NOISE
PROJECT
TOOLKIT

NON FORMAL INNOVATIVE TOOLS TO FOSTER LIFE SKILLS OF JUVENILE PRISONERS

SIMSPe
SOCIETÀ ITALIANA DI MEDICINA E SANITÀ PENITENZIARIA

NOISE TOOLKIT

Contents

INTRODUCTION

About "NOISE Project" - Non fOrmal Innovative tools to foster life Skills of juvenilE prisoners

The NOISE Toolkit is a compilation of effective practices gathered and refined during collaborative staff training events. These practices focus on methods, tools, and activities designed to reduce recidivism in young offenders under 18 by enhancing their life skills. The Toolkit's approach is comprehensive, addressing the physical and health needs of various young offender groups while emphasising holistic emotional and mental health support. It incorporates non-formal training strategies through participatory methods, which serve as engagement enhancers. These methods offer young offenders innovative and efficient opportunities to learn and strengthen their life skills.

The Toolkit includes various non-formal approaches that are particularly beneficial for young offenders with low education levels and those at risk of poverty, providing support where necessary. The development and success of this toolkit are the results of strong collaboration among the project partners, listed below in no particular order.

The Società Italiana di Medicina e Sanità Penitenziaria (SIMSPe-Onlus) is a national scientific society with the mission of advancing the field of Penitentiary Medicine and Healthcare through academic study, research, and practical education. SIMSPe Onlus is committed to highlighting the unique roles within the penitentiary healthcare sector, supporting the continuous professional development of its practitioners, and elevating their expertise. To achieve this, the organisation promotes, coordinates, and shares studies, research findings, and reports related to the penitentiary healthcare system, all aimed at enhancing the sector's capabilities.

SIMSPe's focus extends to all professionals involved in Italian correctional facilities, encompassing not only physicians and nurses but also psychologists, educators, social workers, prison officers, technicians, and anyone contributing to the overall health and well-being of inmates.

Freedom Gate Greece (FGG) is a non-profit non-governmental organisation (NGO) that was established in Athens, Greece, in 2012. Its primary area of focus is within the criminal justice system, specifically in the field of offender rehabilitation and their successful reintegration into the labour market and society as a whole. Additionally, the organisation is committed to supporting the familial environments of offenders.

The organisation's mission involves delivering essential services, offering support, providing rehabilitation, offering counselling, disseminating information, and delivering education and training to meet the needs of their target audience and those who collaborate with or serve them. FGG's professional teams are composed of academically qualified experts, including psychologists, criminologists, lawyers, sociologists, social workers, and professional orientation counsellors, who receive ongoing supervision and training. FGG possesses expertise in cognitive-behavioural therapy (CBT)-based group interventions and group psychotherapy, particularly tailored to disadvantaged and marginalised individuals who face

social exclusion or are at risk of it. Finally, they offer professional orientation counselling for this specific target group.

Dione association, founded in 2016 in Nicosia, Cyprus, is a non-governmental, non-profit youth organisation. Its primary objectives include the promotion of Cypriot culture and the encouragement of young individuals to engage in EU projects. Additionally, Dione is dedicated to advancing gender equality, anti-racism policies, human rights, and the social inclusion of individuals with fewer opportunities. Furthermore, Dione places a strong emphasis on fostering the skills and non-formal education of young people associated with the organisation or those within communities collaborating with Dione.

To achieve these goals, Dione's permanent staff and partners organise various events that revolve around culture, lectures addressing social inclusion for those with fewer opportunities, and seminars to inform and update young communities about EU projects. Dione leverages arts and sports as tools to achieve its objectives.

Cultural association Pro.M.E.T.EU.S., an Italian non-profit cultural organisation based in Viterbo, is dedicated to creating a more interconnected and inclusive world. The association actively promotes awareness of the European Union's initiatives and opportunities aimed at political unity, economic and social progress, and cooperation among member states. The organisation is actively involved in research and studies in a variety of domains, such as education, skills development, community engagement, digitalization, and environmental issues, working at local, national, and international levels. In the realm of Quality Assurance & Project Management, Pro.M.E.T.EU.S offers its expertise to ensure high standards and innovative practices, especially in crafting and overseeing educational programs that are adapted to the unique needs of various target groups. Furthermore, Pro.M.E.T.EU.S. is dedicated to non-formal Education & Training Courses, delivering educational approaches and training tailored to the specific requirements of diverse groups, thereby enriching the learning experience.

NGO "Home of Psychological Ideas" (established in 2009) is dedicated to enhancing public mental health, with a special focus on the non-formal education of young people, their constructive leisure time, and positive personality development. The organisation's genesis lies in the collaboration of professionals from various sectors, including psychologists, educators, career professionals, and youth workers, all experienced in project implementation and creative business solutions. The NGO's core activities encompass public and individual mental health enhancement, youth personality development, entrepreneurial skills, leadership, team-building, non-formal education, and integration into the labour market. Additionally, it provides psychological, psycho-therapeutic, and social services, promotes volunteering, and develops and implements programs for societal integration. With a team of experts in psychology, social work, and youth work, most having over 12 years of experience, the NGO is at the forefront of training and seminars at national and international levels. It specialises in social and psychological counselling, training, camps for children and adolescents at risk, and creating

resources for local communities, social workers, teachers, and volunteers seeking innovative tools and methods for their work.

TOOLKIT METHODOLOGY

The NOISE Toolkit project, led by a team of contributors, embarked on research to provide insights and facts for professionals working with young offenders. This research aimed to understand the challenges faced by professionals in Italy, Greece, Lithuania, and Cyprus, identify the needs of young offenders in terms of skills and reintegration, and determine the necessary activities (mainly non-formal activities) and services for both professionals and offenders.

In the NOISE Toolkit project, a blend of qualitative and quantitative research methods was employed to gather comprehensive data from professionals working with young offenders and the offenders themselves. For professionals, the research focused on exploring in-depth the challenges faced in their work, understanding the complex needs of young offenders, and assessing the effectiveness of current resources and activities. This involved both narrative descriptions of specific instances and challenges, as well as rating the severity and adequacy of resources on a scale. Young offenders, on the other hand, were asked to share their personal experiences with existing support systems, rate the effectiveness of rehabilitation programs they participated in, and express their satisfaction with these programs. The aim was to capture both the subjective experiences and perceptions of the individuals involved, and to quantify trends and patterns in challenges, needs, and program effectiveness. This comprehensive approach was designed to ensure a nuanced understanding of the rehabilitation ecosystem, facilitating the development of an effective toolkit.

The theoretical framework underpinning the NOISE Toolkit project integrates several key concepts and approaches, forming the backbone of the research and its subsequent application. This framework blends criminological theories, educational methodologies, and psychological insights to address the complexities of working with young offenders. It's constructed to understand and effectively respond to the challenges these individuals face, while also equipping professionals with the necessary tools and strategies.

Criminological Theories:
The framework considers criminological theories that explain why young people offend and the factors that contribute to recidivism. It includes the examination of social learning theories, strain theories, and labelling theories, each offering insights into how societal interactions, personal stressors, and societal labels contribute to juvenile delinquency.

Educational Methodologies:
Central to this framework is the emphasis on non-formal education. Unlike traditional education systems, non-formal education is more flexible, learner-centred, and tailored to the unique needs of individuals. It is particularly effective in engaging young offenders, many of whom might have had negative experiences with formal education. This approach includes

experiential learning, where individuals learn through experience and reflection, and participatory learning, which involves the active participation of learners in their educational journey.

Psychological Approaches:

The psychological aspect of the framework focuses on understanding the mental and emotional needs of young offenders. It considers theories of developmental psychology to understand the specific challenges faced by adolescents. Additionally, it involves elements of positive psychology to foster resilience, self-esteem, and other positive attributes in young offenders. This approach acknowledges the importance of addressing trauma, building trust, and developing healthy relationships as part of the rehabilitation process.

Skill Development and Life Skills Training:

An essential component of the framework is the emphasis on life skills training. This includes teaching skills like conflict resolution, emotional regulation, and effective communication. The aim is to equip young offenders with the necessary skills to navigate the challenges of daily life, improve their social interactions, and enhance their chances of successful reintegration into society.

Holistic and Multidisciplinary Approach:

The theoretical framework adopts a holistic and multidisciplinary approach by recognizing the multifaceted nature of juvenile delinquency. It integrates insights from sociology, psychology, education, and criminology to develop a comprehensive understanding of the needs of young offenders. This approach ensures that the interventions are not only focused on preventing recidivism but also on promoting overall well-being and social integration.

Stakeholder and Community Involvement:

The framework acknowledges the importance of involving various stakeholders in the rehabilitation process. This includes families, educators, social workers, and the community at large. By engaging these stakeholders, the approach ensures a supportive environment for the young offenders, facilitating better reintegration and reducing the likelihood of reoffending.

Furthermore, the project included four Joint Staff Training Events (JSTEs), held in all partner countries. These events aimed to exchange best practices for reducing recidivism and enhancing life skills among young offenders. They focused on building trust, developing social skills, promoting participatory citizenship, and fostering employability skills like self-esteem, autonomy, and resilience.

First JSTE - Trust Building: This event involved psychologists and youth workers and focused on establishing trustful relationships with young offenders. Tools like 'My Web' were introduced to map out the significant relationships in an offender's life, aiding in the empowerment of life skills.

Second JSTE - Social Skills for Reintegration: This event addressed building positive experiences, self-confidence, conflict management, and competence development. It involved online preparatory meetings and presentations of non-formal activities from each country.

Third JSTE - Participatory Citizenship: The focus was on citizenship skills and active participation. The sessions included presentations on education for citizenship, rights and duties, and the involvement of young offenders in international projects.

Fourth JSTE - Employability Skills: This event concentrated on self-esteem, autonomy, personal branding, and resilience. Techniques like Solution Focused Coaching and methods for job search strategies, interview preparation, and maintaining a positive attitude were discussed.

During these events, innovative non-formal tools were shared, including the ladder of participation, simulation methods, and various engagement strategies for young offenders. This comprehensive approach ensured a well-rounded development of programs and methodologies, contributing significantly to the toolkit's effectiveness in addressing the needs of young offenders and the professionals who work with them.

COUNTRY PROFILE

ITALY:

According to data from the Italian Statistical Yearbook, young people (including young adults up to 23 years) followed by social service offices for minors, in the year 2023, were 25,288, with an increase of 19.7% compared to 2022, 1,032 were young people in communities at the end of the year 2023, also in this case with an increase of 10.8% compared to the previous year and young people in criminal institutions for minors, in the year 2023, were 595, 23.8% more than in 2022. In the first reception centres, where the entry takes place almost exclusively (at 92.4%) for arrest in flagrant crime, the number of young people was 1,313 in 2023.

Specifically, according to ISTAT statistics, in the year 2023 reported minors to the Authority were 44,100, with an increase of 47.1% compared to 2022. However, beyond the total number, more precise data on reported minors stop in 2022 reporting an increase in foreign minors compared to 2021, where the most committed crimes seem to be those of theft, for violation of drug legislation, malicious injury, damage, robbery and receiving; Theft is the crime for which the female incidence is higher. Lombardy is the region with the highest number reported minors (8,767), followed by Campania with 4,463 reports and from Lazio (3,616), Puglia (3,555), Sicily (3,443), Emilia-Romagna (3,348), Calabria (2,881) and Tuscany (2,813).

Among minors who have committed crimes denounced or arrested by the police, the types of crimes most committed by young people between 14 and 17 years old, in 2023, were theft, malicious injury and drug-law violation. Moreover, according to the latest ISTAT data extracted, the total number of minors investigated in 2023 in Italy was 54,752; the age group with the highest number of minors under investigation is from 15 to 17 years old. As regards the type of crimes, those most committed are crimes against property, in particular thefts (13,383) and those against the person and individual safety, in particular personal injury (5,785).

In 2023, on the basis of the principle that for minors the use of detention, as a response to deviance, is, and has to be, an extremely residual measure, the Judges of the Tribunal of Minors have defined 6,212 proceedings and in the 58% of cases they have given a judgement, of which the condemned by irrevocable judgement, were only 1,765.

So, for minors between 14 and 17 years, the ability to understand and want in relation to the crime committed must always be ascertained by means of an expert opinion. The juvenile criminal trial must adapt, both in its general concept and in its application concrete, to the personality of the minor and his educational needs, as the process must be aimed at reintegration of the child into society. The criminal trial, therefore, as a place for verifying what possible discomfort of the juvenile is, he or she must tend to return the subject to the normality of social life, avoiding interventions that can deconstruct the personality. This involves the need for everyone involved in the process to take into account the personality characteristics of the boy and his educational needs, which must be the parameters to which to measure the choices to be adopted in the trial.

During the trial four principles are followed and assured: adequacy principle, according to which legal measures must be applied adequately to the personality and educational needs of the child; minimal offensiveness principle, by which the trial must avoid a healthy development of his or her personality; de-stigmatization principle, which can be considered and extension of the previous principle, and it aims to protect him or her from all kind of devaluation processes; and residually of detention principle, according to which, detention in jail needs always to be considered as the last possible measure to be applied to a juvenile offender, in order to ensure the educational result of the trial. The criminal trial of the juvenile offender has a double aim: answering the crime committed by the juvenile, by convicting him or her, and protecting his or her developmental process. This double aim is reached by educating and empowering him or her. Personal protective measures may not be applied to the minor accused other than those strictly provided for, namely: prescriptions, by which the judge may prescribe specific requirements concerning study or work activities or other activities relevant to his or her education in order not to interrupt the ongoing educational processes; these obligations shall be effective for two months and shall be renewable once only; stay at home, by which the judge requires the minor to remain in the family home or in another private place. At the same time, he or she may have limits and prohibitions on the juvenile's ability to communicate with people other than those who live with him or who assist him or her; placement in community, by which the judge orders that the minor be entrusted to a public or authorised community; pre-trial detention, that may be applied in the case of non-infected crimes for which the law lays down the sentence of life imprisonment or imprisonment of not less than nine years and by which the judge may order pre-trial detention: a) if there are serious requirements relating to investigations, in relation to situations of concrete danger to the acquisition or authenticity of the evidence; b) if there is a real danger that he commits serious crimes with the use of weapons or other means of personal violence. In a later stage of the trial of a juvenile offender the judge may order the suspension of the trial and the testing when he considers he must assess the personality of the minor at the end of the trial. The trial shall be suspended for a period not exceeding 3 years when prosecutions are carried out for offences for which the sentence of life imprisonment or imprisonment is not less than 12 years. In other cases, for a period not exceeding one year. The judge shall take care of it based on a project drawn up by the juvenile justice services in collaboration with the services of the local authority, to which the minor must give his or her support and which generally involves the family of the minor and the social fabric. With the suspension order the judge entrusts the minor to the juvenile services of the

administration of justice for interventions of observation, treatment and support also in collaboration with the services of local authorities.

