

Between Ages

FHD Fachhochschule Dresden
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Strategy for re-engagement of young offenders and NEET

Output 12

Between Ages:

Network for young offenders and NEET



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1 Aspects of re-engagement

“Hiking towards the future” is the title of the documentary, which shows, how young offenders and people without, employment, education or training (NEET) go walking on a long distance way, in order to escape bad routines and find a way to an new active live. In the European Project “BA-Network - Network for young offenders and NEET” eight organizations from four European countries worked together to describe this socio-pedagogical idea of walking as a new method to work with young persons in difficult circumstances. The organizations ALBA (Belgium), SEUIL (France) and Sächsische Jugendstiftung (SJS, Germany) had experience with such walks, the two Italian organizations L’Oasi und Lughi Camini took the chance to develop similar projects and the Benno-House in Bautzen, the University of Applied Science Dresden (Germany) and the Italian Ministry of Justice supported this process. One important question concerning the projects, which have been discussed in the initiative of BA-Network is, what happens after the walk?

On this walk, most participants experience new self-confidence, gain new competences and have new ideas for the ongoing live. From the beginning of the projects at ALBA and SEUIL¹, it was important to know what would happen after a walk², but it was not possible to establish strong, clear guidelines. ALBA and SEUIL concentrated on the main focus, the habit-breaking educational walk. There have been attempts at finding career opportunities but none have been consistently developed or followed up so far. Thus in this document it will be discussed, what it could mean to expand the idea of the projects to an period after the walk. This aspects where discussed during several meetings and as one of the results of this, the Italian partner L’Oasi developed a project, in which the three month walk is only part of a project, which leads the young persons about a time of ten months and includes also training and preparation to the job. In this paper, we will explain some important assumptions to this project and will show a short description, of the approach which was developed by L’Oasi during the time of the European Project.

Some research is done on the question, how during any form of sanction to young offenders a proactive mind about the future can be developed. Three important aspect are autonomy, relatedness and competence, which makes it more likely to engage and be motivated intrinsically³. These aspects are not likely to develop in custodial settings or in prison, but are developed during the walk, since the way requires autonomy acting (at least walking), a relation to the way, the aim and the companion and competences as organizing the way, the places to stay and so on are developed. The most important question after the walk therefore seems to be, how this resources can be transferred to the participants life after the walk. Resources can be described as current available – not bonded to other needs, already used or not already existing potentials, that support development.⁴ “Resources include the objects, conditions, personal characteristics, and energies that are either themselves valued for survival, directly or indirectly, or that serve as a means of achieving these ends.”⁵ Specifically, when confronted with stress, individuals are predicted by the resource-model to strive to minimize net loss of resources. According to the conservation of resource model, individuals which are ill equipped to gain resources, are likely to be particularly vulnerable. Such individuals lean toward prevention of resource loss. But when people are not currently confronted with stressors, individuals strive to develop resource surpluses in order to offset the possibility of future loss. When people develop resource surpluses, they

