

Between Ages

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Requirements for the route

Handbook for socio-pedagogical
walking tours with delinquent and
disadvantaged youths

Output 10

Between Ages:

Network for young offenders and NEET



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1. Introduction

As the expansive documents of the “In-Between Times: Network for young offenders and NEET” project show, there are many forms of working socio-pedagogically with delinquent and disadvantaged young people on historic walking routes. From short, one-day projects to the five-day Saxon route to the walks of ALBA and SEUIL, which last many weeks. As such, the various routes are different examples for alternative forms of work with disadvantaged and delinquent youths. These differences are evident in basic questions such as a different expression for the companion, who is a professional socio-pedagogical trainer in the Saxon projects but a companion at ALBA and SEUIL. The target groups differ as well: in Belgium and France they are participants, both boys and girls from the age of 16 years, whereas in Saxony they are youth from the age of 18, only. And, lastly, the pedagogical approach also differs, whereby at ALBA and SEUIL the long route is defined as the central task, the Saxon projects however also include pedagogical units and work units.¹

Thus, there is not only ‘that one’ route for which a uniform handbook can be worked out within the framework of the project. Nevertheless, in this document, we would like to give definite directions for the development of own projects. Based on selected examples we will show how practical questions were solved for the individual routes in practice and what needs to be considered for their implementation. The handbook is compiled of the experiences from ALBA, SEUIL, and Sächsische Jugendstiftung (SJS), whereby the directions may focus on different aspects and may, on occasion, also contain contradictory suggestions. This is not only owed to the differently designed routes but also to the respective pedagogical concepts of the trainers, who donated their know-how to the reports.

The German model was developed from the Saxon “Zwischen den Zeiten“-programme by the Sächsische Jugendstiftung (SJS) and was adapted to various commissioning authorities and support possibilities. Meanwhile, there are different variations for the realm of Jobcenters, juvenile vocational assistance, and juvenile court, distinguishing themselves in the details. An extensive handbook by the Belgian partner Alba as well as by a shorter version from SEUIL about the long-distance way are also introduced into this handbook.

¹More exact in comparison in Output 3 as well as in the respective project reports Output 7 and 8:
<http://www.betweenages-project.eu/results.html>

2. A Project from A to Z (ALBA)

This handbook is a practical guide for organizing long term hiking projects with youngsters in difficult situations. It is to be used in combination with our other text IO 3 “Walking To The Future” where our concept and pedagogical vision is explained.



2.1 Guides and pedagogical team

2.1.1 Selection of guides

A first step in the whole project is the choice of the adult guides who will accompany the youngster during the three months walking. It is a deliberate choice to work with non-professional adult companions. Most of the youngsters have grown up in institutions and have developed some kind of aversion to professionals in youth care. We believe that a relationship of equality where a real encounter is possible offers new opportunities for the development of the youngster. We want the companions to immerse themselves into this relation with the youngster as a person', not as an 'expert'. To be selected as a guide, the candidates must participate in an intensive procedure. Candidates write a motivation letter and cv and are invited for an informative meeting. The first selection moment is a group discussion with other candidates. We create space for discussions about different kinds of realistic situations, followed by an experiential outdoor activity. The next week candidates participate in an in-depth interview about their personality, values, family situation and life experience. After their selection the new guides are expected to participate in an introduction day where our concept and pedagogical vision is explained. They also have to participate for one week as co-walkers in one of our walking projects. After this week of walking, they meet one of the team members to discuss their experience and a final decision is made about their selection.

The responsibility of the guide is focused on accompanying the minor on the route. He/she has a lot of autonomy in how he/she deals with situations during the hike. But he is backed up and coached by two members of the pedagogical team, the project managers. It is important that they maintain an open communication. Important decisions such as the premature ending of a project are taken together with the project manager and emergency situations are to be communicated immediately.

2.1.2 The pedagogical team.

Each walking project is followed by a project manager working in the pedagogical team in Belgium. He selects guides and youngsters and coaches them during the entire project. Walkers inform the project manager by written reports every 2 weeks. In case of problems or emergency telephone contact is possible. Project managers are available 24/7. A crisis visit is possible if necessary. The communication with the judge and social services in Belgium and the communication and counseling of the parents are the responsibility of the project manager. Also the organization of a follow up trajectory for the minor is done by the project manager. There is one supervisor doing the coordination of the team.

2.2 Selection of youngsters

2.2.1 Letters from the youngsters

Candidates for a long-distance walk should be between 16 and 18 years old. This age is important because of the physical and mental maturity needed for this kind of project. And the possibility of new perspectives that become possible at this age, such as independent living programs. The youngster should be known in the youth care system or the juvenile justice system. We expect a motivation letter of the youngster, in which he/she explains why they want to participate in this kind of project, how they think this could help them, what they want to accomplish and maybe a little life history. We consider this letter as a sign of the intrinsic motivation of the minor. The participation in the project should be his/her own choice. When we received this letter we contact the organization where the youngster lives. Also the social worker who is responsible of the youngster and the juvenile judge (if there is one). To the

juvenile judge we ask already a written permission to be sure that he will be allowed to go if we select him or her. It is important to know before if those people are supporting the plan of the youngster. We also try to get some background information about the youngster (written reports, their history in youth care, how they function in groups, school,...)

2.2.2 Announcement of/communication about hiking projects

It is important to take enough time to communicate the upcoming projects. As well to have the contacts of the relevant people within organizations in youth welfare and the judicial system to announce the next project. You will need these stakeholders to share the information to youngsters they think might need this project. They are the first step to reach the right youngster on the right moment.

2.2.3 Preparation selection interview with youngsters

It is important to interview youngsters rather quick after they sent their letter. Motivations and plans can shift quickly. Youngsters who stay in open institutions or in their home setting are invited to come to our office. The ones who stay in closed institutions will be visited by us. Go through all background information you obtained before doing the interview. If in any way you come across info about disease, injury, medication, recent operations, it is important to talk about this in the interview and take this into account when doing the selection. Other important information such as criminal facts, addiction, psychological problems, that are not spontaneously mentioned by the minor should be discussed. Always check if they have a valid ID-card!

2.2.4. The selection interview

If you can do the interview together with a colleague it is always better than alone. You see different things, one can concentrate on the interview and the other on is taking notes, and during selection (which you will do with your whole team) there are more people who actually saw the candidates. If there are many candidates try to have one team member who will see them all. The first part of the interview is the explanation what the project is all about, in detail, with a lot of practical examples of what happens or can happen in those 3 months. Explain the basic rules, tell them what you expect from them and what they can expect from you. Also, tell them what info you already got from other people. Leave enough room for questions, fears, expected difficulties and so on. In the second part of the interview you try to get more details about their life history and motivation. They will have to explain why they think this project is something that will help them. *(For detailed questions during this interview check Att.1_Intake_interview_youngster)*

2.2.5. The selection & post selection TO DO's

Out of all the information you gathered you write a summary, some sort of 'profile' of the youngster. This will be the guiding document during selection. Also, bear in mind that the one who is selected will read this document. Next to these profiles, there is a matrix to fill out, which will help you during selection (trying to 'objectify' some things) *(Att.2_Profile)*. Different criteria are important in the selection decision:

- The possibility of a new, positive perspective for the minor after completing the project, where the juvenile court can cancel his/her stay in the institution and change it into an independent living program.
- Motivation: The minor needs to see this project more as a personal change than as an 'alternative' sanction. The project should be a challenge where he/she feels enthusiastic about it.
- Physical condition: the minor needs to be in a good physical condition, in doubt there will be a doctor needed for more information.
- No perspectives: The project aims to create new perspectives. The project is an offer for young people for whom no other options are available anymore. We avoid to take youngsters who are still in a positive trajectory, doing well at school e.g.

A person should not be in the project if there are acute psychiatric problems, acute drug addiction or mental disability. Once the decision is made, these are things to be done:

- Inform selected and non-selected candidates
- Open a bank account with debit card on behalf of the guide

- Get insurance for both guide and youngster
- Check on who will be the supporting figure
- Urgent medical stuff necessary like dentist/vaccinations...
- Go see the youngster together with the guide. The guide reads the profile of the youngster before seeing him/her. It is the first acquaintance of both parties, give them enough time and space to get to know each other a little bit. We always leave them some time alone. They both have the chance after this meeting to decide on not leaving with the other party. The youngster will get a document with all practical details about preparation and start of the project.