After the period of suspension, the judge, considering the behaviour of the minor and the evolution of his personality, if he considers that the test has given a positive result, declares the crime extinct. Juvenile prisoners (from 14 years of age) are held in Criminal Institutes for Minors (Istituti Penali per I Minorenni) for juvenile prisoners. Prisoners who have reached 18 who show by their behaviour that they are improving, may be left in the juvenile detention facility, but not longer than until 25 years of age[1].

GREECE:

In recent years, a new worldwide trend began forming, which led to a new ideology of crime prevention, focusing on the juvenile's personality and its capacity to grow and improve, while at the same time protecting its essential constitutional rights. Based on this ideology the Greek State started upgrading its legal framework with Law 3189/2003, a legislative activity that resulted in Law 4619/2019, which changed the Penal Code. Hence, according to the new Greek legal framework that at present is in force, the main guideline of criminal law for juveniles is the principle of personalised education and treatment combined with a radical limitation of measures that reduces a juvenile's freedom (Farsedakis, 2004). The age frame for a criminal offender to be considered as a juvenile has been set at 12-18 years of age, from 8-18 that was in previous years. More accurately, offenders between their 12th and 18th year of age at the time of committing the offence are considered "Juvenile offenders", of them anyone between their 12th and 15th year of age are only submitted to measures of re-education or therapy (they are considered unaccountable – unable to stand accountable for a crime). Anyone between their 15th and 18th year of age may be confined, under strict conditions, in a Special Detention Center for Minors, currently being in the special detention centre of Volos (if they are considered accountable – able to hold responsibility for a crime) (Margaritis, 2014). Alternative measures for juvenile offenders In case of an offence caught in the act a juvenile offender follows the above steps within the system of criminal justice: a. Arrest by the Police, detention at the Police Department and afterwards at the Office for the Protection of Juveniles, b. The minor is referred to the Prosecutor of Juveniles, who prosecutes the minor for a specific act. In cases of petty assaults, the Prosecutor of Juveniles has the authority not to prosecute and not take the juvenile to court, but rather to enforce only a re-educating measure, KA2 N.O.I.S.E: Non-Formal Innovative Tools to Foster Life Skills of Juvenile Prisoners 2 while at the same time setting a specific deadline for the offender's acquiescence (Code of Penal Procedure, article 46). According to the above, juvenile offenders may be submitted to: Re-educating Measures, Therapeutic Measures and Criminal Rehabilitation 1. Re-educating Measures The re-educating measures provided for juvenile offenders in criminal law (article 122 of the Penal Code) are: (a) reprimand, (b) supervision order carried out by parents, trustees or guardians, (c) supervision order carried out by the Agency of Juvenile Probation Office an educational institution or societies for the protection of minors, d) enrollment in social, psychological, and

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[1] the most recent decree law is from 2018 and paragraph 1 of article 11 in chapter 3 (execution discipline).

educational programs, e) enrolment in a program of traffic education, f) compensation for the victim, g) foster care, h) community work, i) admission to a care facility (Pitsela, 2004; Pantazi-Melista, 2013). Another common practice of the Greek restorative approaches is mediation for apology. Mediation is defined as a structured procedure with a special focus on peaceful dispute resolution and active acknowledgment of personal responsibility. It is based on an open and honest dialogue and the active participation of the people most affected by the offence. The conflict is resolved through alternative suggestions put forward by both sides concerning the reparation of damage (Panagos, 2017). The educational, as well as the curative, measures are security measures that replace a more severe penalty, according to the predominant theory and consistent jurisprudence. The above measures also have been asserted as measures of an administrative and not penal nature. 2. Therapeutic measures are put into place, in case the situation of the juvenile demands for special treatment, particularly if the juvenile suffers from a mental disease, or from an organic disease or a situation causing dysfunction as well as those who are alcoholic or drug users or present difficulties in developing moral and ethical values. Such measures are commanded after a diagnosis has been made by an expert of an interdisciplinary panel of doctors, psychologists, and social workers, who belong to either a Unit of the Ministry of Justice or health centres or state hospitals. The most frequent act is to refer the juvenile in a program of therapeutic counselling or other appropriate facility (Spinellis & Tsitsoura, 2004). Criminal Rehabilitation According to the law, criminal rehabilitation, which means that the juvenile is referred in a juvenile prison, is a last option measure, given that it is only allowed if the following conditions are met: a) the juvenile has attained the age of 15 years, b) the juvenile is accused of an act that would have been a felony if committed by an adult and entails elements of violence or is against the victim's life or physical respectability, c) the judicial decision must contain a specific and complete reasoning, from which becomes obvious why the re-educating or therapeutic measures are considered insufficient. The above interventions drastically reduce the court's ability to impose a criminal rehabilitation measure, due to the fact that the stigma and the criminal identity formation follow the minors throughout their entire lives and contribute to establishing a criminal career (Pitsela, 2013). More specifically, un assessment carried out by UNICEF in 2022, illustrated that some of the measures handed down for juveniles in Giannitsa and Nafplio Probation Services, from 2019 to 2020 were the measure of reprimand, the probationary supervision under probation, the victim-offender mediation, the community service, road safety education attendance and placement in educational institution. From them the most common imposed measures were the reprimand and the victim-offender mediation (UNICEF, 2022). Interventions imposed by the Juvenile Probation Office of Piraeus The Juvenile Probation Office of Piraeus implemented some interventions between 2012 and 2021 in the context of the implementation of the alternative measures imposed on juvenile offenders by the Juvenile Court. The interventions mentioned below were retrieved from the Manual of good practices "Juvenile rehabilitation - A CHANCE to choose" which was produced in the Erasmus+ KA2 project "CHANCE-Changing lives through community engagement'' (Cooperation for Innovation and Exchange of Good Practices - Strategic Partnership in the field of Youth - 2018-1- EL01-KA204-047884). Psychoeducational groups were implemented with the aim of juveniles expressing themselves, communicating, reflecting, learning, empowering, supporting and resisting

delinquent-related behaviours. Participation in the groups was voluntary and there was a commitment agreement between the group members.

1. Self-knowledge Group The aim of this group was the development of communication skills, the emergence of capabilities and the expression of emotions. More specifically, the main objectives were mainly: a) investigating, understanding and dealing with dysfunctional patterns of behaviour and thinking, b) development of social and communication skills c) training in recognizing, managing and expressing emotions, d) Enhancing adolescent self-esteem.

2. Anger Management – Conflict Resolution Group The aim of this group was to manage anger and resolve conflicts in a positive way without using violence, while developing social skills. In the psychoeducational anger management programs minors who had been in conflict with the law and - working with the community – participated. Each meeting was aimed at different dimensions of anger management: recognition of the feeling of anger, distinguishing the causes of anger and aggressive behaviour, awareness of the normal early warning system of the feeling of anger, learning specific anger control techniques, training in conflict and unfair situation management techniques (self-defence - assertiveness), taking responsibility, which has been processed and trained through individual and group activities and using various tools (human figure, anger thermometer, conflict diary, audiovisual material, role playing scenario cards, scenarios of moral dilemmas).

3. Counselling - career guidance group. The aim of this group was self-knowledge, skills' development, education and vocational planning. More specifically, juveniles had the chance to a) get to know themselves better, b) discover their skills and competences, c) identify their interests d) manage their time effectively by planning their educational and professional career paths with an optimistic attitude.

4. Educational visits. Another measure included educational visits such as handicraft workshops, where juvenile offenders participated in interactive workshops learning to build earrings, pins, placemats from recyclable paper. Juveniles had the chance to be activated and involved, discovering hidden skills in a context of acceptance, support and empathy. Another educational visit included watching the theatrical performance "Your true story", where juveniles had the chance to reflect and exchange different opinions and views.

5. Educational programs were also organised with a computer course training program, learning Greek language for adolescents who are out of the educational process and do not know the Greek language and traffic education program from Institute for Road Safety, whose objective was to inform adolescents about safe driving and safety. Last, another educational program included information on health education issues where adolescents were informed about issues of personal care, intercourse, prevention of sexually transmitted diseases, contraception, pregnancy and counselling.

CYPRUS

The Republic of Cyprus uses a contemporary framework through its legal system in order to ensure that all people that found themselves in a difficult legal position as a result of offensive and illegal behaviour, especially the young people, will indeed receive and enjoy all the appropriate support that will enable them to avoid problems in the future, and consequently,

achieve social inclusion. The Republic of Cyprus has developed the framework on the following pillars that are interrelated and their connection is essential in order to fully understand of how the country responds effectively to the increasing challenges:

- Full cooperation with the official and relevant Bodies of the European Union in order to ensure that all the actions will be fully compatible with the relevant European Legislation
- Developing Bilateral Agreements with countries that are more advanced in the specific field, hence, enabling acquiring the relevant expertise that will enable the country to confront the problem

Taking into consideration all the appropriate international Conventions and other Regulations that focus on protecting the Children and their families regardless of any background. These refer to:

- Hague Convention on the Recognition and Enforcement of Foreign Judgments in Civil and Commercial Matters
- Convention on the Recovery Abroad of Maintenance, signed in New York on 20 June 1956. The Ratification Law is 50/78.

Developing its Human Resource through well-designed and execution programs that will enable Public Administration officers to deliver the expected results to all those in need.

The cooperation with Non-Governmental Organisations that possess the relevant licensing and expertise in order to provide the appropriate support to both the Young Offenders and their families

The following Best Practices are a collection of actions applied in both the European Union and the Republic of Cyprus, and take place in full alignment to the several Treaties, Conventions, as well as Guidelines, such as "The Riyadh Guidelines" of the Human Rights Office of the High Commissioner and refer to the Prevention of Juvenile Delinquency and enable a comprehensive overview. These Guidelines provide a rather holistic approach and enable all participants within the specific process to:

- Establish a critical thinking approach towards the under-examination issue and create a framework that will enable the young offenders to understand the problems and the potentials that exist in their overall environment
- To establish effective Communication Channels, both formal and informal, and consequently, to ensure that all the messages will be transmitted in the best possible way.
- Ensure that a larger number of Stakeholders, both formal and informal shall participate in the process.
- Develop a network with the local societies that face serious problems with the actions of young offenders. This network will enable the social inclusion of the young people and help them become an integral part of their societies,

Working with Families – One of the most common and effective Best Practices that are applied in the Republic of Cyprus is that working with the families of the young offenders in order to ensure that both the families and the young offenders will be reunited in terms of emotional bonds.. These programs have been extremely beneficial for both the families and the young offenders as they delivered the following results:

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- Improved emotional performance by the young offenders as they have realised that they can still rely on their families for returning back to their previous normal lives. This has been identified to have a greater value in cases that the Young Offenders were part of serious offences in the society
- Improved emotional performance by the parents as they felt relieved from the return of their children back to normal situations.
- Improved emotional performance by the rest of the children within the families, as they saw their beloved ones return back.
- An added financial income has been identified as the Young Offenders could work in part-time jobs as part of their overall social inclusion process. Additionally, the parents found the opportunity to increase their own performance at work, since they did not have to deal with this indeed serious problem.

Formal Education – The level of Education has experienced a massive growth during the last fifty years with the establishment of a large number of schools at all levels, primary, secondary, and tertiary (higher university education). This has enabled the Republic of Cyprus to utilise the formal education in order to enable the Young Offenders to take part in this process, with the social inclusion as well as the increase of the educational level to be considered as the main objectives. The cooperation of the Young Offenders and their families with the local authorities as part of the under-examination Best Practice has enabled the following positive results:

- Increase of their educational level at the secondary levels, especially for those that have preferred to follow the technical pathway that will enable them to enhance their potential to work in the marketplace.
- Ability to have access in the tertiary (university) education which provides more opportunities for further professional development and increase of the financial income
- Acquire improved attention and acceptance by their local societies, as the latter see and evaluate their actions as positive and realise that they have a lot to offer to the society.

Working in a more effective way with the local authorities that have the responsibility to help the Young Offenders to get back to their previous life.

Informal Education – Informal Education has been experiencing a massive and sustainable growth across the world during the last few decades, calling for all stakeholders in both public and private sectors. Informal Education carries some important benefits such as:

- It is a form of Training that can have a specific structure by people that are aware of the issue
- It is relatively cheap in terms of financial cost as it is usually based on volunteer work and there is a lot of free and available data
- It is empowering as it enables people, especially for those coming from a disadvantaged background
- It is practical as both the trainers and the participants are able to apply practical rather than theoretical skills
- It is immediate, in contrast to the Formal Education, as it enables learning to occur simultaneously
- It reinforces formal learning as it adds to the existing formal structure by enabling creativity and innovation

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All the above are taken into consideration by both the official bodies of the Republic of Cyprus, as well as by a number of organisations that fall within the non-governmental spectrum, which in collaboration have developed a number of projects and activities in order to ensure the sustainable development of Informal Education. Despite the initial, and to some extent, expected problems due to lack of expertise in the field of Informal Education for Young Offenders, the response and the results of these activities have been excellent and created several new opportunities for them and their families.

Hence, some of the activities that took place as part of the Informal Education for the Young Offenders within the Republic of Cyprus are:

- Listening to Podcasts – Podcasts are a new form of interactive activities that have in recent years been part of an extrovert Informal Education approach in a large number of countries. Podcasts refers to "a radio programme that is stored in a digital form that you can download from the internet and play on a computer or on an MP3 player." The collaboration between the public and private sectors has led to the development of a broad range of topics that the Young Offenders could listen to. The most important is:
- Music programs that interest the young people, with both local and foreign music, of several types, enabling the Young Offenders to identify the role of Music in life and how this can help them develop in both personal and social levels.
- The creation of several workshops has enabled the Young Offenders to explore new skills in technical skilled jobs. The most important workshops that have been developed were:

▪   Organic Horticultural Crops
▪   Supply Chain Management and Maritime Operations
▪   Refrigeration and Air Conditioning Installations -

- Computer and Communications Networks Design, install, maintain and manage Computer Networks for business and home use
- Design, install, maintain and manage various types of wireless LANs
- To maintain and configure various types of networks and wireless communications equipment

Given the large participation and interest by Young Offenders, both male and female participants, the Republic of Cyprus has extended the Workshops in both Quality and Quantity in order to enable participants to take advantage of other opportunities, such as that of technical and university development.

Bakery - Applying the knowledge gained in the classroom combined with extensive hands-on training from laboratory courses and industrial experience,

Researching new activities online. The results of the specific Best Practice are mainly referring to:

- Communicating with other Young Offenders, from both local and abroad environments, that share same interests, consequently, they could engage together in such interests
- Understanding of the working and professional opportunities that exist in the global environment
- Understanding the potential risks that exist in terms of inappropriate material that is uploaded and circulated in several websites

Co-funded by the European Union

KEPAKY Sophocleous Foundation –The Foundation also takes into consideration that the Republic of Cyprus is experiencing a massive growth of refugees' waves that led to a total of 6% of the overall population which in many occasions have been involved in crimes, both minor and serious ones. The Foundation has developed several actions, activities, and workshops that are fairly considered as Best Practices, due to the fact that they have been developed in full collaboration and communication with professionals. These Best Practices are mainly referred to:

- Theatre workshops
- Organising Blood Donations for the public
- Sports activities and workshops.

