in order to reintegrate into society as easily as possible.

### EMPLOYABILITY SKILLS

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The interview respondent mentioned digital skills and knowledge of their rights and obligations as necessary skills for young offenders. In addition, cultivating emotional skills was seen as essential for the development of young offenders.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The interview respondent concluded, based on his experience, that games based on real-life scenarios and group games where players have to make choices are the best options for skill development. A good option would be that at first, the games focus on the individual development of the participants, and then the games integrate group activities. Young offenders are more likely to be more receptive to individual activities, but group games can also lead to a more competitive and engaged young offenders. Therefore, a mix between the two would be ideal.



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# FIELD RESEARCH

## ROMANIA

### ACTIVITY 7

### DATE

### LOCATION

Online survey – 4 respondents

November 2nd, 2022

Online via Email

### MAJOR CONCLUSION AND NEXT STEPS

Young offenders are most in need of educational support, psychosocial help, legal support, and support from their family, according to the respondents who answered at the online survey.

### EMPLOYABILITY SKILLS

Survey respondents identified the following skills as necessary to increase employability:

- Literacy skills (reading and writing).
- Teamwork
- Digital skills
- Communication skills
- Leadership and coping skills
- Socio-emotional skills

### EMPLOYABILITY SKILLS AND GAMIFICATION

Participants in the online survey listed role-playing games and career counselling as extremely important for developing employability skills, especially those related to communication and social interaction.

They also preferred a boardgame over an online game because it is easier to implement and can be played in groups. Participants also noted various disadvantages of an online game, strictly related to young offenders: reduced human contact, reliance on screens or reduced development of social skills.



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# FIELD RESEARCH

## GREECE

### ACTIVITY 1

### DATE

### LOCATION

Focus Group with  
4 participants

October 4th, 2022

Online via the  
Zoom platform

### MAJOR CONCLUSION AND NEXT STEPS

The participants mentioned multiple types of support offenders need: job counselling, skills cultivation, educational support, psychosocial support, legal support, access to the labour market and stable wages. The above types of support are crucial to be provided before and after their release from detention centres. The creation of an individual integration plan per offender should also be a foremost priority.

### EMPLOYABILITY SKILLS

The participants discussed and concluded the skills young offenders lack and therefore, they need to cultivate for their successful entrance into the job market:

- The Greek language (non-Greek offenders)
- Literacy skills
- Digital skills
- Soft skills (e.g., leadership, working in groups, cooperation, resilience, active listening, empathy)

They also highlighted that they have to further develop and practice skills that are specific to their job aspirations.

### EMPLOYABILITY SKILLS AND GAMIFICATION

When the participants discussed about the preferable ways young offenders can be taught the aforementioned skills, they provided a range of ideas. First of all, they condemned the methods used in formal education and the teacher-centred approach, as “they bring a pattern of behaviour that exist in the other side of the bars, and hold a prejudice towards the offenders” (A.R., lawyer). Instead, educators should use

- Experiential activities
- Student-centred approach tailored to their lifestyle and needs
- Cooperative methods and peer support and integrate the learners in lesson planning.



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# FIELD RESEARCH

## GREECE

In the possibility of a game for the development of offenders' employability skills, the participants welcomed the combination of an online and offline game. The online part was considered more suitable for the cultivation of their hard skills (e.g., literacy skills, the Greek language), offering gradual difficulty levels and being played individually or in a group setting. Here participants discussed in length the long bureaucratic procedures of introducing such games in detention centres and the lack of electronic devices in many of them.

The offline part was considered more suitable for the promotion of their soft skills and that is the reason why they supported its implementation in groups. The offline activities should include art elements and motion. The supervision/facilitation was considered necessary for both parts and the extensive team-building activities beforehand were evaluated as crucial.

ACTIVITY 2	DATE	LOCATION
Individual interview	October 7th, 2022	Online via the Zoom platform

### MAJOR CONCLUSION AND NEXT STEPS

The participants stressed the need for the educational support of young offenders which does not follow the rationale of the traditional teaching methods. They respond better to experiential activities, tailored to their specific needs. For their employability skills, job counselling and education counselling (which studies each profession requires – the educational path) are essential.

### EMPLOYABILITY SKILLS

Holistic approach

- Skills of formal education – certificates as they have difficulties with the formal educational system in Greece
- Digital skills
- Literacy skills (reading, calculating)
- English language learning
- Social/Life skills: cooperation, leadership skills, time-management, decision making, coping skills

However, the necessary skills vary: they depend on the job/profession each young offender desires to follow.



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# FIELD RESEARCH

## GREECE

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The games should be tailored to individual's needs, covering a range of skills considering the different interests of offenders in terms of job orientation. Mini challenges are welcomed – a game with difficulty levels, that will engage but not disappoint them.

Individual challenges are proposed for gaining hard skills and group ones for soft/life skills.

Online opportunities attract many young people; however, experiential activities which include interconnection, and physical touch, are very influential. A combination of online-offline games where the online game will accompany the offline efforts is preferable. Supervision for safety reasons is necessary.

Difficulties expected in the case of an online game:

- Challenges in accessing electronic devices on a daily basis
- Questions and doubts about the outcome: will the game teach something to the participants or will it remain "just a game"?

#### ACTIVITY 3

#### DATE

#### LOCATION

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Individual  
interview

October 14th, 2022

Via telephone

### MAJOR CONCLUSION AND NEXT STEPS

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The participant mentioned that offenders need mostly a) psychological and b) educational support. In terms of job training, he mentioned that the educational initiatives in detention centres do not target the cultivation of the necessary employability skills.

### EMPLOYABILITY SKILLS

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During the interview the following skills were identified:

- Empathy
- Literacy skills (e.g., writing skills)
- Practical and technical skills specifically in line with their job preference

"Employers do not necessarily ask for skills but a certain lifestyle; that means that they ask for ex-offenders not to be manipulative as they are used to being and to prove that they have goals. They ask ex-offenders to be functional, punctual, honest and cooperative."



