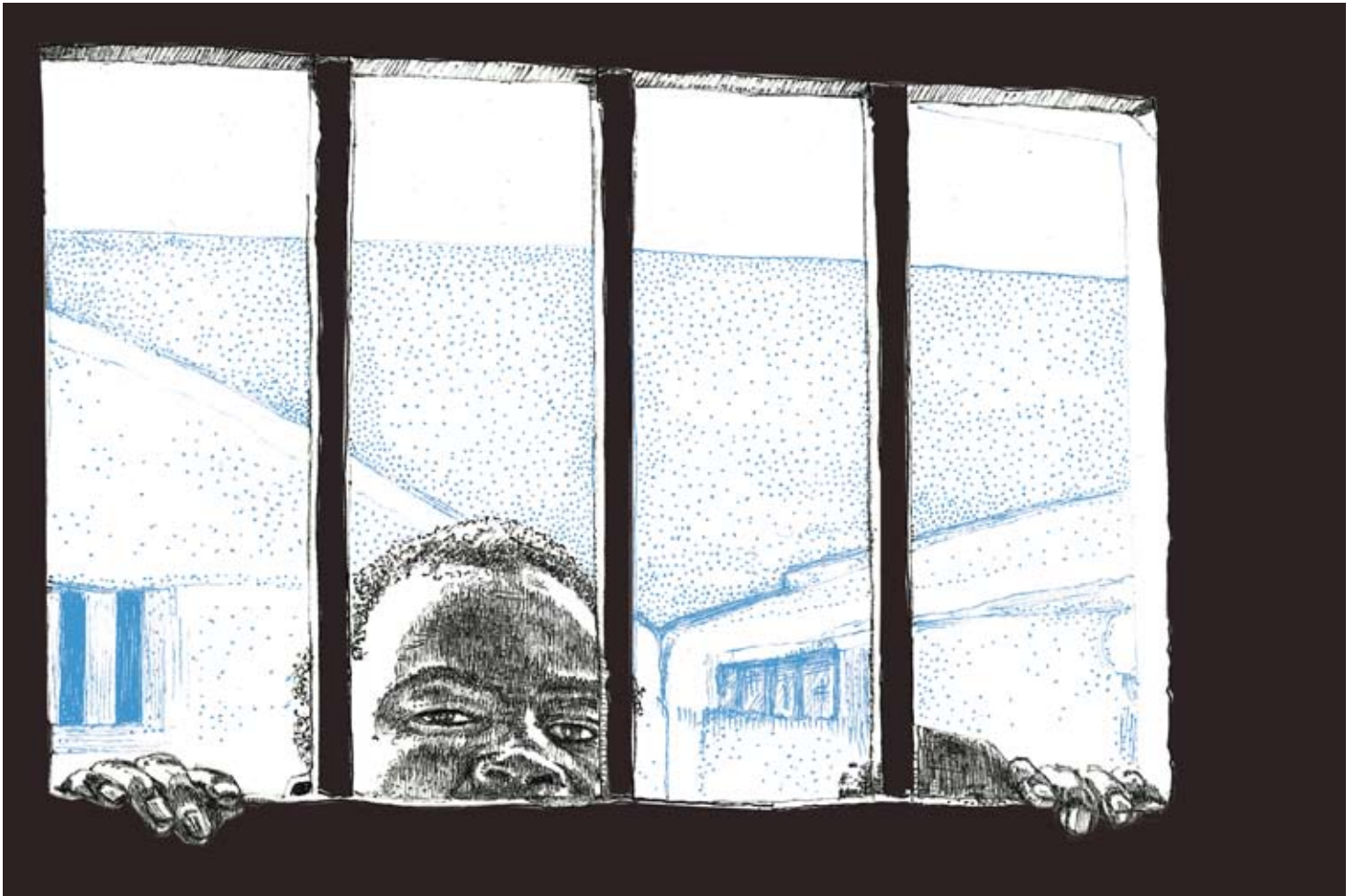




COPOSO GENERAL METHODOLOGY MANUAL

Contributing Positively to Society

Liberation through Creativity!



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GLOSARRY

Correctional institutions

Child and youth care centres and prisons in which youth are incarcerated.

Facilitators

People working with children and youth in conflict with the law may be called mentors, counsellors, trainers, teachers, youth workers, educators and facilitators. In our work and in this manual we use the term facilitators for anyone who is providing workshops to young people in the Young in Prison programme.

Participants

Incarcerated children and youth aged 6-25, either awaiting trial, already sentenced or recently released, who participate in the Young in Prison programme.

Life skills

The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 1997). Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships (UNODC, 2006: 7-2).

Youth in conflict with the law

Anyone under the age of 25 who comes into contact with the justice system as a result of being suspected or accused of committing an offence.

Jonge overtreeders

Children from the age of 12 up to 25 who are accused of a criminal offence.

Pre-release

Jongeren die in de gevangenis hun straf uitzitten, inclusief de jongeren die hier hun rechtszaak afwachten.

Post-release

Youth who have served their sentence and are outside of prison.

Advocacy

A non-governmental organisation advocating on their own behalf that is seeking to affect some aspect of society, whether they appeal to individuals about their behavior, employers about their rules, or the government about its laws.

Lobbying

This specifically refers to advocacy efforts that attempt to influence legislation.

“... because before I went to that programme I was just like a chick inside the egg but then afterwards the egg had hatched and a new chick was born and ready to experience the world and whatever it is that’s out there. So to me that programme and that day it was the beginning of my new life, turning a new page.”

Participant YiP programme in South Africa



HISTORY OF THE YOUNG IN PRISON METHODOLOGY

Dear reader, we are happy that you want to know more about the Young in Prison (YiP) approach: the COPOSO methodology. Perhaps because you are a member of the Young in Prison (YiP) Network, or perhaps because you want to know more about us and maybe become a future member. Or perhaps you are someone else who has a genuine interest in knowing how we work.

As a YiP Network member you will soon start to work with our COPOSO methodology. In a nutshell, COPOSO stands for Contributing Positively to Society, because the aim of all programmes that YiP executes for the youth is to enable the youth to contribute positively to society after. The COPOSO methodology uses the arts and sports as entry points, and through extensive post-release mentoring and support, we strive to build the confidence of young offenders and support them in gaining vital life skills that will enable them to seek employment and facilitate re-entry into society. The reason for a methodology on how to target incarcerated youth at risk is that Young in Prison believes it to be essential that youth in the juvenile justice system learn proper skills that help them to be successful in their rehabilitation and reintegration into their own communities. In the end, this will benefit society at large and contribute to an increasing sense of safety and security. While in prison, youth miss out on school, positive relationships with their peers and recreational activities that can help foster social skills and emotional development. In addition, prison environment in general can have a negative influence on the development of young people. Also, even before entering the juvenile justice system, many people in the target group display a lack of skills and education, emotional difficulties and/or have lived through many adversities and disadvantages such as poverty and violence.

The methodology consists of three parts: a *General* part, a *Facilitator* part and a *Training-of-Trainers* part. The document you are about to read now is the *General manual*, which is an overview of the minimum standards which an organisation should adhere to if they want to start a YiP programme. For the practical description useful for implementing the YiP methodology, we kindly refer you to the *Facilitator manual* and the *Training-of-Trainers manual*.

This *General manual* is divided into two sections. Each section has chapters, which in turn are divided into subchapters. These subchapters are all made up of the following structure. They start with an explanation of how we work, then illustrate this by giving an extended example from the field. Subsequently, it gives a summary of the minimum standards, a so-called 'quick view'. New organisations starting to implement the YiP methodology need to meet these standards within a measurable and mutually agreed upon amount of time. By using these minimum standards, we assure the quality and success of our programme. Each subchapter ends with an academic review on the specific subject addressed in this subchapter.

This methodology came into existence because Young in Prison required a common methodology. Before this, Young in Prison programmes were implemented differently in each country, though meeting the higher general fundamentals of Young in Prison. Therefore, each country has its own specific strengths. In 2011, we felt the pressing need to actively share and compare these strengths, in order to combine all strengths of the different countries thus adding up to the general quality of the Young in Prison programmes worldwide. Consequently, we jointly started creating this methodology; This took a total of about 12 months. A comprehensive research was conducted, using the Appreciative Inquiry method. All partners of the Young in Prison network in South Africa, Malawi and the Netherlands actively participated in this research. This process was guided by an expert on this method, Lisette Gast, who trained all the partners in applying this research method. The choice for the Appreciative Inquiry came from the strong will to find the most powerful strengths of each Young in Prison network partner. In South Africa and Malawi the Young in Prison projects are implemented in juvenile justice centres. In the Netherlands, Young

in Prison has not yet started implementing projects. We have interviewed a range of different stakeholders and interviewed mostly scientists and experts from other organizations which carry out activities resembling those of Young in Prison. In the Southern countries we have mostly interviewed facilitators and other Young in Prison staff, prison staff, policy makers and pre- and post-release participants.

In the end, this COPOSO methodology is a result of the strengths of the different methodologies used by our partners in Ayara (Colombia), South Africa and Music Crossroads (Malawi). A summary of the different methodologies is given below.