¹ See Output 3 and 7 on <http://www.betweenages-project.eu/results.html>

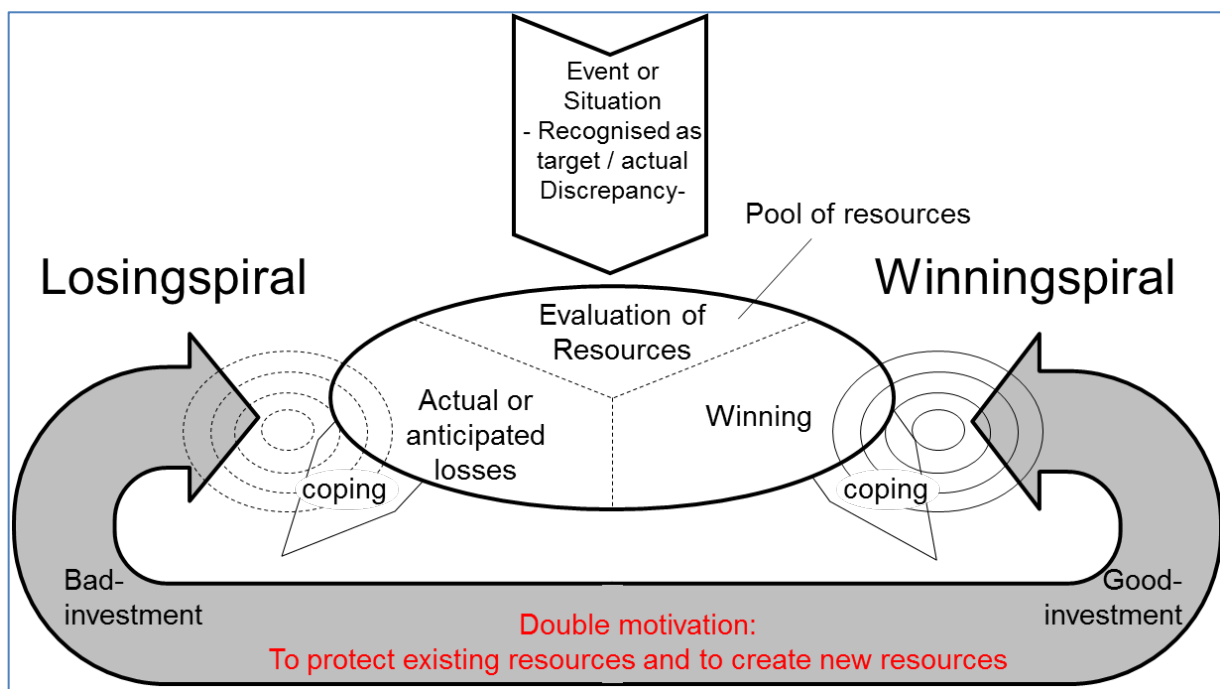
² The concept of Sächsische Jugendstiftung focusses only on the walk itself because of formal reasons in the organization as a certain form of alternative measures. See also output 8: http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_08_eng.pdf

³ Schafi, Adeela ahmed (2019): Re-engangning young offenders with education in the secure custodial setting, page 279. In: Gallard, Diahann; Evans, Katharine; Millington, James: Children and Their Education in Secure Accommodation. Routledge, London.

⁴ Hobfoll, Stevan (1989): Conservation of Resources. A New Attempt at Conceptualizing Stress. American Psychologis, page 513-524.

⁵ Hobfoll, Stevan (2011): Conservation of resource caravans and engaged settings, in Journal of Occupational and Organizational Psychology (2011), 84, 116–122, page 54.

are likely to experience positive well-being. In the Conservation of Resources (COR) Model this process is described as two circulation processes: one based on bad investment and losing of resources, which is likely to happen, when young persons do not feel able to cope with the challenges of society. This may be the actual state before starting a pedagogical walk. If there is success during the walk the direction of this circulation may be changed to a profit spiral: based on first winnings (reached the days aim by walking), resources are collected and build the base for good personal investment in future, which may result in personal success later.



Pic. 1: Conservation of Resources (COR) Model⁶

All studies about resources tell about the great role of self-efficacy: Children's beliefs in their efficacy contribute uniquely to variance in developmental outcomes within the complex interplay of socioeconomic, familial, educational and peer influences. Self-efficacy is learned by past performance: own experience of coping with demands by own abilities and competence, modelled behaviour: by observing a behaviour *and* by observing the consequences of the behaviour, social persuasion or feedback from the relevant social network. All these aspects are necessary in the project, since the performance on the way enables the experience of coping with the hard demands of the way, the guide gives a positive role model and of course gives feedback to the behaviour of the young participant. One the losing spiral begins to change to a positive circle, the chance appears, to take this positive coping process in the time after the project. Cyrulnic points also out, that human beings are far more capable of dealing with trauma and fighting back, if they get the chance to reformulate their life stories into positive ones rather than being victimised and believing they are victims, which then becomes a self-fulfilling prophecy. Important in Cyrulnic's view is the role of a positive story about oneself and a positive self-image.⁷

⁶ Hobfoll, Stevan (1989): Conservation of Resources. A New Attempt at Conceptualizing Stress. Page 516ff.; American Psychologis, page 513-524.