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# FIELD RESEARCH

## GREECE

### EMPLOYABILITY SKILLS AND GAMIFICATION

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A game targeted at offenders should be based on real-life scenarios and self-awareness exercises. It should be supervised and played in groups for offenders to learn how to cooperate. Ideally, the game should be created using the 3rd person – the first person may be too personal and threatening, provoking “dark thoughts and emotions”.

The game (either online or offline) will be effective only if it will be introduced and used during the classes offered. This is the case because the offenders do not have free time to play it alone, and participation is not guaranteed without supervision.

#### ACTIVITY 4

#### DATE

#### LOCATION

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Individual  
interview

October 20th, 2022

Online via the Zoom  
platform

### MAJOR CONCLUSION AND NEXT STEPS

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The participant highlighted the range of needs offenders have: a) social support, b) reintegration support, c) family support (this is especially the case of mother offenders), and d) cultural and recreational needs.

### EMPLOYABILITY SKILLS

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The initiatives for the cultivation of offenders’ employability skills are scarce and isolated, mostly from independent professionals in collaboration with interested detention centres. The participant valued the digital competencies and the knowledge of their rights and obligations as the necessary skills for young (ex)offenders.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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In terms of content, the participant supported that a game dedicated to the cultivation of offenders’ employability skills should be tailored to their specific needs (taking into account their background and goals for the future). A core element should be the enhancement of their communication and leadership skills based on real-life scenarios and role-playing (in the form of avatars in the case of an online version). Exercises concerning their rights and obligations should be also included. The involvement of offenders in the content creation process was valued as crucial. In terms of structure, the game should be combined with other activities to not be disdained by the offenders. A group online game is preferable for the development of both their communication and digital skills.



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# FIELD RESEARCH

## GREECE

However, in the case of an online game many issues should be taken into account:

1. The extremely long bureaucratic procedures for the introduction of external material into the detention centres
2. Who will supervise and use the game as an educational tool as there are difficulties for non-staff to enter the detention centres.
3. Checking whether all detention centres have PCs.

ACTIVITY 5	DATE	LOCATION
Online survey – 3 respondents	October 21st, 2022	Online via Google Forms

### MAJOR CONCLUSION AND NEXT STEPS

The respondents answered that the young (re)offenders need primarily a) psychosocial support, b) educational support, c) legal support and d) support from their families.

Regarding the expected attitude from the young (re)offenders towards offering support, the respondents did not follow a common line: the attitude can be from negative to better than expected; however, it changes over time when trust is gained.

### EMPLOYABILITY SKILLS

Participants extensively mentioned the soft skills (in contrast to the hard skills) (re)offenders need to cultivate to enter the job market. The sense of responsibility, the ability to work in groups and the respect for colleagues, decision-making and initiative-taking, along with empathy and discipline were among the most mentioned soft skills. Additionally, due to the lack of learning opportunities throughout their lifetime, the cultivation of their emotional skills was estimated as crucial considering that these skills will connect them with their inner self, helping them to understand their needs, regulate their emotions, comprehend the consequences of their actions, and create healthy interpersonal relationships.

### EMPLOYABILITY SKILLS AND GAMIFICATION

The participants mentioned that learning in detention centres is better promoted with the use of art and motion (i.e., through sports activities). Role-playing and job counselling were considered particularly important for the cultivation of employability skills, especially for communicational and social ones. The activities ought to be regular and stable in time, starting from individual focus and gradually integrating offenders into small group activities.



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# FIELD RESEARCH

## GREECE

When they elaborated on the possibility of a game for the cultivation of employability skills, all respondents were against the online game scenario, preferring a board one instead. They explained that a board game is more experiential, easier to be supervised, does not foster the distraction of attention (like the online one does), and it allows for better collaboration.

Difficulties expected in the case of an online game: distraction, screen addiction, lack of sufficient supervision, reduced human contact and isolation, reduced development of social skills, loss of critical elements of the process, technical difficulties and lack of technical support and access to devices, isolation.



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# FIELD RESEARCH

## LITHUANIA

### ACTIVITY 1

### DATE

### LOCATION

Focus group discussion with 6 participants

April 14th, 2022

Online via Zoom

### MAJOR CONCLUSION AND NEXT STEPS

The focus group participants told us that it is important to restore or create offender minors' family ties, involve parents, relatives or guardians into their educational processes. They also need to be helped to create important, meaningful and always available social ties, possibly with educators who really care and heartily stand by them and for them.

### EMPLOYABILITY SKILLS

In terms of what skills young offenders should develop in order to enter the labour market, general literacy plays a very important role: writing, elementary rules of conduct, communication, etiquette, speaking skills, social skills, self-knowledge, basic education. Also, emphasis should be placed on elementary IT literacy and self-presentation: how to prepare the CV, to create decent e-mail and use it properly and politely; how to find the information needed for life, how to deal with electronic government portals, etc.

Emotional competences also play an important role in the development of young offenders. Psychodrama with dialogues that evokes emotions is strong method. Youth offenders don't have a lot of patience, they want to give up if something goes wrong or they feel bad. It's important to learn how to manage inner anxiety. The task could be - to introduce yourself in the group, to learn to manage an anxiety.

### EMPLOYABILITY SKILLS AND GAMIFICATION

In terms of games that would help them increase their chances of employment young offenders will certainly engage in simulation games, dynamic groups where they have to make decisions, figure out and recognize their natural behaviors and later reflect on their experiences.

Competition also plays an important role. Young male delinquents are results-oriented, competitive and win-oriented. They have a passion for winning and it motivates them to try to win again or another time. The games developed can be both individual and group games, both have advantages and disadvantages. It often depends on a group. Individually, young people open up better, but in a group they can compete and be passionate.

