

Between Ages

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Report on the results of Walking with NEET's and Offenders

Output 09

Between Ages:

Network for young offenders and NEET



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1. Quality and walking with youth in NEET

Though quality in social work has been a topic at least since the middle of the last century it became more important through the introduction of “New Management” in the 1990ies. In this time, one started to use quantitative standards to describe social work, the observance of these criteria became important and the aims of a social intervention had to be defined in advance.¹ It is important to show the results of a project also in a quantitative perspective, especially if projects are financed by state-funding. In the following paper we will try to collect some aspects concerning the quantitative results of the long distance-walking project. On the other hand it is clear, that quality is not only measurable in countable figures and has to be described in qualitative terms.

In the following paper, some aspects of quality will be discussed concerning the European initiative about long-distance-walking as a mother method of social work. The projects incorporated into “Between Ages - network for young offenders and NEET” address persons in great difficulty or young offenders, offer them an alternative in relation to their past, their actions and their environment, making use of hiking as an educational medium. In short the young participants go out on a long walk in the direction of an important aim – such as Santiago de Compostela. The participants are accompanied by a guide or social worker and develop new ideas of live and behaviour during this long way. The idea was first developed by the Belgian Organisation ALBA/OIKOTEN in 1982 and brought then to the French organization SEUIL around 2002, later (2012) the German organization ‘Sächsische Jugendstiftung’ (SJS) developed a similar idea. In 2015 the European Project “BA-Nework” was created by these partners and coordinated by the German Fachhochschule Dresden (FHD) in order to develop and disseminate this idea of social work. In order to give more countries the chance to develop, the Italian Ministry of Justice and the two Italian organisations L’oasi and Lunghi Cammini were part of the European Project².

The Belgian organization ALBA since 1982 gave about 500 youngsters the opportunity to walk together with a guide towards an important destination between 1600 and 1800 kilometres about three months. The French organization SEUIL provided walks about 1800 kilometer and three months for about 200 young persons. In these projects one or two participants walk with a guide, which is supported by a professional team. About 50% to 80% of the young people reach the destination, which was planned. In the German concept of Sächsische Jugendstiftung, the walk is about 80 kilometres and takes five days.

¹ Rose, Barbara (2004): Wer bestimmt Qualität? Anmerkungen zum Qualitätsdiskurs und seinen Wirkungen in der Sozialen Arbeit, S. 213. In: Beckmann, Christoph; Otto, Hans-Uwe; Richter, Martina; Schröter, Mark (Hrsg.): Qualität in der Sozialen Arbeit.

² For more information see: <http://www.betweenages-project.eu/home.html> and <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/9534e3bf-0a87-46a6-a315-27f45e0673ec>

Up to 6 young people are accompanied by two social workers. In this context more than 95% of the participants solve the task to finish the way.

	ALBA ³	SEUIL ⁴	SJS ⁵
Target group	under 18 years	under 18 years and exceptionally young adults (under 21 years)	over 18 years
Group	One or two participants and one guide	One participant and one guide	Groups of 10 participants and two social workers
Route	1600 – 1800 kilometres	1800 kilometres	80 kilometres
Time	3 months	3 months	5 days
Finishing	80%	50-60%	95%

Table 1: Comparison of the structure.⁶

Beside the practical aim, to reach the final destination, there are aims defined, which are related to the very bad situation, from which the involved youngsters arrive in the project:

- Young people who are either delinquent or in danger of becoming that, and who do not respond to educational actions, are placed in foster homes or imprisoned, having experienced failure of other programmes designed for them, *can* turn their lives around when facing a challenge (hiking, in a foreign country, with no music or phone).
- To avoid teenagers being left on the sidelines, whether they are boys or girls, who have been confronted with challenges in life but want to make amends.

For these youths at odds with society, in a situation of marginality or delinquency, it represents an educational solution that is a true experience. Getting into a dynamic, making a commitment, giving before receiving, entering a “proactive” phase (not complaining about things as a victim of external forces, but taking care of themselves). The young persons are getting away from claiming the “right

³ Output 7c: Walking to the future; http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_07c_BE_eng.pdf

⁴ Output 7b: Walking to break with the past: the French way; http://www.betweenages-project.eu/files/BANetwork2018/BA_Network_07b_FR_eng.pdf

⁵ Output 8: Five days between prison and Santiago de Compostela Social educational pilgrimage in Saxony, http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_08_eng.pdf

⁶ See Output 3: Socio-pedagogical Walking as an European Alternative in the Work with Young People in NEET and young Offenders. A theoretical perspective. http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_03_eng.pdf

to” and finding ways of building a project themselves, they experience new discoveries, learn about themselves, through meeting others, making an effort, creating a new routine etc... In all, a “starting up and moving on” attitude where the young people are motivated to become active participants, during the walk and beyond, of their own reinsertion. The objective of reinsertion is often experienced as something magical: a youth on the outside of social life decides to come back to it and, after a realisation, take up work, accommodation, peaceful relationships, no more delinquency... In fact, it is a question of realising that reinsertion means going through a long period of experiments, of several years (training, odd jobs, work placements, short-term contracts), with trial and error, certainly, and even some periods of going backwards but in the end, little by little, a stable, independent life, chosen and integrated into society. So the participants change the idea of “just finish” to the experience of “just walking” as a new mode of living.