High Impact Methodology from La Familia Ayara in Colombia

This methodology is interdisciplinary and includes artistic, physical or technical training and the development of personal skills and raising awareness about social issues that affect the lives of youth. The workshops are artistic, thematic and (psycho)social. They consist of the four elements of Hip hop culture: rap, graffiti, DJ, and break dance. Besides these, the methodology focuses on other disciplines from urban culture: designing and producing Hip hop fashion and capoeira. The young people are invited to use their imagination and creativity and turn it into something positive, such as art. As they create a rap song, a graffiti, or choreograph a break dance, participants creatively learn about concepts like willpower, commitment, and patience – skills that help them succeed in their lives. Workshops are focused on a specific theme and during the course of the workshop programme, artistic products are created by the participants that are used for prevention and awareness raising campaigns. Each workshop results in a concrete final product, which provides participants with a sense of accomplishment. They work towards real life concrete products, which motivates and inspires the youth to engage fully and appreciate their progress. Showing individual and group progress throughout the workshops or series of workshops is an important part of the learning process. Presenting final products to a group or the public strengthens group process and individual self-esteem, supports artistic and social growth, and helps integrate youth into their communities. The Ayara High Impact Methodology brings each young person directly into contact with their physical and mental capacities, pushing them to overcome personal challenges. By linking the artistic with the psycho-social, we offer an integrated methodology that not only inspires creative production, but also the articulation of opinions. It does not simply create great artists, but provides youth with the tools to become independent and capable individuals building a better future and ready to confront violence, drug addiction, and the violation of their rights.

Inside Out life skills programme from Young in Prison South Africa

In this programme, young people in conflict with the law are introduced to life skills and self-development by means of arts. By using visual arts and creative writing, YiP South Africa explores topics of relevance to them such as identity, family, violence and gender. Programme participants develop life skills and coping mechanisms, and develop accountable relationships in the context of the correctional institutions. Understanding who you are, where you are and what you want to achieve in life is very important. YiP South Africa helps them take control of their situation and to take a step towards building a positive future for themselves, while focusing on their weaknesses and strengths and building their self-esteem and confidence. The participants identify their personal values and principles, and also learn how to build and sustain good relationships .

Music Crossroads Malawi

Music Crossroads Malawi (MCMAL) provides the youth of Malawi with a unique opportunity and platform to realize their full potential and meet experienced and professional musicians who offer practical lessons and professional advice which would otherwise be inaccessible to a majority of Malawian musicians. MCMAL's primary focus is on core festival and workshop activities for young musicians at the local, national and international level. Generally, Malawian people are musically oriented but lack the formal institutions where they, especially the youth, can receive professional training in the various diverse aspects of music. As a result, most of our musicians, many of whom don't have access to any formal education, are purely self-taught artists .

PART 1 PROGRAMMES FOR OUR TARGET GROUP

Young in Prison has three target groups: the individual, the community and the policy makers.

1. The individual

This group involves juvenile offenders aged 12-25 years, sentenced offenders (male and female), awaiting trial youths or released individuals. The arts and sports activities are undertaken by all juvenile offenders residing in the institutes in which Young in Prison works. Almost all participants stem from the poverty-stricken high population density areas in the countries where Young in Prison works.

We target them with the development and implementation of qualitative and effective programmes during their time in prison and after their release in order to promote creativity, personal development and successful re-integration.

2. The community

This involves community members such as family members of juvenile offenders and people from neighbourhoods from which the juvenile offenders originate, school children, employers and potential employers, local and national media and community based organisations (CBO's). The community members are selected based on closeness to the juvenile offenders. Schools are selected based on location in areas where stigma is prevalent. The targeted media will be selected based on popularity in the townships and with other community members where stigma is omnipresent.

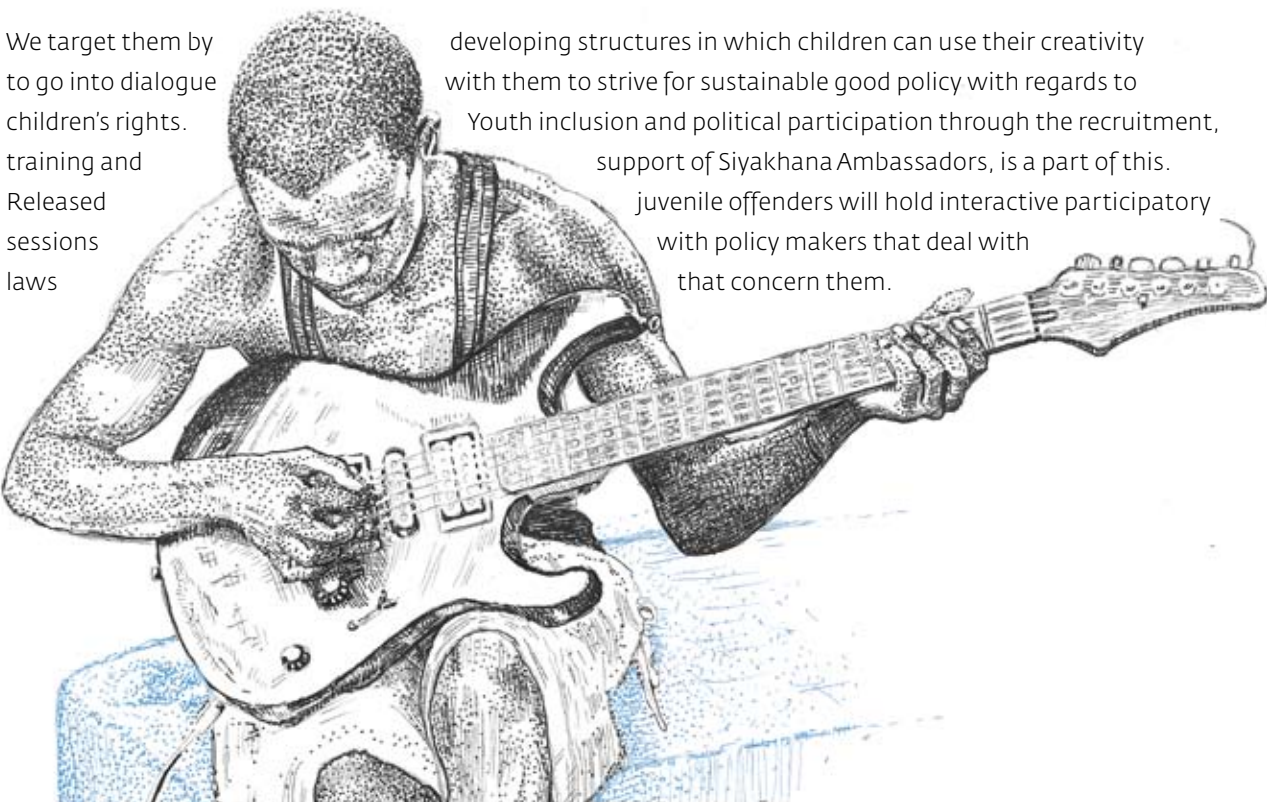
We target them by means of creative activities, like art exhibitions, to strive for necessary and sustainable change in order to eliminate the stigma placed upon young people in and out of prison.

3. The policy makers

This involves local and national authorities like the local and national government, the judiciary, policy makers and prison staff. Locally, this involves directors of the institutes and municipal councillors that deal with social development of the townships. On a national level this involves among other things a campaign to make the public aware of the plight of juvenile offenders by involving (social) media, but also through sessions with members of parliament that sit in the relevant committees.

We target them by to go into dialogue children's rights. training and Released sessions laws

developing structures in which children can use their creativity with them to strive for sustainable good policy with regards to Youth inclusion and political participation through the recruitment, support of Siyakhana Ambassadors, is a part of this. juvenile offenders will hold interactive participatory with policy makers that deal with that concern them.