⁷ Cyrulnik, B. 2009. *Resilience: How Your Inner Strength Can Set You Free from the Past*. London: Penguin books, page 13.

In the long term projects at ALBA and SEUIL it is tried to support this process by developing perspectives for the rerun after the walk. The possible perspectives for his return are discussed and it is essential that the youngster can make a proposal to the judge. The social worker and the judge have to give their permission but in general a realistic idea is accepted by the judge if the youngster completes the hike. This is part of the agreement. Also the parents are involved in this decision. The adolescent's Social Worker also has an important role. He has to organize the situation the young person will choose in terms of place of residence, educational structure etc., together with the project leader and of course after receiving authorisation from the Judge. The plans for the future can change during the trip but, in general, a decision is to be made on the half way visit. The project leader is in charge of preparing the youngster's future perspective in Belgium. He contacts the family, the social services and schools. After the walk a fluid transfer is organised to another social service offering the support the youngster needs to realize their new perspectives (return to family, living independently). If possible a "round table meeting" is organized with the responsible social workers to guarantee a good start-up of the new care track. In the first weeks after the project the project leader regularly contacts the youngster to know how he's doing and if necessary accompanies the youth in visiting their new school, etc.⁸

In the context of prison and custodial settings the transition from inside to the social world outside is called the management of transition. This "transition management is to be developed as a flexible but reliable help system that combines previous individual measures into an effective rehabilitation concept". An inmate leaves an existing everyday concept (correctional facility) and becomes (again) part of an already existing society, which has developed during the period of imprisonment. The prisoner must be prepared for these impressions which is done in the form of education and training, discussions, etc. In the following chapter, this concept of transition management will be transferred to the concept of long distance walking. The third chapter will open this context and provide a whole strategy for re-engagement, in which a long distance-walk is included as one part of the intervention.

⁸ Output 7c: Walking to the future – Concept of the first developed way in Belgium, page 14;
http://www.betweenages-project.eu/files/BANetwork2018/Outputs/BA_Network_07c_BE_eng.pdf

2 Including re-engagement in the long distance walk⁹

To have a clear understanding of the definition and implementation of a strategy for renewed engagement at the end of a habit-breaking/educational walk, it is important to present Seuil's overall approach, give the historical context, Seuil's mission, the main steps of a reinsertion project, the various ideas under consideration and the limits of such a strategy for Seuil. What do we mean by "social reinsertion"? For some charities active in the socio-medical domain, it is more a question of personal development for the young minor (rather than an adult, master of the future), the quest for a new life balance for the young person, or a "personal reconversion" strategy.

The social/educational services that contact Seuil do so on behalf of 14-18-year-olds living with their family, in foster care, assigned to educational therapy through both civil and penal measures, in the context of an alternative to imprisonment or as part of sentencing by the courts. These youths in difficulty who are not in employment, education or training (they belong to the wider European category of "NEET") can benefit from certain innovative practices aimed at improving their chances of social reinsertion.

On suggestion by social workers of the French Youth Protection department (PJJ – which reports to the Ministry of Justice) or regional Social Welfare Services (by "department" in France), it is the teenager who decides to apply for a Seuil walk. They are placed with Seuil as a "Lieu de vie et accueil", or temporary social centre. The pedagogical team consists of the Director, of Seuil educators responsible for managing the walks, a psychologist and an administrative assistant. The young participants come from all over France, girls (30%) or boys (70%) from all types of background, whether well-off or more socially disadvantaged. Every year, since 2002, more than 220 youths have completed a Seuil walk. For the last few years, 35 young people have taken part in the educational project annually.