2. Quantitative research on the long-term project

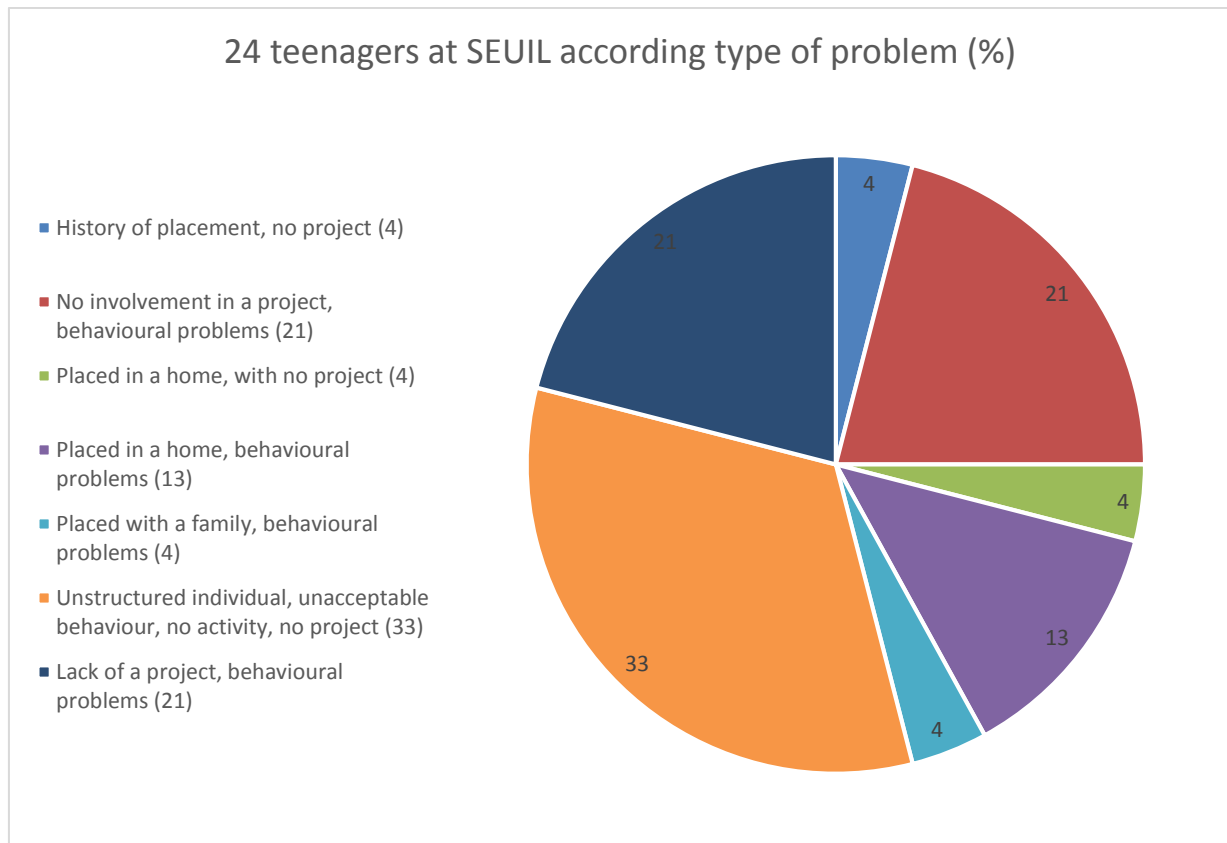
The following description on the results of this walking is based on two greater researches, which were done by SEUIL and one at ALBA. In the first study of SEUIL the consultant interviewed Seuil’s educational team and several accompanying adults having walked with the youths during the year 2012. During the next phase, the consultant gave a profile of the teenagers having completed a walk during the period concerned (origin, gender, age, context). The third phase, the main part of the research, consisted of systematic interviews with other young people and adults in their lives (social workers, family, accompanying adults). The objective was to undertake an exhaustive study of the youths who participated in a walk in the period concerned; actually, 22 of the 24 teenagers were able to be interviewed.

2.1 The participating youth

In 2012 SEUIL provided the long-distance-walk for 24 young people. They have been mainly teenagers and young men, but the proportion of young women remains significant (almost 30%). They were mainly young people between 15 ½ and 17 (71%) with a very small proportion of younger participants (8%) and a minority of older ones (21%). The request to be taken was formulated by the youth’s social worker (in the case of the Social Welfare Services) in the framework of “child in danger” (79%) but for many candidates, social support is the result of a Youth Judge’s decision when health, security or educational conditions have been compromised. For those in Seuil’s care, it is a question of lack of parental care, pathogenic parental behaviour, situations of risk brought about by the youth’s destructive behaviour,

loss of references and/or total absence of projects for the future. A significant portion of these teenagers frequently has a history of successive placement in educational institutes. Requests to be taken are also formulated by the Youth Protection Department (Ministry of Justice) in the framework of the 2nd February 1945 protective Order.