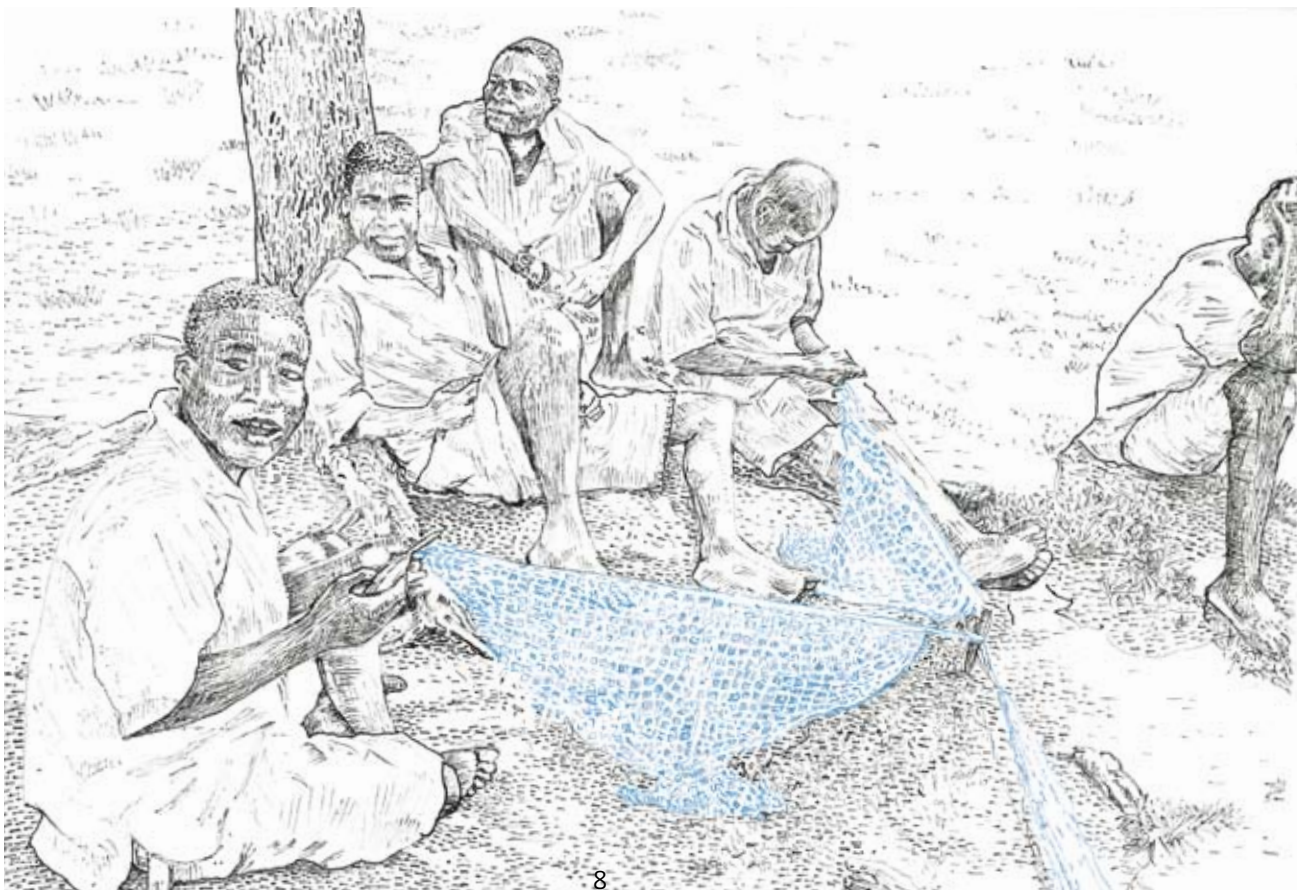


When looking at the health status of incarcerated youth, research in the US has shown that incarcerated youth have high rates of co-occurring health-risk behaviour while at the same time lacking access to health care services. Substance abuse is also prevalent among youth in the juvenile justice system (Sealock & Manasse, 2010). Youth in the juvenile justice system also suffer from higher risks of mental health disorders and disabilities and often have had to deal with poverty and crime ridden communities before entering into the justice system (Galzari et al., 2005) (Steinberg et al., 2004). When it comes to sexual health matters, research has shown that youth in detention exhibit more high risk sexual behaviour. Also, sexually transmitted diseases have a higher rate of prevalence in adolescents in detention (Galzari et al., 2005). Large at risk adolescent groups in certain developing countries like South-Africa also have much higher prevalence rates of sexually transmitted diseases than other groups (Swart-Kruger & Richter, 1997).

Looking at the issue of gender, research has shown that young women who are incarcerated face a specific set of risk factors which differs from those of young men. Several studies have shown that women in the criminal justice system experience higher rates of mental health issues, like for instance depression and anxiety. It is also more common for incarcerated women to have a history of sexual abuse, low self-esteem and family problems. Furthermore, pregnancy or having a child factors into situations specific for women. Therefore, young women or girls and young men or boys also have specific needs that should be taken into account during rehabilitation and re-entry into society (Fields & Abrams, 2010) (Calhoun et al., 2005). Some research has shown that young men may need more assistance in formulating and implementing their educational goals than young women. On the other hand, young women might benefit from getting more support in dealing with relational issues and improving unstable family situations because problems on this front seems to be a trigger for delinquency in their lives. Family counselling, relational group work or independent life skills training might be a good fit for them. Specifically for young men, receiving guidance focused on helping young men find legal ways to provide for themselves might be a good idea because this could possibly prevent a drift away from the right track. Gender and the implications of other characteristics differ to a certain extent between populations because they are of course influenced by culture and several other factors in the environment.

The needs of incarcerated youth also varies between countries (Anthony et al., 2010). The developmental stages, tasks and needs related to identity development, moral and social development that every adolescent must go through are combined with varying cultural, legal and social-economical influences depending on geographic location (Anthony et al., 2010). Youth within the juvenile justice system face several added stressors and risks during these developmental stages (Spencer & Jones-Walker, 2004). Research has shown that high rates of psychosocial adversities and risk factors were found in the lives of the adolescents in the juvenile justice system and also often existed before being incarcerated. Examples are broken homes, psychiatric morbidity within the family, parental criminality, trauma, difficulties within school, poverty, delinquent peer influences, feelings of hopelessness, and the lack of positive role models (Bauer et al., 2011) (Steinberg et al., 2004) (Duke et al., 2009). But the developmental tasks youth need to master during their adolescence remain, and are at risk of being even more disrupted during incarceration. Furthermore, youth in detention also have to cope with emotional stress due to the experience of being incarcerated (Shulman & Cauffman, 2011).

It seems as though it is important that rehabilitation and re-entry programmes should facilitate the continuation of the developmental tasks mentioned above, and support protective factors like pro-social bonds and a sense of connectedness. This will promote resiliency in youth. Furthermore, it is important to focus more on the skills and developmental possibilities of youth (Steinberg et al., 2004) (Anthony et al., 2010). This way of looking at youth has been broadly referred to as the positive youth development perspective in the literature. There is a large quantity of growing evidence for key factors of this perspective. The basis of the positive youth development perspective, PYD, is that all youth have strengths. These strengths are demonstrated by youth's innate ability to grow and change in their adolescent years on several developmental levels. From birth well into adulthood individuals undergo several brain, cognitive, social, emotional and behavioural changes. These strengths can flourish even more so when they are accompanied by positive sources of support within families, schools and communities. PYD is grounded in the theory that natural capacity for change and growth can be paired up with healthy and positive aspects of the individuals environment to create healthy developmental pathways. This can lead to youth making valuable contributions to themselves, family, community and the civil society. Central is the position that youth as well as their larger environment are able to thrive. PYD does not follow the deficit and risk focused approach but sees youth as having intrinsic strengths and possibilities. Therefore PYD programs also build from that foundation upward (Phelps et al., 2009). According to Gavin et al. (2010) programs that are generally based on PYD focus on strengthening relationships and skills, embed them in positive networks of social, supportive adults and help them develop a more positive view of their future by providing economic and volunteer opportunities.



Different Phases of Participation

Concerning the time the youngsters are in prison, we aim for continuity and clarity in the short, medium and long term processes. YiP has different programmes for these different time frames. For every level of participation YiP has set criteria to enter the programme and set minimum behavioural changes when participating in the specific programmes. These criteria refer to desired behaviours the participants should portray. The minimum behavioral changes refer to the achievements within the Life Skill Objective Units (further explained under section 1.2.1).

In general, within the Young in Prison programmes we are dealing with three different phases of participation:

1. Activation phase – Non-structured participation

TYPE: Participants who participate randomly and non-structurally, because they are either only in for a short amount of time or they are being transferred a lot between Institutions and hence do not have an interest in participating structurally.

CERTIFICATION: No.

INCLUSION CRITERIA: Not specified.

TIME OF COMMITMENT: Not specified.

2. Development phase – Structured participation pre-release

TYPE: Participants who are participating in one or more complete workshop programmes, pre-release.

CERTIFICATION: Yes, depending on the length of their stay they can work on different certificates. They will always start working on the Life Skills certificate, possible followed by the SEPE certificate.

INCLUSION CRITERIA: Participants in prison will be selected for the structured workshops when they:

- participate out of own motivation
- have passed the pre-assessment done by social development staff at institutions
- should not be released or drafted within the next four months

TIME OF COMMITMENT: 18 workshops within four months.

3. Reintegration phase – Structured participation post-release

TYPE: Participants who are participating structurally in the post-release programme. They can either enter the programme coming from the pre-release programme, or they come from within prison, without having followed any pre-release programme or youth coming from a parole office.

CERTIFICATION: Yes, they are eligible to receive one or more certificates and they are eligible to achieve the post-release extra certificate.

INCLUSION CRITERIA: Participants who come from within prison without having followed a pre-release workshop or come from parole office will be selected when they:

- have shown positive behaviour inside prison
- show positive signs to face the community in a positive manner
- show commitment by attending consistently for a certain amount of time (to be decided)
- have spent time working on an improved relationship with family members
- not commit any crime once released
- not be involved in gang related activities
- not take any kind of drugs

Participants who come from the pre-release programme, will be selected based on the above mentioned criteria, plus when they:

- have a high rate (80%) of attending the workshops pre-release
- have actively participated during the pre-release workshops
- have shown very good performance during workshops

TIME OF COMMITMENT: At least 18 workshops within four months pre-release and 18 workshops within four months post-release.