2.1 Re-engagement in the existing project

Renewed engagement in this context means becoming the key player and driving force for finding a new place in society. From the beginning, it was important to know what would happen after a walk, but it was not possible to establish strong, clear guidelines. Seuil concentrated on its main focus, the habit-breaking educational walk. There have been attempts at finding career opportunities but none have been consistently developed or followed up. Given the way Seuil has developed since 2016, questions and requests have been made, notably by charities offering career orientation, which present a challenge for Seuil. The aim of the long-distance walks is, to allow young people between the ages of 14 and 18 to reconstruct their lives socially (academically, in their family and/or job) by long-distance, remote habit-breaking walks. Seuil's responsibility focuses exclusively on how the young person develops during the walk. A walk in essence lasts 100 days (3 months), in a foreign country (currently Spain or Italy). In addition, there is a preparatory session and analytical phase of 4-5 days. A Seuil project therefore lasts, if completed, for three and a half months. The project is organized in four steps:

- Stage 1: Preliminary contact. The youth's social worker contacts Seuil to gain a better understanding of the project and to formalise an application to undertake a walk. A first appointment takes place, during which the Director presents the project to the social worker and the young person, who then confirms interest in the project by writing Seuil an application by letter. Administrative procedures are completed before the walk begins. Between acceptance of the applicant and departure for the walk, there is a minimum period of 3 weeks.
- Stage 2: The young person is taken into Seuil's care, meets the accompanying adult, sees the itinerary, discovers the objectives and discusses the post-walk project (renewed engagement). The youth-adult duo leaves for a 4-day preparatory session, both to get to know each other, prepare their equipment/clothes and physical capacity (sports training) and define the rules of daily life.

⁹ Based on a contribution of SEUIL

- Stage 3: The walk itself. 3 months long, discussing and developing an outline of post-walk reinsertion, in collaboration with the (non-walking) social worker.
- Stage 4: Post-walk analysis and feedback. 4-5 days. A party celebrates completion of the walk. The next steps of reinsertion are finalized.

At the end of the educational, habit-breaking walk, the young person takes away a plan for his/her future life with a view to finding a new place in society, which s/he has actively contributed to. There are two principles for life after the walk: It has to be decided, where the participant has accommodation after the walk. He or she may return to the family home, to a foster family, in a youth residence or a semi-independent framework. Second the participant needs to have a concept for academic or professional reinsertion (professional training or employment).

2.2 Future of engagement strategy

For Seuil, the conditions for renewed engagement are defined as follows: it is imperative that the young person takes an active part in self-examination, the accompanying adult and pedagogical team must help the teenagers develop their process of thinking. The young person should become capable of making an overall plan for reinsertion, with the social worker's help and in the end reinsertion plans can be implemented by the organisation, once the walk is over. This renewed engagement strategy concerns different contributors:

- Pedagogical team: accompanying adults, walk managers/educators, the psychologist
- The relevant state social workers
- Employment-focused reinsertion charities
- Private Foundations and companies involved in employment projects for young people in difficulty (construction industry, food industry, socio-medical sector, the beauty sector...)

The strategy is based on the results of over 15 years of experience at Seuil, together with research such as impact studies and discussion with various professional organizations:

- The first study on the impact of walks, undertaken in 2012 by the Research Institute ProEthique, published in 2013
- The second study on the impact of the 2015 and 2016 walks, carried out in 2017 and published in 2018
- Assessment of partnerships and the study of proposals made to career-focused charities and companies
- The wealth of knowledge gained through participation in the European BA Network project and comparison with the strategies carried out by Seuil's European partners

Seuil's overall strategy involves its fundamental pedagogical mission during the walk and complementary plans for participants after the walk. It takes into account the wide variety of young participants' situations and their broad geographical base (from all over metropolitan France). All types of employment can be envisaged after the walk. Plans for the future are the responsibility of the young person's social worker, supported by Seuil and this includes creating links between Seuil and other organizations or developing more detailed plans after the walk and appointing dedicated human resources for any after-walk plans.