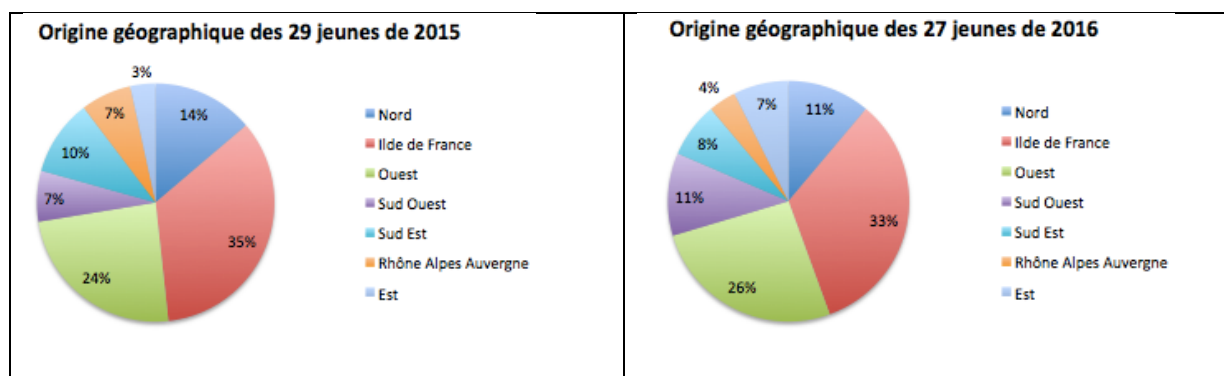
From these 24 youngsters 33% were described as unstructured individuals, having unacceptable behaviour, no activity, no project. 21% were described as having no involvement in a project, and having behavioral problems (see pic 1)



Pic 1: Teenagers in SEUIL's care according to type of problem

The presentation may give the impression that situations are simply a matter of unacceptable behaviour, but in reality, there is also a background of dramatic intensity of this behaviour (addiction, incivility, aggression, continual reaction, continuous infringement of the law with no ability of self-awareness or self-analysis). Educational figures who are totally worn out: either parents and educational services, or educational institutions responsible for young people in care. In most cases, some kind of transformation is expected, even if the socio-educational services contacted during the study add some perspective: many simply hope the young people will change their image of themselves and accept a process of asking questions, that then enable them, far from miraculously, to commit to a process of maturing that will bring its own share of trial and error.

The second survey at SEUL is based on 56 walks in total (29 in 2015 and 27 in 2016). The youngsters have been in a range of 14 to 18, with an average age close to 17 and were approximately ¾ boys, ¼ girls. The young people came from all over France, mainly from the Greater Paris region and Grand West (Brittany and the Loire valley counties, see pic. 2).



Pic. 2: Geographical origin of the 29 teenagers in 2015 and the 27 teenagers in 2016

These youngster did very often have no future projects, no prospects, passive and even vacant about their lives. 48% stayed in the care of the Ministry of Justice (Youth Protection Department), 52% with Social Services (ASE). 41% had a background of petty crime or serious delinquency (the latter either as a project after serving sentence or as an alternative to imprisonment). About 16% mentioned the need to put some distance between the youths and their family due to a complex situation.

2.2 The duration of the walk

The length of the walk, planned to last 105 days in the concept of SEUIL, is in itself a demonstration of a certain reality: not all young people are motivated by the programme nor complete the entire distance.

Duration of the walk	Reasons mentioned
A walk lasting less than one week = 4% of cases, i.e. one teenager.	No conviction, refusal to continue
A walk lasting between 2 weeks and 1 month = 12% of cases, i.e. 3 teenagers.	No conviction, a pretext to leave
	Seuil stops the walk for violent behaviour
A walk lasting from one to two months = 25% of cases, or 7 teenagers.	No conviction, refusal to continue
	No conviction nor motivation, walk halted by Seuil
	Illness during the walk, Seuil imposes halt, with a future project
	Obstacle during the walk, halt with a future project
	Return to starting point with a positive impression of the experience
A walk lasting between 2 and 3 months = 8% of cases, or 2 teenagers	Seuil changes decision (teenager's violence, behaviour) but with a future project
	Return to starting point with a positive impression of the experience and a specific future project
A walk of between 3 and 4 months = 50% of cases, or 12 teenagers	Return with a positive impression of the experience and a specific future project (83%)
	Return after a low level of investment but with a project (8%)
	Return due to a Seuil decision (teenager's violence, behaviour) but with a future project (9%)

Tab. 1: duration of the walk and reasons of decisions at SEUIL (2012)

In total a walk was considered positive for the majority of teenagers 54% and a walk was considered negative for 29% of teenagers. In 17% of the cases, the walk was ending in various ways (little personal investment, illness, interruption due to behaviour), providing nevertheless an opening of future perspectives. For the adolescents completing a short walk (cut short), might not be very convincing on the whole, while the opposite is true for almost all young people who complete the programme. For some of them (9%), the experience allows them to think about things or start a new project, despite being cut short.