Selection for phases of Participation

Below we give an overview of the routes the participants can take within the YiP programmes.

→ **Activation phase**

Youth who enter the programme in prison will first be introduced to the YiP programme by participating in general activities. They are conducted by the YiP programme.

SELECTION

During this activation phase the facilitators should start the selection procedure of the youngsters who are eligible to participate in the structural programme. Selection is done by collecting all kinds of evidence that provide information about the selection criteria.

→ **Development phase**

Participants who were selected will take part in the structural workshop programme and will thus be in the development phase. At the beginning of the structural workshop programme the facilitator should create a social map of every participant. This social map is like a personal file, which includes the following personal details:

- Risk factors of the participant
- Participant's level of educational development and progress
- Relationship of participant with his or her family
- Future plans
- Contact details of the participant – in order to track the participants once they are released in order to monitor the progress of reintegration
- Etc.

During the development phase the youth can work on two certificates: C1 and C2.

→ **Reintegration phase**

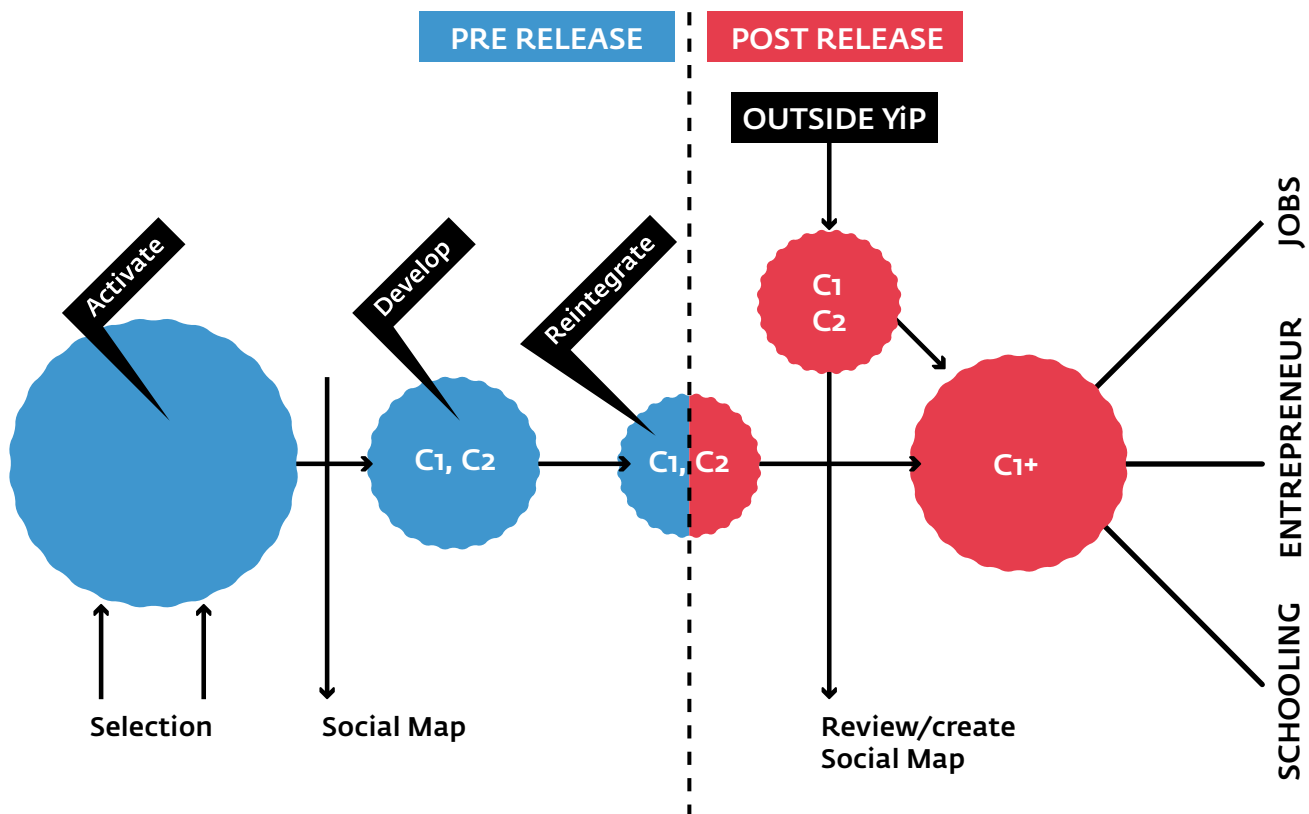
Participants who enter the post-release programme can enter the programme via two different paths.

1. Youth who have already been participating in the pre-release programme and thus obtained either one or two certificates.
 - The facilitators should keep the social map of every participant up to date. When the participants are at the end of their time in prison, the facilitators need to review the social map of every participant to identify any changes, progress or relapse in the participant’s situation.
2. Youth coming out of prison or from parole officers who have not participated in the pre-release workshops given by Young in Prison before.
 - The post-release coordinator should create a social map of these youth, just like the facilitators have done for the pre-release youth.

Certificates

Youth from these two groups will start at a different point in the post-release programme, as some of them will already have achieved certificates and others none. The certificates must succeed each other in this way:

C1 → C2 → C1+



C1 = Life Skills certificate

C1+ = Post-release extra certificate

C2 = Supporting Employability and Personal Effectiveness certificate

1. WORKSHOPS USING ARTS AND SPORTS

1.1 Programme design

1.1.1 HOW WE WORK

Young in Prison aims at investing as much of its means and manpower as possible into giving young prisoners a new chance and a brighter perspective on life. We work with different organisations who all believe that creativity and sports foster self-development. We empower youth by organising social and artistic activities that are close to their culture. We are using creativity and sports as means to develop life skills in order to support youth in their efforts to reintegrate into society. In South-Africa for example, we use drama, music, dance and visual arts through which the workshop participants are given an opportunity to process and express how they feel. Tools such as figurative maps, in which the places or incidents which led to their trouble with the law are drawn, enabling participants to chart their journeys. The participants then reinterpret their journeys into movement and sound, imagining they were walking through their map, showing how they felt at each stage and embracing change. The maps are also used in various ways to organise short performances. Yet in other programmes we use sports such as soccer and cricket, which play an important role for the release of pent up anger and emotions, whilst also allowing the participants to acquire and develop communication and teamwork skills, see things differently and learn to face such situations in a more constructive way.

It is very important to use creative forms wisely to develop life skills. This means that the programme should do no harm to the target group. The possibility of doing harm concerns different areas of the programme. It is necessary to consider that not every workshop is to the benefit of each participant. Therefore, YiP looks as much as possible at the individual needs of each participant in order to provide the right treatment. A bottom-to-top approach makes this possible. This means that facilitators have to design the workshops together with the participants and regularly check with them what their opinion is about the programmes and the way of working with the facilitators. But the facilitators are realistic and do not raise their expectations of the target group unnecessarily. This inclusion of the participants is also beneficial for the effectiveness of the workshops, because it increases the ownership. And participation is the key to ensure that the target group owns the programme outcomes. Besides this sense of ownership, the participants are also the ones who have gone through the programme and thus have the inside information that staff do not have. Therefore, involving the participants in the development of the programmes will contribute to their quality.

Our workshops are given in cycles of about two months. During these two months we provide consecutive workshops in which we always work towards an end product and presentation. Each workshop consists of the following:

1. *Lesson plan per workshop*

The facilitator develops a lesson plan for each workshop. In this plan he or she will address the objectives, which they have set according to what challenges the participants face. These lesson plans are best developed by planning meetings with all the facilitators together prior to each workshop at the beginning of every week.

2. *Resource checklist*

The facilitator should have a resource checklist. This list consists of all workshop materials needed to run a proper workshop. It is convenient if the facilitators have their own "toolbox" where they keep all the materials required. It is also important to make sure that each participant has his or her own materials if possible. This assures avoidance of hierarchies or differences between the participants during the workshops, so that they are in an environment of equality. The materials must be in proper condition so they will feel comfortable and respected.

3. *Warm up*

Every workshop starts with a physical warm-up of about 10 minutes. They are followed by a so-called icebreaker: the facilitator could organise an interactive game, for example an introductory name game. Icebreakers are effective to get the participants to loosen up a bit and make them feel more comfortable with talking in a group. Also this helps build a team spirit for both the facilitators and the participants.

My Lord

This is an icebreaker which addresses the skills of concentration and level of energy of the participants. All the participants choose a name of a fruit or vegetable. An appointed group leader announces these names. When a participant hears the name he or she chose he or she needs to respond with 'Yes, my Lord' and call another fruit or vegetable name. The one who forgets to respond on time goes out of the game.

Letting it go

This icebreaker is focused on increasing trust between the participants. Trust is demonstrated by letting oneself fall backwards, after which the others in the group catch this 'falling' participant. In order to conduct this icebreaker there already needs to be a positive relation between the participants.

4. *Main activity*

First the facilitator gives a clear instruction in simple language, as many participants might be illiterate, of the activities that are planned for the workshop.