In practical terms, the renewed engagement strategy would involve the following contributors:

- 1) **Seuil's pedagogical team:** Director, educator/walk manager, psychologist, accompanying adult
 - a. Analysing educational practices with a view to helping youths and accompanying adults
 - b. Introducing 3rd parties, responsibility (listening capability, dialogue) and re-establishing objectivity
 - c. Maintaining a sense of future plans during the walk
 - d. Helping young person achieve greater well-being and express specific wishes and expectations with a view to defining post-walk plans. The walk is a period of education.
- 2) **Accompanying adults**
 - a. Guiding and accompanying the young person in defining the future project
 - b. Gathering, analysing and promoting the feedback and sharing of their experiences

- i. Creating a database of accompanying adults, video recordings, paper (on special “correspondents Days”, TV reports, special editions etc.), evaluation of a network of accompanying adults based on existing contacts, annual meetups
- c. Recruiting and maintaining contact with accompanying adults through social networks

3) Charities specialised in professional reinsertion

These organisations can be asked to get involved in reinsertion plans but cannot replace State social workers. Seuil may identify such charities with whom the young people could develop and construct a plan for the future.

4) Companies/Private Foundations

- a. Feasibility study of the employment project with the pedagogical team at Seuil
- b. Creation of a partnership with a dual objective
 - i. 1st objective: to allow the young person to attain professional training
 - ii. 2nd objective: to develop a tripartite partnership that incites the company to adhere to Seuil’s project and become a financial sponsor
- c. Identify potential partner companies
- d. Define a specific project
- e. Co-construct a partnership aimed at reinserting vulnerable people into society
- f. Training for the young people
- g. Presentation of the company’s potential professions:
 - i. Problem: insufficient young people interested in the profession to organise training, which as a result, could only be on an individual basis
 - ii. Join up with other organisations
- h. Define an experimental project with Auchan Retail France

5) The youths

- a. The young person is the key force behind renewed engagement, of which the written application to Seuil is the first move
- b. A Certificate could be presented on completion of a walk
- c. Providing help with writing a curriculum vitae, assisted by an HR consultant
- d. Other types of training: work placement before recruitment, youth work qualification

This concept requires a dedicated volunteer to follow up young people after the walk and contact with the young person after the walk, at regular intervals: one week, one month, three months after the walk, subject to social worker agreement.

Stage 1	Stage 2	Stage 3	Stage 4	After Seuil
Preliminary contact. Application procedure.	Seuil takes responsibility for the teenager; Preparatory session.	The walk. Discussion and development of post-walk plan	Return session. Analysis, feedback. Party	Future plan implementation
3 weeks min.	4 days	3 months	4-5 days	

Pic. 2: Stages of reengagement (SEUIL)

3 The concept RESET¹⁰

Taking inspiration by the long-lasting Belgian and French experiences in walking projects for NEET's and offenders (Alba and Seuil), and taking advantage by the knowledge acquired in the last years by some members of L'Oasi who have been sharing this good practices with other European partners within the BA Network project, we hereunder present an abstract of the project RESET which has been conceived by our cooperative in order to introduce this practice in Italy and to implement the walking method with the topic of reengagement.

3.1 Short description

RESET is a project that aims to the rehabilitation and the social reinsertion of minors and young adults aging between 16 and 24 who have been put under probation or penal proceedings by the Judicial Authority, being either in detention or in the external penal area, therefore entrusted to the Social Services. The project purpose is to reduce vulnerability, social exclusion and recidivism among the beneficiaries by putting in practice some measures that aim to personal reinforcement, social support and improvement of employability. In particular a range of targeted actions will be implemented such as empowerment, accompanying measures, scouting of training and working opportunities, social and psychological support, counselling in the field of personal and social rights, organization of various forms of active citizenship, inclusive laboratories and voluntary activities.

By improving self-knowledge, self-esteem, psychological stability, holder's social skills and management skills, the beneficiaries will empower their ability to make a decision and act autonomously and consciously in the society: all these activities will be targeted to the development of the capabilities of the youngsters. After a first orientation phase, each beneficiary will elaborate his personal social reinsertion plan, including the abovementioned activities: all the activities in the personal plan will be developed within a period of 10 months. The central innovative element of the project, the main empowerment measure, is the two-months-walk.

The project is supported by the "Centro per la Giustizia Minorile per il Lazio, l'Abruzzo e il Molise", related to the "Dipartimento per la Giustizia Minorile e di Comunità (DGM)" of the Ministry of Justice, who will collaborate in the selection of minors to be involved in the project and will partly finance it. The project is also supported by the "Ufficio Interdistrettuale per l'Esecuzione Penale Esterna (UIEPE) per il Lazio, l'Abruzzo e il Molise del Ministero della Giustizia", who will collaborate in the selection of full age beneficiaries. RESET will be a pilot project in our Country. It will involve a minimum of 2 and a maximum of 8 youngsters, depending on the total economic resources that will be allocated for the project.