When asked what kind of game should be developed most opted for a board game because there is a lack of IT devices and free access to the internet is not allowed to offenders, therefore using an online game is complicated.



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# FIELD RESEARCH

## LITHUANIA

### ACTIVITY 2

### DATE

### LOCATION

Focus group discussion with 3 participants

October 11th, 2022

Face-to face group talk

### MAJOR CONCLUSION AND NEXT STEPS

Focus group participants highlighted that young offenders need help with social habits – register for employment service, health insurance, financial issues, help during employment processes. It should also be taken into account that young offenders usually don't have patience, social habits, competences, don't know neither follow any social norms of behaviour.

### EMPLOYABILITY SKILLS

The focus group participants told us that job search competence: how/where to find information on job offers, vacancies; what is job interview and how to behave during it. Knowledge about support services is also important: how the support system functions; where to go in the city if you become homeless or got into trouble, etc.

Simulation environment is needed. There youth offenders have to try to do things and tasks. Also, talks and stories of roles models – people who overcame similar situations as youth offenders face – are inspiring. Youth need inspiration and motivation to do something, to endeavor to make a change, to achieve something.

### EMPLOYABILITY SKILLS AND GAMIFICATION

Games related to employment and the labour market, CV writing, self-presentation during a job interview; communication skills game in the workplace are games that could help young offenders increase their chances of employment. The running of the games should be supervised by staff. Juveniles and young offenders who play specific educational games definitely need the guidance and supervision of correctional staff. Staff should coordinate the game at least at the beginning and end to discuss and reward youth for their efforts and results.

In terms of which games would be more appropriate, a board game or an online game, both options have their advantages. But board games have a big advantage in that they do not require IT equipment. Also, the use of devices is limited for offenders. In the detention centre they have computers, but not enough for everyone. They don't have internet access, they often use play stations.



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# FIELD RESEARCH

## LITHUANIA

### ACTIVITY 3

### DATE

### LOCATION

Individual interview with 4 specialists

September-October, 2022

3 Via Telephone, 1 face to face

### MAJOR CONCLUSION AND NEXT STEPS

Specialists who participated in the interviews told us that young offenders need help with Smart ID, usage of various IT devices; knowledge on how to follow IT innovations online, constantly renewing the earlier learned things – learning to learn. They also need help to stay involved in job market or educational system after leaving the sentence centre.

### EMPLOYABILITY SKILLS

Interview participants highlighted that young offenders find it difficult to learn anything new. They act according to the scheme – I wanted it, I did it, and I got it. They often say to the teachers – I won't need this for my life. They are stuck in learned bad habits. Low self-esteem, weird perception of how people live. They don't have patience and endurance – cannot work for 8 hours. They want to be relaxed all the time, don't want to live in such a way that working all the day. If they work 8 hours a day, they feel they have no free time. Self-realization, joy in work is difficult to understand for them. There is a lack of Satisfaction with the work itself; finding the motivation to learn; developing patience.

Usually offender go for unqualified job. Therefore employers expect young offenders will be able to perform their job duties and to follow the general working order: to be on time, to perform duties diligently, to complete the norms, to not abuse lunch breaks, to report if absent. Come to work and do straight what they have to do.

### EMPLOYABILITY SKILLS AND GAMIFICATION

According to the participants in the interviews, the best options are role-playing games, games that involve interaction, games that incorporate experiential learning, and games based on real-life scenarios. They should also take into account the personal and professional interests of young offenders and be tailored to their skills and needs. Games should not only be individual or group games, but there should be a mix between them. Another element that could play a beneficial role in the development of young offenders is rewarding achievement.

On which would be the best option for game development, board game or online game, the participants in the interviews told us that when playing an online game



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# FIELD RESEARCH

## LITHUANIA

### EMPLOYABILITY SKILLS AND GAMIFICATION

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there should be someone on staff at the computer and they should wait, control, involve themselves. There should also be an administrative computer and someone behind it. If there is no control, criminals will play the games they like – shoot and catch.



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# FIELD RESEARCH

## CYPRUS

ACTIVITY 1	DATE	LOCATION
Individual interview	September 26th, 2022	HUB NICOSIA

### MAJOR CONCLUSION AND NEXT STEPS

The interviewee stressed the need to use Games that help develop cooperation skills between groups, leadership skills, listening skills and communications skills, games that will teach them why is important to follow the rules and develop their critical thinking. In addition the participant highlighted that empathy, social skills, cooperation skills, responsibility, self reflections, self knowledge, self-control are important competences to develop to increase employability.

### EMPLOYABILITY SKILLS

- Teamwork skills
- Responsible and reliable
- Willingness to learn and work
- Social skills
- English Language
- Computers and digital skills
- Technical knowledge
- Drivers license

### EMPLOYABILITY SKILLS AND GAMIFICATION

The game should include experiential methods, reflections, direct contact, role play, real examples and involvement in devising solutions according to the participant. An online game may attract their attention, although board games improve social skills and connections. Thus, a good combination will be ideal. Difficulties expected in the case of an online game:

- Doing something else instead of playing the game
- Not a real experience
- Not be fully concentrated
- Social isolation
- Lack of social skill development
- Disorientation from values
- Dissociation from reality



# FIELD RESEARCH

## CYPRUS

### ACTIVITY 2

### DATE

### LOCATION

Individual interview

October 11th, 2022

HUB NICOSIA

### MAJOR CONCLUSION AND NEXT STEPS

The interviewee argued that the young offenders need to feel that they are safe – sense of safety.

### EMPLOYABILITY SKILLS

- Teamwork skills
- Responsible and reliable
- Willingness to learn and work
- Social skills
- English Language
- Computers and digital skills
- Technical knowledge
- Drivers license

### EMPLOYABILITY SKILLS AND GAMIFICATION

The game should include experiential methods, reflections, direct contact, role play, real examples and involvement in devising solutions according to the participant. An online game may attract their attention, although board games improve social skills and connections. Thus, a good combination will be ideal. Difficulties expected in the case of an online game:

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- Not be fully concentrated
- Social isolation
- Lack of social skill development
- Disorientation from values
- Dissociation from reality

### ACTIVITY 3

### DATE

### LOCATION

Individual interview

November 5th, 2022

HUB NICOSIA

### MAJOR CONCLUSION AND NEXT STEPS

The interviewee claimed that the needs of young offenders are the sense of belonging, safety, and emotional support.