2.3. Between selection and kickoff of the project

2.3.1. General

Once you are sure the project will start with the selected youngster this is what you will need to do:

- A letter/mail to the juvenile judge and case worker to formalize permissions
- Check possible future perspectives with the case worker
- Contact parents, judge, social workers and supporting figure and make appointments to explain the project and talk about the agreement
- Gather all outdoor material needed for the hike (*Att.3_Hiking_packing list*)
- Check if social security is okay for the youngster
- Organize the preparation week (4 days)
- Book train or flights
- Write the agreement between all involved parties.
- If there are other people joining the hike for a few days along the road (friends of guide or youngster/new guides/parents), invite them to the preparation week to get to know the duo.

2.3.2 Program/schedule preparatory week

The preparation takes 4 days, with definitive start of walking on the fifth day. On the night of the 4th day we organize a farewell reception for friends and family of the guide and youngster. Following topics are planned in the 4 days:

- Group talks: getting to know each other (not only guide and youngster, but also the team members involved in the project); evaluation talks
- Buying hiking shoes for the youngster – Testing the outdoor material
- Walking every day: progressively built up in distance and weight in the backpack
- Learning to use compass and map
- Testimonial of an ex-walker
- Playing the game explaining rules, agreements and arrangements
- (*Att.5_Game_about_rules*)

2.3.3. Aftercare/future plan

After 3 months of successful walking the aim is to get into a better situation than before. This starts with a place to live. When youngsters start out of a closed institution, they don't go back to that place. The youngster can make a proposition to the judge and as much as possible we try to follow the wishes of the youngster in case he finishes. Of course parents and judge have to agree with this proposition. If this is the case, the juvenile judge and the case worker will confirm in the agreement the perspective chosen by the youngster. This can be back home, an open institution, a youth welfare supported room of their own...

2.3.4 TO DO for the Guide

The route. The guide is responsible for choosing (in consultation with the team member) and preparing the walking route. It needs to be between 1500 and 1800 kilometers, spread over a maximum of 3 months (including preparation week). We have a lot of practical tips on how to create a good route. The route has to be challenging, but possible for everyone with a normal physical condition. The guide also is supposed to choose a supporting figure. It should be an ex-guide, who has gone through the experience of walking 3 months with a youngster. The supporting figure is joining the duo after they walked for approximately 3 weeks. He/she can join the walkers to bring some air/support for the guide, but also

as an extra person for the youngster to talk to. Out of his/her own experience, he/she knows and feels what the walkers on the way need at that moment... (For a detailed example of a route see *Att.7_Route*)

2.3.5 Editing the contract/agreement with the youngster (making of)

Making a personalized agreement means that all the parties that are around the minor (parents, juvenile judge, counselor, supporting figure, guide, ...) are visited by the project manager and asked to tell their story. After this visit the project manager writes down, their expectations, hope, commitments, ideas of/to the minor. All parties are regarded as equal and their viewpoint is respected. The agreement is formulated as positive as possible, but needs to be realistic too. We try to stay close to the actual language and formulation used by the person during our visit. Negations are formulated as little as possible. The text is written by the project manager in a 'proposal for the agreement' and each person involved receives his part of text and can add his corrections. It has to be 'their' text and feel good for them. After the corrections are taken into account the definitive version of the agreement can be finalized. (*Att.4_Agreement*)

2.4 The preparatory week (kickoff week)

An important part is the farewell meeting in the kickoff week: Invited to this meeting are parents, siblings, close family members, supporting figures of both youngster and guide, the juvenile judge and counselors. When everyone who is part of the agreement has arrived we sit down with only these people and read out loud the agreement. Everyone reads his part, beginning with the youngster. It is a very emotional and strong moment, mostly because youngster and parents hear straight from each other how they see the other party and what they expect and hope of the next 3 months. Expressing hope is a crucial element of the agreement. We ask people to respect each others point of view and no discussion is allowed. After this reading, which is done in the small group of parties involved in the agreement, we all gather together to have a drink. The project manager is telling the public about the project and how the past week went by. Backpacks are displayed fully loaded, everyone can see and weigh what they will carry on their backs for the next 3 months. After this speech the agreement is signed by all the parties. Engagements are formalized at that very moment. Family and friends get the chance to encourage them and say goodbye. For more practical details see *Att.6_Preparatory_week*.

2.5 Between departure and follow up visit

Since the duo has no mobile phone with them you will not have news every other day. The duo will write a report every 10-14 days, in which they tell how they progressed and what topics were important in their relationship on the road. In emergency cases or for practical issues they can look for a phone and call the team member 24/7. So, the first sign of the duo will probably take some days, sometimes weeks. It is important to share this first signs with the parents and the counselor/juvenile judge.

Also, during the walk there are 5 points where the duo can collect letters/little packages from family and friends. We use the system of 'poste restante', and choose 4 post offices along the road to collect post. We choose for written letters. Somewhere in the middle of the hike (after 6 weeks of walking) the team member plans a visit on the spot.

The follow-up-visit is planned around half way of the hike, app. after 6 weeks. It is done by the project leader and the supporting figure of the youngster. Excluding traveling time, you plan to be with the duo for 2 days. Usually you arrive late in the afternoon of the first day, stay 2 nights and leave around noon the third day. Overnights will be in a hostel, pilgrim house, camping... For the duo it is important they have a little more luxury than on the hike where they can do some laundry and repair shoes if necessary. It is 2 days of not walking, but mainly talking, eating and drinking. You also provide the possibility for the youngster to spend some private time with his or her support figure. Take the chance to bring some stuff from the home front: small gifts, new clothes, new outdoor material to replace broken things...

2.6 The follow up visit

In general: the whole visit is one big talk. The first night you make room for all their stories. Try to get hold of the needs of both parties, and give them the chance to loosen up and have a good night. Distressing and discharging is the goal of the first night. The day after you plan individual talks with the duo. First you sit down with the guide, and listen to what he wants to talk about. How did it go? What are difficulties? What support does he need? How is his mental and physical condition...? Give him enough time to tell his story, it can take up to 2 or 3 hours to get through it. Listening is the keyword. Based on the written reports you received from the duo, and the eventual phone calls, you will have some themes to keep in mind to talk about.

Afterwards you do the same with the youngster. At least one part of the talk is face to face with the youngster. If you start talking about ideas of his future it is a good idea to get the supporting figure along. Topics to talk about with both parties: the walk (material, physical aspect, route, meeting people on the way and hospitality, hygiene, sleeping in tents, cooking, the weather, ups and downs, free time/boredom, motivation, temptations,...), relation with the other party, past & future, plans, expectations, school, a place to live. In most of the cases it might be a good plan to do a group talk before leaving: they can renew some agreements, you can mediate between the two parties.

Upon return you pay a visit to the parents to inform them about the visit, how their child is doing and what he/she is seeing as future plans. Showing some pictures is always a good idea. In most cases they will have a lot of questions and fears about the future and the return of their child. Try to keep expectations realistic, they will not get a 'new' child... Also, inform case worker and juvenile judge. They will have to help you in preparing the follow up trajectory.

While the group is walking, there are some more things to do for the project manager:

- Writing letters to the poste restante addresses
- Organize the co-walkers and check on them upon returning. They can give you some valuable information on what is happening on the way
- Keep parents, family and case worker updated
- Organize after-care for the youngster
- Consult your fellow team members

2.7 End of the walk and arrival of the group

A few weeks before the duo arrives on their destination you send out an invitation for the welcome party. The duo will arrive back in Belgium by train or plane. It is nice to give them a warm welcome with a few people. They stay another day at our offices to check the borrowed material, make a foto collection, tell their stories,... Some reflective talks and activities are organized and the welcome party is prepared. The youngster and his/her guide prepare a presentation of their project (a slide show, a song, a speech, ...) As a project manager you will have to make a speech about their project. Both parties receive a diploma, showing what they accomplished and a nice picture in frame of themselves. At the end of the welcome party, the youngster goes to the place that will be his/her next place to stay or sometimes he/she spends some days with his/her family before starting in his/her new place.

2.8 After the project

In the first days after the project we organize a meeting with the youngster, his/her parents and the social service that is responsible for the follow up trajectory to ensure a fluid transition to this new organization.

The guide will get the chance to go on a debriefing interview with an independent debriefer in the first days after his/her return, usually a psychologist/psycho therapist. Subsequently, after one month, we, as organization, look back to our cooperation with the guide. We try to incorporate his/her feedback into future projects.

The guide will also write a report about his/her experience with the youngster, in the form of a letter addressed to the youngster. Everyone who is part of the agreement with the youngster will get this report, and gets the chance to add something. Finally, the report is sent to the juvenile judge and counselor.

After a few weeks after the project you keep in contact with the youngster: how is he/she doing, does he/she needs some support from us? We organize a meeting with parents and youngster to look back on the experience and on the engagements in the agreement.