Psychological support is also considered as essential for offenders

British Forces Social Work Service & Community Support Cyprus In order to achieve the right results, BFC has allocated the appropriate productive resources such as:

- Human in order to provide their expertise
- Information Technology in order to analyse the current situation
- Financial in order to ensure that the best Practices would not face any difficulties in completing their tasks

The Best Practices by the BFC have the following objectives:

- A whole-system approach
- Exemplary and effective evidence-based practice
- Promotion of good emotional health and wellbeing, and building resilience
- Promoting achievement, attainment and active citizenship for our children and young people
- Supporting a 'Firm Base' for the military community

As a result of all the above, the following Best Practices have been established, either in collaboration with the local authorities and the non-governmental organisations, and/or individually: Sports activities in the premises and facilities of the British Forces in Cyprus and arts activities.

Cyprus Psychological Association Amongst others, the Association has established the following Best Practices:

Scientific research with the participation of the Young Offenders in order to identify, evaluate, and most importantly, to prioritise the reasons behind their illegal or antisocial behaviour.

Psychological supporting sessions for the Young Offenders as well as for the families, especially in cases that other children exist within the family.

Cyprus Police: Crime Combating Department - Cybercrime Subdivision –The major strategic objective of the specific Best Practice is to prevent Cybercrime, and in order to do that, the specific Division has called excerpts from areas such as academics from several universities that possess the appropriate expertise that can contribute towards the information of the young people and their families, hence, prevent them from this issue.

LITHUANIA

Psycho-social work with young offenders in Lithuania is a vital component of the juvenile justice system, emphasising rehabilitation, reintegration, and personal development. The approach is rooted in the recognition of the unique needs and vulnerabilities of young individuals within the criminal justice system. Professionals engaged in psycho-social work aim to address not only the immediate legal consequences of the offences but also the underlying factors contributing to juvenile delinquency.

In Lithuania, specialised psycho-social interventions are designed to offer personalised education, therapeutic measures, and targeted rehabilitation programs based on individual needs. These efforts often involve interdisciplinary collaboration, with psychologists, social workers, and other experts working together to assess and address the psychological, social, and emotional well-being of young offenders. By focusing on restorative practices, such as victim-offender mediation and counselling, Lithuania seeks to foster a sense of responsibility, empathy, and personal growth among young individuals in conflict with the law. The emphasis on psycho-social work reflects a commitment to not only punish but also to rehabilitate and reintegrate young offenders into society, offering them a chance for positive change and future success.

Age of Criminal Responsibility: In Lithuania, the age of criminal responsibility is a crucial aspect of the legal framework for juvenile justice. The legal age for criminal responsibility is typically the age at which individuals can be held accountable for their actions within the criminal justice system.

Penal Code: The Penal Code of Lithuania likely contains specific provisions related to juvenile offenders. It would outline the types of offences, penalties, and procedures applicable to individuals within the juvenile age group.

Juvenile Justice Laws: Lithuania may have specific laws or regulations addressing juvenile justice, setting out principles and procedures tailored to the unique needs and circumstances of young offenders. These laws may focus on rehabilitation, education, and reintegration into society.

Institutional Framework:

Juvenile Courts: Lithuania have specialised juvenile courts or divisions within existing courts that handle cases involving young offenders. These courts are designed to address the distinct legal and developmental needs of juvenile offenders.

Juvenile Correctional Facilities: The country maintains juvenile correctional facilities or detention centres specifically designed for young offenders. These facilities aim to provide a rehabilitative environment, offering education, counselling, and vocational training.

Interdisciplinary Teams: The juvenile justice system in Lithuania tries to involve interdisciplinary teams comprising professionals such as psychologists, social workers, and educators. These teams work collaboratively to assess and address the various needs of juvenile offenders, taking a holistic approach to rehabilitation.

Rehabilitative Programs: There are some various rehabilitative programs and interventions for juvenile offenders, including educational programs, vocational training, counselling, and community service. These programs aim to address the root causes of delinquency and promote positive behaviour change.

Restorative Justice Practices: Lithuania incorporates restorative justice practices, such as victim-offender mediation, in its juvenile justice system. These practices emphasise repairing harm, fostering accountability, and facilitating communication between offenders and victims.

NEED ANALYSIS

<u>Young offenders</u>

As mentioned in the methodology section, this toolkit is based on the series of data gathered from questionnaires administered to professionals and to young offenders in 4 target countries and from a series of meetings and analysis among the experts involved in the project. All these stakeholders offered very important and tailored insights for this toolkit, based on the real needs and challenges of these groups. The gender distribution of respondents across these countries highlights a significant finding: the presence of delinquency transcends traditional gender categories. This observation is particularly noteworthy given the historical and scientific evidence that has predominantly associated young males with higher rates of offending. Such data necessitates a thorough re-evaluation by relevant authorities to devise an enhanced framework capable of accommodating gender-specific strategies and actions. (Graph 1)
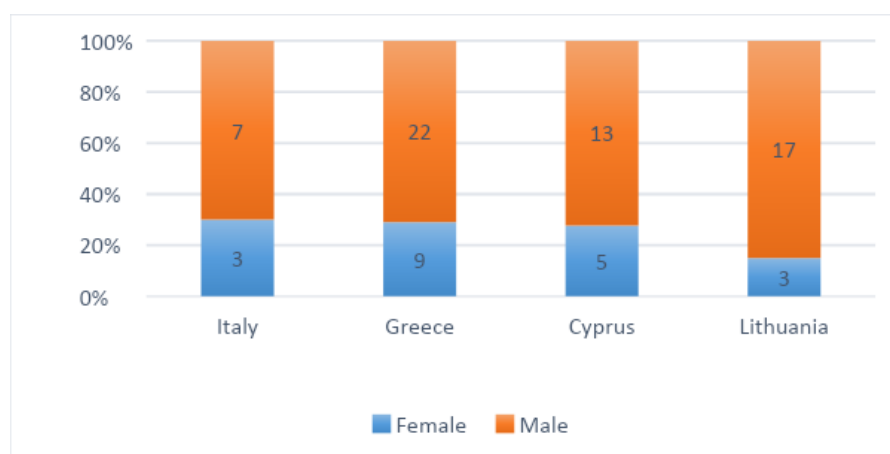
Graph 1

The participant distribution in the study, with 72.22% residing in urban areas and 27.78% in rural areas, mirrors the population spread in most of the project countries. This demographic breakdown highlights the necessity for tailoring strategies and actions that are effective and nuanced, taking into account the distinct environments that young offenders and their families inhabit. The differences in lifestyle between urban and rural areas significantly influence behavioural patterns. Urban environments, often characterised by greater access to resources and opportunities, contrast with rural areas where limitations in education and employment are more pronounced. Despite facing greater challenges in terms of educational and job opportunities, young people in these areas tend to have stronger family bonds. This aspect of rural living is significant as it appears to play a crucial role in preventing serious offences among the youth. This observation underscores the importance of considering geographical and socio-cultural factors when developing interventions and support mechanisms for young offenders. The fact that familial ties in rural areas can act as a protective factor against serious

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offences suggests that strengthening family relationships could be a key component of effective strategies for youth rehabilitation and crime prevention. Therefore, acknowledging and integrating these environmental and familial dynamics into rehabilitation programs and policies is essential for creating a supportive and positive environment for young offenders, regardless of their geographical location.

The analysis of the educational level of young respondents, as seen in Graph 2, sheds light on the significant correlation between educational attainment and involvement in illegal activities. The literature indicates that areas with higher levels of disadvantage tend to have a greater number of young offenders. This correlation underscores the importance of delving deeper into the relationship between socioeconomic factors and youth offending. Graph 2 reveals a telling statistic: The data provided shows the distribution of education levels among respondents from Italy, Greece, Cyprus, and Lithuania. In Italy, the largest proportion of respondents, 40%, have completed middle school, while 30% have attended IEK, which is a form of vocational training. Those with high school education make up 20% of the respondents, and 10% fall into an 'other' category, indicating diverse educational paths beyond the typical framework. Interestingly, none reported having received education or training from OAED, which could be an organisation specific to employment and vocational training. Greece presents a different distribution, with the highest percentage, approximately 41.94%, having completed high school. Those with middle school education account for 25.8%, and a slightly lower percentage, 22.6%, have attended IEK. OAED, likely referring to the Greek Manpower Employment Organization, has provided education or training to 9.7% of respondents, indicating some engagement with state-supported vocational training programs. In Cyprus, the data shows an even spread between IEK and high school education levels, with both sitting at about one-third of respondents, 33.3% and 38.9% respectively. Middle school completion is reported by 16.7%, and OAED-related education is at 11.1%, which suggests a fair amount of the population is engaged with vocational or employment training services. Lithuania's distribution is quite different from the other countries, with a majority of 55% having completed high school. IEK has a significant presence as well, with 25% of respondents, while middle school completion is at 15%. OAED has the smallest representation at 5%, and there are no respondents in the 'other' category, which may indicate a more streamlined educational system. Across the four countries, there's a diverse representation of educational attainment, with a general trend of high school being the most common highest level of education completed, especially in Greece and Lithuania. Vocational training through IEK is notably prevalent in Cyprus and Lithuania. The OAED's presence in Greece and Cyprus highlights the role of national employment and vocational training services in education, while its lower representation in Italy and Lithuania may suggest different approaches to vocational training or a less prominent role for such organisations in these countries' educational landscapes. The data indicate that education level is a critical factor in the lives of young offenders and suggests that lower levels of education may correlate with higher incidences of delinquent behaviour.

Moreover, the role of both the public and private sectors, as well as non-governmental organisations, cannot be overstated in addressing these issues. Their contributions are crucial in providing resources, support, and opportunities for young people, particularly those in disadvantaged areas. By focusing on education and offering holistic support, these entities play

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a pivotal role in mitigating the factors that lead to youth offending and in fostering a positive environment for young people's growth and development.
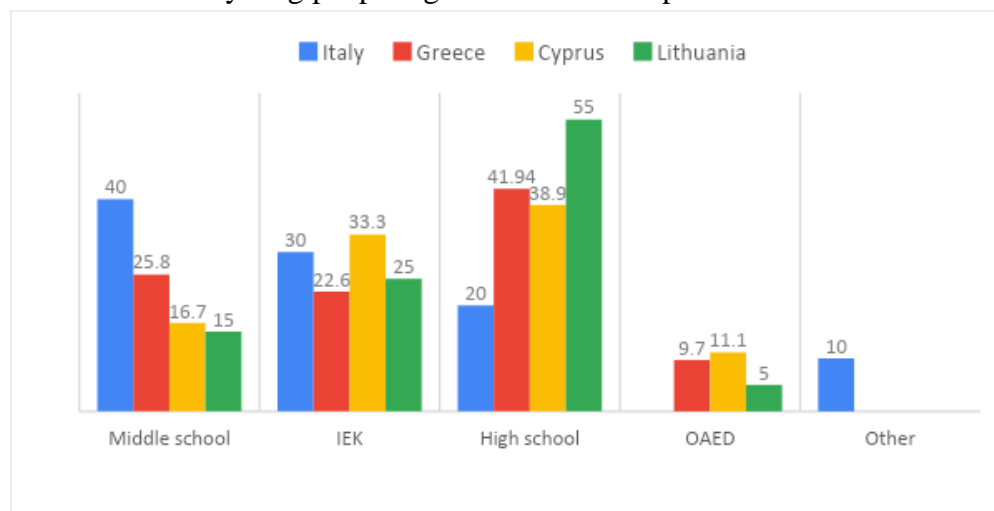
Graph 2

The responses from young offenders to the question about the cessation of their studies provide an interesting insight into the multifaceted challenges leading to school dropout. One offender's inability to complete basic education due to financial constraints is reflective of a broader societal issue where economic hardships hinder educational attainment, especially among the disadvantaged. This singular response, although from just one individual, underscores the larger reality of how financial difficulties can disrupt education, calling for measures to alleviate these barriers and elevate living standards. Furthermore, the situation where two offenders cited family problems as their reason for dropping out of school highlights the profound impact that domestic issues can have on educational pursuits. These familial challenges not only affect the home environment but also spill over into academic life, potentially leading to vulnerabilities and, in some cases, illegal behaviour. This link suggests the urgent need for early identification and intervention, particularly in providing psychological support to both affected children and their families. This approach aligns with the perspectives of professional participants who stress the importance of psychological assistance as a critical component of support for young offenders. Additionally, the case of a young offender who managed to complete basic education, albeit with significant difficulties and low grades, brings attention to other educational hurdles. This situation may reflect a range of problems from learning disabilities to insufficient support, underscoring the diverse academic challenges faced by young offenders. While not directly linked to dropout, this response sheds light on the struggles to achieve academic success under adverse conditions. Collectively, these individual stories underscore the complex web of factors contributing to the school dropout phenomenon among young offenders. Economic struggles, familial discord, and educational challenges are all interlinked issues that require a nuanced and empathetic approach. The insights from these cases emphasise the need for targeted interventions that cater to the specific needs of each young offender, addressing these root causes to prevent dropout and facilitate their overall development and rehabilitation.

The survey results assessing the emotional state of young offenders (graph 3) in Italy, Greece, Cyprus, and Lithuania with scores out of 10, offer a revealing glimpse into their mental well-being across these countries. In Italy, the average emotional state score stands at a notably low 4.1, suggesting a concerning level of poor emotional well-being among these young individuals. This low score could reflect underlying issues such as ineffective rehabilitation programs or a lack of sufficient psychological support, indicating a significant need for mental health interventions. Moving to Greece, the situation shows a slight improvement, with an average score of 5.3.

Although this is a moderate increase, it still resides below the midpoint of the scale, implying that while young offenders in Greece may be faring somewhat better than those in Italy, there remains a considerable need for enhanced support and interventions focused on emotional and mental health. Cyprus and Lithuania present a more positive picture, with the average emotional state score reaching respectively 6.1/10 in Cyprus and 6.92/10 in Lithuania, the highest among the four countries. These "positive" data may be indicative of more effective rehabilitation strategies, a supportive societal framework, or better overall conditions for these individuals. However, even this score, being just above the midpoint, points to the potential for further improvement in addressing the emotional needs of these young offenders. This data underlines the importance of tailor-made approaches in addressing the psychological needs of young offenders, emphasising the need for a nuanced understanding of their emotional states to aid in their successful rehabilitation and reintegration into society.