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# FIELD RESEARCH

## CYPRUS

### EMPLOYABILITY SKILLS

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- Teamwork skills
- Responsible and reliable
- Willingness to learn and work
- Social skills
- English Language
- Computers and digital skills
- Technical knowledge
- Drivers license

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The game should include experiential methods, reflections, direct contact, role play, real examples and involvement in devising solutions according to the participant. An online game may attract their attention, although board games improve social skills and connections. Thus, a good combination will be ideal. Difficulties expected in the case of an online game:

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- Not a real experience
- Not be fully concentrated
- Social isolation
- Lack of social skill development
- Disorientation from values
- Dissociation from reality

#### ACTIVITY 4

#### DATE

#### LOCATION

Online survey

October 11th, 2022

Questionnaire via  
Email

### MAJOR CONCLUSION AND NEXT STEPS

---

The respondents answered that the young (re)offenders need primarily a) psychosocial support, b) educational support, c) legal support and d) support from their families.

Regarding the expected attitude from the young (re)offenders towards offering support, the respondents did not follow a common line: the attitude can be from negative to better than expected; however, it changes over time when trust is gained.



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# FIELD RESEARCH

## CYPRUS

### EMPLOYABILITY SKILLS

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Participants extensively mentioned the soft skills (in contrast to the hard skills) (re)offenders need to cultivate to enter the job market. The sense of responsibility, the ability to work in groups and the respect for colleagues, decision-making and initiative-taking, along with empathy and discipline were among the most mentioned soft skills.

Additionally, due to the lack of learning opportunities throughout their lifetime, the cultivation of their emotional skills was estimated as crucial considering that these skills will connect them with their inner self, helping them to understand their needs, regulate their emotions, comprehend the consequences of their actions, and create healthy interpersonal relationships.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The participants mentioned that learning in detention centres is better promoted with the use of art and motion (i.e., through sports activities). Role-playing and job counselling were considered particularly important for the cultivation of employability skills, especially for communicational and social ones. The activities ought to be regular and stable in time, starting from individual focus and gradually integrating offenders into small group activities.

When they elaborated on the possibility of a game for the cultivation of employability skills, all respondents were against the online game scenario, preferring a board one instead. They explained that a board game is more experiential, easier to be supervised, does not foster the distraction of attention (like the online one does), and it allows for better collaboration.

Difficulties expected in the case of an online game: distraction, screen addiction, lack of sufficient supervision, reduced human contact and isolation, reduced development of social skills, loss of critical elements of the process, technical difficulties and lack of technical support and access to devices, isolation.

#### ACTIVITY 5

#### DATE

#### LOCATION

Online survey

October 21st, 2022

Questionnaire via Email

### MAJOR CONCLUSION AND NEXT STEPS

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The respondents answered that the young (re)offenders need primarily a) psychosocial support, b) educational support, c) legal support and d) support from their families.

Regarding the expected attitude from the young (re)offenders towards offering support, the respondents did not follow a common line: the attitude can be from negative to better than expected; however, it changes over time when trust is gained.



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# FIELD RESEARCH

## CYPRUS

### EMPLOYABILITY SKILLS

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### EMPLOYABILITY SKILLS AND GAMIFICATION

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# FIELD RESEARCH

## IRELAND

### ACTIVITY 1

### DATE

### LOCATION

Online focus group  
with 6 participants

October 7th, 2022

Online via ZOOM

### MAJOR CONCLUSION AND NEXT STEPS

The focus group consisted of 2 teachers, 2 probation officers, 1 Social Worker and 1 Psychotherapist. A big topic of conversation was the general needs of the target group. Such needs included:

- Low Educational Attainment/School Drop Out
- Living in areas of social deprivation
- Alcohol and Substance Abuse
- A lack of positive role models
- Poor relationships with authority
- Dysfunctional family relationships
- A history of criminal activity within families/generational
- Poor Mental Health/Emotional Wellbeing
- Low expectations and Aspirations
- Limited employment opportunities
- A lack of prevention to tackle offending behaviour prior to entering custody or offending services.

### EMPLOYABILITY SKILLS

Once discussing the needs of the target group, the participants focused more intensely upon employability skills. The key considerations were:

- Poor Numeracy and Literacy skills
- A lack of employment within generations
- Digital delay
- Key skills such as communication, empathy, entrepreneurial spirit
- Employer bias, a reluctance to employ a disadvantaged person
- Low aspirations and a lack of positive role models
- Limited access to education/poor education
- A want to work, an acceptance that they will not have employment opportunities.

### EMPLOYABILITY SKILLS AND GAMIFICATION

All participants agreed that individuals have different learning needs, differing starting points and alternative ways of learning, noting formal education is “not one size fits all” JM, Teacher, 2022.



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# FIELD RESEARCH

## IRELAND

In order to be inclusive, the participants suggests various methods to engage this particular target group including:

- Accountability Structures- being aware of what is expected, when it is expected.
- Incentivising- action plans detailing when a task is completed and detailing what the reward is for the individual
- Practical activities- hands on, learning by doing
- A needs led and person centred approach
- Flexible learning, considering the individual circumstances of the learner.
- Mentoring- peer mentoring or professional mentoring/coaching
- Theatre work, role play and forum theatre

All participants were in support of using gamification to develop employability, giving particular importance to the instructiveness and opportunity to practically experience employment situations. It was suggested that the game should be blended; work the individual can do and activities that can be facilitated in groups to not only personally develop but to have exchanges with their peers.