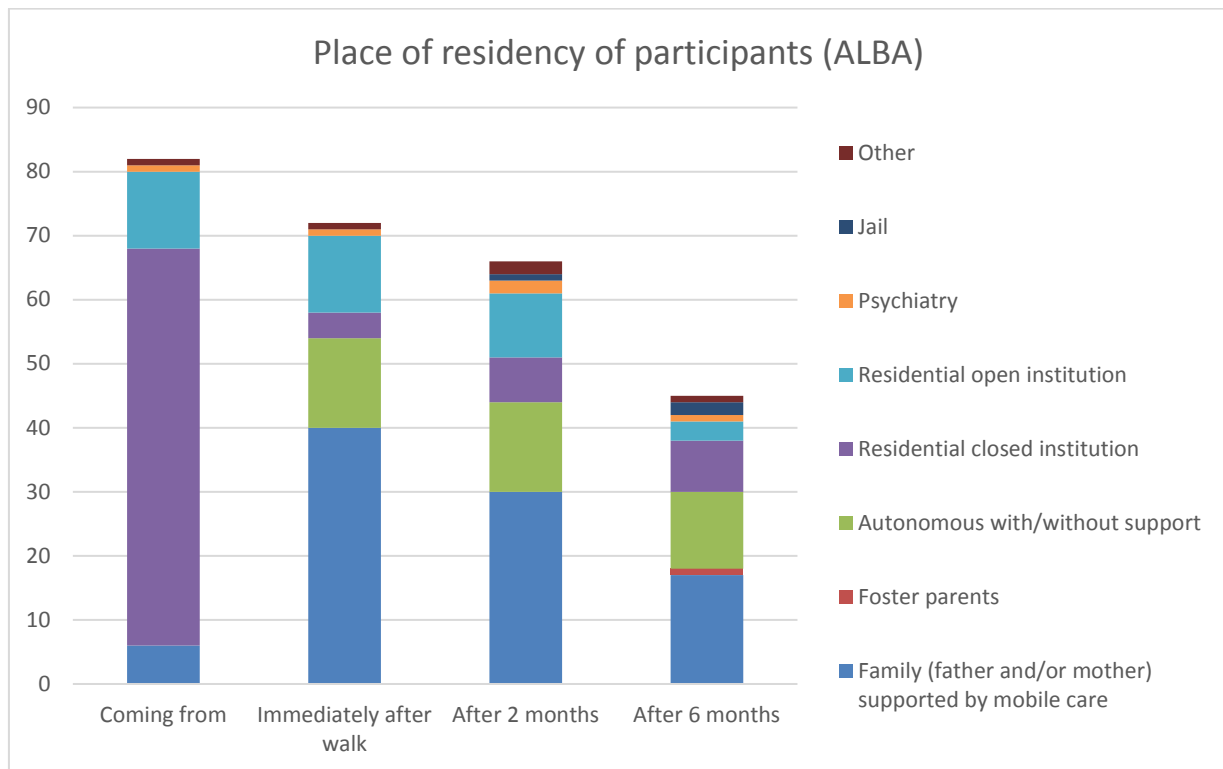
Duration of the walk	Reasons mentioned
20% stopped walking in the first fortnight	Walks of less than 15 days : lack of trust in the solution expressed from the beginning, with no respect for authority or obligations: running away, refusals, negative contact from a brother encouraging the teenager to come home after a temporary halt (medical reasons), refusal to go any further during the first stages.
18% walked for between 15 and 30 days 12% walked for between 30 and 60 days	Walks of between 15 and 59 days : walk often brought to a stop by the teenager (doubt, lack of motivation) or by aggressive actions (some walks being stopped on Seuil's decision) or, in a minority of cases, for health reasons.
50 % of teenagers completed a full walk ((91 -120 days) or most of one (61 - 90 days)	Walks of between 60 and 116 days: positive, whole walks for 50% of cases, with some also being cut short either by the teenager, in 31% of cases, or by Seuil (behaviour, delinquency) in 19% of cases.

Tab. 2: duration of the walk and reasons of decisions at SEUIL (2015 and 2016)

The data for 2017 is quite different at either extreme: 64% of teenagers completed a full walk (91 – 120 days) or nearly the whole walk (61 -90 days); 6% stopped walking in the first fortnight; 18% walked for between 15 and 30 days; 12% for between 30 and 60 days. Figures show little difference between teenagers in the care of the penal system (known delinquency) or those in Social Welfare care (family and social problems)