The survey responses regarding how young offenders in Italy, Greece, Lithuania and Cyprus feel about their personal relationships with family and close individuals present an interesting perspective. With average scores of 6.6/10 for Italy, 5.6/10 for Greece, 6.12 /10 in Lithuania and 6.3/10 for Cyprus, these ratings are higher than those related to their emotional states, yet they still reveal significant areas for attention in policy and strategy development.

The fact that these scores are relatively higher suggests that, on average, young offenders in these countries maintain somewhat positive relationships with their families and close ones. However, the variations in scores also imply different degrees of familial and social support across these regions. These insights are crucial for shaping rehabilitative strategies, as strong personal relationships are often key to successful rehabilitation and reintegration.

The scores indicate the necessity for comprehensive approaches in both formal and informal education. Effective rehabilitation not only requires professional assistance from individuals with the right expertise and knowledge but also a supportive and understanding environment from close family and friends. These findings underscore the importance of involving family members in the rehabilitation process and providing them with the necessary guidance and support.

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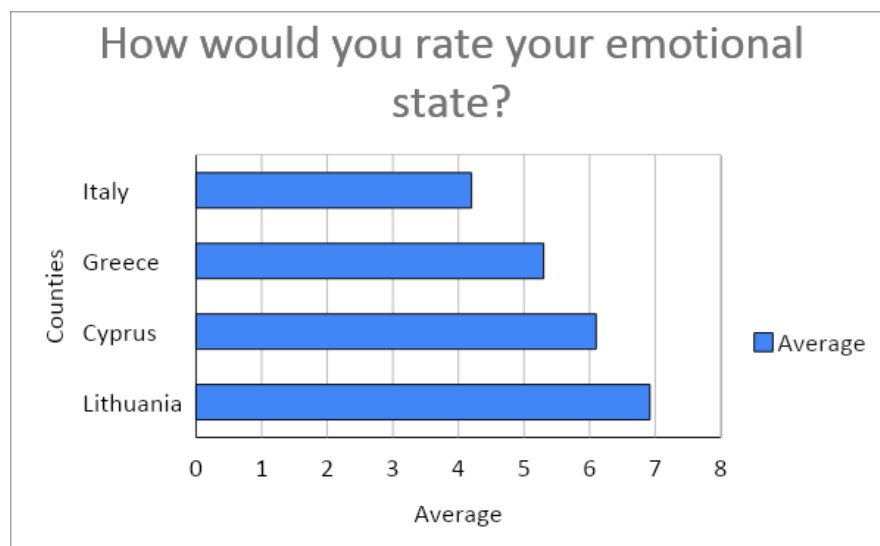
Graph 3

Furthermore, the results highlight the role of preventive measures in deterring youth from engaging in illegal behaviour. They call for concerted efforts by national authorities, the private sector, and non-governmental organisations to collaboratively enhance the efficiency of these preventive actions. This collaborative approach is vital in creating a supportive school and social environment, which is instrumental in fostering the mental health and overall well-being of young offenders.

The table displaying where people from Italy, Greece, Cyprus, and Lithuania seek support during a personal crisis paints a diverse picture of social and personal support structures in these countries (graph 4). In Italy, there is a strong tendency to turn to family members in tough times, with half of those surveyed choosing family as their main source of support. Teachers are also a surprisingly common choice for support in Italy, unlike in the other countries, suggesting that in Italian culture, educational figures may play a more significant role beyond the classroom. Interestingly, Italians do not seem to look for support from friends or professional therapists as much, and they do not prefer to deal with crises by themselves. Greece shows a more mixed pattern of support. Family is still the top source of help, but friends are also important, indicating that Greeks might rely on a wider circle of support. People in Greece are also open to seeking help from professionals like social workers and therapists, though not as much as from family and friends. A notable point for Greece is that a higher number of individuals compared to the other countries say they wouldn't turn to anyone for help, which could mean that some people prefer to be self-reliant or perhaps that they don't have access to the support they need. Cyprus has a strong preference for family support, much like Italy. However, Cypriots also place significant importance on therapists and religious leaders for support, more so than in Italy or Greece. Friends and social workers are considered, but less so than the other sources of help. Unlike in Italy, the concept of facing a crisis alone does not seem to be an option for anyone in Cyprus. Lithuania's responses are quite balanced between family and friends, with both being equally relied upon, which suggests that personal relationships are very important when dealing with difficulties. However, there is no indication that professional support systems like social workers or therapists are sought after in Lithuania, and there is a small segment of the population that prefers to handle things on their own. This

data suggests that any project aimed at providing support to young offenders in these countries should consider these distinct cultural preferences. Support programs should be tailored to respect and integrate the importance of family and community, recognize the role of educational figures in Italy, and acknowledge the significant reliance on religious and therapeutic support in Cyprus. Additionally, strategies in Greece and Lithuania might need to address the reasons why a portion of individuals choose to rely on themselves during crises.
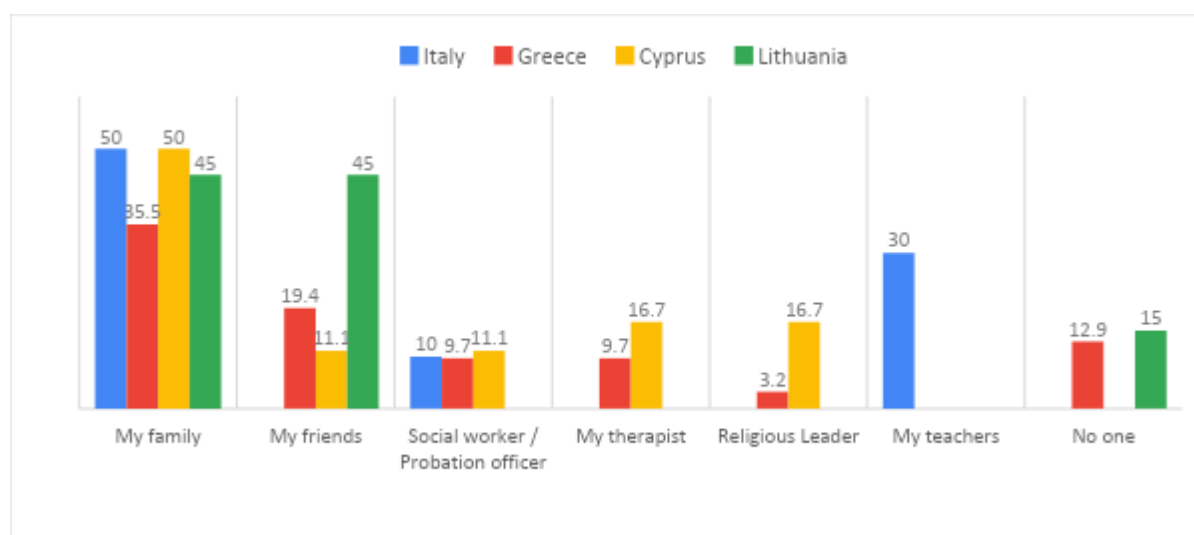
Graph 4

Young offenders were asked about the most concerns they have (graph 5). In Italy and Lithuania, the primary concern among young offenders is job finding, with respectively 40% of respondents from Italy and 55% of responders in Lithuania indicating this as an issue. Social life and choice of profession both tie as the second most significant concern among all responders from all the participating countries. Relationships with family and school issues are less worrying for italians, at 20% and 10% respectively. Notably, no Italians reported concerns about what they do in their free time. Greek respondents indicate choosing a profession as their most significant concern at 32.3%, followed closely by social life at 22.6%. Job finding concerns drop to 19.4%, suggesting it's less pressing than in Italy. Family relationships and school issues are at 12.9% and 6.5% respectively, with a small percentage (3.2%) concerned about free time activities. In Cyprus, choosing a profession is the most common concern, shared by 33.3% of respondents, which is the highest among the three countries. Social life and job finding are nearly as concerning, at 23.3% and 20% respectively. Family relationships and school issues reflect similar levels of concern as in Greece, with minimal concern about free time activities. Across the board, the choice of profession and social life are prominent concerns, with job finding being particularly acute in Italy. Less pressing are family relationships and school issues, while leisure activities are the least concerning, suggesting that respondents prioritise employment and educational/professional decisions over other aspects of life. The absence of any concerns reported by Lithuanians could be due to a lack of data rather than an actual absence of concern.
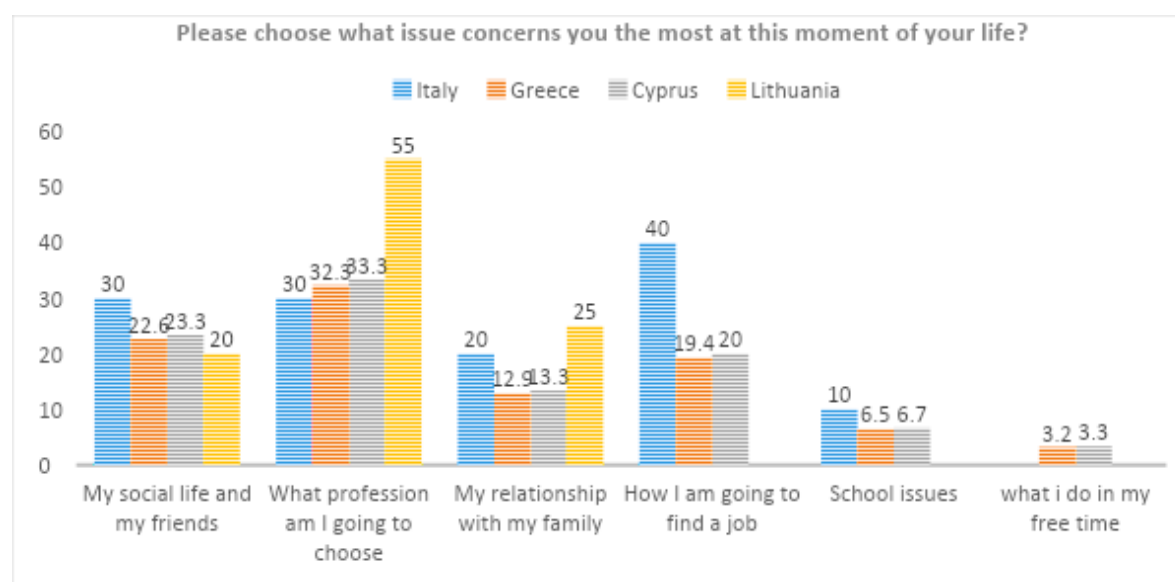
Graph 5

The graph 6, presents survey results from four different countries regarding the types of support that individuals find helpful unspecified issues. In Italy, participation in experiential workshops is the most favoured form of support, with 30% of respondents finding it beneficial. Family support, engaging in creative occupations, and seeking counselling or therapist support each garnered 20% favorability, while professional orientation was considered helpful by only 10% of the respondents. In Greece, there is a notable preference for professional orientation and participation in experiential workshops, with each receiving 22.6% approval. Creative occupations were also highly valued at 19.4%. However, family support and counselling or therapist support were seen as less advantageous, both at 12.9%. Cyprus shows a distribution of preferences similar to Greece for professional orientation and experiential workshops, with 10% and 20% respectively. Family support is valued slightly higher than in Greece, at 13.3%. The perceived value of engaging in creative occupations and seeking counselling or therapist support is less in Cyprus, at 10% and 3.3% respectively.

What do you think could be helpful for you regarding the issues mentioned above
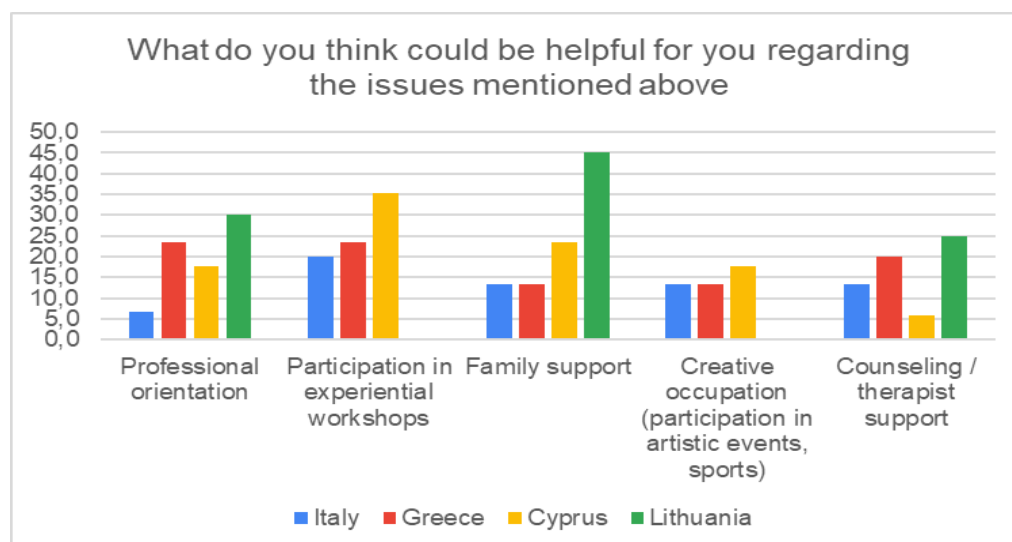
Graph 6

The data analysis reveals a strong inclination among the young offenders to participate in programs that address their needs, with over 85% expressing a willingness to engage in such initiatives. This positive response underscores the importance of strategic actions that cater to their professional development and leverage work opportunities within their environment. The eagerness to participate in programs reflects an awareness among young offenders of the long-term impacts of professional growth on improving their quality of life and achieving social inclusion, which are crucial challenges post-incarceration.

The feedback indicates that national and local authorities, the private sector, and NGOs must collaborate to offer tailored support that helps young offenders integrate back into society. This assistance is not only about short-term fixes but aims to create strategies with lasting effects, providing formal recognition and support to these individuals on their path to reintegration.

Moreover, the responses highlight additional needs:

Family Support: Essential for stability and successful reintegration post-release, with a lack of it potentially leading to further negative consequences.

Valuing Free Time: Recognizing that quality leisure time can enhance life quality, help discover new interests, and rebuild social connections.

Engagement in Creative Activities: Opportunities to participate in enriching activities like sports and arts are crucial for personal development and finding new passions beyond daily routines.

The unanimous interest from all participants in engaging with programs tailored to their needs sends a strong message to authorities. It emphasises the importance of considering the voices and concerns of young offenders in the development of effective strategies. These strategies must entail the necessary allocation of financial, human, technical, and land resources to enable constructive interactions between professionals and the offenders. The focus on rural and disadvantaged areas is particularly important to uphold the principle of equality and comply with national and European legislation.