The youngster will have a biographical interview. The return to their daily life after a long hike is not always easy. Their renewed good intentions, the different experiences and new ideas gained in this period of walking risk to disappear quickly. In a biographical interview we try to connect the different moments in their lives and re-connect them with meaningful individuals and values. Parents, family members, friends or social workers are direct or indirect witnesses of this layered, reflecting process. In this way, we integrate their experiences into a more coherent life story, both for the youngster and the other parties involved.

3 Procedure Manual (SEUIL)

The second example for a possible procedure manual is a shorter version, which was developed by SEUIL. It describes the procedures followed by the charity when carrying out educational walks, as well as the various contributors called upon. The manual follows the chronological roll-out of actions taken during, before and after a Seuil walk; it is divided as follows:



- Selecting the teenager/youth concerned (3.1)
- Choosing the accompanying adult (3.2)
- Preparing the walk (3.3)
- The walk itself (3.4)
- Returning from the walk (3.5)

After identifying who participates in each phase of the project, the manual describes the process and the rules to be respected.

3.1 Selecting the teenager

Participants	<ul style="list-style-type: none"> - Official youth workers - Seuil's Director - Institutions responsible for the youth: PJJ (Department of Legal Protection for Youths) and ASE (Children's Welfare Services) - Psychologists and child psychologists called upon by Seuil - Youth Judges - The teenager and family
Process	<p>Teenagers in Seuil's care or, in exceptional cases, young adults, are, as a general rule, subject to decisions made by the authorities:</p> <ul style="list-style-type: none"> - Either in a civil/social context – placed by the Regional (County) Council of their department (ASE, the County-run Children's Welfare Services) - Or by the penal authorities – in this case, they are under the authority of the Ministry of Justice (Youth Protection Department, PJJ, or, in the case of serving a prison sentence, the Penitentiary Department). <p>Being placed in Seuil's care requires validation by the Inspector of the ASE (Children's Welfare Department) or by the Youth Judge or through a Placement Order (OPP) decided by the Youth Judge or County Court Judge.</p> <p>In addition, Seuil's decision to accept a teenager's placement is made by the Director, by the authority conferred on him by the Executive Council according to the rules of admission defined by its members. The Director can therefore decide whether or not to admit a young person to on a Seuil walk, so enabling the charity to give faster responses to the relative authorities.</p> <p>Seuil receives requests for a place on a Seuil walk from the authorities, particularly from those who know the teenager's background very well (Youth Judges, ASE Inspectors, youth workers) and/or who have an educational role to play in their development in some official</p>

	<p>capacity. This requires the respective professionals to have the ability to judge the potential opportunities and benefits of a Seuil walk for the youth, an ability that implies having a thorough understanding of the features of a Seuil walk and its relevance at this point in the teenager's life.</p> <p>Since the beginning, Seuil has always gone to some lengths to provide detailed information to the relevant authorities, to enable them to understand the pedagogical benefits of a remote, habit-breaking walk with Seuil for young people in difficulty.</p> <p>Lastly, the youth concerned will only be taken on if s/he agrees fully and wants to actively participate. It is the Director's responsibility to ensure that the youth is in the right frame of mind and fulfills the physical and psychological conditions for the walk to succeed.</p> <p>One of Seuil's fundamental principles is to reply to all applications received, giving priority to those considered in the most difficult situations.</p> <p>On agreeing to a Seuil educational walk proposed by his/her youth worker, the youth is asked by Seuil to submit a handwritten application.</p>
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3.2 Choosing the accompanying adult

Participants	<ul style="list-style-type: none"> - Applicants - Seuil's Director - Seuil's recruitment manager - Selection jury
Process	<p>Recruiting the accompanying adults as and when needed is an ongoing obligation for Seuil, as the nature of an educational walk and its inherent requirements mean new staff must be available quickly.</p> <p>Apart from applications received through by word of mouth, or personal networks, recruitment is mainly carried out through advertising and on internet (particularly on Seuil's website). Applications are first dealt with by post and internet, as and when CVs and applications are received. The recruitment manager then holds interviews and selects the most appropriate applicants.</p> <p>Two successive interviews will then be made with applicants who are invited to meet with two jury groups who reach a consensus view of the applicants' suitability; a further interview may be necessary, this time with the Director.</p> <p>Selected candidates are then asked to participate in an educational walk as "co-walkers", for one week. This experience allows them to gain a better understanding of the realities of a Seuil walk, and provides Seuil with an overview of how they work with young people.</p> <p>Applications from teenagers arrive constantly; a Seuil walk is only launched once the pair of "youth + accompanying adult" has been formed, with the Director trying to match their respective personalities.</p> <p>Accompanying adults are recruited on a 5-month, short-term contract. It can be suspended if the walk ends prematurely.</p>

3.3 Preparing the walk

Participants	<ul style="list-style-type: none"> - The youth - Accompanying adult - Seuil's educational team - The Director of Seuil - Seuil's secretariat - The youth's social worker
Process	<p>Preliminary administrative steps: Official measures are an absolute pre-requisite for a youth to be admitted to a Seuil walk. They include the OPP, Provisional placement order or an administrative decision and agreement for financial support of the project by the relevant authority. As the walk takes place in a foreign country, the team must have valid ID documents (passport, identity card) and authorisation for the youth to leave French territory. In addition, for sanitary purposes, all the necessary medical documents must have been prepared (medical insurance, European medical card, medical file, parental authorisation). The accompanying adult must undergo a medical examination prior to being recruited; the youth has a medical and dental examination before leaving. A mobile phone is given to the accompanying adult to enable constant contact with Seuil's educational team; this phone will also be made available to the youth to maintain contact with his/her family.</p> <p>Training for the accompanying adult</p> <p>Initial training: Whenever possible, Seuil organises one-day training sessions for groups of future accompanying adults. Most of the time, however, Seuil organises individual training sessions in order to manage the recruitment of accompanying adults more effectively, so avoiding a young person having to wait for too long. This individual session is carried out before the walk begins, mainly by means of workshops, with the Director and members of the educational team.</p> <p>Training during the pre-walk preparatory session: Training continues during the pre-walk week, led by Seuil's educational team, through dialogue and with the support of various documents: pedagogical project, rules to be respected, Chart of freedom of the young person, typical day, roadmap of the walk...</p> <p>Training throughout the walk: The accompanying adult, whatever benefits may have been gained from training mentioned above, will undoubtedly face situations in which s/he will need advice and help. It is the role of the educational team to provide this, remotely or on-site, both to resolve immediate problems and to implement the educational programme planned at the outset with the youth worker. With this objective of assisting the adult whenever necessary, the educational team is available by phone 24/7.</p> <p>The pre-walk preparatory session.</p> <p>The walking team (youth + accompanying adult) go to an out-of-the way place for 4 or 5 days for a "preparatory session" during which all subjects are discussed: getting to know each other, both the youth and the accompanying adult and a representative of Seuil's educational team; awareness of the general features of a walk (itinerary, duration, stages) as well as equipment and budget; educational and cultural aspects; communication with Seuil, the youth worker, and family; rules to be respected. This session also enables the pair to prepare physically for the walk, through a series of walks of varying duration in "real condition", and to test the team's physical capacity.</p> <p>Equipment</p> <p>At the end of the pre-walk preparatory session, the team receives the equipment it will be using throughout the walk. It is the team's responsibility to look after it, use it appropriately and, at the</p>

	end of the walk, to return it to Seuil. This equipment consists in particular of suitable camping equipment (tent, cooking facilities), a rucksack, shoes and sleeping bag, a camera and the accompanying adult's telephone, essential for ensuring communication with the educational team.
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3.4 The educational walk

Participants	<ul style="list-style-type: none"> - The young person - The accompanying adult - Co-walkers - Seuil's educational team - The Youth Worker - Youth Judge - Youth's family
Process	<p>Seuil educational walks take place in a foreign country, over a distance of approximately 1800km and a period of 100 days. The itinerary is fixed in advance and detailed in a walk log book given to the team on their departure. 20-25km are covered every day. Every 10 days approximately, the team has a "rest day", during which they do not walk.</p> <p>The walking team is defined at the outset and for the duration of the walk; the accompanying adult is only replaced in exceptional circumstances (for health or personal reasons). S/he is constantly responsible for the youth, day and night, in all circumstances. The youth cannot escape from this responsibility and the conditions of their daily routine are defined between the two and validated by the educational team. The practical aspects of a walk (accommodation, food, terms of the walk) are defined at the start, during the preparatory session and can only be jointly modified with the educational team's agreement.</p> <p>The pair has a daily budget of 34 euros for all expenses; how it is spent must also be jointly agreed by the youth and accompanying adult. An additional budget is also provided for exceptional costs (the youth's hygiene, medical costs, leisure activities, cultural expenses, additional equipment, teaching material...). The accompanying adult and youth according to Seuil's rules keep accounts. Communication rules are defined in the interior regulations; one phone call every 10 days. In addition, the youth may use internet 3 times a week for 20 minutes.</p> <p>The following fundamental rules of a Seuil walk have to be respected:</p> <ul style="list-style-type: none"> - The walk must be completed exclusively on foot and follow the agreed schedule. A youth wishing to cut short the walk must make a written request to Seuil, to his/her youth worker and to the Judge. - The team must respect the legislation of the host country as well as the rules of any accommodation locations. - The youth and accompanying adult must show respect for each other throughout the walk and, in the case of serious difficulty for whatever reason, resolve any differences through dialogue and concrete solution - The accompanying adult reports back to the educational team every 10 days, in the form of a diary; it is validated by the youth. In the case of serious problems, the accompanying adult must refer back to the educational team immediately, the latter must reply as soon as possible. In general, this allows the walking team constant support. - The report written up by the accompanying adult is sent to the family, the youth worker, the ASE Inspector or the Youth Judge. - The youth is also required to keep a blog which is updated on Seuil's website every ten days, for the duration of the walk.