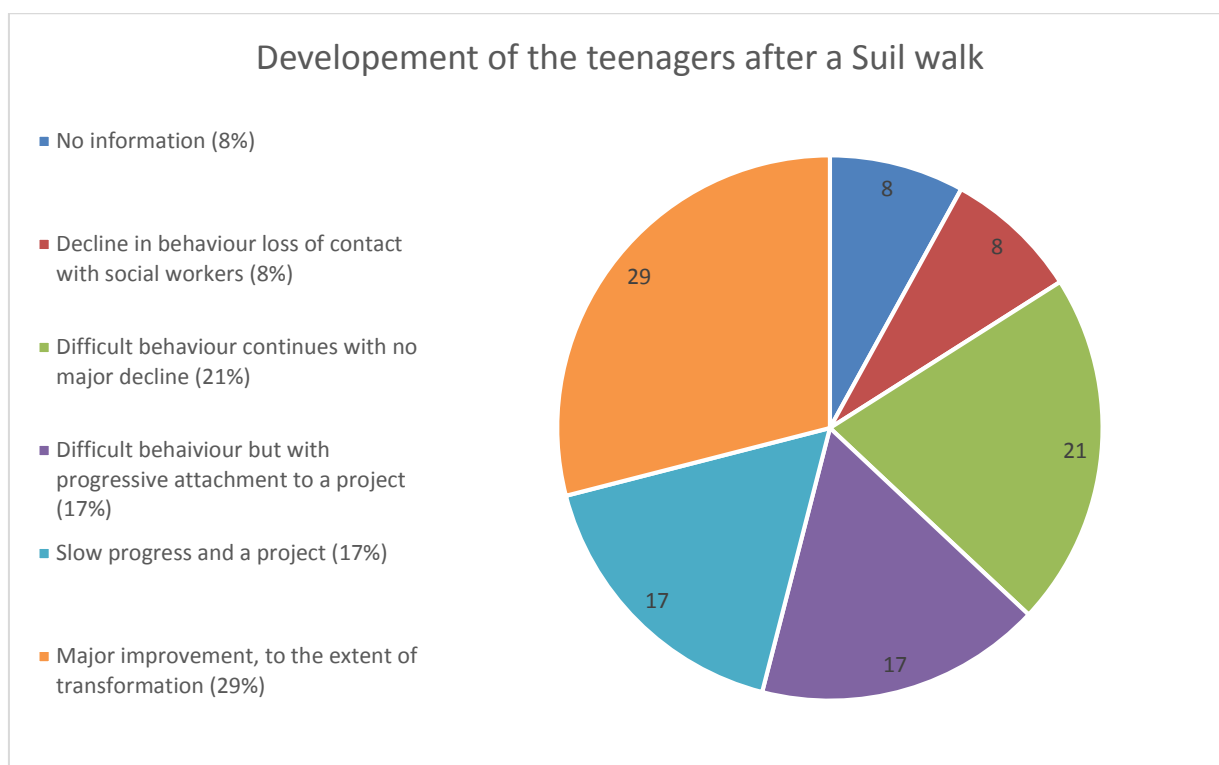
2.3. After the walk

Interesting are also data from 82 youngsters of the walk at ALBA, which were asked for the place of residency before and shortly, two and six months after the walk. It shows almost all of them come from closed institutions. Immediately after the walk the majority is returning to their family setting or is living autonomously with or without support. After 6 months this is still the main trend, although some are in closed institutions again.



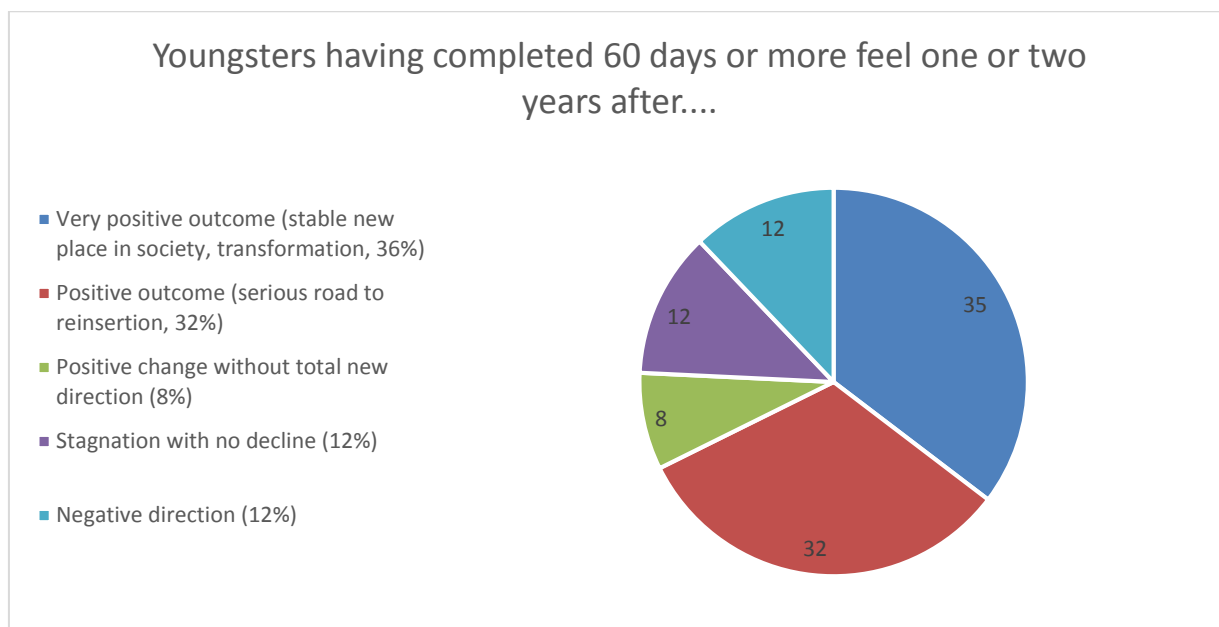
Pic. 3: Overview of place of residency of 82 participants (2007-2010)

The analysis of the youths' future in 2012 constituted a long period of research for the consulting firm ProEthique, as it was particularly difficult to find certain youths or their family, or even make contact with their social workers. 22 young people's situations were covered, 6 months to 1 year after their Seuil walk, or 92% of the population concerned. 46% of the participants mention, to be working on an own project for the future now, 17% describe continuing of difficult behavior, but progressive aspects and 21% describe continuing difficult behavior (Pic. 4).



Pic.: 4: The results in the view of 22 participants at SEUIL in 2012

Youngsters who walked less than a fortnight at SEUIL describe a slight improvement for some teenagers one or two years later. Walks with a duration of 15 to 59 days result in mainly problematic behaviour or no significant change, but positive progress for 24% of these teenagers. After Walks of between 60 and 116 days the results are described as positive on the whole, in 76% of cases; negative for 12%.



Pic. 5: The results in the view of the participants who completed the walk with 60 or more days.

3. Qualitative research on the Outcomes after the project

In the following section, the question, which outcomes may be described as the result of the project will be evaluated by qualitative interviews, which have been done in the context of ALBA and SEUIL. Interviews⁷ with participants of the long distance walks with youngsters in youth care in Belgium in the year 2009 are showing different perspectives. Immediately after the project positive effects are described:

- The youngsters define a lot of positive experiences : developing a work rhythm/routine, learning to carry on when things get difficult, practicing on behavioral change.
- The youngsters evaluate their situation after the project much more positive than before. Especially improvements in family life, housing and leisure time are striking.
- The team members also talk about positive effects : especially the gain of self confidence, a better self knowledge, increased matureness and better family relationships.