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Lastly, the high motivation rate of 8.5/10 to participate in the mentioned activities further demonstrates the commitment of the young offenders to change and the lessons learned during their incarceration. It also poses a significant opportunity for authorities, NGOs, and the private sector to work in unison, fulfilling their responsibilities and obligations ethically and legally, while also meeting their corporate social responsibility. The challenge extends to professionals who are tasked with providing recommendations to enable these activities at a professional level.

Conclusions

The Need Analysis has synthesised a wealth of data from questionnaires, expert meetings, and demographic studies, revealing multifaceted insights into the lives and challenges of young offenders in the targeted countries. The findings demonstrate the non-binary nature of youth delinquency, challenging historical perceptions and underlining the need for gender-responsive strategies. The demographic distribution emphasises the necessity for geographically nuanced interventions, considering that urban and rural environments influence young offenders' behaviours and support systems differently. The correlation between educational attainment and delinquency suggests that lower education levels might contribute to an increased likelihood of offending. This highlights the critical role of educational support in crime prevention strategies. The survey results indicate a strong desire among young offenders to improve their circumstances through education, professional development, and engagement in social and creative activities. Over 85% of respondents are willing to participate in programs that address these areas, pointing to a clear demand for supportive interventions. Family support emerges as a fundamental need, especially in the context of reintegration after release. The value placed on free time and engagement in creative activities emphasises the broader aspects of life quality and personal development, which are vital for rehabilitation and social inclusion. The analysis also uncovers the emotional landscape of young offenders, with varying levels of well-being reported across Italy, Greece, and Cyprus. The emotional state scores and the perceived quality of personal relationships provide insight into the psychological support needs of these individuals. The willingness to participate in support programs is matched by a high motivation rate, suggesting that young offenders are not only aware of their needs but are also eager to address them. This is an encouraging sign for authorities and organisations responsible for developing and implementing strategies that will effectively meet these needs.

Professionals

Graph 8 outlines the gender participation of the professionals reached out through the survey questionnaire. As it can be seen, in Italy there were 71.4% women and 28.6 male, Greece and Cyprus represent almost the same share of 56.5% women and 43.5 % male and Lithuania there were 80% women professionals and 20% male.

This point outlines that the despite the difference in terms of gender participation, there is still a strong participation of both genders which provides more credibility to the overall work, and

ensures that the results in relation to the professionals within the under-examination issues, shall indeed be viewed, examined, and critically be evaluated from the point of the two genders.

It is a common issue and of scientific importance for any kind of research to examine issues from both females and males, as in most researches, there is a difference in how they view the under-examination elements. In the case of professionals dealing with young offenders, it is important to examine in depth possible different and/or common approaches that will enhance the understanding of practices and concerns that the professionals may have, and how the one may increase and influence the awareness and practices of the other gender.

Just as in the demographics, such approaches must be viewed as an exceptional opportunity to expand the analysis and proceed to further feedback and benchmarking, all important for any kind of research. Given the sensitivity of the subject, the strong participation of both females and males professionals, is considered of a great importance.
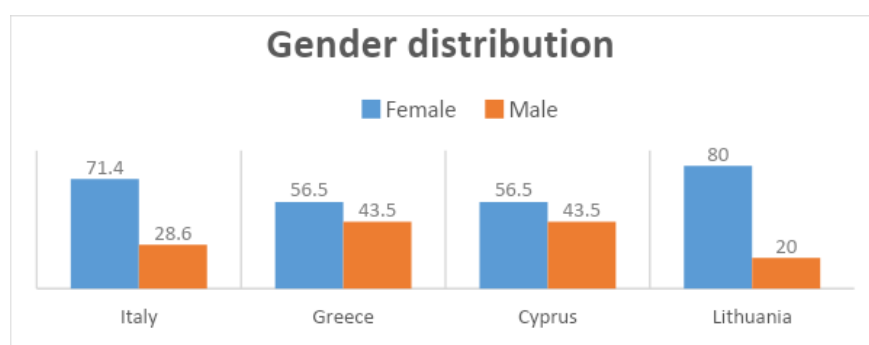
Graph 8

Graph 9 provides an overview of the educational qualifications of professionals involved in the study. The data indicates that Italy enjoys a proportional distribution among advanced degrees, with a substantial 50% holding Master's degrees and an appreciable 35.7% with Phds. In contrast, only 14.3% have Bachelor's degrees, suggesting a tilt towards higher academic achievements. Greece demonstrates a pronounced preference for Master's level education, with a dominant 87.5% of participants holding such degrees, while Ph.D. holders constitute a mere 12.5%, and no professionals are reported to have only a Bachelor's degree. Cyprus reflects a similar trend, with 73.3% having Master's degrees and an equal proportion of 13.3% for Bachelor's and Ph.D. qualifications. Lithuania presents a unique pattern; the majority (85%) possess Bachelor's degrees, with a significant 55% also holding Ph.Ds, surpassing those with Master's degrees at 10%, which deviates from the conventional academic trajectory.

The educational data points to several robust conclusions regarding the research's integrity including the depth of knowledge among the professionals which is a crucial asset for shaping future initiatives for young offenders. Furthermore, the high educational level of the professionals target population is essential for the credibility to this research outcomes, offering a solid foundation for strategies that stakeholders may confidently rely upon.

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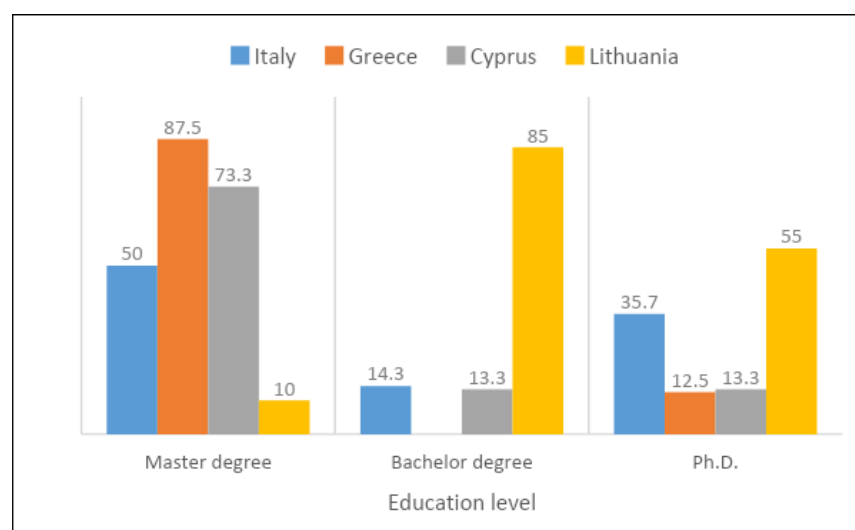
Graph 9

As regards the range of professions among the participants in this need assessment, it presents a broad spectrum of professional backgrounds from which the data is drawn. It's significant to note the inclusion of participants from the legal field, opening avenues to analyse and interpret findings from a legal standpoint. Equally notable is the engagement of individuals from the arts sector, including musicians and actors, as well as youth workers, psychologists, volunteers and representatives of penitential institutions and civil society organisations. This mix of perspectives is poised to yield insights of considerable worth, enriching the toolkit's outcomes. The professionals were asked about the principal challenges and difficulties that they face while working with young offenders, whether in incarceration or on probation and the responses suggest that they have surfaced a range of critical issues that are vital for awareness and informed action. These challenges, detailed in Table 1, necessitate careful consideration for the development of effective support measures. The impact of addressing these difficulties extends to the improvement of strategies and interventions not only within public and private sectors but also within non-governmental organisations (NGOs), ultimately benefiting young offenders and their families.

Family Dynamics	The complex dynamics within families play a crucial role, and navigating the interaction between professionals, volunteers, and these families presents a significant challenge that must be addressed.
Building Trust	Establishing trust with young offenders and their families, who have often faced adverse circumstances, is identified as perhaps the most formidable obstacle for professionals
Health & Mortality	Professionals must contend with illnesses and confront the reality of death, which are aspects that profoundly affect all parties involved.
Sustaining Motivation and Creativity	A recurrent problem is maintaining the motivation of young offenders, which is essential for fostering their creativity and growth.

Digital Literacy	Enhancing digital competencies to maintain effective communication with young offenders is an emerging challenge, necessitating a focus on digital skill enhancement.
Intrinsic Motivation	Accessing and nurturing the inherent motivation within young offenders can be a complex task, often hindered by negative peer influences and the broader socio-environmental context.
Navigating the "System"	The prevailing "system," including detention protocols and limited family collaboration, presents its own set of challenges.
Emotional Complexity	Understanding and addressing the anger exhibited by young offenders, which often conceals deeper pain, requires sensitive handling.
Avoiding Personal Judgment	The importance of refraining from personal judgement, which can be detrimental and illegal, especially when dealing with vulnerable youth, is underscored.
Resource Allocation	A perennial concern is the scarcity of resources, which hampers the creation of meaningful interventions.
Effective Communication	Establishing and maintaining effective communication channels is a foundational requirement for success in this field.
Collaborative Networking	The need for networked collaboration among various professional figures is crucial for creating common intervention strategies.
Social Prejudice	Overcoming the prejudice and misconceptions held by the social environment of the young offenders is a persistent difficulty.

The insights drawn from these challenges are instrumental for the NOISE project's objective of disseminating useful information. They underscore the need for a well-rounded approach that considers the multifaceted nature of working with young offenders, paving the way for the formulation of responsive and effective support frameworks.

In relation to the Question "Do you think that you would benefit from some specialised training in the field of managing young offenders?", importantly, all participants from the four countries have responded positively, revealing the need for training as well as their focus for professional growth. As a result, in the following Question "If you answered "yes" in the previous question, in which topics?", once again the results are indeed very interesting and need to be examined from a clearly critical point-of-view.

This perspective shall enable the professionals, their organisations, regardless of the fact that they may fall in the public, private, and/or NGOs categories, to create pressure groups that will eventually have an impact on the policy-makers. It is understood that such results will indeed have a strategic value and impact towards the Young Offenders and their families, thus, leading to specific solutions.

These results are summed up in Table 2.

Topic	Comments
Technology	The need for technological advancement remains a real challenge and of a strategic importance to become more effective in communicating with Young Offenders
Communication and Body Language	Communication has been raised by a significant number of participants, especially in relation to Body Language, calling for more effective focus towards this direction
Handling Emotions	Handling Emotions when dealing with such difficult issues constitutes a serious topic that needs to be taken into account as it can lead participants to emotional burnout
Prevention Activities	Participants have indeed raised the strategic importance for focusing on prevention, as this can decline the number of Young Offenders, and types of crimes, in the long-run
Motivating and Empowering People	It is clear that keeping Young Offenders motivated, and therefore, empowering them, requires specialised training behalf the national authorities and relevant organisations

In relation to the Question "Are the services you have available to meet the needs of young offenders sufficient?", the provided answers are indeed worrying as more than 70% participants/professionals have replied "No". Such an approach is worrying, calling for a more comprehensive approach towards the issue in order to provide the relevant services by which the professionals will be able to develop, and therefore, provide to the Young Offenders and their families. Critically viewing the specific issue, the solution of this problem can lead professionals and organisations to resolve the problem of Social Exclusion which is considered as a major problem for the Young Offenders, especially those coming from a disadvantaged background and face the biggest challenges for inclusion at work and in society.

As a continuation of this Question, and as a response to the Question ""If not, what kind of programs or services do you think would best serve the needs of young offenders?", the participants/professionals have provided a number of programs and services that they would be useful for them, and of course, to the young offenders and their families (Table 3).

Products/Services	Comments
Rehabilitation programs	Such programs are important for Young Offenders that have been involved with drugs and has then led them towards committing minor and/or serious crimes
External Support	Acquiring external support is essential for all professionals, especially those in NGOs that may not have the means and expertise to complete their tasks
Opportunities for Young Offenders	The professionals realise the need for creating more opportunities in terms of work, education, and social inclusion, that will have a long-term impact

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Vocational Training	The need for extensive Vocational Training is highly considered by professionals, as this can increase their life-long potentials and improvement at the workplace

In relation to the question "If you could prioritise the needs of young offenders, which do you think is the greatest need of them?", the answers provided by the participants/professionals are considered as important from both quantity and quality perspective, revealing that the professionals working with young offenders are really concerned about the real needs of this population. In addition, it is clear that the professionals view these needs and challenges from a different perspective, and obviously, this can be related to the personal and family circumstances of each one of the Young Offenders. Once again, it is important to consider these approaches, and this calls for the relevant national authorities and organisations, to incorporate such needs within their overall strategies and activities that will focus on preventing and/or mitigating the existing problems, especially for the Young Offenders that come from a disadvantaged background, and require a more specialised attention. The following Table (Table 4) outlines these needs.

Needs	Comments
Motivation & Education	Addressing this need will lead towards improved perspective in terms of enhancing one's self-confidence and ability to increase educational advancement
Security & Trust	The fact that Young Offenders have spent time in prison creates negative security and trust feelings that are eventually transferred in their lives out of prison
Technological Development	Young Offenders understand the great impact of information technology, and how this can increase their potentials for work, family, and financial independence
Psychological support	The extremely difficult family, school, social, and prison conditions require specialised psychological support in order for Young offenders to overcome their problems
Support their Families	Young Offenders fear that their families are in a difficult situation as a result of their actions, thus, they consider the overall family support as an essential parameter

In relation to the last question "Can you mention any practice / methods / partnership / service that you experienced and that works with young offenders?", there have been some important as well as interesting approaches by the professional participants that need to be viewed as a scientific tool for future improvement. The sum-up of the results of his answer is shown within Table 5 and attention needs to be given to the need for the national authorities to provide the necessary and adequate funds and human resources in order for the professionals working with young offenders to be able to develop their ideas based on a sustainable model that will lead to long-term positive effects, for both the young offenders and their families.
Table 5: Practices and Methods for Young Offenders

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Practice & Method	Comments
Sports	Sports play a key-role in the lives of people, especially for young people that have the need to express their energy and skills in such activities
Arts	Arts enables young people to express both their feelings and skills. For young offenders this can become a qualitative way out of problems
Working with local societies	These activities are important as they enable professional and young offenders to work towards the much-desired objective of social inclusion
Workshops, Listening desks, counsellors, dedicated spaces where young people can meet with others	Workshops in several activities enable the young offenders to develop unique skills that they possess and can express them in a non-formal environment
Territorial social services	Juvenile justice social services, specialized social cooperatives working in specific territories with families too and with other young people at local level under a prevention perspective.
Vocational education	Building connections with companies and professional entities to train and reintegrate young individuals. Making agreements with penal institutions to facilitate probation. Integration into organisations and entities active in the community that promote social and employment activities.

Conclusions

The inputs provided by the professionals represent the important facts that need to be taken into account. These results need to be effectively taken into consideration by the national authorities in collaboration with the private sector as well as the CSOs in order to increase the overall results for the young offenders and their families, as well as developing the skills and expertise of professionals.