	<p>Co-walkers: Certain people closely involved in Seuil and who share its values (volunteers, future accompanying adults) are invited to spend a week with the walkers. The aim is both to bring fresh faces to the walkers and to allow the accompanying adult to have a temporary respite and take a step back. The co-walker must under no circumstances disturb the progress of the project, and must always remain neutral in any arguments or conflicts. The role is to provide a breath of fresh air in the relationship between the youth and the accompanying adult, a relation which may go through periods of tension.</p>
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3.5 Completion of the walk and return to base

Participants	<ul style="list-style-type: none"> - The youth - The accompanying adult - Seuil's educational team - The youth's family - Friends - The youth worker
Process	<p>The post-walk session: During a few days, the youth and accompanying adult are lodged in suitable accommodation and spend some time on the following:</p> <ul style="list-style-type: none"> - Creating a photo album - Drawing the conclusions of the walk - Finalizing the post-walk project - Doing the budget accounts - Cleaning, repairing and drawing up the inventory of equipment - Taking a moment to relax (sauna, massage...) - Having a rest... <p>The welcome back party: Its purpose is to celebrate, in both solemn and festive style, the journey made by the youth, from a geographical, psychological and personal perspective. It is the time that important milestones are mentioned, including any difficulties encountered and overcome, any discoveries and successful moments. It is also a time for turning a new page and opening new perspectives that have been considered and prepared during the walk. It takes place in the presence of the youth's close contacts (family and friends) and those who will maintain responsibility for the youth's future (Youth worker, Judge/ASE Inspector).</p> <p>After the walk: Seuil's responsibility towards Institutions (ASE, PJJ) stops at the end of care, that is to say after the post-walk session. A memo is written up by Seuil on how the walk went, and is given to the youth worker and Judge/ASE Inspector. Seuil may, however, in agreement with the Youth worker, suggest specific actions aimed at easing the youth's transformation into this new stage of his/her life. Indeed, as soon as a youth is taken into Seuil's care, the question of life after the walk is always broached; during the three months of the walk, it is a constant reference point for discussions and considerations between the youth, the accompanying adult and Seuil's educational team, as well as deeper exchanges with the Youth worker. Within this framework, Seuil may make suggestions to the youth, in agreement with the Youth worker, concerning potential contacts in training (Compagnons du Devoir or Mentoring artisans, EPIDE... or companies prepared to take on youths (Auchan Foundation, for example). Seuil will also suggest maintaining regular contact with the youth (after three months, then annually), in order to know what kind of path the youth subsequently follows, and also to strengthen knowledge of youths' progress after completing a Seuil walk.</p>

4. The One-Week Route (SJS and AWO)

Whereas the projects presented thus far were based on routes of several months' duration, methodically, the route distance in Saxony was designed into a time frame of five days. Developmental processes of an extended duration on a long route are here strongly compressed. This is especially successful because the trainers intervene pedagogically more strongly and thus encourage a much stronger involvement of the participants in their own perspectives. In the following description, the important aspects of the preparation and process of this route are worked out on the basis of different reports and interviews with the founder of the German "Zwischen den Zeiten" project, Sven Enger (Sächsische Jugendstiftung, SJS) as well as with the trainer, Christian Rockstroh (AWO)².



4.1 Basics

The most important requirement for socio-pedagogical walking tours is the selection of the target group as well as of the respective companions.³ To the participants the opportunity to do the walking tour as a social training course will be offered by the juvenile court assistance⁴. The program on the Saxon Jacob's Path is meant for young adults between the ages of 18 and 27 obligated to charitable working hours due to a youth crime. The module "work route" integrates the fulfillment of working hours in a special social training course. On the basis of a onetime voluntary participation, the opportunity exists to fulfil up to 60 working hours in a time wise reasonable framework of five days. The fulfillment of these hours is framed by jointly covering a "walking tour", by the dynamics of a group happening based on cooperation and solidarity but also on conflict and confrontation and the therein released pedagogical processes. With this program, a shift in accents is attempted within the framework of JGH practice. In practice, it has frequently been found that the assumed reorientating or rather preventive effect⁵ of working hours and other forms of sanctions, but also that of the social training courses, does not occur systematically expectable or "by itself".⁶ Therefore, the focus of the program lies on the conscious initiation of personal and collective processes of involvement with the immediate life situations and the therein traceable practical living dilemmas the participants find themselves in. Beyond that, extended projects are carried out with school leavers and young job seekers.³ Approximately eight participants between the ages of 18 and 27, or rather 21 within in the framework of juvenile court assistance, are accompanied by two pedagogues. On the last part of the route, the participants are accompanied by external persons (see 5: Completion).

²"Arbeiterwohlfahrt" Which is an organization, providing the walk based on the concept of the SJS.

³This paragraph thanks to the kind approval from: Hein/Enger 2013: Pädagogische und sozialwissenschaftliche Aspekte des Programms „Zwischen den Zeiten“ - Modul „Arbeitsweg“

⁴Art. 10 par. 1 clause 3 no. 6 juvenile court law / Jugendgerichtsgesetz

⁵Re the problems, conflicts, and paradoxes of the pedagogical implementation of prevention assignments see Hein, Stephan/Robert, Günther/Dröbner, Thomas (2011): Sprachlose Pädagogik? For the discrepancy of prevention objectives and pedagogical work practice, in: Robert, Günther/ Dröbner, Thomas/ Pfeifer, Kristin (eds.): Aufwachsen in Dialog und sozialer Verantwortung. Wiesbaden, pp. 95 - 118.

⁶Cf.: Trenczek, Thomas/Müller, Siegfried (2011): Jugendhilfe und Strafjustiz – Jugendgerichtshilfe. In: Hans-Uwe Otto / Hans Thiersch, Handbuch Soziale Arbeit. Grundlagen der Sozialarbeit und Sozialpädagogik. München.

4.1.1 Participants both male and female

Framework conditions <p>On the basis of the special circumstances of this project, the participants must fulfil special requirements. The project consists of the three aspects walk, work, and reflection (group talks). In order to carry out the training course, they must be able to participate in all three units.</p>
Most important <ul style="list-style-type: none">- The participants should be physically able to walk long distances as well as being capable of doing the work in the hostels.- They may not/ not any longer be dependent on drugs or respective substitutes. They should be able to communicate with one of the companions in a common language so that reflective conversations can be conducted.
Methodical recommendations <p>The participants are not required to discuss their crime and usually employ the term 'pilgrim' for themselves.</p>

4.1.2. Companions both male and female

The participants are accompanied on their walk by two companions. In part, toward the end of the walk, companions from the context of the commissioning authorities will join them.

Framework conditions <p>The participants are accompanied by two companions during the five days. These are available to them during this time as contact persons and supporters. They are in contact with the hostels and the authorities. The companions lead the group discussions and have excellent knowledge of the road .</p>
Most important <ul style="list-style-type: none">- The companions do not see the participants as deficient (criminals), instead they should work with them in a future-oriented way (regardless of the reason for participation in the training course).- As a rule the companions know nothing about the crimes and do not ask about them.- The companions should be very familiar with the roads.- It is important that they, themselves, are stable and do not carry along any unresolved biographical conflicts so that they can fully concentrate on the participants' issues.- The trainers must be able to express rules succinctly.- They must have sufficient professional experience and know the discussion techniques of psycho-social counseling.- The trainers should be good listeners but still be able to keep their distance.- The companions are familiar with all the group phases and able to recognize them; they are capable of carrying out respective interventions.
Methodical recommendations <p>When the companions are not familiar with the route, this leads to strong bewilderment by the participants, the same applies to emotional stability. The companions can only be able to be good listeners when they are not distracted too strongly by their own issues. Furthermore, they need to keep sufficient distance to highly sensitive topics (drugs or violence). Distance should also be kept when the participants complain about the route due to exertion; after all, the companions happen</p>

to be the first available contact person. The trainers should act in a solution and resources-oriented way, making less reference to the past. This requires experience in conversation techniques.