Six months after the project it seems most of the youngsters are not able to live independently or with the support of their social context. They have a need for follow-up trajectories, but due to waiting lists it is not always possible to obtain smooth transitions. Most of the youngsters will have a positive experience during the 3 months, but risk return in their 'familiar' social context including all temptations. A good six months after the project half of the youngsters are doing quite well. The project gave them more self confidence and perseverance and they became more autonomous. In one way or another they succeeded in adding some valuable 'extra' in their general heavily filled backpack. We have to be careful with our enthusiasm because the youngsters, taking into account their background and instable social context, can always fall back in previous habits.

In the words of a juvenile judge: "One cannot expect a direct result from a long walk. In the long term you can expect the experience will be useful for the youngster; an experience they will never forget, one they can fall back on in their future lives. The finality of the long distance walk is the experience of the youngster he can achieve something, within another context, and is encouraged to be determined. The long distance walk is way of making a new start. Actual short term effects are not to be expected, unless the aftercare regarding social context is taken care of."

⁷ Ferwerda, Henk; van Leiden, Ilse; Cornelissens, Agnes (2009): *Back on Track? Een evaluatieonderzoek naar de onthemende projecten van de Bijzondere Jeugdbijstand in Vlaanderen.*

Positive experiences that are named by the youngsters are numerous. The most important are :

- Learning to have a working rhythm
- To have time to think about themselves and learn to know themselves
- To learn another language and to learn dealing with money
- Learning to persevere
- To meet new people
- To have new experiences
- To be proud on themselves, to believe in themselves and gain self confidence
- To learn how to talk, say things, consult and ask for things
- To work on behavioral change and to learn how to deal with problems

Team members talk about the following positive effects :

- More self confidence in the youngster, due to the fact they completed the project successfully. This is visible in the fact that they take more initiative and they are more open towards adults
- In another environment the youngsters can discover other aspects of their personality. They can think about themselves and they can show their positive side
- The youngsters can express themselves more easily verbally
- Family ties are strengthened especially thanks to the support visit

In a qualitative research the author analyses 50 in depth interviews of youngsters and guides who did a long distance walk with Oikoten/Alba in the years 1982 – 2012.⁸ The research question was: does the experience of a long distance walk offer the chance to discover bonds of engagement and responsibility? Conclusions are not one dimensional or unambiguous. Youngsters find a lot of difficulties on their way to find a space in society, to relate to themselves, the others and the world as such. On the other hand the walking in nature in the company of a companion, a guide, offers the chance to come across 'lasting' values. They transcend their own self-understanding as 'disposable', or 'scum' and experience a form of 'being able' they carry with them the rest of their lives. They learn or experience the value of 'learning to tolerate' the difference(s) in the other, and how to cope with this in finding a balance between talking and being silent, together and alone. They experience that, based on an engagement and taking responsibilities, they can build relations and overcome obstacles and conflict. They learn to find happiness in 'small things' and discover values they want to propagate themselves.

Attempts to understand long distance hikes as interventions with unambiguous, measurable results in the field of integration, will inevitably lead to conclusions of being – economically - of little use. They lead to conclusions in terms of percentages relapse and financing, without going into the question of what such a walk is in its essence. Looking from a pedagogical angle urges another way of looking, the use of another language. An attempt of trying to write and talk about experiences without producing 'experience kitsch'. Of staying as close as possible to the voice of youngsters and companions.

⁸ Parys, Inge (2015): Zin en onzin van ontheming in 2014; Faculty for Psychology and Pedagogy KU Leuven – Laboratory for Education and Society, page 39-42

What they talk about is nothing grand. The real meaning of long distance walking lies in things sounding commonplace or banal sometimes. In learning to 'just be there' and 'to tolerate each other'; or in learning to 'appreciate in life what it gives you, that the ordinary pace of life can be enjoyable too'. In discovering 'a space in your head' and in knowing 'you can do it', even if there are obstacles. In discovering 'values' and the 'essential things in life'. These words show participants are in search of another relationship towards themselves, the other and the world. Relationships that require engagement, willingness to take a certain responsibility, rediscovering faith. However, youngsters do not change overnight in model citizens, and faith is lost regularly in the difficult years following the walk.

At SEUIL participants, families and social workers were asked between one and two years after the walk about positive and negative aspects. The teenagers mentioned positive aspects, like getting more self-confidence, starting to reflect the live and developing new ideas, but also problems with the companion and the lack of ties after the walk. Families had a positive view on the team but also in some cases problems with the accompanying adult (see tab. 3)

	Positive aspects	Negative aspects
For teenagers	Meeting new people, discussions, discovery, the feeling of having made an achievement (previously unimagined resources) Starting a new project without being afraid of the challenges Self-confidence Starting to question themselves The support of Seuil's members: the Director (humane authority), the walk manager (close support), the accompanying adult (attention and mentoring, despite friction). Lasting, stable images that remain, as reference points.	The opposite of what was noted above for the management team (excessive authority) or accompanying adults: proximity but sometimes clumsiness (distance, acts of authority experienced as aggressive, impatience) The difficulty of getting up in the morning The lack of ties following the walk (for some teenagers)
For the families	Internet connections, phone calls The management's humanity (professionals, attentive, competent) Availability and discussion in the case of problems (health problems, for example)	The opposite of what was noted above for the management team (remarks on behaviour, clear position to avoid departures or, on the contrary, in the case of a return to base for health reasons) The accompanying adult: not always suitable
For the social workers	Availability Professional discussions A project framework that is stable, respected Real change in teenagers (sometimes in parents)	The difficulty of managing the most hostile teenagers (selection criteria need to be refined? How should they convince teenagers?)