The challenges faced by the participants, such as dealing with illness, motivation, and trust, help towards understanding the long-term impact that the interaction with young offenders has on the professionals, calling for a more effective understanding and the need for establishment of programs that will enable the latter to become more effective in their job execution.

The creation of social practices and methods that will motivate the young offenders as well as their families constitute a powerful tool not only for the professionals, but also for the entire local societies. The strategic objective of social inclusion can be enhanced by such approaches, especially when the local authorities are active and promote such actions.

The psychological support provided by professionals to both the young offenders and their families is considered of a primary importance as it can substantially contribute towards

improving their mental health. Especially in situations of young offenders from disadvantaged backgrounds, this can lead towards easing problems such as social exclusion.

BEST-PRACTICES/ NON-FORMAL ACTIVITIES

1 - Trust Building

Trust is the foundation of strong relationships and successful outcomes. It fosters open communication, collaboration, and innovation. By demonstrating honesty, transparency, and empathy, it is built trust and many benefits, including enhanced communication, stronger relationships, and increased productivity; these are insights important for juvenile reintegration.

1st experiential activity
Title: The sculpture

Tips for facilitators:

- Group size: there is no limited number of members for this exercise but the suggestion is minimum 4 and maximum 12 participants
- Duration: 30 - 60 minutes

Instructions:

In this exercise, the participants are split into pairs. One member is the sculptor, and another member is the sculpture. The sculpture sits relaxed in the chair. The sculptor "uses" him/her as a malleable material, as if he/she was clay and will make a sculpture. Sculptures must not move on their own but listen to where the Sculptors push them to go with their body parts. This process can be done with some background music. The Sculptors have 10-15 minutes to create their sculpture. When they are done, all sculptors leave their sculptures in their final form and position to their satisfaction and pass in front of each sculpture. Each sculptor presents his/her sculpture, talks about it and the process of his/her creation. After the exercise is done, the partners switch roles and repeat.[2]

2nd experiential activity:
Title: The blind and dumb

Tips for facilitators:

- Group size: there is no limited number of members for this exercise but the suggestion is a minimum of 4 and maximum of 12 participants
- Duration: 60 - 120 minutes (but it can be adjusted based on the number of participants)
- Materials: a ribbon or something to cover the eyes

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[2] Note: For more details and guidance contact: freedomgate.org@gmail.com

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Instructions:

a. Participants are split into pairs, and they go to one side of the room. Partner A closes his/her eyes and takes on the role of the blind and Partner B places his/her hand on the back of Partner A. Partner B remains with open eyes and takes the role of the dumb. Partner B leads the blind on a walk. They walk together across the room. Partner B is responsible for stopping/pushing Partner A when they have reached the end of the room so that Partner A can understand that they are now

done, and then Partner A can open his/her eyes. It's important that Partner A does not move on their own. Each pair goes one after the other. They are doing this for 10 minutes and when they have all done it once, they repeat, but they change roles.

b. Now, they repeat the exercise, but instead of doing it pair by pair and in one straight line, all pairs are moving simultaneously across the room, taking various directions. Then, switch roles and repeat the exercise.

c. Now, the leader of each pair can change the speed of the walk, move faster or slower, they can pause, or they can even start moving backwards. Then, switch roles and repeat the exercise.

d. At the end of the workshop, the instructor encourages the participants to express and discuss how they felt during the activity. Cooling down exercises are also provided at the end of the session.

Note: For this exercise, it is important to indicate the leader's responsibility to guide the follower, in order for the latter to trust him/her, but at the same time, he/she is responsible for the other pairs as well, while they are moving across the room. Furthermore, it is essential that the leader does not do sudden movements since their partners will have closed eyes.[3]

3d experiential activity:
Title: Fear Festival

Tips for the facilitator:

- Group size: there is no limited number of members for this exercise but the suggestion is a minimum of 6 and maximum of 15 participants.
- Durations: 15-45 minutes
- Materials: sticky notes or small pieces of paper and possibly a box.

Instructions: Each participant writes something that scares or causes anxiety on a card. The cards are then folded and placed in a container; in turn, each person will pick a card and read it out loud in front of the others. After expressing their opinions and reflections about the card's theme (it is important that the facilitator stimulates the participants to avoid any judgement and criticism) at the end of the exercise participants will try to guess who wrote it.

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[3] Note: For more details and guidance contact: freedomgate.org@gmail.com

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Notes: depends on the number of participants (it is suggested that every participant should be encouraged to share their fears, without going in depth).[4]

4th experiential activity:

Title: Teach Me

Tips for the facilitator:

- Group size: maximum 10 participants
- Duration: from 10 to 25 minutes per participant

Instructions: Each participant has the opportunity to teach others something they know or do well, can be a knowledge, a soft skill or even a language. In turn, each person will have to teach their skill according to the timer set by the facilitator. Encourage them to reflect on the skills they learned from others and how they can apply them in their own lives. Summarise the key takeaways from the exercise, emphasising the value of knowledge sharing and collaboration.[5]

5th experimental activity

Title: Speed dating

Tips for facilitators

- Group size: suggested number from 10 to 50 participants
- Duration: 45-90 minutes
- Materials: paper, pens and bigger room to be able to talk in pairs

Instructions:

1. Choose topics for participants to discuss: Select a variety of interesting and thought-provoking topics to discuss during the dates. The topics should be broad enough to allow for diverse opinions and perspectives. Some examples of topics could be current events, hobbies, travel, or personal interests.

2. Set a time limit for each date: A typical speed date lasts 2-3 minutes. This gives participants enough time to get to know each other, but not too much time to become bored or lose interest.

3. Start the timer and encourage active listening: As the participants rotate between tables, start the timer and encourage active listening. This means actively engaging with the other person, asking questions, and showing interest in what they have to say. Provide prompts to help the conversation flow: Some participants may feel nervous or unsure about what to say during the date. Providing prompts or questions can help to break the ice and keep the conversation flowing smoothly.

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[4] Note: For more details and guidance contact: https://www.sanitapenitenziaria.org/
[5] Note: For more details and guidance contact: https://www.sanitapenitenziaria.org/

4. Follow up with participants after the event: Once the event is over, follow up with participants to see if they made any connections or have feedback. This can help you to improve future events and make adjustments as needed.

Notes: try to think about topics that complement your day activities, or could be relevant to participants to discuss. If possible, try setting up a room with chairs for pairs to sit together. [6]

6th experimental activity:

Title: The triangle of the communication

Tips for facilitators

- Group size: suggested number from 5 to 20 participants
- Duration: 30 - 60 minutes
- Materials: flipchart and markers

Instructions:

The purpose of this activity is to have the participants realise the complexity of communication. Successful communication depends on 5 main parts: sender (content and expression alignment), message (content clarity), receiver (ability to understand the content objectively), feedback (receives expressed relation on the message) and noise (other competing discourses).

The first step is to define the main parts of communication. This is done by answering a few questions about the message sender, receiver, intent of message and feedback (see the image below).

- What influence does the sender have on the message? Can the sender influence the content of the message only by the means of expression?
- What defines a good quality message?
- What qualities are important for a receiver to comprehend the message correctly?
- What defines good quality feedback? How should it be constructed?

After a short discussion led by the facilitator the group will have common understanding about the sender, receiver, message and feedback in the communication process.

In the following step the group has to pick a communication challenge which they all encounter. The defined challenge will be used in the following activities when tools and techniques are explored. The most convenient way to do so is by following these 4 steps:

• The first step is to choose a target audience whose communication challenges the group will be analysing. The target audience either could be young offenders, social workers, parents. If the group finds it difficult to decide then it could be split into two groups.

• The second step is to have an individual brainstorming time by writing down personal communion challenges with the chosen target group. Every challenge has to be written on a

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[6] Note: For more details and guidance contact: liudassvipas@gmail.com

sticky note. For example: social workers do not read messages, young offenders do not provide positive feedback and so on.

• The third step is to share these challenges with other group members. That is done by sticking the notes on one flipchart. Then these notes have to be grouped by their relation in categories. For instance: communication in the meetings, communication via emails, etc.

• The fourth step is to choose one category of challenges which has been defined. This could be done by voting. The chosen category will be used in the next activities.

RESULT: After this workshop the participants will have a better understanding of ineffective communication and what is the main challenge they need to overcome. It might change during the process, however, at this moment is the good point to move forward.

If you having this module in online, then for the mind map creation you can use online platform: https://miro.com/templates/concept-map-maker/.[7]

Notes: Read about the communication process, think about examples. Extra reading: https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=87012&section=4

7th experimental activity:

Title: Sports activities for trust building and team spirit

Tips for facilitators:

Group size: 5-11 participants per team

Duration: Whole day activity

Space: Outdoor sports facilities

Materials: Sports equipment

Instructions:

The trainer should divide the participants in teams based on their sport preferences.

Then each team will have one hour for ice-breaking and discussing their experiences in sports.

After that each team will develop their strategy together and assign the roles for the games.

Then there will be sports games between the teams of the participants and teams from the society. External youth sports teams will be invited to the games.[8]

2nd subsection: Social skills for reintegration

Successful reintegration into society requires young prisoners to develop essential social skills. Effective communication, conflict resolution, empathy, and active listening are crucial for building healthy relationships, navigating social situations, and respecting others. These skills foster positive interactions, promote community engagement, and reduce recidivism rates.

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[7] Note: For more details and guidance contact: liudassvipas@gmail.com

[8] Note: For more details and guidance contact: info@dionecy.com

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1st experiential activity

Title: Resolving the conflicts with my team

Tips for facilitators:

- Group size: no limited number of participants but the suggestion is from 10 to 15
- Duration: 60 -120 minutes (but it can be adjusted based on the number of participants)
- Materials: papers, pen and a board

Instructions:

1. The participants are divided into groups of 4-5 participants.

2. The instructor and the participants sit in a circle.

3. Each group is asked to record the types of conflicts they encounter in
their daily life, outside and inside the prison.

4. There is a discussion about the types of conflicts that exist and their results.

5. Participants are asked to remember the last time they came into conflict with a
person and report the cause.

6. The instructor writes the answers on the board.

7. Then the participants freely form subgroups of 3 to 5.

8. Each subgroup describes on an A4 sticker how they feel:

a) When they cause conflict.

b) When someone else causes the conflict.

c) What is the best way for the group to deal with a conflict caused by someone
else.[9]

2nd experiential activity

Title: Assertion-claim roleplay

Tips for facilitators:

- Group size: no limited number of members for this exercise but the suggestion is a
minimum of 4 and maximum of 20 people
- Duration: 30 minutes to 120 minutes (but it can be adjusted based on the number of
participants)

Instructions:

Participants are divided into pairs and the instructor gives them their roles. Each participant
has to play his/her own role based on the scenario that the instructor gives them.
Possible scenarios:

1. "I ask my boss for a salary increase''. Participant A is the employee who tries to claim an
increase in his/her salary and Participant B is the employer who will decide based on the
arguments that the employee will give him/her whether he/she will accept the salary increase.

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[9] Note: For more details and guidance contact: freedomgate.org@gmail.com

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2. ''I want to get inside the bus without a ticket and I am trying to pursue the driver to let me in''. Participant A who is the passenger tries with every possible way to convince the driver and Participant B denies.

In the end, the instructor encourages the participants to express how they felt about their roles and a discussion is happening based on the different types of assertion/claims.[10]

3d experimental activity

Title: Psychoeducation of ACT (acceptance and commitment therapy)

Tips for facilitators:

- Group size: no limited number of participants but the suggestion is from 10 to 15
- Duration: 150 minutes
- Materials: Internet, flipchart, paper, video projector
- Location: One big room with enough space for pax to work individually

Instructions:

Theoretical description of ACT acceptance and commitment therapy (see description on the references and handouts). Focus on the three first areas (acceptance; cognitive defusion; being present) in order to increase self-acceptance, understand better one's condition to emotionally self-regulate and manage the frustration coming from the loss of freedom.

Acceptance & Cognitive Defusion

Use of cognitive and reflective questions: 1. take a negative thought that you have of yourself, repeat it 10 times in your head or out loud; 2. add before the sentence "I am having the thought of…" repeat 10 times; 3. add now "I think I am having the thought of… " repeat 10 times.

What effect does it have on your negative idea of yourself? This helps you defuse, not fuse with

the thought and to look at it in a more realistic and less entangled way.

Being Present- Use of body practices for emotional self-regulation and to be able to live in the moment (here & now) and not in regret, guilt and/ or revenge. These are practice to train and to insert in one's routine to get some effect and insight (see description on the handouts)

1.Grounding exercise

2.Progressive relaxation

3.Breathing exercise

Notes:

References:

https://www.psychologytoday.com/intl/therapy-types/acceptance-and-commit ment-therapy

Handouts:

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[10] Note: For more details and guidance contact: freedomgate.org@gmail.com

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https://www.actmindfully.com.au/upimages/TheCompleteSetofWorksheetsandHandoutsfromGet tingUnstuckInACT.pdf [11]

4th experimental activity:

Title: Self as Context

Tips for facilitators:

- Group size: no limited number of participants but the suggestion is from 10 to 15
- Duration: 90 minutes
- Materials: Internet, flipchart, paper, video projector
- Location: One big room with enough space for pax to work individually

Instructions: Theoretical description of ACT acceptance and commitment therapy (see description on the references and handouts). Focus on the last three areas (Self as Context; Values; Committed Action) in order to increase motivation, discover each one's values and reflect on past experiences. Self as Context & Values Use of cognitive and reflective questions: 1. you are at your funeral what would you like people to remember you for? ; 2. imagine you discover you only have one year to live, what would you do? 3. you are walking and there is a building falling, you only have 5 min to make one last call, who would you call and what would you say? Now looking at your answer, what do they say about you? About your values in life, what is the real meaning you give life and how can you be more practical in your daily life with this understanding? Committed Action Role playing - together with the group decide a working past experience you'd like to act in, some will have roles, some others will observe and use the 4F model (see references) to give feedback afterwards. After receiving feedback each will reflect on what they learn to be applicable in their legal life and create a personal action plan connecting all dots: values, motivation, past experiences

Notes:

References:

https://www.psychologytoday.com/intl/therapy-types/acceptance-and-commit ment-therapy Harris, R. (2008). The happiness trap. Robinson Publishing. Lowen, A. (2012). The Way to Vibrant Health: A Manual of Bioenergetic Exercises. Simon and Schuster. https://www.mindtools.com/acjtx9g/role-playing

https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/fourf https://positivepsychology.com/role-playing-scripts/#benefits [12]

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[11] Note: For more details and guidance contact: prometeus.partnership@gmail.com
[12] Note: For more details and guidance contact: prometeus.partnership@gmail.com

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5th experimental activity:

Title: "Identify Common Practical Issues"

Tips for facilitators

- Group size: 6 to 30 participants
- Duration: from 45-60 minutes
- Materials: flipchart and markers

Instructions:

Ask young social workers to brainstorm common practical issues that young offenders may face when starting a school year, or other time of event. Write these issues on a whiteboard or flipchart.