It was also noted that most young people will have access to a mobile phone but not always a laptop or computer, this should be considered in the development of the game. Participants also agreed that the game should accommodate various learning styles and should include a self-assessment prior to engaging with the game and after completing the activities to determine distance travelled.

ACTIVITY 2	DATE	LOCATION
Online focus group with 4 participants	October 21th, 2022	Online via ZOOM

### MAJOR CONCLUSION AND NEXT STEPS

The focus group consisted of 1 teacher, 2 social workers and 1 Youth Worker. The discussion began sharing their experiences of the needs of young offenders, young people at risk of offending and re-offenders. The needs included:

- Little or no education
- Unemployment
- Mental Health
- Complex relationships
- Addiction
- Violence
- Social relationships
- A lack of maturity



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# FIELD RESEARCH

## IRELAND

### EMPLOYABILITY SKILLS

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Once discussing the needs of the target group, the participants focused more intensely upon employability skills. The key considerations were:

- Poor Numeracy and Literacy skills
- A lack of employment within generations
- Digital skills gap
- A lack of preparation for work
- Neglect of development of employability skills such as teamwork, communication, problem solving and self-management.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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Participants agreed that gamification and the process of concepts from gaming can better engage participants. They can be suitable for all ages and the content can be diverse including employability. More importantly, the group suggested they are fun and can be applied within various learning environments. The group suggested there are various benefits for gamification and employability skills including:

- Makes learning fun and interactive
- Practical, real life experiences using gamification
- Can develop employability skills using games
- Develop digital competences
- The group further discussed potential challenges with gamification including:
- Language consideration, literacy needs
- Accessibility
- The financial demands to ensure a quality product
- The user ability, there needs to be clear instructions and a recognition of the digital gap for some learners

### ACTIVITY 3

### DATE

### LOCATION

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Individual  
interview

October 25th, 2022

Via Telephone

### MAJOR CONCLUSION AND NEXT STEPS

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The participant has been a job coach for over 15 years, with particular experience of working with those furthest away from the labour market including offenders and those at risk of offending.



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# FIELD RESEARCH

## IRELAND

The participant explained some of the needs experienced by the clients he works with including:

- Low Self Confidence/Esteem
- Self-Harm
- Addiction
- Negative Learning Experiences
- A lack of qualifications or work experience
- Deprived communities
- Homelessness
- Criminality
- Judgement and Stereotyping

### EMPLOYABILITY SKILLS

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In relation to employability skills the participant detailed those most prevalent in the target group including:

- Lack of work experience
- Low levels of numeracy and literacy
- Social Relationship
- A lack of understanding of what employability skills are
- A lack of knowledge of how to prepare for employment or source opportunities
- An inability to maintain a job even after securing one
- An insecurity about how to behave in a workplace and manage expectations

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The interviewee was receptive to gamification but more focused upon ensuring the individual develops their employability, he suggested the methodology would work for some but possibly not for others. He stressed the point that he passionately believes that there is hope and opportunity but skill development is essential. He suggested it is wrong to suggest that formal education cannot work with such target groups; it is possible and necessary to have theoretical approaches in addition to other learning styles.

He also went on to note that the world is changing, we need to be digitally current and workplaces expect a certain level of digital competence. He suggests this should be a primary objective of using gamification to develop digital skills.



# FIELD RESEARCH

## IRELAND

### ACTIVITY 4

### DATE

### LOCATION

Individual interview

October 25th, 2022

Via Telephone

### MAJOR CONCLUSION AND NEXT STEPS

The participant has been a social worker for over 10 years, with particular experience of working with problematic families including family members who are in custody, addition and abuse within the family.

The interviewee suggested that there needs to be more early intervention within families to stress the importance of education and softer skills to support resilience and greater opportunities. There are often generations of employability and it becomes “the norm” to be out of work.

### EMPLOYABILITY SKILLS

Volunteering should be encouraged to be familiar with the workplace and how it works and what it entails. Too many assumptions are made about the future of a vulnerable person, they need support and encouragement to navigate their way through life and to more importantly stop the cycle.

### EMPLOYABILITY SKILLS AND GAMIFICATION

Gamification is a wonderful tool to engage the whole family; it promotes cognitive development and reasoning and can explore real life situations whilst not being confrontational. For example using gamification, a learner could experience a job interview, less confrontational and an opportunity to practice prior to undertaking an interview in real life. It can be a reflective tool, something a learner can revisit and improve at. It would be useful to explore other social and emotional competencies through gamification in addition to employability.

### ACTIVITY 5

### DATE

### LOCATION

Online survey – 7 respondents

November 4th, 2022

Online Survey

### MAJOR CONCLUSION AND NEXT STEPS

There are multiple complex needs for young people at risk or have offended and even re-offended. A lack of support around mental health services, they are under resourced and the uptake in this target group is poor. There is a distinct lack of support for families to break the cycles, raise aspirations and a lack of positive role modelling. There needs to be a bigger emphasis upon the importance of education, future planning and hard and soft skills. There needs to be more programmes geared towards emotional resilience and interventions to overcome personal challenges, which have a detrimental effect upon reaching their full potential.



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# FIELD RESEARCH

## IRELAND

### EMPLOYABILITY SKILLS

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2 of the respondents suggested this target group possess many employability skills including enterprising competences and problem solving which should be harnessed and nurtured. To feel connected to the labour market is vital, too many at risk young people are not familiar with employment opportunities or routes into desired careers.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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There was an appetite for gamification and employability, benefits included:

- Scenario based work
- Practical, hands on experience
- Clear Instruction opportunity
- Flexible learning
- Group and Individual Working
- Digital development

There was undeniable support for gamification and employability but not without consideration for potential challenges including:

- It has to be interactive and engaging
- Does it have a shelf life? Once completed, what next?
- Are we encouraging more time online and gaming?
- Is there an alternative to gamification?