Tab. 3: Qualitative analyses of walkers and their social circle, one or two years after the walk at SEUIL⁹

⁹ 56 young people who completed a Seuil walk in 2015 and 2016

The walk seems to give the chance of discovering other types of relations, bonding, and these bonds seem to stand the test of time. Withdrawn from what Stiegler (2010) calls the 'psycho power' of new media, away from the possibilities of shopping and networking, youngsters are faced with the challenge to find peace and security in another setting. They find it in being alone and learning to 'argue with themselves'. They find this in searching for a balance between talking and being silent.

The pedagogical aspect of these walks is also about leading someone away from one space and time to another one. The choice of walking in nature is an important and conscious one. Leading away to a space where media and consumerism are reduced to a minimum has a very specific effect. In the words of Zygmunt Bauman: 'Good lighting is the true blindness: one does not see what is all-too-visible; one does not note what is 'always there'. Things are noticed when they disappear or go bust: they must fall first out from the routinely 'given' for the search after their essences to start and the questions about their origin, whereabouts, use or value to be asked.'

4. Conclusion

Authors of the existing studies emphasize the difficulty to evaluate the true impact of walks on teenagers. It is true that a walk makes up just one moment in the teenager's life and behaviour after a walk can be influenced by many other factors than those encountered on a walk. The studies presented above nevertheless show an improvement in the teenager's behaviour in the period following the walk. Any conclusion must take into account the context of the youths at the start of the project, i.e. seriously damaged youths, but with significant differences:

- Difficult, even destructive, behaviour
- Extreme behaviour, with no project or activity
- Absence of perspective

The lack of any way out, or of any possible reconstruction, is at the heart of all presentations, with an overriding impression that walking with Seuil will be the only, or the last, possible solution. The walk is an experience that leaves a lasting impression on almost all the teenagers, helps them surpass themselves and leaves them with the memory of a meaningful experience, new consciousness of themselves, with inconceivable discoveries for the majority. 54% of young walkers at SEUIL do a long walk. Only 30% of them do not believe in the project or show less than acceptable behaviour. A long walk triggers a process that results in positive development, for most of the young participants. 46% of the teenagers at SEUIL improve their behaviour or manage to stabilise it (17%), 63% of the teenagers begin a project either progressively or quite dramatically. This result is remarkable, given the situation at the beginning, but also if we take into account that

without this experience, the young people possibly would have continued a long descent into destructive behaviour, destructive for themselves or society. Also interesting is, that a large proportion of those having undertaken a Seuil walk wish that other young people could have the same experience.

When selecting youngsters, try to take lack of perspective (the idea of last chance) as a heavy criterium, avoiding too extreme/complex problematics. Within institutions, organize round tables with experts and stakeholders, who make a 'customized' plan to let youngsters participate again within society. The long distance walk than is an instrument within a broader trajectory. Try to experiment with long distance walks who are shorter (f.i. 2 months) for youngsters who are not (yet) in closed institutions with less severe problems. This experience, together with a decent follow up, could keep youngsters out of the closed institutions circuit.

Important seems, that the teenagers does not feel like an impossible gamble. The walk integrates an essential ingredient: sharing, the path, time, exploration, moments of impatience or friction. Important are Constant unexpected events, tiny stumbling blocks all along the walk: Meeting new people along the walk is as important for potential positive reactions as expressions of difficult behaviour. Conflict and adult clumsiness carry their load of risk: transforming this clumsiness into opportunities for mutual progress. Important is also an educational reality: the teams feel as "makers of circumstances"; not merely an event, but a series of small facts, small details that accompany the teenagers and can provoke small changes as much as reveal great wealth of character. It is clear from the studies shown above, that the length of a walk seems to be important in terms of the impact a walk will have on teenagers: shortened walks have fewer positive effect than completed ones.

The finality of a long distance walk is the experience of the youngster he or she can achieve something or having the perseverance to complete the project within another context. It is an experience they can fall back on in different moments in their future lives. Only if the aftercare for the youngster and the context is good we can expect short term effects. These projects should be part of a broader trajectory to help very vulnerable and problematic youngsters to make a new start. Essential is the youngster can define his particular finalities.