Searching for a solution – 3 ways of listening

When you have a huge discussion in a group, it is time to move to a personal level to search for a solution. Give a few minutes for participants to consider 1-3 ideas which might help improve or solve the problematic situation. When participants had written down their solutions, split the group in teams of 3 members.

Present them 3 roles as **3 ways of listening** which they will need to use by rotation:

-        First role. **The SPEAKER**. The SPEAKER's role is to share his ideas and answer the questions of QUESTIONNAIRE. Speaker will **have 10 minutes** to share his ideas and search for the solution.

-        Second role. **The QUESTIONER.** Questioner role is to help the speaker to dive deeper searching for solutions by asking open questions. It is really important that the Questioner would not be sharing his opinion. His role is to help express the SPEAKER's point of view about the solution he sees. As well, it is really important that the questions are OPEN, avoid questions with yes / no answers. The questioner role stays for 10 minutes while the speaker is sharing.

 -        Third role. **The LISTENER**. Listener's role is to observe the deeper meanings: spectate the conversation between the Questioner and the Speaker. Listener's goal is to notice what was unsaid by reading body languages, identifying specific words used in the sharing process. After 10 minutes **LISTENER gets 3 minutes** to share what he had notice in conversation. At this point the Speaker and the Questioner only need to listen without interruption and accept what was reflected. It is not the time for further discussion.

After the first round (13 minutes) it's time to move in a circle and change the roles. Participants are recommended to move physically and change their sitting positions. For example, the listener moves to the speaker seat, speaker moves to questioner seat and questioner moves to listener seat. When everyone has changed their positions, it is time to begin the process again.

Repeat it one more time, so everyone would have a chance to participate in different roles. At the end ask in teams of 3 to reflect their experience. You might suggest to discuss in these questions:

- Which one role was most convenient for me? And which one was the hardest? Why?

- What kind of similarities have I found? What was common in our group?

- What kind of solution could we find as a group? What would be the key point?

After the reflection, ask participants to share in a big group the third question result – what kind of solutions have they found as a group? What kind of agreements have they reached?

This method allows participants to gain understanding that communication is not only about speaking, but much more about active listening without having personal bias.

Notes: Before the method, try to set the atmosphere to discuss the problems your group faces. Present example, share experience. The valuable information about the essence of active listening: https://positivepsychology.com/active-listening/ Extra tips for practising active listening: https://www.mindtools.com/CommSkll/ActiveListening.htm[13]

6th experimental activity:
Title: "Setting Goals Together"

Tips for facilitators

- Group size: suggested number from 10 to 30
- Duration: from 60 min.

Instructions:

This method has objectives to help social workers and young offenders work together, to set achievable goals.

1. Ask the social workers and students to sit down together and discuss what they want to achieve during the upcoming year. Encourage them to brainstorm a list of goals that are specific, measurable, and achievable.

2. Once they have a list of goals, have them prioritise them in order of importance. Which goals are most important to youth? Which goals are most important to the social workers?

3. Next, have them break down each goal into smaller, achievable steps. For example, if the goal is to get an A in maths, what steps can the student take to achieve that goal? Perhaps they

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[13] Note: For more details and guidance contact: liudassvipas@gmail.com

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need to attend after-school tutoring, study for 30 minutes every day, and complete all homework assignments on time.

4. Finally, have the social workers and young offenders create a timeline for achieving each goal. When do they want to accomplish each step? How will they track progress?

5. Encourage them to revisit these goals and their progress regularly throughout the year, and make adjustments as needed.

Discussion questions:

- How did setting goals together help the social workers and young offenders to feel more connected and motivated?

- What challenges might they face in achieving their goals, and how can they overcome them?

- How can they support each other in reaching their goals?

<u>Note</u>: Method is prepared to work in pairs participant-mentor. This activity can be modified to fit the specific needs and goals of each pair. Before the method, try to set the atmosphere to discuss goals, habits, change, in order to motivate participants.

7th experimental activity:

Title: Developing sustainable habits through environmental education

Tips for facilitators:

- <u>Group size</u>: 8 to 25 participants
- <u>Duration</u>: 45 -60 minutes per session (per group)
- <u>Materials</u>**:** Computer and projector , pens and notepads

Instructions: The trainer will introduce the environmental state, the needs and the goals for the green transition of the European Union. By the end of the workshop young offenders will be familiar with the EU green practices, green deal (future green passport) and how to adapt in society in a more sustainable way of living.[14]

3rd subsection: Rights, Duties, participatory Citizenship in an intercultural society

This project aims to rehabilitate and reintegrate young prisoners from diverse cultural backgrounds, based on the principles of participatory and intercultural citizenship. It involves providing legal, educational, vocational, cultural, artistic, psycho-social and health services to address their needs and potentials, as well as fostering their civic engagement and inclusion

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[14] Note: For more details and guidance contact: info@dionecy.com

in society. It also involves strengthening the cooperation among various stakeholders, such as prison staff, families, civil society and local authorities. The project builds on the existing research on the barriers and opportunities for second language acquisition, especially in relation to age and language dissimilarity. It seeks to contribute to the personal and social development of young prisoners, and to the security and cohesion of society as a whole.

1st experimental activity

Title: Moral Dilemmas Intervention

Tips for facilitators:

- Group size: Each group is composed of 10-12 participants. Gender and age are not relevant, only depending on the type of prison (for underage, young or adult inmates). Incarceration time is also not an important factor to participate in. The only thing it is essential, is for the member not being released before the intervention's last session.
- Duration: The intervention lasts for 15 sessions, once or twice per week, for 90 minutes each. Before the group is created, interviews are held with the candidates in order to choose the appropriate ones for the group, based on their oral and written ability in the Greek language and their motivation to join the group.

Instructions:

The intervention consists of two parts:

1. Experiential Workshops

● During the experiential workshops, the members are getting familiar with various psychoeducational units such as communication, self-confidence, emotions, conflict management etc., aiming to develop collaborative behaviours and create a safe and non-critical environment. For all the units a psychoeducational leaflet is given followed by experiential activities regarding

the specific unit. According to the needs of the group, the coordinator selects the experiential activities based on their potential and the different cultures that each of them have lived in.

● At the beginning of the sessions, acquittance activities are used for the members to get to know each other and feel comfortable to talk. (e.g., "Two truths and a lie", "My name", "If I were an animal"). In the first meeting, the rules of the group are also set, followed by experiential activities and psycho- education on the unit of communication (verbal and non-verbal) and values. Members learn how they can communicate productively, listen to the others carefully and discover what value is, and how they have personal values that help resolve dilemmas. A typical activity that is used is the experiential "Do you mean" exercise, where members learn to repeat in their own words what the previous one had said and then express their point of view.

● Then, the unit of self-confidence is carried out. This thematic is applied at the beginning and end of the intervention with different activities, and the ultimate goal was to look for differences in how they perceive themselves.

● Then the third unit is based on Emotional Education. The goal of this unit is for the members to learn how to recognize their emotions is a non-negligible variable and explore what emotional intelligence is, through experiential activities. Through role-playing techniques, they are trained to identify more than one reaction to one emotion and learn that all emotions are allowed, but the same doesn't apply to reactions. In addition, some feelings are harder to deal with, requiring more discussion and psycho-education, such as anxiety and anger. Thus, depending on each group's request, this feeling is further investigated through activities.

● At a later point, an introduction to 3S (Thinking-Feeling-Behavior) and the way the human psyche is framed is added. Members practice to identify dysfunctional thoughts as they emerge from unpleasant situations. While moving towards the final phase of the intervention the last units consist of: conflict management and practical ways of claiming. In the last two meetings, closing activities are done regarding the positive image of the self, the future, stigma management, and the family.

2. Moral Dilemmas Workshops:

● Dilemma stories are used to develop social and cognitive skills such as problem solving, reducing impulsivity, taking responsibility for their actions, and cultivating offenders' moral criterion. The themes of the stories concern Justice, Offenses, Breach of the Rules, Rights, Peer Pressure, Violence and Abuse, Friendship, and Family.

● Dilemma processing is developed using the "Dilemma Stair", a decision-making tool that splits the process into concrete steps. At the beginning, the participants are encouraged to think of as many solutions as possible to the problem at hand (even when seeming extreme or irrational). Hypothetical problems do not have a clear or uniquely correct solution, thus the members are engaged in productive discussion, where they learn to exchange views, resolve cognitive differences, and manage challenging issues (Moody & Lupton-Smith, 1999). At the same time, role-playing games are used in order to enhance the experience and discharge the team.

● After that, all the solutions are discussed, analyzing the advantages and the disadvantages of each one separately.

● In the next step, individual factors are examined that contribute to the decision-making process, such as the hero's feelings, values, experiences and personality.

● Participants practise a structured decision-making approach based on ethical principles. Throughout the meetings, it is pointed out that the goal is not the decision itself, but to understand the problem-solving stages separately and methodically, that is, to learn how to think and not what to think. At a later stage, members are asked to create personal or imaginary dilemmas and resolve them as a group.

This intervention is based on an evidence-based model of R&R (Reasoning & Rehabilitation Program) (Ross et al., 1985; 1988). It has been implemented in many foreign prisons (Tong & Farrington, 2006), and the results have proven its great effectiveness. It is a model of Cognitive Behavioral Therapy, considered one of the most effective reintegration programs (McGuire, 2002; Lipsey et al., 2007) and is based on the assumption that cognitive deficits and distortions that characterise offenders are learned, instead of native.[15]

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[15] Note: This is just a description and the main points of the intervention, for more details and guidance contact: freedomgate.org@gmail.com

2nd experiential activity:

Title: Human rights sculpture

- Group size: 12 - 21 participants (it is suggested dividing participants in small groups from 2 to 3).
- Duration: 60 minutes
- Materials: paper sheet per group with a human right written on it, pens/pencils and a table

Instructions: This exercise is designed to raise awareness of human rights and to deepen participants' understanding of them. Participants are first asked to think about what human rights are and to write their ideas on a piece of paper. They are then divided into groups and each group is given a piece of paper with a human right written on it. The groups have 10 minutes to create 3 human-clay figures that represent the assigned human right. Once time is up, the groups present their figures and the other participants try to guess the human right being represented. After all the presentations, participants discuss their original ideas about human rights and compare them to the official definition of human rights. Finally, participants share their thoughts on the exercise and the facilitator summarises the key takeaways.[16]

3rd experiential activity:

Title: Advocate of gender stereotypes

- Group size: 8 participants maximum
- Duration: 40 - 80 minutes
- Materials: paper sheets and a box

Instructions:

The facilitator begins by explaining what gender stereotypes are and providing examples.Then, participants write a stereotype they have about the opposite gender on a piece of paper. The pieces of paper are folded and placed in a box.Participants are divided into pairs. Each pair draws a piece of paper from the box.A participant is randomly selected (or volunteers) to be the defender of the stereotype and the other participant is the attacker. The facilitator starts a debate between the two members of the group with a 5-minute timer. The two participants act as the respective "lawyers" for their side. After the discussion, the groups are disbanded. The group discusses together what was learned in the discussions and the resulting reflections.[17]

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[16] Note: For more details and guidance contact: https://www.sanitapenitenziaria.org/
[17] Note: For more details and guidance contact: https://www.sanitapenitenziaria.org/

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4th experiential activity:

Title: "The world Cafe" discussion about citizenship, rights and duties"

Tips for facilitators

- <u>Group size:</u> from 15 participants
- <u>Duration:</u> 45 minutes, depends on participants involvement
- <u>Materials</u>: tables, A1 sheets of paper, markers

Instructions:

The World Café is a method used to facilitate conversations in large groups of people. It is designed to encourage participants to share their ideas and perspectives on a particular topic. Young offenders could attend seminar where they talk on their issues, that they currently face in life, also about citizenship, rights and duties Here's how it works:

1. Set up tables: Arrange tables and chairs in a way that encourages small groups to form. You should have at least one table for every four to six participants. On each table, provide paper, pens, and any other materials that may be needed.

2. Introduce the topic: Start by introducing the topic that you want to discuss. This could be anything from a current event to a specific problem that needs solving. Make sure that the participants understand the purpose of the discussion and the guidelines for participation.

3. Assign a facilitator: Each table should have a designated facilitator who will lead the discussion. This person should be responsible for keeping the conversation on track and ensuring that everyone has a chance to participate.

4. Begin the first round: Set a time limit of 15-20 minutes and begin the first round of discussion. Each participant should introduce themselves and share their thoughts on the topic. Encourage everyone to listen actively to each other and to build on each other's ideas.

5. Rotate the groups: After the first round of discussion, participants should move to a new table. The facilitator at each table should briefly summarize the discussion from the previous round before starting a new one. This ensures that the ideas and perspectives are shared across the group.

6. Continue the rounds: Repeat the process for as many rounds as necessary. Encourage participants to build on the ideas and insights that were shared in previous rounds.

7. Share insights: After the final round, bring everyone back together to share the insights and ideas that were generated during the World Café. This can be done in a large group discussion or through a more structured reporting-out process.

Overall, the World Café method is a powerful way to encourage participation and collaboration in large groups. It can be used in a variety of settings, from business meetings to community events, to facilitate meaningful conversations and generate new ideas.[18]

5th experiential activity:
Title: "Collaborative Responsibility Planning"

Tips for facilitators

- Group size: 15-30 participants
- Duration: 60 minutes (depends on participants involvement into discussions).
- Participants: method is prepared to work in pairs participant/mentor.

Instructions:

Objective of this method is to facilitate collaboration between young offenders and social workers in identifying and addressing personal and social development goals.

- Initiate a joint session between the young offender and the social worker to discuss the importance of shared responsibility in the rehabilitation process. Emphasise the mutual benefits of working together to achieve positive outcomes.
- Collaboratively compile a list of personal and social development goals for the young offender. Encourage them to consider both short-term and long-term objectives related to education, employment, interpersonal skills, and community integration.
- Prioritise the identified goals based on their relevance to the rehabilitation and reintegration process. Discuss which goals are most critical for the young offender's personal growth and successful community engagement.
- Break down each goal into smaller, manageable steps. For instance, if the objective is to improve interpersonal skills, outline specific actions such as attending counselling sessions, participating in group activities, and engaging in conflict resolution exercises.
- Establish a shared timeline for achieving each goal. Discuss realistic timeframes and milestones, taking into account the young offender's unique circumstances and progress. Create a visual roadmap or plan to monitor and celebrate achievements.
- Encourage regular check-ins between the young offender and the social worker to assess progress. Discuss any obstacles faced and collaboratively strategize solutions. Be adaptable and open to adjusting the plan based on the evolving needs and circumstances of the young offender.