Secondly introduce group work: the participants have to work together during the course, for instance in a music workshop, or doing the choreography in a dance workshop, or designing drawings for the art workshop. For this part of the workshop the participants are divided into smaller groups.

Thirdly introduce individual work: the participants can practice and work on their own, build creations together with the facilitator. This is a moment when the facilitator tries to give each participant personal attention.

Fourthly end the session with the closing circle: the participants and the facilitator come together in a big circle to express their feelings they had during the workshop and what they have learnt from it, what was good or bad and what did they enjoy most or least. The participants can show what they have created or learned from the workshop. This is also the moment to motivate to continue working in this way or to try to motivate them to work in a different way.

Finally the participants get assignments to do for the next workshop, in order to keep their minds busy during non-workshop hours.

5. *After the workshop*

Each facilitator should evaluate the workshop according to the input he or she got from the participants. This information about the ideas of the expectations and needs of the participants is taken into consideration in designing the next workshop. The workshops are evolving, which means that the following workshop is always more challenging than the one before.

6. *End presentation*

In our programmes we always work towards end presentations in different forms. For example, this could be a presentation, a soccer match or a theatre play. If the chosen format is a theatre play, they will present a production on which they have worked the previous weeks during the workshop cycle. The performance can be attended by their family, fellow participants, and institution staff. The end presentation of a soccer workshop cycle is a tournament in which the participants have to compete against other teams that are formed in the institution. In South Africa, they can battle for the YiPSA soccer cup or medals.

Preparations for these end presentations are crucial. At least a month before the presentation a formal letter will be sent to the correctional management for permission to organize a presentation. Family members will be contacted and invited to the presentation. Their full names and ID numbers are obtained in order to apply for one-day leave permits. Two weeks before the actual presentation it is discussed with the participants what the programme should look like. Groups will be formed to prepare the different activities of the presentation and the last two days it will be rehearsed with the whole group. YiPSA staff members will be in close contact with DCS staff to make sure that the right arrangements are made and that everybody knows their responsibilities.

These end presentations are very important for the participants as they appreciate that their families are there to see what they have learned. They get a sense of accomplishment by ending a workshop cycle with an end presentation in which they can present their learned skills.

1.1.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in Malawi

Workshop Plans are build up according to a certain structure. Objectives, Resources, Activities, Group review and facilitator self review.

We will give three examples of workshop plans of three different types of workshops.

THEATER WORKSHOP

Objectives

By the end of this workshop participants should be able to:

1. Perform the Tisalande Chuma Cha Masiye theatre production
2. Show the art of dialogue in the production
3. Make use of an improvised stage

Resources

- Chalk for making an improvised stage
- Costume
- Games

Activities

1. Warming up and games, all participants are free to contribute
2. Facilitator asks participants to perform a previous theatre production or any comedy they know
3. Facilitator introduces an idea of a new production and asks participants to build it together
4. Facilitator guides participants in this process and provides help where needed
5. General assessment

Group review

1. Facilitator asks the participants some questions based on what they have learned
2. A discussion of personal feelings about the production e.g. what was good or what must be improved in the next workshop
3. Facilitator asks participants to demonstrate some actions they have learned

Facilitator self review

Facilitator checks after every workshop what was good and what should be improved.

DANCE WORKSHOP

Objectives

By the end of this workshop participants should be able to;

1. Perform a Gwanyasa dance (traditional dance) correctly.
2. Make proper improvisations with contemporary dance.

Resources

- Traditional drums
- Whistle
- Local bell
- Traditional song

Activities

1. Warming up, games, all all participants are free to contribute
2. Facilitator introduces a traditional song. All participants learn the tune
3. Facilitator helps to build up dance movements by following the song
4. Participants follow the dance style
5. Participants are asked to synchronize the dance with some contemporary steps
6. General assessment

Group review

1. Discuss personal feelings with participants about the workshop to check what was wrong and what could be improved
2. Participants are asked to make improvisations as home work to show during the next workshop

Facilitator self review

Facilitator checks after every workshop what was good and what should be improved.

SONG WRITING WORKSHOP

Objectives

By the end of this workshop participants should be able to;

1. Sing in the right pitch
2. Write own compositions and perform them.

Resources

- Pens or pencils
- Papers/flip chart markers

Activities

1. Warming up, games, all all participants are free to contribute
2. Facilitator asks volunteers to sing any song they like, especially their own compositions
3. Facilitator claps simple rhythms and participants follow
4. Facilitator hums an unknown tune and all follow
5. A volunteer finds lyrics to the tune and a song is built later by all
6. Facilitator directs the composition of the song to make it structured
7. All participants are given papers and pens to compose a tune which they will later perform before fellow participants
8. General assessment

Group review

1. Participants express their feelings about the importance of the workshop
2. Facilitator gives participants home work to improve their composition
3. Facilitators make general comments about the workshop to see where to improve

Facilitator self review

Facilitator checks after every workshop what was good and what should be improved.

1.1.3 MINIMUM STANDARDS QUICK VIEW

- ◆ The programmes are adapted to gender differences
- ◆ The programme uses creative and sports activities to develop social skills
- ◆ The creative workshops are directed at gaining competence and accomplishing goals
- ◆ Capabilities, voices, hopes and desires are stimulated by the workshop
- ◆ Programme is adapted to individual needs and talents
- ◆ Facilitators design the programme together with the target group
- ◆ Ownership by the target group is highly appreciated
- ◆ Each facilitator has a detailed lesson plan for each workshop
- ◆ Each workshop starts with an icebreaker
- ◆ Main activity consists of group work, individual work and reflection
- ◆ Facilitators evaluate every workshops in order to improve the next workshop



“The time they gave me my certificate I got a big smile on my face. When I get out of prison the certificate will remind me of my achievement. And the people saw me getting my certificate.”

Participant YiP programme in South Africa

1.2 Life skills objectives

1.2.1 HOW WE WORK

In working with our first target group, young people in conflict with the law, we work on developing skills by first **engaging** them with the skill, followed by letting them **experience** the skill, allowing the skill to **endure**.

Engage

Participant engagement is promoted by creating trust between participants and within themselves. They should be made to feel confident within the group and be given the opportunity to gain a basic understanding of the skill targeted in the workshop.

Experience

In order to develop a skill, you need to experience it. We are convinced that people learn better when they are surprised by their own behavior instead of hearing or reading about behavior in general. By means of a creative activities the participants can be challenged to practice the life skill theme. This way they get insight in where they stand with regards to this skill and in the long run they can internalize it.

Endure

In our programme we always work towards a final product of creative end presentation through which the participants can show that the skill they have learned has endured. This is part of every single workshop session and every workshop cycle. At the end of a workshop cycle it is a complete product and during a workshop it is a part of this complete end product. This offers a good way to monitor the development of the participants' skills and to give them constructive feedback and reflection where needed. The highest aim of our programme is to achieve that the skills endure even in the participants natural environment, outside the YiP programme



“This workshop helped me to recognize my skills, and I've noticed that if you want something you can achieve beautiful things.”

Participant from YiP programme, South-Africa

Our external evaluation (executed in 2011) showed that in South Africa the youth in and outside the detention centres mention the importance of gaining skills to increase self-confidence: they feel that they become capable of making something happen. Sport and arts represent a tool of engagement for them, and it also stimulates them and offers them freedom inside the prison walls. Many of them speak about recognising a talent for special types of arts: a feeling of personal capacity is created. It shows them that they can change. This is especially important when working with youth at risk; it is incredibly beneficial to them to change their old habits and old ways of thinking.

In South Africa we have conducted pen palling workshops. In these workshops the participants wrote letters to people outside of prison. This assisted the participants in improving their literacy skills and because they were stimulated to add creativity to their writing, this promoted their independent thinking. This illustrates the main aim of the creative workshop programme of YiP: every creative activity, whatever artistic genre it may be, is used to increase life skills development and it is best when one creative activity works on different life skills.

“It is not a nonprofit organisation, it is home.”

Participant from YiP programme, South Africa



Every workshop is a psycho-artistic process where the participants can get hold of new disciplines and through which they are able to express and share their skills and feelings. In order to reach positive and progressing development, the YiP programme works towards set objectives for the participants, both individual objectives and group objectives. The individual objectives are put together with the mentor at the beginning of the participants' time in prison. These objectives concern the expectations and goals in life of each individual. These will be based on the time the youngster will be in prison, his or her personal interests and needs, the level of social and educational development and progress, and what he or she prefers to become after release. The group objectives concern the objectives of the programme, which account for all the participants and are not specified on personal grounds.

“Because before I didn't want to share my past with other people and I enjoyed the moment and still now the day was very special to me and for other people and the guys did give me advice how to control my life and speak to other people”

Participants from YiP programme, South Africa



Our external evaluation showed that South Africa is facing the challenge that the youngsters need motivation to stay on the programme and at the same time need to learn perseverance: the feeling that you have to persevere to reach your goal is not always easy, but it is possible. In order to work on this, we focus our workshops on motivating the youngsters, help them gain a better self-image and a different vision and feeling to have a better life. We have designed workshops in such a way that the youngsters gain short-term results and a much bigger long-term result. The perseverance is rewarded when the participants are able to master the skill and as well present their end product to their fellow imprisoned peers and sometimes family. It is especially valuable when they have a concrete final product to work towards, like a CD or a visual art piece. It gives them a sense of achievement, which contributes highly to building their self-confidence.