4.2 Preparations

The route of the Saxon walking tour goes Alauns the 2000-year-old pilgrimage and commercial route 'Via Regia'.⁷ In this paragraph, important aspects of preparation and planning are described for an actual route. This entails choosing the route (3.1) and choosing and preparing the hostels (3.2). Besides, specific materials are needed for a five-day-walk (3.3).

4.2.1 The route

Framework conditions

The route as a distance to be covered is an essential part of the walking project. On three to five days of their walking tour, the pilgrims are underway on foot 20 to 25 km per day on the Saxon Jacob's Path. However, there are some prerequisites for the distance to be covered, which must be taken in consideration:

Most important

- Good road sign-posts,
- Easy-to-find route, which the participants may be able to find by themselves,
- As much nature as possible and no cities,
- Breaks are decided according to need,
- Locations for breaks and small learning units.

Methodical recommendations

Routes through nature improve introspection and offer little diversion. In as far as it may not be pedagogically desirable, a route through larger localities, e.g., implies the risk that participants gain access to alcohol and gaming machines and thus fall back into their old behaviours. A route without any distractions enables the reflective processes of the participants.

Often, the routes run past churches or church hostels to be frequented. For some of the participants, the encounter with the interior of a church or a church hostel may be a completely new experience which they might respond to with a certain skepticism or shyness. These realms of experience however also offer fascinating starting points for additional questions and conversations. Many times the participants are amazed by the openness and positive reception by the churches and other accessible institutions. This may cause positive irritations.

4.2.2 The hostels

Framework conditions

After the daily walking tour, stops are made at group or day houses; this is where, among others, educational units and work sessions take place. For the projects to take place in the planned form, the houses must fulfil the following requirements:

⁷Sächsische Jugendstiftung (2016): Zwischen den Zeiten, page 11

Most important

- The group and day houses should be located near the walking route.
- They must be flexible in reference to the number of participants (as it is not clear until arrival at the lodgings how many of the participants will make it there).
- However, only the coworkers of the hostels should be informed about the training course and not the other guests. This enables encounters without the “delinquent” label.
- There must be opportunities available for self-catering (the lodgings do the shopping, the participants cook by themselves). Alternatively, hostels with reasonable communal catering are also possible.
- Only few pilgrims are on the road on the Saxon pilgrimage route, so the contact to different groups at the lodgings should be a given (e.g., having supper together in a group room).
- There must be opportunities available for performing charitable work as a form of societal redemption.

Methodical recommendations

For their personal learning experience, the participants shall not be perceived as “delinquents”. Moreover, they should have the chance to be understood as ‘pilgrims’. The houses however must be informed about the fact that this group consists of former delinquents or individuals originating from another negative context.

Since the program “In-Between Times” is a unit consisting of walking, educational units, and working, it is essential that there be work available for the participants at the lodgings. A prerequisite hereby should be that the work is meaningful. The work is not to be a punishment for the participants but a sort of compensation toward society. The participants should be able to perceive the value of their work, but their work should also make a valuable contribution to the house.

The participants organize their own rations for break times, but the food for it will be supplied by the lodgings. Whoever forgets to take something along for the day must bear the consequences on the route him/herself. This way, the participants will learn to take on the responsibility for their own actions.

4.2.3. The baggage

Framework conditions

The participants carry their own baggage during the entire distance. To prepare for it, they are handed a check list in advance which contains the necessary items (see Appendix).

Most important

- For transporting their own belongings, the participants should definitely use a rucksack/backpack as they will be carrying their baggage themselves the entire time.
- Other important equipment is documented in an advance check list (see Appendix).
- Progressively poor preparation should be employed methodically by the pedagogues.

Methodical recommendations

Regardless of the sort of baggage the participants bring with them, they must take it along; even a sports bag will have to be carried the entire route. This way, the participant takes on the responsibility for deciding to bring along a carry-all bag. A youth who starts out on a 60 km to 80 km walking distance on foot with a travel bag rather than a backpack, will not be relieved of it, instead he is encouraged to reflect upon the reasons for his self-made discomfort. It has frequently been observed that participants who bring along a huge bag also carry with them many issues to be worked out.

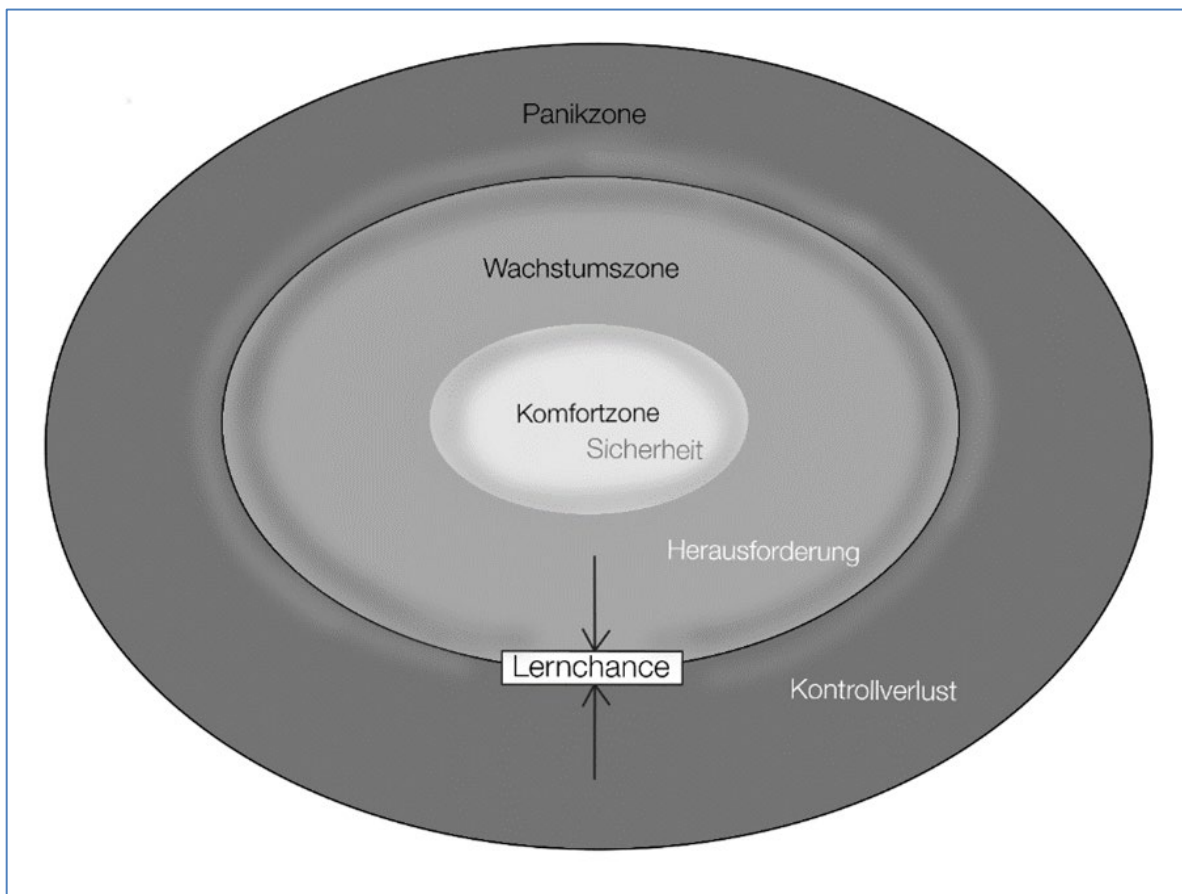
4.3 On the road

In this paragraph, the most important pedagogical aspects for the route will be outlined, most of all the educational units. The participants shall learn and be encouraged to reflect upon themselves.

4.3.1 Pedagogy on the road

On the route, the participants should learn to take on responsibility for their own actions and to reflect upon their individual situation. A part of this is experiencing the consequences of their own actions. At the beginning of the route the participants are given clear rules (4.3). If the rules are not adhered to, the respective participants must leave the route and will not have the opportunity to participate in the project a second time. Here as well, the participants must clearly carry the consequences of their own behavior. Therefore, being of (legal) age is a requirement for the participants as they would be dismissed immediately and would then have to return home on their own.