Discussion questions:

- How did the collaborative approach to goal-setting enhance communication and trust between the young offender and the social worker?

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[18] Note: For more details and guidance contact: liudassvipas@gmail.com

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- What potential challenges might arise during the pursuit of these goals[19]

4th subsection: Self-esteem, autonomy, personal branding, resilience: key skills to foster employability

In this project, we aim to develop and enhance these skills among our target group, using various activities and interventions that are based on the principles of participatory citizenship.

Self-esteem is the degree to which one values and respects oneself. It can help young prisoners to overcome the stigma and discrimination that they encounter, and to build confidence and motivation to pursue their goals.

Autonomy is the ability to make one's own choices and act independently. It can help young prisoners to take responsibility for their actions and consequences, and to plan and manage their own learning and career development.

Personal branding is the process of creating and communicating a distinctive and consistent image of oneself to others. It can help young prisoners to differentiate themselves from others and to showcase their unique value proposition to potential employers and partners. Resilience is the capacity to adapt well and bounce back quickly in times of stress and adversity. It can help young prisoners to overcome the difficulties and setbacks that they face, and to learn from their failures and grow from their challenges.

1st experiential activity
Title: My positive side

Tips for facilitators

- Group size: there is no limited number of participants for this exercise
- Durations: It depends on the number of participants

Instructions:

Each participant chooses as many sentences as he/she wants, takes 5 minutes to think of them and then shares the answers with the group.

Sentences:
Five positive characteristics of myself are:
So far, I have succeeded:
Three talents/ skills I have are:
I recognize in myself that:
Positive characteristics that others tell me that I have are:
A phrase that will remind me the positive side of myself is:[20]

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[19] Note: For more details and guidance contact: liudassvipas@gmail.com
[20] Note: For more details and guidance contact: freedomgate.org@gmail.com

2nd experiential activity

Title: Career path

Instruction:

Members describe their personal career history through the painting of "the career path", as it is called. At first, they are encouraged to self-reflect by asking and answering some questions. For example:

a. What do I want from my career?

b. What are my interests?

c. What activities do I most enjoy, professionally or in my leisure time?

d. What are my strengths and weaknesses?

Then, with psychometric tools, they discover their work skills and the profession that best suits their personality type. Some examples of personality type tools are:

a. The Myers-Briggs Type Indicator: This questionnaire is a self-reporting inventory that includes reflective questions to identify psychological preferences. Using this information, the type indicator system classifies people based on four key dichotomies, allowing members to identify their personality type out of 16 options.

b. The Jungian Type Index: It is a self-assessment that can summarise a member's personality type and recommended careers by identifying Jungian cognitive functions or explanations behind certain psychological preferences. Answering these questions and doing the psychometric tools, they better investigate their potential career paths and the profession they want to pursue. In the end, a discussion is happening based on the separate career path.[21]

3rd experiential activity:

Title: Empathy MAP worksheet – stepping in receiver shoes

Tips for facilitators

- Group size: 6-30 participants
- Duration: 60 minutes (depends on participants involvement into discussions).
- Material: printed empathy maps, or flipcharts to draw it; sticky notes, markers

Instructions:

The principle of effective communication is to send the right message to your target audience. In order to reach this goal successfully it is really important to know very well for whom you are sending your message – what kind of person it is, where is he / she searching for information, what kind of media is most convenient for him /her, what kind of information is clear for him or her, what this person is interested in at this moment, what kind of opinions and believes he / she has and etc.

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[21] Note: For more details and guidance contact: freedomgate.org@gmail.com

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The best way for you to get to know your target message receiver is to step in his / her own shoes. It is important to use your own empathy and try to see the world through your target audience's eyes. Here is a very valuable tool – **Empathy map worksheet** for this purpose.

Empathy maps are usually used for marketing purposes. They are intended to create a better understanding of customer needs and use this information to improve customer service or customer experience. The principle is to start with their needs in mind.

According to the given time for participants to spend in the empathy phase two different empathy maps can be given. You could choose a more detailed version of Empathy map (as it is shown in example above) or bring a shorter Empathy map in order just to get the feeling of your receiver's needs.

Here is online link for the Empathy map: https://xplane.com/worksheets/empathy-map-worksheet/ and for a shorter Empathy map examples and online worksheet https://online.visual-paradigm.com/fr/diagrams/templates/empathy-map/empathy-map/

This workshop is a good opportunity for participants to share their opinions. For this task split the group into teams of 3-4 participants and give them at least 20-30 minutes to discuss and fill in all parts of the worksheet. You can choose the way to fill it: participants can use sticky notes, write down on the sheet or use the online version. However, the sticky note option is recommended.

In this exercise it is very important for the participants to imagine an average person of their target group, who would represent receiver character traits. Ask them to create an imaginary person: name, profession, family description as real as possible. While they are filling the worksheet, ask them to remember the target group and answer the questions from its perspective. As well, ask them to leave their own opinions behind while participating in this task.

After the worksheets are filled, ask participants to present their job for the rest of the group.

After all groups have presented their personas, ask the audience to discuss in a big group what was common and what was different between personas. Sharing understanding is very important for groups who seek effective communication during this learning process.

Further reading:

Valuable article for facilitator about Empathy map purpose: https://medium.com/swlh/what-is-an-empathy-map-and-why-is-it-valuable-for-your-business-14236be4fdf4[22]

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[22] Note: For more details and guidance contact: liudassvipas@gmail.com

4th experiential activity:

Title: 6 Thinking Hats

Tips for facilitators

- Group size: 10 to 30 participants
- Duration: 60-90 minutes

Instructions:

We can analyse different points of view from the message sender and messenger receiver perspective. It helps to notice how different we think. Now it is the time to look at problematic situations through different perspectives by using other methods – 6 thinking hats.

Until now we were looking at the communication process through a person (as participant in communication) perspective. At this moment it is necessary to create some distance and evaluate the problematic situation from a different perspective. **6 Thinking hats** are tools created for searching options for problem solving. Furthermore, it is valuable for creating better and common understanding for uncomfortable or conflicted situations.

The method 6 thinking hats require to evaluate a situation as if you were wearing one a color hat at the time and evaluating the situation as it described in the image below. This exercise could be done on a personal level or in a group by discussion.

In order to gain a better understanding of the tool and while trying to use it for a chosen problematic area / topic it would be useful to give around 20 minutes for personal participants thinking and writing. After that it is recommended to sit in a circle and review part by part and share ideas from one hat to another.

However, at the beginning of the circle you need to make an agreement about the blue hat, how you will use it, because the blue hat is responsible for not the discussion content but for the discussion process of sharing ideas. And here are few options for using blue hat:

1) Blue hat can have the trainer / module facilitator.

2) Blue hat can "wear" one of the groups chosen member.

3) Or a blue hat role might be shared. For example, while the group is discussing from white hats perspective the moderator as a blue hat role could be a random person. When you move from white hat discussion to the yellow hat perspective, then the blue hat can rotate to another person of the group.

After 6 hats discussion you will have a better understanding about the situation from different angles.

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Notes: Read extra material about the 6 thinking hats method: https://www.debonogroup.com/services/core-programs/six-thinking-hats/ If it is possible, create colourful hats for participants, to make it more visual. For more information on "6 Thinking Hats": https://www.mindtools.com/pages/article/newTED_07.html Or you might be interested to read the book: https://kitn.net/wp-content/uploads/2015/03/Edward_de_Bono_six_thinking_hatskitn.net.pdf[23]

5th experiential activity:
Title: What I think and what I do

- Group size: 6 to 12 participants
- Duration: 45 - 60 minutes
- Materials: Pens and sheets of paper. A copy of the worksheet "What I Think and What I Do". About ten images cut out from newspapers depicting people engaged in activities, for example, people playing sports, people working, and so on.

Instructions:
Start by showing the newspaper cut-out images: after everyone has looked at them, introduce the concept that people's behaviour is influenced by what they think (using the images to clarify this concept will make it easier to understand). For example, if a person thinks it is important to follow safety rules at work, then they will behave according to what the rules suggest. If an athlete thinks that training every day is essential to achieve good results, then their behaviour will be to dedicate themselves daily to that activity.
Try to identify together the thoughts that could explain the behaviours illustrated in all the images. After clarifying and discussing the link between thoughts and behaviours, explain that in some circumstances it is important for people to try to change their thoughts, so that situations can be approached more effectively and positively.
Give the following example:
You might think that studying history is really useless, that it's boring to learn all those dates, and that it's hard to remember them all for an exam. Ask yourself: "Just because I find it boring, does it mean that I can't do it at all? If I don't do it, what consequences might there be? Is it more convenient for me to endure a bit of boredom and have better consequences?"
Distribute the worksheet "What I Think and What I Do" and have it completed individually. Once finished, ask to compare answers with a classmate and discuss any differences in responses.

Points for reflection:
Encourage reflection and discussion about the importance of our thoughts and their relationship with our behaviours; it may be useful to stimulate the discussion with questions like:
Before doing this activity, had you ever thought about the relationship that exists between your thoughts and your behaviours?

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[23] Note: For more details and guidance contact: liudassvipas@gmail.com

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During the exercise with the worksheet, was it difficult to identify the thoughts associated with the behaviours? Was there any particular situation that created difficulty?

In the examples you wrote, how did your thoughts influence your behaviours?

Ask to think about a situation where you analysed your thoughts and changed your mind about doing or not doing something. Invite to share the situation with others, to share the experience.

Deepen the importance of identifying one's thoughts, stimulating discussion with questions; for example, have you ever thought that analysing your thoughts allows you to have a clearer idea of the possible consequences of one behaviour over another? Do you think having clear thoughts allows for better and more conscious decision-making?

Training activity:

Ask to keep a record of activities done during the week, trying to identify the thoughts that motivated a particular behaviour. Analyse together some of the situations reported, trying to imagine what the consequences on behaviour would have been with a different thought.

Read the written example below (situation 1). Then try to complete the examples where the thoughts that could be linked to the described behaviour are missing (situations 2 and 3). Then try to think of situations that have happened to you or could happen to you, trying to find the possible thoughts linked (situation 4).

SITUATION 1

Behaviour: Apologising

Thoughts that can influence this behaviour:

Apologising makes you weak

I don't see why I should apologise for something that didn't cause much damage

It's much better to wait for things to resolve themselves

I don't care if this person will be angry with me

SITUATION 2

Behaviour: Returning a stolen item

Thoughts that can influence this behaviour:

SITUATION 3

Behaviour: Consoling a friend in difficulty

Thoughts that can influence this behaviour:

SITUATION 4

(Write a behaviour and the possible thoughts)

Behaviour:

Thoughts that can influence this behaviour[24]

6th experiential activity:

Title: Computer and Communications Networks through gaming

Tips for the facilitators

Group size: 10-25 participants

Duration: 60-90 minutes per session

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[24] Note: For more details and guidance contact: https://www.sanitapenitenziaria.org/

<u>Space:</u> Computers laboratories

Instructions:

- The trainer will provide participants a learning game (gamification) about the hardware, the software and the LANs.
- Then the young offenders will be divided into two groups and will be given actual training in hardware and in software
- At the end of each session workshop each team will present to the other group the most important skills and knowledges that they acquire
- The specific workshop has as aim to support the digital literacy of participants as the Internet and Communications Technology is indeed increasing a massive growth at a global level and provides enormous opportunities to the young people, and enables them to develop themselves in the business marketplace.[25]

7th experiential activity:

Title: Financial Literacy Game

Tips for the facilitator:
<u>Group size:</u> 10 to 20 participants
<u>Duration:</u> 30-90 minutes per game
<u>Space:</u> Computers laboratories
<u>Material:</u> Computers and z-tree software

Instructions:

The aim of this experimental financial game is to support and develop the financial literacy and the entrepreneurship of the young offers to be able to develop their ideas at the time of their return in the society

Using the z-tree software developed by ETH Zurich, the trainer must design a financial literacy game providing quizzes, puzzles, crosswords in order to provide the essential financial knowledge to the young offenders.

For the second part of the workshop a second game design should be used. Each young offender will be given a hypothetical initial budget, prices of raw materials and assets and he/she should develop his/her business idea.

The trainers might assist the offenders to for the development of a sustainable idea

At the end of the workshop young offenders will present their business idea to the rest of the group. [26]

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[25] Note: For more details and guidance contact: info@dionecy.com
[26] Note: For more details and guidance contact: info@dionecy.com

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CONCLUSIONS

The NOISE Toolkit represents an innovative approach in the field of juvenile rehabilitation. Compiled through the collective expertise and dedication of 5 expert European organisations: the Società Italiana di Medicina e Sanità Penitenziaria, Freedom Gate Greece, Dione-Cyprus, Pro.M.E.T.EU.S-Italy., and NGO "Home of Psychological Ideas,"-Lithuania, it represents a positive example of the power of collaborative effort in addressing complex social challenges. The NOISE Toolkit's methodology is both comprehensive and incorporates a blend of qualitative and quantitative research methods, focused on the challenges faced by professionals in the field and the needs of young offenders. Joint Staff Training Events across multiple countries were instrumental in the toolkit's development process and in sharing innovative tools and strategies for enhancing the capabilities of professionals working with young offenders. The existing literature and experts in the field highlight the importance of trust-building, social skills development, participatory citizenship, and employability skills. Furthermore, they put emphasis on the stakeholders and community involvement recognizing the importance of engaging families, educators, social workers, and the broader community in the rehabilitation process and for the better reintegration reduction of the likelihood of reoffending.

At its core, the NOISE Toolkit includes non-formal and participatory activities targeting both young offenders and professionals working with them. The selected non-formal activities not only address the physical and health needs of these young individuals but also gives significant weight to their emotional and mental well-being. The NOISE toolkit offers a multidimensional perspective on juvenile delinquency emphasising the importance of life skills training, holistic approaches, and stakeholder involvement, ensuring that interventions are well-rounded and effective. It puts emphasis on skill development and life skills training, aimed at equipping young offenders with the tools necessary for navigating daily challenges, enhancing social interactions, and boosting their chances for successful reintegration.

The incorporation of various educational methodologies, particularly non-formal education, ensures flexibility and relevance, catering to the unique needs of these individuals. Furthermore, the psychological component of the document is very important, focusing on the mental and emotional needs of young offenders and incorporating aspects of positive psychology to foster resilience and self-esteem. This is coupled with a holistic and multidisciplinary approach that integrates sociology, psychology, education, and criminology for a comprehensive understanding of the needs of young offenders.

The toolkit's comprehensive, innovative, and collaborative approach provides a new lens through which to view and address the challenges faced by young offenders. Its emphasis on holistic care, non-formal education, stakeholder involvement, and skill development sets a new standard in the field, promising significant strides in reducing recidivism and enhancing the life skills of young offenders. This Toolkit is not just a collection of practices; it is a guide for meaningful change in the lives of young individuals who stand at a critical crossroads.

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