3.2 Project purpose

The purpose of the RESET project is activating personal rehabilitation and promoting social reinsertion using the walking method and implementing it with measures of empowerment, counselling, orientation and scouting of training and working opportunities for a maximum of 8 beneficiaries. We aim to test in Italy the walking method (already in place in other European Countries) for the reduction of recidivism. All the phases of this rehab process will focus on social inclusion of youngsters in a multidisciplinary way by acting on psychological issues (social unrest or pathologies, addiction, relationship and family problems, etc.) as well as on practical issues (legal, sanitary, homing, training, work, etc.) that often represent a real obstacle to the social reinsertion of these youngsters. The project is geared towards young people aging from 16 to 24 years. This target group turns out to be more affected than others by the social environment, this bringing them to deviant and criminal behaviour.

For boys and girls of this age range, the contact with prison environment and the other adult inmates can put at risk their young personality. At the same time, within this target group it is still possible to substitute the deviant attitudes with new values and constructive behaviours, by encouraging them to elaborate a project for the future according to social rules, and by acquiring behaviours that are

¹⁰ Based on a contribution of L'Oasi

appropriate for living in a community. At this age, the walk represents an effective uprooting experience that brings the youngsters far from their vicious circle.

3.3 The project in detail

The project is based on the elaboration of personal reinsertion programs of 600 hours for each boy or girl involved. They will be developed according to the needs of each beneficiary. At the beginning the team will propose to the youngsters some measures to orientate and evaluate their personal needs and skills. After this first phase the youngsters will undertake a process of social inclusion and personal development through the realization of empowerment activities, both individually and in a group. At the same time they will be assisted by professionals that will help the youngsters coping with their fragilities related with practical things as well as with their psychological and emotional matters. The two-months walk will be the main individual empowerment measure of this phase.

Each beneficiary will be supported by a social worker with the function of **case manager**. He/she will help the young by planning together a personal rehabilitation project and its practical implementation. The case manager represents the person who will support the beneficiary during all the project-based activities; he/she represents a reference person in the execution of each stage of the project.

The case manager will be supported by the psychologist that assists the single boy or girl, and by the project coordinator. These three persons together will set up the **supporting team**. This group is responsible for the overall progress of the individual projects and is in charge to face the eventual troubles that might rise during the walk or in the related activities.

The complete project staff will be composed by a social worker, a psychologist, the project coordinator, two social operators and four companion for the hike. The activities, requiring the collaboration of specific professional figures, will be carried on by external professionals such as trainers or legal consultants. The project consists in three **operational phases**: taking-over, orientation and development of personal social reinsertion project.

The project activities will be carried out in the locations of Cooperativa L'Oasi and in the locations of the partners that will be involved in the different project activities. The area concerned is the one surrounding the Lake of Bracciano, focusing mainly in the town of Trevignano Romano: in order to allow the beneficiaries to take part in the proposed activities, a vehicle of the Cooperative will eventually be available for the shuttle service.

3.3.1 Selection of beneficiaries

The walking method turns out to be more effective for youngsters sharing some peculiar characteristic. The proposed rehab process focuses mainly on the separation of the youngsters from their background and peers. This measure can modify those behaviours that are influenced by a deviant social environment: the walking measure is therefore more effective for those youngsters who, by living in a situation of social and familiar unrest, have developed a criminal behaviour as a consequence. The walking method also turns out to give positive results for those boys or girls who are not already advanced into adulthood. Young offenders have less organized criminal careers than adult inmates, therefore they have a less settled criminal behavioural habitus, which is easier to undermine through a shared planning of psychological, relational and cognitive growing.

3.3.2 Taking-over

It will develop over about 1 month, and it will involve The Ministry of Justice Departments that are supporting the project. Shortly after the project activities are launched, the partners will be active in identifying the youngster to be involved in this project.