Due to walking and little deviation in nature, the participants have time to reflect upon themselves and their behavior. During the entire route the companions address questions or topics to them intended to encourage them to reflect upon them.⁸ On the route (3.1), the participants are removed from their original behavioral patterns. Thusly, they can perceive themselves outside of their familiar peer group and familiar surroundings. The term 'pilgrim', which the participants may claim for themselves, will imbed within a new context.



Picture 1: Learning zone model – own depiction according to Michl, 2015, p. 41: based on Luckner / Nadler, 1997, 29

⁸Sächsische Jugendstiftung (2016): Zwischen den Zeiten, page 19

On the first day, the learning zone model⁹ will be discussed and the participants will learn to leave their comfort zone and to broaden their horizon. They are to obtain an awareness for the fact that there are three zones and will become sensitized to assessing themselves, whether they are in a comfort-, learning-, or panic zone, in order to find a way for dealing with the days ahead. Thereby, the learning zone becomes expanded by what is experienced and handled positively in the learning zone. In this way, action competence and self-confidence will progressively be developed. In the framework of a discussion circle, all the participants will first be asked to silently decide on a life maxim from the list of six given possibilities.

Task for the first educational unit: Choosing a life maxim

From the following list of statements, choose the one that best fits you and mark it with an X (you may only mark one statement):

1. Peace and order are a citizen's first duty!
2. Don't do unto others what you would not have done unto you!
3. Act only upon the maxim which you, yourself, would want to become a general law!
4. Power is justice!
5. Ownership has its responsibilities, utilizing it should likewise serve the public good!
6. I rub your back, you rub my back!

Outline your choice on the back of the paper.

Afterwards, the participants will introduce their personal choice and explain their annotations; this will be followed by a joint reflection. However, the answers will not be ascribed to Kohlberg's six-step-model, as to not assign labels to the participants. Instead, they are released with the task of seeking their very own personal maxim and to write it down¹⁰. On the second day, the participants will work on the Heinz-Dilemma according to Kohlberg. This method picks topics from the everyday life of the participants. They are given the task of morally confronting a topic, acutely.

They are to make an independent decision of what is correct and what is incorrect action. The basis for the discussion goes from the assumption that a criminal act came about due to an insufficiently reflected upon dilemma situation.¹¹

⁹Originally Luckner & Nadler: Processing the Experience, 1997, p. 28., cited in Michel, 2015, p. 41 Michl, Werner 2015: Erlebnispädagogik. Stuttgart, UTB

¹⁰ibidem

¹¹ibidem

A woman who was afflicted with a special type of cancer lay dying. There was some medication which the doctors believed might save the woman. It was a special sort of radium which a pharmacist in the same town had discovered just recently. Its production was expensive, but the pharmacist demanded ten times more for it than the production had cost him. He had paid 2.000 dollars for the radium and demanded 20.000 for a small dose of the medication. Heinz, the sick woman's husband, went to see all his friends and acquaintances to borrow money, and he also applied to the government for support. However, he was only able to get together 10.000 dollars, half of the price demanded. He told the pharmacist that his wife was dying and begged him to sell him the medication at a cheaper price or rather to let him pay the rest sum at a later date. Yet the pharmacist said, "No, I discovered the medicine, and I want to earn a lot of money with it."

Heinz has now exhausted all the legal possibilities. He is completely desperate and ponders whether he ought not break into the pharmacy and steal the medication for his wife.

Should Heinz steal the medication or not?

The discussion to follow is designed in such a way that the participants are confronted with the next highest step of moral development, which, according to Kohlberg, leads to a cognitive leap onto a higher level of moral development.¹² The leading idea hereby is that the participants are confronted with their choice of a life maxim simultaneously to the actual consequences and a moral attitude derived from their choice. This does not take place, however, by means of moral instruction (e.g., by the pedagogue). Instead, following the survey, there is a pedagogue-guided spelling out of the respective situations of action and the therein found contradictions.¹³

4.3.2 Rules

Framework recommendations

There are not many rules for the route but the rules that do exist must be observed, otherwise it will lead to the above mentioned consequence of the participant(s) having to immediately leave the route. The direct consequence of adverse behaviour knows of no exception and follows immediately. This is based on the hypothesis that the participants have gained the experience in the socio-pedagogical realm that exceptions and "new chances" are repeatedly possible. Hereby, the social training course on the walking route differs from other socio-pedagogical forms.

Most important

- The directions by the route companions are to be followed,
- No violence and no weapons!
- No illegal drugs or alcohol (exception: smoking)!
- No racial insults!
- The route may be taken only once!
- No visitors from outside accepted!

¹²Z.B. Bundeszentrale f. Politische Bildung: Die Demokratie und der Streit um Werte - Wertediskurse im Unterricht: https://www.bpb.de/system/files/dokument_pdf/BPB_686-17_Unterrichtsmaterialien%20Werterziehung_WEB.pdf; vgl. auch: Kohlberg, Lawrence: Die Psychologie der Moralentwicklung. Frankfurt / M. 1996.

¹³This paragraph with the kind permission of Hein/Enger 2013: Pädagogische und sozialwissenschaftliche Aspekte des Programms „Zwischen den Zeiten“ - Modul „Arbeitsweg“

Methodical recommendations

Rule violations by the participants will have clear consequences. This means that the rules and the consequences following from them must be impressed upon the participants at the very beginning. For example, that the police will be notified in case of bodily harm or willful damage to property.

If the participants are forced to discontinue the walking route due to rule violations or abandonment, the thus far performed hours will not be honored. Therefore, the motivation for keeping to the rules to the last day is very high. They shall learn to take on responsibility for their actions. If someone becomes ill and is unfit for work, partial hours may be credited.

4.4. Conclusion

4.4.1 Transitory management

The multi-professional team working with the participants endeavours to organise the transition to normal everyday life as well as possible. Good transition management is a prerequisite for the sustainable effectiveness of the training course.

Framework conditions

On the last part of the route, the participants are accompanied by an external person, who should come from the context of the commissioning authorities. This may, among others, be juvenile judges, employees of the Jobcenter, psychologists etc. In the context of the project, these are called “godparents”. The contact to these godparents is an additional offer to the participants who are nevertheless not obligated to accept this offer for talks. Since the participants have fulfilled their requirements with the walking route coming to an end, it is up to them if or how they seek support for the further path of their life.

The companions, too, once more offer opportunities for talking by, e.g., remaining somewhat in rear of the group so that anyone seeking to talk may approach them.

Most important for final talks

- By request, the participants receive positive, resources-oriented feedback, in some projects also in the form of an audio-file.
- Acknowledging performance, giving respect.
- Looking ahead: they have left something behind.
- Giving encouragement: being young, they can still become almost anything they want.
- Clarifying misunderstandings, a kind conclusion on equal terms.
- Being accompanied on the last part of the route by “externals”.
- The participants receive a certificate and, as applicable, the commissioning authorities (juvenile court assistance, Job Center) will be notified formally about the successful conclusion and the working hours and training units absolved.

Methodical recommendations

Toward the end of the route the companions may leave the role of group leaders and, on the one hand, address methods of individual case work and, on the other hand, also spending the last few segments on the route as the participants' counterparts. The participants decide if they would like personal feedback, but if a final talk takes place, this also serves as feedback to the companions, by which they can discern how successful the encounter had been. It may be possible that a participant's anger toward the companions dissolves to sadness. A participant who had felt himself treated unfairly only found out at the end that he had been the only one who could be trusted with a certain task. So, during the talk, his anger dissipated and turned into pride.

The concluding certificate reminds of the historic pilgrimage on the Jacob's Path, where a certificate is issued after evidence of stopping at pilgrim hostels is provided. Some of the companions also work with electronic feedback in form of a sound file, which is placed at the participants' disposal.

4.4.2 Reporting to the contracting authority

Framework conditions

The "In-Between Times" program is a flanking transition-accompanying offer of juvenile assistance (originally article 11: youth work). This is based rather on confidentiality than on mandatory reporting. In deviation from this, it may subsequently be reasonable for certain work areas (Job center, JGH, juvenile vocational assistance) to pass on information to the commissioning authorities - with the permission and in direct agreement with the participants. Example: reporting prompted by drug abuse counseling is out of the question without prior agreement. The only thing that must be reported is information about the success or abandonment of the route. Only this way can a relationship of trust exist between the companions and the participants.

Most important

- Prompt total report without commenting on the individual participants to the respective commissioning authorities.
- Billing the process of walking the route.

Methodical recommendations

All in all, it is important that the route not be billed for the number of participants, or even for its successful conclusion, but only for the process of walking the route. This is the only way the

Appendix 1: Addition to the concept of ALBA

Appendix 1.1: Intake long distance walks - Information about the organization

What do you know already about the organization? How did you get in contact with us? ...