“Even if I get out of prison if I forget I gonna go to the magazine because I know if I see the magazine it tell me don't give up keep doing till you can be successful in your life.”

Participant from YiP programme, Young in Prison South Africa



General comment about the objectives of the workshop programme:

- Objectives should be set on three levels: per workshop, per final product and per unit
- Objectives should be specific, measurable and time-bound

Skills development units

Within the Young in Prison methodology we work on three different kind of skills, which are shortly elaborated below and more extensively in the *Facilitator Units Manual*. The main difference between the different age groups we target with our programmes is in the focus of the life skills development. With the youngsters below the age of 14 we only focus on improving their social life skills. With the youngsters aged 14 until 25 we focus on developing both social life skills as well as improving their employability and entrepreneurial skills.

1. Life Skills

We work on these skills with youth from all ages.

The development of personal and interpersonal life skills is divided by 14 different customised Pearson units. During one workshop you can work on life skills from different units. This means that the units are not to be followed synchronically.

Unit 1	Self-esteem, self-confidence, self-development
Unit 2	Empathy
Unit 3	Communicate Effectively
Unit 4	Managing Social Relationships
Unit 5	Cooperate positively
Unit 6	Stimulate creative and critical thinking
Unit 7	Coping with emotions
Unit 8	Reflect on yourself
Unit 9	Manage stress and frustration
Unit 10	Coping with conflicts
Unit 11	Independent action and decision making
Unit 12	Goal setting and planning effectively
Unit 13	Being a positive actor in society - post-release only

All the units can be used in both the pre- and post-release programme. There is one unit specifically created for only post-release participants. This is a more intense and difficult unit. With this unit we are able to demonstrate that the participant has changed his or her behavior, also outside of the programme environment. Not all youth in the post-release programme are eligible for the post-release only unit. Those ineligible will be able to work on other units.

2. Employability Skills

These skills can only be worked on from the age of 14 and up.

Within these skills there are two certificates to achieve: *Work Skills* and *Supporting Employability and Personal Effectiveness*. The units in these certifications focus on all skills involved with searching for a job, positive behavior at work, solving work related problems and so on. During one workshop you can work on life skills from different units.

The certificate *Supporting Employability and Personal Effectiveness* can be addressed both pre- and post-release. The certificate *Work Skills* can be addressed only post-release.

3. Entrepreneurial Skills

These skills can only be worked on from the age of 14 and up.

Within these skills there are three certificates to achieve: *Entrepreneurial Skills*, *Employability* and *Personal Effectiveness* and *Graphic Design*. The units in these certifications focus on all skills involved with planning and running an enterprise activity, producing a product, the creative use of materials and so on.

During one workshop you can work on skills from different units.

The certificate *Supporting Employability* and *Personal Effectiveness* can be addressed both pre- and post-release.

The certificate *Entrepreneurial Skills* and *Graphic Design* can be addressed only post-release.

1.2.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

Part of the YiP programme in South Africa works on life skills teaching. In the life skills programme participants work on different life skill themes. This example is about one of these themes: Freedom and Responsibility. The themes are built around a certain structure. For preparation, the facilitators reads into the theme and composes content he or she wants to address during the workshop.

FREEDOM & RESPONSIBILITY

Content

People like freedom because it gives them a sense of control over things and people. They dislike responsibility because it constrains them from satisfying their desires. Yet they do not understand the relationship between freedom and responsibility. The two go hand-in-hand. Everyone wants to be free, but there are times when we are terrified by the responsibility freedom brings. We feel relieved (or at least part of us does) when someone else takes responsibility and makes a decision or when circumstances decide for us. In these situations, we try to escape from freedom. Then, if something goes wrong, we can blame someone else.

Yet freedom cannot be separated from responsibility. When we are young, we have little freedom, and thus little responsibility. As we become more responsible, we gain more freedom and can make more and more of the decisions that affect our lives. We also need the freedom to make mistakes and to learn from them. If a person interferes with our responsibility, we feel violated, because it is freedom and responsibility that make us human. This means, however, that we have not only the opportunity to make choices, but also that we bear the consequences of our actions, both good and bad. We can choose what we do—we have that freedom. Yet we cannot choose the consequences of what we do. They are set in natural and moral law. Therefore, we do well to make responsible choices.

Objectives

Objectives of this theme are to raise awareness and address the challenges behind bars (gang culture etc.) on the irresponsibility and the reasons of taking freedom for granted. To teach participants how to respect and protect their freedom and become more responsible towards themselves, families and society.

Learning points

- What is freedom: at the end of the workshop the participants have learned what it means to be free (mentally, emotionally, personally, verbally, politically) and that freedom can have different meanings to different people
- Freedom vs. prison environment: at the end of the workshop they understand that even within a prison environment in which you are incarcerated and your freedom is limited you still have some kind

of freedom because as a human being you still have human rights.

- What is responsibility: at the end of the workshop the participants understand that while they have rights, they also have responsibilities towards those rights. Rights of an individual can interfere with rights of others.
- My freedom (poetry): at the end of the workshop the participants have written a poem about freedom.

1.2.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Every workshop is a psycho-artistic process
- ◆ Every workshop works on personal and interpersonal life skills
- ◆ Personal goals need to be set together with participant
- ◆ The programme works on both short term and long term results
- ◆ Every workshop should give space to the expression of feelings

1.3 Group dynamics

1.3.1 HOW WE WORK

Every participant is equally involved in the YiP programme. Every participant gets the opportunity to participate actively. They are given responsibilities within the workshops: this gives them the feeling that they are special. The level of participation will differ in practice. Not all the children will participate equally enthusiastically or actively. It is the task of the facilitators to engage the participants and identify the different levels of participation. According to this, the facilitator can restructure the roles and responsibilities that the children have within the YiP programme. When participants perform well by showing positive behavior, they can be used as role models for the other children by means of giving them special tasks.

Mutual understanding and good collaboration between the participants is the key to an effective programme. This all starts with creating an understanding of each personal life story. Within the YiP programme, the participants are stimulated to be non-judgmental towards each other. They are made aware of the different cultural backgrounds others come from, including all the different cultural habits. The YiP programme offers a space where every individual feels free and safe to express him or herself. This way they are offered the opportunity to break out of their shell and change their attitude. The feeling of being accepted by each other is important. If these conditions are met, friendships between the participants can flourish. Participants have pointed out that they would like to have friends who inspire them in a positive way.

The actual creative or sports activities during the workshops both target the individual and the group. It is important to ensure that the facilitator is aware of the group dynamics and makes it an interactive process to accommodate the group, all the while keeping each individual engaged. The YiP programme is a collective process: working together towards a final product in which every individual can see his own efforts. Joint performances at the end of a cycle of workshops make them feel proud of themselves and also contributes to the team building. Plus, by working together on a final product with each having his or her own responsibility adds to the social responsibility felt by the participants. If their contribution is not being taken seriously this will have a negative effect on the whole group.

1.3.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in Malawi

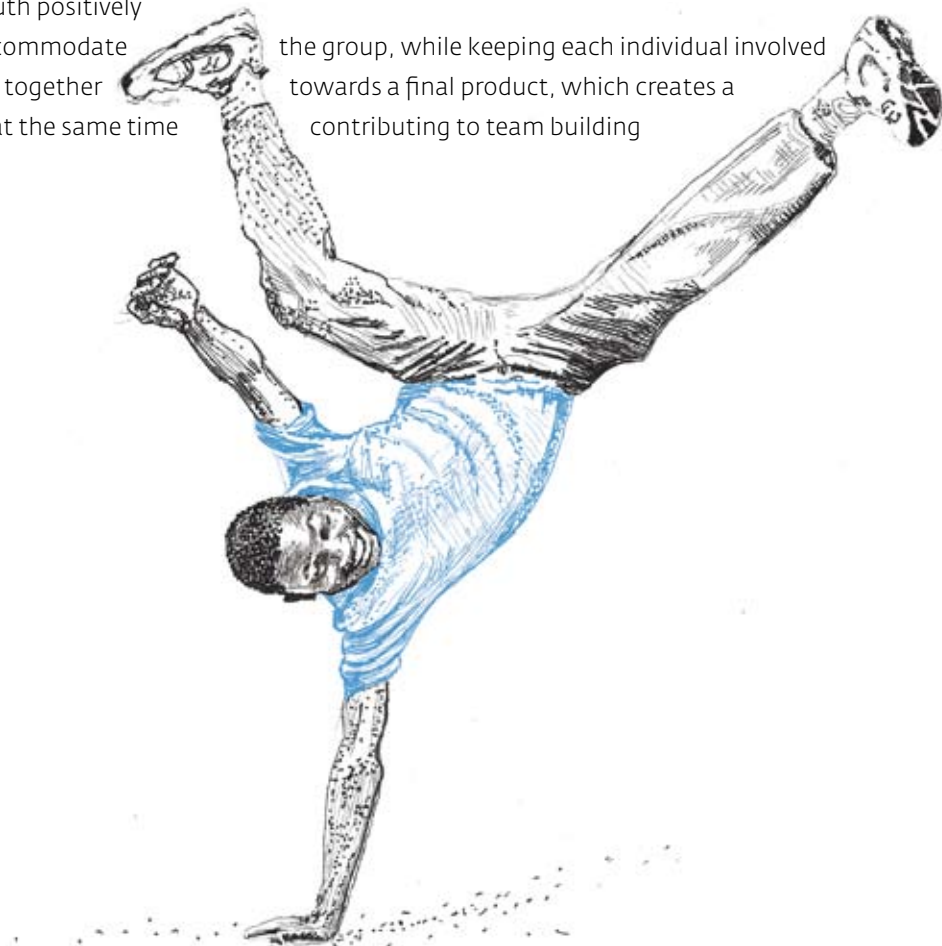
In Malawi we have a diversity of cultures and the young people we work with understand that they come from different cultural backgrounds. Despite these small cultural differences, we have one common language that is like a national language. We only have differences in accents and pronunciations and participants are taught to respect one another. For instance, if one is wrongly pronouncing a word when expressing their thoughts during the workshop, participants are told not to criticize him but help him to learn to better pronounce that particular word. Usually this happens when a participant wants to teach a song or dance for his fellow participants.