The members of the Cooperative L'Oasi, who will support the youngster during the rehab and reinsertion process, will take active part in the selection phase.

3.3.3 Orientation

The beneficiaries will undertake their orientation activities within a period of time of 1 month, for a total of 47 hours which will be aimed at achieving the following objectives:

- Social, psychological and familiar profiling of the beneficiary, taking into consideration problems, emotional blocks, eventual pathologies.
- Aptitude profiling of the beneficiary, based on the analysis of skills, abilities, previous experiences, education and training as well personal aspirations.
- After the analysis of needs, it will be possible to elaborate a realistic and shared prospect for the personal growing and the social reinsertion of the beneficiary, circumscribing and defining the areas where the personal reengagement process has to be implemented.

In this phase several counselling methodologies will be implemented in order to facilitate, as far as possible, an endogenous growing process of the beneficiaries. This phase will be guided and supported by the staff of the project and will come as the result of discussions and choices elaborated autonomously by the youngsters.

Social workers and other members of the staff will help the youngsters in the planning of concrete actions for the social reinsertion of each beneficiary. These actions will become part of the Personal Reinsertion Project, that is the main output of this phase of the project.

3.3.4 Personal Social Reinsertion Project

This phase will develop over 9 months. Purpose is to strengthen the personal and relational abilities of the beneficiaries through measures of assistance, accompaniment and empowerment, paving the way to an effective social reinsertion and job placement.

Aims of the social reinsertion projects are to increase:

- Emotional stability and psychological wellness
- Responsibility: be able to evaluate and hear other point of view, sustaining his own; be able to take decisions after examining different possibilities.
- Planning abilities: be able to recognize one's potentials, threats and limits of a situation, to plan in a realistic manner a future in terms of job, social and affective relationships, with realism and knowledge of the context.
- Social abilities: be able to know how to relate with the collectivity, especially with the group of peers, the familiar one, and the training/working environment, keeping commitments and avoiding frustrations and aggressive behaviors.
- Practical abilities: be able to cope with the tasks of the daily life, both individual ones (e.g. manage money, personal care, ecc.) than social ones (e.g. be able to keep relationship with public bodies or social services offices).

The activities part of the social reintegration projects will have to be conducted and adapted by the staff to adhere to the beneficiaries' needs, characteristics, abilities and perspectives, as identified in the orientation phase.

The training and job scouting activities will be carried out through a network of public bodies and private sector actors operating in this field in Regione Lazio. These entities will involve the beneficiaries in training-on-the-job activities, stages and internship in sectors relevant to the local economy.

The social and psychological assistance activities will be carried out by the project operators, with the help of National Health Service professionals if some beneficiaries will show problems of drug addiction.

An in-depth evaluation of the progress of beneficiaries will be carried out on a monthly basis by the project operators, with the aim to verify the implementation status of the social reintegration projects,

evaluate the performances of beneficiaries and eventually modify the projects themselves to solve the problems found. The different parts of the project are described in the following sections and shown in a timetable at the end of the text.

PHASE	ACTIVITIES		MONTHS...										HOURS		
			1	2	3	4	5	6	7	8	9	10			
Orientation		Orientation	47											47	47
Personal social reinsertion projects	A. Empowerment	A1 - Walking		50	48	24								122	190
		A2 - Active citizenship and volunteering actions		5	10	29			12			12		68	
	B. Accompanying	B1 – Training and tutoring on job orientation and job searching.								26	26			52	94
		B2 – Scouting of the training and job opportunity; accompanying measures.										18	24	42	
	C. Psychological support	C1 - Individual assistance		4	4	8	8	8	4	4	4	4	48	78	
		C2 - Group activities							18	12			30		
	D – Familiar support and counseling.										5	5	10	10	
	E – Counselling in the field of personal, (...)	E1 – Counselling in the field of personal, civil and social rights, counselling in labor law.					39							39	65
		E2 - Individual accompanying						26						26	
	F – Inclusive workshops									15	15	15	45	116	
										14			14		
							14	16					30		
												14	14		
											13		13		
		Hours total	47	59	62	61	61	62	62	62	62	62	62	600	600