Concrete information about the organization, kind of project, the duration, background, rules, a day on the project, preparation, ...

Explore the question of the youngster

How does the youngster know about our project? Whose idea was it? explain which kind of information we already have from the youngster, from where this information is coming, asking and reflecting with the youngster if this information is correct? ...

Current situation of the youngster and his/her history

Can you briefly tell your current situation, your history, How you experience this trajectory, how you came up till here?

What are your biggest concerns/problems? What kind of help did you get already? What did you experience as positive/negative in this trajectory?

What are the theme's/things where you run into problems? For what kind of facts did you need to appear for the juvenile judge? For which kind of acts do you still need to appear for the juvenile judge?

Are you taking drugs? Did you take drugs? Which ones? How often? Do you use alcohol? How often? Can you easily be without?

What is still running good in your life?

How would you describe yourself? What would other people say about you/describe you?

Motivation for the long distance walk/work

Why do you want to go for this project? How could a project as this help you?

How bad would it be if you cannot participate to this project? What are your other options? Where do you go if you are not selected for this project?

What do you want to change by participating to this project? How would you like to see your life 6 months from now-6 months after the walk/work trajectory? After 5 years? (Residence, school, work, free time, relations, ...)

What makes that you are not capable of realizing this at the moment? Which obstacles are there? How could this walking project help you with this?

What kind of talents, strengths can help you?

What do you expect from us?

Context

Can you give some information about your family? Still in contact? With who, with who not? Beside your family, who are important persons for you? How is your relationship with them?

Do your parents know you want to do this project? What do they think of it?

Which people can support you while doing this project? Who has supported you in the past?

Who will you miss when you leave for a long time?

School

What is the last finished grade and direction, at which school?

What would you like to study, how do you see your school career?

Free time

What do you do in your free time? What do you like-dislike?

Specific questions Project!

Do you have experience with walking, camping?

Do you like to be in nature? Do you see yourself as a sporty person?

What do/would you aspect from the person who is walking with you? Which kind of person you prefer to join you?

Medical

How is your physical condition? Have you ever been hospitalized or had a surgery? Are there any medical problems? Allergies? Do you take medication? Which one?

Support person

Who would support you during this project? Who would you like to come to visit you? (after the questions give some information about the position, role of a support person)

ID OK?

Appendix 1.2: Datacollection

NAME

Date of birth

Juvenile judge

Social/case worker

Residency

Family history

Info about siblings, parents, growing up, quality of relations, difficulties...

Difficulties/problematics and institutional history

School/Free time/Hobbies

Criminal acts

Personality

How do they see themselves, and what do other people tell about them?

Motivation

What motivates? What are alternatives? Who is supporting?

Future perspectives

What is to be won by participating? What do they want as a follow up trajet?

Medication and physical condition

Supporting figure

Which possible persons do they see (min. age is 26) to be involved in the project as supporting visitor during their walk

Special remarks

Own impressions

Intuitive feelings after the interview, non-verbal communication...

Interview by:

Date:

(Try to put the essence of all info on 2 pages, trying to stay close to what they literally said, written in the first person)

Appendix 1.3: Packing List

What to take

<u>BEFORE LEAVING</u>	
• Batteries camera	
• VISUM / European passport oké?	
• Inentingén?	
• Copy of the passport, important papers, scan and send it to yourself/other person	
• Buying dry food (rice, pasta, soya, nuts, ...)	
• Greasing the shoes	
• shell- key- pilgrim passport	

<u>MATERIAAL</u>		
• bag		
• tent		
• sleeping bag		
• cotton sleeping bag (for inside the sleeping bag)		
• walking sticks (optional)		
• opinel knife		
• sunglasses		
• watch		
• coffeefilter/theebag		
• zipper plastic bags (for laundry, clothes, camera, ...)		
• cooking set		
• Extra shoe laces		
• Maps and information		
• rope		
• headlight		
• sewing material		
• strong tape (around the walking stick)		
• cooking gas		
• plate		
• spork		
• mug		
• sponge		
• soap for the dishes		
• camel bag		
• drinking bottle		
• camera		
• charger camera		

• little notebook		
• pencil		
• sleeping matras		
• fire		
<u>IMPORTANT DOCUMENTS</u>		
• Tickets for bus/train/plane		
• Adressbook		
• Passport		
• Mutuality card		
• credit card		
<u>CLOTHING</u>		
• Towel microfibre		
• Flip flops		
• Walking shoes		
• Raincoat - cape		
• sweater		
• 2 t shirts		
• 1 pants		
• 3 pair of socks		
• 3 underwear		
• 1 comfortable pants		
• Thermic clothes		
• Buff		
• hat		
• hand gloves (water resistant)		
<u>TOILET GADGETS</u>		
• Toothbrush		
• toothpaste		
• soap		
• suncream		
• toilet paper		
• little scissor		
• pincet		
• earplugs		
• lipbalsem		
• ear sticks		
<u>FARMACY</u>		
• Oil: tea tree, Thym, lavender,...		
<u>FOOD</u>		
• Species in little plastic bags or little jars		

Appendix 1.4: Agreement



AGREEMENT

This agreement gives more information about the appointments and commitments of the project, where(*the minor*) will participate starting from(*starting date*) till(*ending date*)

For a duration of.....months(*the minor*) will be walking with(*the walking supervisor*) from in(*country*) toin.....(*country*)

De different person in this agreement are:

1. The minor
2. His/her mother
3.His/her father
4.The case worker
5.His/her support person
6.The walking companion
7.Team member of Alba

-
-

1. The minor

In this space you write briefly the story the person told about himself, the way he/she experienced his/her past and present situation.

I commit myself

- To successfully end the project and to respect the laws of the country I'm in
- To respect and follow the rules of Alba:
 - To walk the whole distance of the walk by foot and to follow the walking road. This in good understanding with my companion
 - Not to take a mobile phone or music player

- To accept that the companion can take final decisions in case we don't agree, the companion manages the budget and that I can help with this. If we spend more than we have, we both take the responsibility for that.
- Not to act in a way which makes the project difficult or impossible,
- During the project I will not give interviews. Even for interviews after the walk I first ask permission to the organization,
- To see(*name support person*) as my support person
-

I hope that

- Future hopes and wishes for during and after the project.

2. His/her mother

In this space you write briefly how she perceives her child, in the past and present situation, how she feels towards him or her, what she sees as talents, problems, how she looks at the project,...

I commit myself

- To support.....(*minor*) in his/her intention to go on this walk and to write him/her during this project,
- To be present on his/her departure and returning reception.
-

I hope that

-

3. His/her father

In this space you write briefly how he perceives his child, in the past and present situation, how he feels towards him or her, what he sees as talents, problems, how he looks at the project,...

I commit myself

- To support.....(*minor*) in his/her intention to go on this walk and to write him/her during this project,
- To be present on his/her departure and returning reception.
-

I hope that

-

-

4. The case worker or juvenile judge

In this space you write briefly how he/she perceives the youngster, in the past and present situation, what he/she sees as talents, problems, how he/she looks at the project,...

I commit myself

- To give permission to..... (*minor*) participate to the project, organized by vzw Alba,
- To keep me informed by vzw Alba about the process of the project,
- If possible being present on the departure and returning reception,

- To write.....(*minor*) once in a while during the walk.
-

I hope that

-

5. His/her support figure

In this space you write briefly how he/she perceives the youngster, in the past and present situation, what he/she sees as talents, problems, how he/she looks at the project, what his/her relationship is with the youngster and why he/she wants to be the support figure.

I commit myself

- To write.....(*minor*) during the walk,
- To go on a visit with the people from vzw Alba,
- To be present on the departure and returning reception.

I hope that

-

6. His/her walking companion

You ask the companion to write a small text about why he/she wants to do this project, what his/her own motivation is, what he/she already wants to tell the youngster.

I commit myself

- As the companion of(*minor*), with the knowledge of the agreements of vzw Alba, to walk together and within the same circumstances, from(*place*) to(*place*)
- To act and do everything that lies within my possibilities for a good going project
- To take the responsibility of(*minor*) in a way that is suitable and expected for the age of (*age of minor*),
-
- During the walk being responsible for the budget.