Finally, the importance of what happens after the walk must be emphasised in terms of meeting the teenagers' expectations¹⁰. Indeed, the positive effects of a walk may be annihilated if the situation in which teenagers find themselves does not allow them to capitalise on the success of their walk. Aftercare

¹⁰ See Output 12: Strategy for re-engagement of young offenders and NEET; http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_12_eng.pdf

seems to be a critical success factor. Youngsters need an important backing to keep their 'heads straight'. Essential engagements they need are in the field of school, work and living space. To conclude: no long distance walk when there are no prior engagements regarding aftercare and follow up! In the years following this research, these recommendations have been taken into account by Alba and integrated in the concept. It is only in this 'other' environment one can experience transformations in relationships to ourselves and to our cultural world (Foucault, 1985). Participants get the chance to question their relation with themselves, the other and the world and re-define them.¹¹

¹¹ Parys, Inge - Zin en onzin van ontheming in 2014 (Faculty for Psychology and Pedagogy KU Leuven – Laboratory for Education and Society – 2015, page 39-42

Also available in this project

<http://www.betweenages-project.eu/results.html>

Youth in Stress – Prerequisites for European projects in regard to socio-pedagogical walking	Output 1 English
Jugend im Stress – Voraussetzungen für europäische Projekte zum sozialpädagogischen Pilgern	Output 1 German
Pilgrimage as starting point in a process of encountering, discovering and perceiving oneself	Output 2 English
Pilgern als Einstieg in einen Prozess der Selbstbegegnung, Selbstfindung und Wahrnehmung von Selbstwirksamkeit	Output 2 German
Socio-pedagogical Walking as an European Alternative in the Work with Young People in NEET and young Offenders. A theoretical perspective	Output 3 English
Sozialpädagogisches Pilgern als Europäische Alternative in der Arbeit mit benachteiligten und straffälligen jungen Menschen – eine theoretische Einordnung	Output 3 German
Walking to break with the past – the 3 month way from Belgium	Output 7a English
Walking to break with the past: the French way	Output 7b English
Walking to the future – Concept of the first developed way in Belgium	Output 7c English
Five days between imprisonment and Santiago de Compostela Social educational pilgrimage in Saxony	Output 8 English
Fünf Tage zwischen Haft und Santiago de Compostella Sozialpädagogisches Pilgern in Sachsen	Output 8 German
Report on the results of walking with NEET's and offenders	Output 9 English
Ergebnisbericht zum sozialpädagogischen Pilgern mit Menschen in schwierigen Lebenslagen	Output 9 German
Requirements for the route - Handbook for socio-pedagogical walking tours with delinquent and disadvantaged youths	Output 10 English
Voraussetzungen für den Weg - Handbuch zum sozialpädagogischen Pilgern mit straffälligen und benachteiligten Jugendlichen	Output 10 German
In die Zukunft gehen – ein Projekt für Straffällige und Menschen in schwierigen Lebenslagen (Videodokumentation)	Output 11 (Film) Dutch/French/German/ Italian/English
Strategy for re-engagement of young offenders and NEET	Output 12 English
Sozialpädagogisches Pilgern als ein neues Instrument für die Arbeit bin benachteiligten und straffälligen jungen Menschen Anregungen für Politik und Gesellschaft	Output 13 German
White paper to force walking as an instrument to work with NEET's and Offenders in Europe	Output 13 English

Selected texts are also available in French, Dutch and Italian

Project aim is the development of alternative methods and measures to imprisonment of young offenders and increase the chances of NEETs for social inclusion. *Between ages* evolves strategies towards juvenile crime prevention via the implementation of a platform for policies and practices. The network combats social exclusion, prevents recurrence and early school leaving, promotes social security in community and contains crimes related to petty crime, promotes commitment and empowerment of young people and positive initiatives into adulthood, and enforces last but not least public spending with regard to health issues, welfare and judicial affairs. The overall objective is hence to promote the Europe2020 strategy in the field of youth and the creation of a European association for coordinating pilgrimage activities for young offenders and NEET.

Seit 2011 wird in Sachsen das Pilgern als moderne Methode der sozialpädagogischen Arbeit erprobt und entwickelt. Als spezielle Form des „Sozialen Trainingskurses“ werden Maßnahmen erarbeitet, bei denen Jugendliche und junge Erwachsene in schwierigen Lebenssituationen die übliche Beratungs- und Trainingsumgebung verlassen und sich auf einen längeren Fußmarsch begeben. Diese begleiteten Wege dienen der Reflexion und Selbstwirksamkeitserfahrung und werden mit Arbeitseinsätzen und methodengeleiteten Reflexionen flankiert. So wird den Jugendlichen und jungen Erwachsenen außerhalb ihres gewohnten Lebensumfeldes die Chance zu einer Neuorientierung und einem Neuanfang gegeben. Allgemeines Ziel des Vorhabens ist die (Weiter-) Entwicklung, der Transfer und die Umsetzung von innovativen und bewährten Verfahren im Bereich Jugend bzw. Jugendstrafrecht und NEET (Not in Education, Employment or Training). Im Rahmen des Projektes „BA-Network“ wurde die Forschung zum sozialpädagogischen Pilgern auf europäische Dimension ausgedehnt und Daten aus der langjährigen Erfahrung von Oikoten (Belgien) und Alba (Frankreich) einbezogen. Seit mehr als 20 Jahren führen diese zwei Partner Pilgerprojekte mit straffälligen Jugendlichen durch, die bis zu drei Monate unterwegs sind und mehr als 2000 Kilometer zurücklegen. Aus Italien sind zwei Partner dem Projekt beigetreten: zum einen unterstützt das Justizministerium Italiens bzw. die Abteilung für Jugendjustiz (DGM) die Partner dabei, die anvisierten Ziele zu erreichen und insbesondere den Zugang zu den europäischen Institutionen zu öffnen. Zum anderen wirkt die non-profit Organisation „L'Oasi Società Cooperativa Sociale“ und „Associazione Lunghi Cammini“ mit, um das Pilgern für junge Menschen zu testen und in Italien einzuführen.

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Between Ages: Network for young offenders and NEET



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