Pic. 3: Timetable of RESET

3.4 Activities: Empowerment Actions (A)

3.4.1 Walk (A1)

The two months walk is the central measure of the project, and the most innovative feature of this latter. In the midst of the walk the beneficiaries will be involved in active citizenship and volunteering actions that will be carried out during stops of two days with project partners operating along the way. The project operators will reach the walkers during these stops to carry on the psychological support measures. The itinerary of the hike is circular, it starts and ends in Trevignano Romano, including segments of Via Francigena, Via di San Benedetto and Via di San Francesco, hence the whole walk takes place in the Italian territory. The route consists of 55 stages, for a total of 1.200 km, and lasts 64 days, including the weekly rest days and the stops for the activities. The itinerary has been conceived in order to keep the beneficiaries within a 250 km range from Trevignano Romano, to ease and reduce the movement of the project staff needed to perform the forecast activities and to allow a quick response in case of troubles. The beneficiaries will do the walk in groups of two, accompanied by an adult companion with experience in hiking.

3.4.2 Active citizenship and volunteering actions (A2)

The purpose of these actions is to increase the level of integration of the beneficiaries in the local communities through activities that, at the same time, benefit the community and offer opportunities of personal and professional growing to the beneficiaries. In this latter step youngsters will be supported and trained by professional workers operating for the public and private sector actors partner of the project. In this way skills and knowledge will be transferred to the beneficiaries in a direct and informal way.

3.5 Accompanying measures (B)

3.5.1. Training and tutoring on job orientation and job searching (B1)

The purpose of this action is to improve the ability of the beneficiaries to get access to training programs offered by public bodies, and to the job market at the end of the project, acquiring skills on how to cope and relate with job and training search channels. The beneficiaries should be able to choose working or training proposals according to their personal skills and willingness, in a realistic way. The technical competences on how to create or fill in the required documents (CVs, motivation letters, applying forms, etc.) and the relational abilities useful to sustain an interview will be transferred to the beneficiaries during this activity.

3.5.2 Scouting of the training and job opportunity; accompanying measures (B2)

During this activity the beneficiaries will be helped in searching and selecting real job offers and training courses found on the market, using the skills acquired in the previous step. The project staff will support the beneficiaries in the tasks of applying, finding contacts and relationship with the employer or the selected trainer institution. The accompanying service will be carried out throughout the last 4 months of the project.

3.5.3 Psychological support (B3)

The activity is aimed to find and solve pathologies, personality disorders or emotional blocks that limit the subject in building and in enjoying a full relational and social life, and in acting rationally in the society to satisfy material and emotive needs. The psychological support will be delivered either in individual sessions than in group activities focused to the strengthening the self-esteem and the relational ability of the beneficiaries.

3.6 Familiar support and counseling (D)

Coming from multi-problematic families is one of the factors that affect the tendency of youngsters in acquiring antisocial and criminal behavior. On this respect, several support activities will be addressed to cope with personal and relational problems related to family environment. Families, including also

eventual foster families, will be involved directly in some activities aimed to the Personal Social Reinsertion Project.

3.7 Counselling in personal, civil and social rights, counselling in labor law (E)

The purpose of this activity is to increase the ability of the beneficiaries in acting autonomously within the public social services, in order to get access to the welfare subsidy and the support measures that are normally granted to poor or subjects in need. As it often happens within the target group whose this project is addressed, the beneficiaries do not know about their rights, they don't know what the public welfare system can offer to them, they ignore how to take advantage from it. Therefore, this measure will be developed by activities of group training and individual accompanying measures.

3.8 Inclusive workshops (F)

Beneficiaries will follow four inclusive workshops, aimed to improve the relational and creative abilities, to expand the knowledge, the skills and the experience about the real job market. The workshops will be focused on: Short stages and intern in local companies, farms and artisan factories, volunteering activities in social cooperatives that works with handicap and disabled persons, Sports and recreational activities (e.g. sailing classes), aimed to strengthen the relational and expressive abilities of the beneficiaries.