I hope that

-

7. Oikoten

We take knowledge of the information above and we commit ourselves

- To make the project possible for(*minor*) ,
-
- To have assurance for individual accidents,
- To follow closely the process of the project. In case of severe difficulties a crisis visit is possible,
- To go visit 1 time for an evaluation and to prepare the future-time after the walk,
- To keep the all the relevant persons updated ,
-
- To keep an evaluation with(*minor*) and his/her parents based on the agreement.
-
- To organize a satisfaction measurement for (*minor*), after the completion of the project,
- To give the final report to all the people who are in the agreement, before transferring the document to the judge.
- **We hope that**

The expectations and hopes of all the people around the table can get a chance,

For the support person, who takes this task voluntarily, this is a moral commitment,

In case(*minor*) does not follow the commitments of the agreement, the project can be stopped and the case worker or judge will be responsible for further actions,

Violating the agreement is considered as a one-sided break of the contract. In that case the organization cannot guarantee further engagement towards(*minor*),

By signing the agreement, you declare to agree and be informed about the project of(*minor*)

Date:

The minor,	Walking supervisor,
The mother,	The father,
The counselor,	The support person,
Oikoten,	

Appendix 1.5: Game before leaving on a long distance walk

In the preparation week we take a moment to play a game with the walkers to get to know each other better, to give attention to the rules', appointments and different kinds of subjects/theme's that can cross the walking path.

For the game we use the map of Europe as the playground. The walk that will be walked we indicate with dots. The team walkers are playing against the Alba supervisors. By using the dice you go step by step on the route. Along the way are different issues, appointments-rules, adventures,

Before starting with the game the both groups can choose a challenge for the others/profits, in case you would win the game.

We use 3 different kind of cards that represent different theme's;

1. Situations that gives more information about basic rules
- Different themes are: Walking alone, getting lost, using drugs/alcohol, use of computer/internet, walking in the dark, boycott the walk, rest days, hygiene, luggage, illness, accidents, seks, support person, what about after the walk, sleeping, telephone use, getting letters from home, weekly report to the organization, pocket money, SOS money, aggression, interview during the walk, being far behind/ahead or not following the route anymore, mandatory declaration
2. Personal questions
2. Happenings, adventures, things that can happen during the walk

Basic rules:

You **walk** the whole way by foot, Not using any vehicle. Possible to use a vehicle on the resting day, when there is an emergency, when the kilometers has been walked a vehicle is allowed.

Respect the **rules of the country** (drugs-alcohol)

Do not walk in the dark

In case of getting lost alone: Contact the organization and give your coordinates. In case you change your staying get in contact again with the organization. Give the organization a contact number If you both take contact with the organization, they can plan a new location appointment for both of you.

Before you leave, make sure you have 10 euros of SOS money. Only in case of emergency's(getting lost and you need to pay for a phone call,)

Do not give interviews, permission to use text, photos of what you are doing – When you get the question for example an interview, first contact the organization. There are also specific rules when using, publishing pictures of minors.

When not following the prepared route, being far behind or far ahead on schedule, let it know to the organization. This is important in case there is a situation wherefore they need to get in contact with the walkers.

- When you get lost, you would be scared? Do you become scared often, fast? What scares you?
- Theme walking alone: this theme you discuss always with your companion walker. There is certainly space during the walk where you can walk alone for a day/several days.
- Theme budget: There is a small budget/day. In the beginning the companion walker will have the budget, but after a while there is space to manage this together.
- Respect for the material that u can use; Of your personal budget there is a small amount of money that is hold back in case you loose, break material. If you return all the material in good condition, you get this money.
- Every week-10 days you write a letter to the organization. If you do not want to write your walking companion can write a letter that u read and give your signature.

Some personal- getting to know the person- questions:

- What do you need if you're feeling bad?
- Where are you proud of?
- What will you miss the most?
- Do you have a personal goal on the walk?
- What makes you mad?
- What is for you, the worst thing that can happen on the walk?
- What will be the hardest thing on the walk?
- What would you do again?
- What would you change?

Appendix 1.6: Preparatory Week

	Morning	Afternoon	Evening	Sleeping
Monday	9am picking up youngster at institution Buying shoes and food	1pm: explanation about the outdoor material & setting up tent A little walking	6pm: dinner & getting to know each other	Tent
Tuesday	9am: Game about the rules	12km hike with light backpack Basics about reading maps	Free evening Working / personalizing the routemap	Tent
Wednesday	9am: 15km hike with half backpack	3pm: editing the agreement together with the youngster	6pm: testimony of an ex-walker during dinner	Tent
Thursday	9am: full day hike 20km with full backpack	Upon return: group talk (evaluation of the week)	7pm: reading of the agreement and farewell reception	Inside
Friday	Leaving with train or flight			

Appendix 1.7: Planning of the route (example)

Dag	Datum	Afstand	km	Dagtotaal	Totaal km
1	Vr 9/3	Herent - Vézelay (reisdag)			
2	Za 10/3	Vézelay La Maison-Dieu	9,5	9,5	9,5
3	Zo 11/3	La Maison-Dieu Asnois Saligny St-Germain-des-Bois	5,5 4 4,5	14	23,5
4	Ma 12/3	St-Germain-des-Bois Thurigny Cuncy-lès-Varzy Varzy	1 4,5 6,5	12	35,5
		... 81 days inbetween...			
85	Vr 1/6	Lugo San Román / Guntín Ponte Ferreira	20 7,5	27,5	1720
86	Za 2/6	Ponte Ferreira As Seixas Melide	5,5 15	20,5	1740,5
87	Zo 3/6	Melide Boente Ribadiso Arzúa Salceda Santa Irene	6 5,5 3,5 11,5 5	31,5	1772
88	Ma 4/6	Santa Irene Pedrouzo Labacolla Monte do Gozo Santiago de Compostela! <i>POST (8u30 - 20u30)</i>	3 10 6,5 4,5	24	1796
89	Di 5/6	Santiago de Compostela: Rustdag			
90	Woe 6/6	Santiago - vertrek			
91	Do 7/6	Aankomst Leuven			
92	Vr 8/6	Feest!			

Appendix 2: Addition to the concept of SJS/AWO

Appendix 2.1: Instructions for participants in the project “Zwischen den Zeiten”

We will meet on:

At:

For the joint start in:

Your backpack should contain the following items:

- A change of clothing
- Head cover
- Rain cover
- Cosmetic articles, towel
- Personal medicines
- Drinking bottle
- Health insurance card
- Identification card
- Writing utensils

We are walking and working in every kind of weather, therefore you will need some rain cover and suitable shoes.

You will need to bring along food supplies for the first day (Monday).

The provisions for the remaining days will be organised together with the advisors.

Appendix 2.2: Daily schedule for the Saxon walking route

As a rule the route will be covered according to the following pattern:

MONDAY

Taking on the group at a central location

Instructions/ agreement concerning rules & sanctions

c. 20 km walking distance; in the evening consultation round/ educational unit “life maximes”

“At the agreed upon time/meeting place I thought that very strange people were present. And when Mr. E. began speaking to us I had the feeling he was a Bundeswehr training instructor. I didn’t even want to participate because I already missed my fiancée like crazy in BZ. Although I wasn’t used to so much walking, the landscape and the compliments from my Only One gave me a big boost.”

TUESDAY

Completion of the work hours in form of physical work (artisanal activities from house work, repairs, clean –up, garden/ forest work).

In a hostel that night the discussion circle/ educational unit about the “Heinz-Dilemma” (*Kolberg) took place.

“It was cool! The people in the hostel were totally nice to us, which I hadn’t actually expected. The work was fun, but in the end I was a little worn out and I had a sunburn.”

WEDNESDAY

30 km walking distance, pondering the thinking task “What’s the dilemma I’m in? “

Independent shopping (includes planning four meals) as a group with money previously collected (reliably managed and stored by a group member)

The group will cook that night; short educational unit

“The longest and toughest day! Twice, the view from the Hochstein was brilliant; from km 20 -25 on I was hurting all over, so I was tempted to break it all off, but my Only One gave me power and encouraged me.” Going shopping made no sense because the two Caspers bought chips for about 3,00 to 4,00 euros and, of course, they are lacking the money now. I really liked the lodgings. No Christendom in sight.”

THURSDAY

Performing the working hours at the hostel.

In the evening: survey circle in regard to safeguarding results/ educational unit about the three questions to be answered by the pilgrims, in general: Where am I coming from? Where am I standing now? Where am I turning to?

Barbecue at night.

“I learned to not only think about myself but also to include the others. Today was a pleasant day, full of work but not strenuous! One had the chance to really think about everything that’s bugging one at home at the moment, in part even about possible solutions!”

FRIDAY

Covering the distance home (c. 20 km).

Handing out of certificates.

Saying goodbye to the trainers.

Turning over the group to the “godparent”.

For the last part of the route walking together with the “godparent”.

General good byes.

“During this trip I have come to realize that there’s more to life than stupid ‘hanging around’. And here, once more, thanks to Mr. E. .Thank you for accompanying me and getting me to reflect on things. You are a good person!” 14

¹⁴Sächsische Jugendstiftung (2016): Zwischen den Zeiten, p.16f.