Example from the YiP programme in South Africa

As part of the YiP programme in South Africa, we have a magazine project called Inside Out. Before the final magazine presentations, participants spend two weeks rehearsing on performance activities they are going to do on that day. The facilitator gets participants together to find out what are they interested in doing together as a team. The facilitator then motivates and supervises the times when they rehearse the performance.

1.3.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Participants have a mutual understanding of each other's life story
- ◆ Participants are made aware of different cultural backgrounds
- ◆ All participants are equally involved
- ◆ All participants have their own role and responsibility
- ◆ Good collaboration between participants is necessary
- ◆ Participants are stimulated to be non-judgemental
- ◆ Feeling of acceptance amongst each other is stimulated
- ◆ Friends can inspire youth positively
- ◆ Facilitators should accommodate the group, while keeping each individual involved
- ◆ The participants work together towards a final product, which creates a sense of pride, while at the same time contributing to team building



The literature shows that there is much work to be found that favors the use of artistic activities in prisons. It is supported by a large quantity of theoretical arguments and validations of teachers, administrators, counsellors and prisoners themselves. Creative arts workshops can be of valuable support to offenders in the juvenile justice system in a variety of ways (Johnson, 2008).

Art and creative workshops in prisons can improve self-esteem, self-awareness, empower through self-expression in a safe way, release and transform volatile emotions and help stimulate personal and professional skills development. In working in a disciplined way on their own art, youngsters' self-confidence can be raised, also through looking at the end result of what they themselves have been able to make. By being able to express themselves, their awareness of their own capabilities, voices, hopes and desires are stimulated. Furthermore, there are several theories that consider creativity vital to positive human development. In thinking and acting creatively, people are able to form new ideas that are different from the norm, and are also able to transform old ideas into new ones. Practising art can encourage and stimulate the development of creative processes in people. In turn they can also use this in other parts of their lives, where creative thinking and acting can be very beneficial (Wallace-Digarbo et. Al, 2006) (Russ, 1993).

The use of art in group work can help youth in strengthening social matters like mutual acceptance and group or cultural identity. They are able to learn about others and may even be able to contribute and communicate with the community through their art. Art workshops also have the possibility of actively engaging youth in their own development and education. This can empower them even more to be able to strive for change by themselves in their own lives (Dutton, 2001) (Houbolt, 2010).

Furthermore, Parkes & Bilby (2010) believe that the artistic approach can, for instance, provide for the necessary motivation to engage some prisoners to take part in other cognitive behavioural prison intervention. Creativity is also seen as a strength that contributes to resilience and effective problem solving. Prescott et al. (2008) found that art fosters and improves skills necessary for scholastic, social and career success. Certain art workshops especially can stimulate new productive ways of thinking. For instance, role playing in theatre can open someone up to different perspectives and help them explore the world and possibilities around them (Clements, 2004). Movement and dance workshops can be of importance in making people aware of what they are communicating non-verbally and releasing pent up emotions using the body in a positive way (Milliken, 2002). For incarcerated youth this could be of great importance for the way they can learn to interact positively and socially with others.

However, art workshops within correctional facilities do need to be implemented in the right way. For that to happen it is most important that there is cooperation from everyone within the correctional setting. Also, art professionals need proper support and training (Johnson, 2008). On a related note, well designed sports workshops and programmes have also shown to be able to possibly foster positive youth development and can improve social skills. However these sports workshops must be suitable and well designed, or else they can have a negative effect on young people. The focus of a well designed sports programme should be having fun, as opposed to too strong an emphasis on rules and winning. Furthermore, autonomy and ownership should be stimulated by allowing youth a certain amount of choice in which activities they do and a voice in the construction of these activities. Also, in the designing of sports programmes it is important not to create an environment which emphasizes peer comparison of physical abilities. Youth should be praised, supported and given feedback for their efforts and their own personal learning trajectory (Fraser-Thomas et al., 2005) (Andrews & Andrews, 2003). However, there seems to be limited empirical data to support the effectiveness of using arts in juvenile institutions (Rapp-Paglicci et al., 2008) (Parkes & Bilby, 2010). There are a couple of empirical studies that show effectiveness of arts programmes in the reduction of violent behaviour in prisons and to a decrease in the recidivism rate as a result of such programmes (Milliken, 2002). But there is more empirical research needed, especially studies that look at the effectiveness of workshops that uses different types of art with incarcerated youth.



2 MENTORING AND COACHING PROGRAMME

Coaching and mentoring is a key aspect of the re-integration process and starts inside the institution and continues after the participant leaves prison. The main goal is to equip the participants with core skills as well as the confidence and courage to face the challenges of being back in the outside world.

2.1 Requirements of a mentor

2.1.1 HOW WE WORK

We believe in the intrinsic motivation, positive commitment and inspiration that mentors have and can give to the participants. Our mentors are role models to our target group. In order to do their job properly, our mentors must have expertise in their artistic field, experience working with the target group including many years of experience, and be professionals in the field of education, humanities or social science. Still, when mentors start working with YiP we provide them with a training on how to mentor according to the YiP methodology.

When newly recruited mentors are not experienced enough, we work by pairing the new mentor to an experienced mentor. By co-mentoring, the newly recruited mentor can learn the relevant aspects of the YiP methodology from the experienced mentor. When giving personal support to youth at risk, it is especially important that the mentor shows a high level of self-confidence. This is needed to inspire and stimulate the youth with positive behavior: they will only adopt new behavior if the mentor is self confident.

A second overall important trait for a mentor patience and showing trust in the participants. By trusting the participants, they learn to trust themselves. A positive attitude, meaning that the mentor should always value the good results and positive behavior instead of focussing on negative behaviour or the things that did not go well, is encouraged. Through a personal link between the mentor and the mentee the conditions are set for the participant's future reintegration into society, as long as the mentor provides understanding and listens to them. This understanding adds to the horizontal relationship that is proved through our ten years of experience to be important to caring more easily for the problems and the abilities of the youngsters.

During our external evaluation (executed in 2011), participants told us that YiP staff eventually become like family: it becomes their place to feel safe, feel worth and be listened to. The mentor is the one who believes in the participants. They feel supported and guided firmly by the mentors. They are encouraged to respect other people in their community, starting by respecting other youth in the YiP programme. They are also encouraged to apply self-regulation. Self-regulation is needed to change their behavior in the long run. Another aspect contributing to behavioral change is looking at the strengths and chances of the individual and focus on these in all communication with the individual. The environment of each individual is always taken into account in order to personalize the mentoring programme. When they know alternatives to their old or current behavior, they can steer it in a positive direction. Mentors never set wrong or unachievable expectations. They are always honest about the possibilities and chances the youngsters can have. We conclude thus that the most important element of successful engaging in relationships is the relationship the youngsters build up with the YiP programme staff.

2.1.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in Malawi

In Malawi, mentoring is done on both an individual and group level. We know exactly when they are released, which makes doing follow ups easier. At an individual level, participants are asked about their expectations and how they plan to achieve their goals. Our experience shows that about 80% of participants have no plans for their future. This endangers their future and mostly results into them coming back to prison. Our mentors help them to make plans for their future. Young people are encouraged to prioritize school because that is the key to everyone's success. A good approach is what builds confidence in the participant. A mentor must speak boldly and with confidence with the participants.