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# FIELD RESEARCH

## SPAIN

### ACTIVITY 1

### DATE

### LOCATION

**Focus group discussion with 6 participants** October 10th, 2022

Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

According to staff at this centre, it confirms that offenders face significant social adjustment problems, which can include stigmatisation and family and community ostracism, and the consequent impact on the offender's life. May include stigmatisation and ostracism from family and community, and the consequent negative impact on their ability to find employment, return to formal education, or return to work on their ability to find employment or housing, return to formal education, or create or re-create their individual and social capital. Or create or re-create their individual and social capital. Unless they receive help to confront these problems, they are often trapped in a cycle of failed social integration, re-offending, relapse and rejection delinquency, relapse and social rejection.

### EMPLOYABILITY SKILLS

It is concluded that employability oriented projects hardly exist or are very rudimentary or accessible only to a very small percentage of offenders. percentage of offenders. It is quite clear that, in the absence of clear and effective strategies for develop, implement and support such programmes, they will continue to feel wholly inadequate to help offenders and to inadequate to help this group.

The participants discussed and concluded the skills young offenders lack and therefore, they need to cultivate for their successful entrance into the job market:

1. Literacyskills
2. Digitalskills
3. Self-awareness, HHSS, planning, organisation and time management

### EMPLOYABILITY SKILLS AND GAMIFICATION

When the participants discussed about the preferable ways young offenders can be taught the aforementioned skills, they provided a range of ideas. First of all, Employability and gamification skills are fundamental to long-term success, being a basic and increasingly valued dimension of emotional intelligence. They involve a combination of the ability to understand and manage one's own emotional state and the ability to understand and respond when faced with a job opportunity.

Employability skills include not only the understanding and use of common work conventions, but also the ability to understand the "hidden curriculum", the way others communicate and interact, reciprocity and the ability to build working relationships.



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# FIELD RESEARCH

## SPAIN

In the possibility of a game for the development of offenders' employability skills, the participants welcomed the combination of an online and offline game. Introducing offenders to online gaming as a potential career is a way to develop interpersonal skills.

The feedback has been overwhelmingly positive: participants have noticed a marked improvement in the life and work skills they will need to succeed, because it increases their creativity, teamwork and communication, not to mention a healthy dose of perseverance and ambition.

ACTIVITY 2	DATE	LOCATION
Individual interview	October 10th, 2022	Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

Based on the evidence available from the centre's practitioners, it appears that the most successful employment-oriented experiential activity interventions are those that:

- Engage the community in both the planning and implementation of the intervention
- Focus on a specific group of offenders and their specific challenges.
- Rely on sound methods for assessing needs and risk factors
- Hold offenders accountable for their own choices and actions
- Offer assistance in an integrated and comprehensive manner and address the many interrelated challenges faced by offenders. address the many interrelated challenges facing offenders
- Are offenders a coordinated effort by all agencies involved and rely on strong inter-agency co-operation.

### EMPLOYABILITY SKILLS

Work on the therapeutic alliance, without a good alliance a helping relationship is not possible. This may take a long time but it is necessary.

In addition to vocational training, work should be done on self-esteem, communication, conflict resolution and emotional management. Dynamic methods personalized to the characteristics of each individual.



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# FIELD RESEARCH

## SPAIN

### EMPLOYABILITY SKILLS AND GAMIFICATION

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I don't like the use of prison staff, the people who are with the minors to help them are educators, psychologists... and they are not in a prison, they are in an educational centre. Clarifying this issue, it is important to practice with educators, maybe it is a good activity to create a good therapeutic alliance. In our Center they prefer always a offline game. In the on-line game get they lose physical contact, which is usually something they lack. In addition, many have problems with new technologies, as they see no other way of communicating.

ACTIVITY 3	DATE	LOCATION
Individual interview	October 10th, 2022	Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

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The participant mentioned that offenders need emotional regulation and conflict management, social skills, job search.

### EMPLOYABILITY SKILLS

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During the interview the following skills were identified:

- Conflict resolution, dealing with frustration and communication.
- Literacy skills (e.g., writing skills)

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The following lessons have been found to be key to developing successful programmes:

- Set achievable and realistic goals and expectations.
- Pay attention to implementation and operational difficulties.
- Ensure that the necessary human and financial resources are available.
- Monitor and evaluate
- Maintain the trust of practitioners, judges and local communities
- Involve the community
- Consult with beneficiaries



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# FIELD RESEARCH

## SPAIN

### ACTIVITY 4

### DATE

### LOCATION

Individual interview

October 20th, 2022

Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

The participant highlighted the range of needs offenders have:

- social support,
- reintegration support
- family support
- intervention and therapy, relating to crime and their life histories.

### EMPLOYABILITY SKILLS

The initiatives for the cultivation of offenders' employability skills are development of specific plans for personal autonomy and independence.

### EMPLOYABILITY SKILLS AND GAMIFICATION

The games more relevant for the specific minors and young offenders are those related to personal and social autonomy. Receptivity in general (emphasis on social cognitive learning interventions within a supportive structure), specific responsiveness (motivation, special characteristics of offenders, special circumstances, culture, etc.).

### ACTIVITY 5

### DATE

### LOCATION

Individual interview

October 13st, 2022

Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

The respondents answered that the young (re)offenders need primarily:

- educational support
- social support
- legal support
- support from their families.

Regarding the expected attitude from the young (re)offenders towards offering support, most often flight behaviour as an initial response.



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# FIELD RESEARCH

## SPAIN

### EMPLOYABILITY SKILLS

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Participants extensively mentioned the skills related to independent living and communication. (re)offenders need to cultivate to enter the job market.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The participants mentioned that plan, implement, review and evaluate the practice of games with peers, groups, organisations and communities.

Analyse and systematise the information provided by guided play as a support to review and improve as a support to revise and improve professional strategies.

Difficulties expected in the case of an online game: distraction, screen addiction, lack of sufficient supervision, reduced human contact and isolation, reduced development of social skills.

#### ACTIVITY 6

#### DATE

#### LOCATION

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Individual interview

October 10th, 2022

Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

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The respondents answered that the young (re)offenders need :

- social worker support
- educational support
- legal support and
- support from their families.

Regarding the expected attitude from the young (re)offenders towards they value it and receive it, even if some may reject it at first. If they trust the person or institution offering help, they will be more involved.

### EMPLOYABILITY SKILLS

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Those needed to perform the job, as in any other child or young person. Learning ability, responsibility, communication, teamwork, flexibility and adaptation, initiative, creativity.

Basic competences that have to do with the acquisition of knowledge, given that many of them fail at school. Social competences that have to do with teamwork, social communication skills, conflict or problem solving, emotional intelligence.



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# FIELD RESEARCH

## SPAIN

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The participants mentioned that Offline games, network games, games on digital devices. Any game that would allow them to exercise their social skills and abilities are important for them.

#### ACTIVITY 7

#### DATE

#### LOCATION

Individual interview

October 10th, 2022

Face to face in Centre Los Manzanos- Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

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The respondents answered that the young (re)offenders need :

- social worker support
- educational support
- support from their families.

Regarding the expected attitude from the young (re)offenders towards the acquisition of communication skills as well as conflict resolution skills.

### EMPLOYABILITY SKILLS

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It is important that they know how to identify and manage emotions.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The participants mentioned that online and offline game are not incompatible. Contributing to the promotion of the game's best suited to their needs and participating in the development and analysis of the lines of work that are implemented.

#### ACTIVITY 8

#### DATE

#### LOCATION

Individual interview

October 21st, 2022

Interview via Zoom-Centre Zambrana-Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

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The respondents answered that the young (re)offenders need from the educators to have patience, be persistent and build rapport to achieve openness to help. And yes, help them in any case.

Regarding the expected attitude from the young (re)offenders towards open and collaborative behaviour, and sometimes they are resisting and opposing help.



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# FIELD RESEARCH

## SPAIN

### EMPLOYABILITY SKILLS

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Basic competences that have to do with individualisation of the intervention, and it's fundamental the mentoring. It is very useful and necessary to maintain employment, promotion, in work and personal relationships.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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The participants mentioned that the competences more relevant are: empathy, adaptability and coping with difficulties, knowing how to relate, greater productivity.

Regards to the game on-line they are a lack of closeness in dealing with each other, difficulty in perceiving signs and attitudes of the other(s). The are very significant the cooperative, competence and emotional intelligence training, gamification methodology and game-based learning.

### ACTIVITY 9

### DATE

### LOCATION

Individual interview

October 22th, 2022

Interview via Zoom-  
Centre Zambrana-  
Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

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The participant mentioned that offenders welcome and appreciate the help that is offered to them, although I know that sometimes this is not the case.

### EMPLOYABILITY SKILLS

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During the interview the following skills were identified: Initiative, efficiency, skills and knowledge in the professional area, decision making, teamwork, ability to learn, effective communication, responsibility.

### EMPLOYABILITY SKILLS AND GAMIFICATION

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That in general it is not necessary to socialise in order to play online. There is also phishing, insults and provocative messages that can be made from anonymity, the degree of difficulty of the game, etc.



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# FIELD RESEARCH

## SPAIN

### ACTIVITY 10

### DATE

### LOCATION

Individual interview

October 22nd,  
2022

Interview via Zoom-Centre  
Zambrana-Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

Based on the evidence available from the Centre's practitioners, it appears that the most successful employment-oriented experiential activity interventions are those that those specific to the work to be carried out, as well as respect for timetables, correctness in treatment and a neat physical appearance.

### EMPLOYABILITY SKILLS AND GAMIFICATION

Cooperative games, trust games, psychomotor games, board games (strategy, memory, role-playing, etc.), introduction to computers and digital skills are the most successful oriented in this Center.

### ACTIVITY 11

### DATE

### LOCATION

Individual interview

October 22nd, 2022

Interview via Zoom-Centre  
Zambrana-Valladolid

### MAJOR CONCLUSION AND NEXT STEPS

Based on the evidence available from the Centre's practitioners, it appears that the most successful employment-oriented experiential activity interventions are those like:

- socio-familial,
- educational,
- pedagogical,
- leisure and free time,
- social and emotional competences.

### EMPLOYABILITY SKILLS AND GAMIFICATION

Teamwork, strategy, digital skills, planning and planning games are the most successful oriented in this Center. Under direct supervision of education staff is one relevant item in this gamification environment.



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# CONCLUSION AND RECOMMENDATIONS

Youth Regained is a project which addresses the lack of education of youth (juvenile) offenders across Europe and the struggles (i.e., poverty, housing) they go through because of this. Another focus of the project is to raise awareness about key competences youth offenders need to develop to increase their employability. The proposed project aims to address this issue by working with local NGOs, CSOs and authorities to strengthen the employability of minors, youth at risk of offending or reoffending to increase their integration to the societies.

Overall, YOUTH REGAINED aims to:

- -Strengthen ex-convicted child offenders' competences and basic skills in order to ease their transition to adulthood and support their integration in the labour market.
- Develop activities focusing on the strengthening of inclusion and employability of child offenders as young people with fewer opportunities.
- Support CSOs focusing on the protection and the re-integration of child offenders and encourage young people at risk of marginalisation to regain their life and place in the society.
- Engage CSOs and stakeholders from the business sectors and educate them to eliminate the stereotypes related to child offenders post release employability.

The main activities that will be implemented through the project and which will lead to the 3 project results are the following:

- Research and training (PR1: YOUTH REGAINED Good practice guide)
- OERs (PR2: YOUTH REGAINED E-course)
- Workshops and training (PR3: YOUTH REGAINED Awareness raising toolkit and training)

At the end of this best practice guide we will present the most important conclusions that emerged from the research carried out in all the project countries, Romania, Greece, Lithuania, Cyprus, Ireland and Spain.

The first important aspect that emerged is that there is a need to develop innovative methods to support young offenders in their educational journey while they are in educational centres, but also after they are released from these centres. It is also essential to develop new learning methods for this category of young people, as it is clear that traditional teaching methods have had no effect on young offenders.

Most young people who have come into conflict with the law are severely lacking in skills and need support on a variety of levels to help them reintegrate and rehabilitate. Stakeholders who participated in this research mentioned a variety of supports that would help juvenile offenders, including: educational assistance, support for their families to be there for them, reintegration support, legal support, career counselling, mental health support and employment counselling. The most important form of assistance is vocational training, which is the main focus of our research. Most young offenders lack the skills and information needed to find a job,



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# CONCLUSION AND RECOMMENDATIONS

so they need assistance to enter the labour market. This characteristic is crucial for how young offenders develop in society and is one of the things that prevents them from reoffending. Initiatives that enable juvenile offenders to benefit from vocational training are still relatively unusual and isolated.

For this reason, it is very important that there exists a close collaboration and dialogue between the Ministries of Education and Justice regarding the continuous training of teachers or educators working in centres where young offenders are held. The particularities of prison education are different from other forms of education and therefore a careful differentiation must be made between them. There is also a need for adequate training of prison teachers, which should start from the moment of employment until they retire. This training should focus on the principles of reintegration, rehabilitation and re-education of young offenders. Those who work with young offenders need to develop new techniques and skills that can be used for the rehabilitation and reintegration of young people, not just new knowledge.

Another important aspect that emerged from the research is the importance of family and community in the reintegration of young offenders. Stakeholders who participated in the project activities carried out by all the partners conveyed to us that it is extremely important for these young people to receive help from their families in order to reintegrate, but also to develop new skills. Unfortunately, most of these young people come from difficult backgrounds, with separated or abusive parents, as well as from foster homes, where family ties are almost non-existent. The family is very important for the reintegration and development of young offenders, which is why the family should be involved in this process whenever possible. For this reason, there should be positive and constructive incentives for the families of young offenders, but also for the communities they come from, to support this involvement.

Our research focused mainly on what competencies young offenders should develop to increase their chances of employment. The majority of young people in juvenile detention centres have an extremely low level of education and have difficulties with even basic skills such as reading a text and writing one. Several common competences emerged from the activities carried out for all the partner countries in the project: literacy skills (writing, reading) basic rules of conduct, communication, etiquette, speech skills, social skills, self-awareness, basic education), digital skills (how to prepare a resume, create a decent email and use it properly and politely; how to find the information needed for life, how to deal with electronic government portals), leadership and coping skills, time management, active listening and specific practical and technical skills according to their professional preferences. Also, other skills that young offenders should cultivate in order to enter the labour market are: teamwork, developing their financial and legal knowledge and job search skills (how/where to find information about job vacancies, vacancies; what the job interview is and how to behave during it).



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# CONCLUSION AND RECOMMENDATIONS

Emotional competences are another set of skills that are essential for increasing the competences of young offenders and improving their employability. Most young offenders struggle to understand their own emotions as well as those of others. Developing emotional intelligence would help them connect with their inner selves, enabling them to understand their needs, control their emotions, understand the effects of their actions and create positive interpersonal connections.

An important aspect our project focuses on is developing games that help young offenders develop their employability skills. Thus, each partner conducted several activities with stakeholders to see what games would be useful for young offenders and in what form these games should be: a board game or an online game. Role-playing games, games that encourage teamwork, games about how to get an interview and games based on real-life facts were just a few of the suggestions that stakeholders had for games that would be helpful for juvenile offenders.

As to the form in which the game should be developed, there are divided opinions among stakeholders. Some considered that an online game would be beneficial, because young people nowadays are more attracted to technology, others considered that a mix between an online game and a board game is the best, because an online game can engage them, and board games improve social skills and connections. But the most common opinion on this issue was that an online game is extremely difficult to implement in centres where young minors are, because of several problems. First of all, an online game cannot be implemented because of the lack of devices in educational centers for young offenders, the lack of staff to supervise them to see if they use the devices only for the game and because of the bureaucratic procedures that would require the introduction of devices in these centers in case of an online game. Secondly, respondents also noted various disadvantages of an online game, strictly related to young offenders: reduced human contact, screen addiction or reduced development of social skills.

The idea of developing an online game to develop the skills of young offenders would be ideal, but is difficult to implement in most centres due to the shortcomings outlined above. In order to achieve this, it is necessary to allocate more resources, both economic and professional, from the state authorities, to have a greater presence of technology in the centres where young people are and to have a trained and numerous staff to supervise them.

Analysing all the data collected so far we can present a series of recommendations:

1. Develop appropriate standards, procedures and working methodologies for working with young offenders



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# CONCLUSION AND RECOMMENDATIONS

1. Allocate more resources to educate young offenders. Their reintegration and recidivism rate will decrease if they receive job training and more educational courses.
2. Putting more emphasis on informal education, as it has been proven that traditional learning methods do not work for this group of young people.
3. More investment in professionalizing those who work in the juvenile justice system and recruiting more teachers/trainers because there is a lack of human resources.
4. When developing a strategy for young people in the justice system, the views of professionals working in this field should be taken into account, as well as the views of young people.
5. Allocate more resources to the technological development of youth centres, so that young people can learn outside the traditional learning methods.
6. Ensuring a transition for young offenders after their release. It is not enough to implement new educational measures only for the time they are imprisoned, but they must be provided with learning methods and opportunities after release, so that they can integrate as well as possible.
7. A framework should be created for greater cooperation between the youth sector and juvenile justice. Youth workers are not really present in the justice system, although they would be a great addition, being able to supplement what traditional education does not do or to supplement teachers who are working in the system when they are not available.



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