2.1.3 MIMINUM STANDARDS QUICK VIEW

- ◆ When mentors do not have enough experience we apply co-mentoring
- ◆ Mentors are intrinsically motivated and positively committed
- ◆ Mentors function as inspiring role models to the mentees
- ◆ Mentors have either experience in working with youth at risk or psycho-social educational background
- ◆ Mentors are self-confident, patient and show trust in the mentees
- ◆ Mentors value good results and behavior
- ◆ Mentors strive to gain a horizontal relationship with their mentees
- ◆ Mentors look at the strengths and opportunities of the individual
- ◆ Mentors believe in the youngsters
- ◆ Mentors give the mentees the feeling of being supported and guided firmly
- ◆ Mentors take into account the social and economic environment of each individual
- ◆ Mentors offer mentees alternatives to their risky behaviour
- ◆ Mentors are always honest about the possibilities the mentees have

2.2 Content of mentor programme

2.2.1 HOW WE WORK

The whole mentoring programme takes up around one year, starting half a year prior to the participant's release. The mentoring programme is holistic in a sense that in working with youth at risk, every act happening around them is interconnected and thus should be addressed during the mentoring programme. Mentoring should take place in a private and convenient place so that the youngsters feel free to talk about their experiences to the mentor. Depending on the needs of the youngsters and the cultural context either one-on-one or group mentoring can be conducted.

Steps in the mentoring process that should be taken:

- Mentors have to gain a good understanding of the talents and interests of the mentee
- Mentors and mentees have regular contact over a significant period of time
- Start the mentoring trajectory by building an individual life plan with the mentee
 - While compiling the life plan the mentor gives the participant insight in their own behavior
 - Mentor avoids creating unrealistic life plans
- Mentors work with both the individual and their families and peers
 - Meetings with both family or acquaintances and participants
 - Get-togethers with peers who are also part of the mentoring programme to share feelings and experiences
- The mentee is prepared for his/her period after release

2.2.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

Effective Activities - Mentoring Programme

1-on-1 VS Group Mentoring: Both are equally important.

1-on-1: What does it look like?

1-on-1 would look very much like a counselling session. It needs to be in a private room or place. Confidentiality would need to be adhered to. Very often the participant may emotionally break down and cry. They should feel safe enough to do so without feeling embarrassed or ashamed. The mentor needs to be comforting and supportive without showing any discomfort at the participant opening up and showing his or her feelings whether it be through anger, crying, or any other emotion. The mentor must not show to be shocked about anything that the participant reveals. From this point onwards the mentoring will usually move forward quite smoothly as a foundation of trust has been built and the participant can now begin looking forward, developing a sense of self-awareness and managing their emotions. It is very important to have regular Review Sessions, where you would both look at how the mentoring is going and at if the participant is coming closer to reaching his or her goals.

Explanation of such a session

These sessions are a space for the participants to unload all the emotions they have built up inside them. Then, the participant will have to understand how and why these emotions have built up, e.g. through childhood abuse or neglect, bad relationships, or wrong choices. The participant then learns to accept what has happened, and through talking about it become able to let go of it and the bitterness or resentment that has been built up. This way, a participant can have a better level of self-awareness by talking and becoming more emotionally literate. And finally, the participant learns about setting goals and moving forward.

Group Mentoring: What does it look like?

An ideal group would have a maximum of 12 participants. Ideally, a private room would be needed with each mentee having their own chair (often not available in prisons). A Group Agreement would need to be drawn by the group right from the start. This would include boundaries such as; no laughing at each other, being open and honest, no bullying, no whispering and/or gossiping, and so on. This gives the group a feeling of safety. Usually, the group will sit in chairs with the mentor in a circle. Different topics can be brought into the group mentoring session, such as; life after prison, managing parole, staying away from drugs, and so on.

Explanation of such a session

Group mentoring can be more challenging than 1-on-1 as there is the issue of group dynamics, which can bring conflict into the group. However, it can also give the participants an insight into the fact that conflict can be resolved in a non-aggressive and even positive manner. Also it usually creates a bond within the group where group members support each other, empathize with each other and realize that other people have the same problems, feelings and emotional issues as them.

2.2.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Mentoring starts half a year prior to release
- ◆ Mentor programme is focused on preparing the youngster for the time after release
- ◆ Mentors have to gain a good understanding of the individual
- ◆ Mentors should work on building a life plan with the mentees
- ◆ Mentors give mentees insight in their own behavior
- ◆ The family situation is involved in the mentor programme
- ◆ Mentees work with peers to share feelings and experiences
- ◆ Mentoring takes place in a private and convenient place
- ◆ Mentors and mentees participate in joint activities

Literature review on the mentoring programme

Over the years research has shown that mentoring programmes can have several positive benefits for disadvantaged youth. However, not all mentoring programmes are effective and research has shown that some programmes have only modest positive effects on youth. Whether or not a mentoring programme works and to what degree seems to be related to various programme characteristics and types of mentors. Research has therefore focused on looking at strategies that mentors use to develop a positive relationship with youth. Other factors coming in to play are programme practises related to screening, training and continues support during mentoring programmes (Sipe, 2002) (Rhodes & Dubois, 2008).

For at risk or disadvantaged youth, positive impacts of mentoring include improvements in school grades, academic achievement, career development, self-confidence and self-esteem, pro-social behavior and interpersonal relationships (Sipe, 2002). Mentors may help youth form a positive role model for adult communication and can help them understand and regulate their emotional life. This can also have a positive effect on other relationships in the lives of youth. The relationship with the mentor may also influence several aspects of cognitive development like taking on different perspectives and new ways of thinking, and being open to different points of view. Furthermore, mentoring relationship can contribute to identity formation by together looking at possibilities for youth to look at themselves now and in the future (Rhodes & Dubois, 2008).

According to social cognitive theory youth tend to display behavior and attitudes that are learnt through examples. Within this process youth are more likely to take on the behavior of role models whom they like and find important enough to imitate. Therefore, role models, for instance in the form of mentors, can have great influence on youth. During the process of identity formation, youth will look up to adults in their environment to see what are acceptable and desirable behaviors and attitudes. Pro-social adults, like mentors, can in this way function as a role model. By modelling healthy pro-social behavior they can contribute to the positive development and formation of youth identities and protect them from negative internalization and externalization such as different forms of addiction and violence. For relationships between role models and youth to flourish it is important to take time to develop a positive friendship driven relationship first and then, when trust is formed, together start looking at goals, objectives and the values that are related to them (Pedersen et.al, 2009) (Hurd et.al, 2010).

Research has also shown that it is important to take into account the cultural context when designing a mentor programme. For instance, research on mentoring in India indicates that a different approach is needed for more collectivist cultures. Group mentoring instead of only one on one mentoring can then be a viable option. Ideally these mentoring relationships should also try to actively engage the youths existing community network. Also, when implementing mentoring programmes in developing countries in general, some research has indicated that it is important to attend to the basic needs of the people in the community that are engaged in the mentoring programme. Hereby aspects of for instance financial reimbursement of mentors for transportation and food provided during trainings and workshops are of importance for the success of the programme (Pryce et.al 2011).

Another important factor that contributes to the effectiveness of a mentoring programme is the quality of the relationship between the mentor and the mentee. The development of trust and emotional closeness within this relationship is essential and requires time. When mentors choose an approach which focuses first on building trust and friendship, instead of already trying to accomplish certain objectives and changes from the start, they seem to be more successful in creating a good relationship with the mentee. The mentoring relationship should have the qualities of a meaningful interpersonal relationship (Rhodes et al., 2002). Furthermore, for mentoring to be effective it is necessary for the mentor and the mentee to have regular contact over a significant period of time (Dubois et al., 2002) (Sipe, 2002). Short and irregular mentor relationships have shown to have a much lesser or even negative effect on youth mainly because the bond between the mentor and mentee is not given the time needed to fully develop (Sipe, 2002) (Zand et.al, 2009).

However, much more research is needed on which types of activities are most effective for different aspects of youth development (Pedersen et.al, 2009) (Hurd et.al, 2010).



3 POST RELEASE REINTEGRATION PROGRAMME

In addition to the interventions in-prison it is very important to continue with the interventions following (post) release in order to continue with the development of skills, which facilitate the positive reintegration of the participants. The preparations for the release of participants starts well in advance of their release dates. Coaching and mentoring is a key aspect of the re-integration process and starts inside the institution and continues after the participant leaves prison. Because mentoring has started pre-release the mentor already has a good understanding of the individual. The same goes for the life plan, which is already made during the pre-release mentoring programme. Realistic and honest future possibilities are set, with which the mentor can continue during the post-release programme. The quality and the length of the relationship between the facilitator or mentor and the youth participant is incredibly important for successful reintegration of the youngster. This also suggests that it is important for youth to be matched with the same facilitator and mentor in a post-release programme as during the incarcerated period. Because the relationship between the facilitator or mentor and the participant is already formed, trust already exists, and this can continue in a post-release programme. It seems to be counter intuitive to provide youth with a different mentor in a post-release programme, because of the fact that this relationship building process, which is imperative for success, takes much time and is based on the development of mutual trust.

Another aspect of the post-release continuation programme is giving the participants the opportunity to showcase, to their community the skills they have gained. In Malawi, for example, the participants of the workshops showcased their talents and progress during a prison tour and during open days in 2012. The performance of the participants reached at least 850 people directly, among them local company representatives and prison officials. Such events have a dual purpose: they are not only important for raising awareness, but also, very importantly, for building up the juvenile prisoners' self-esteem. Moreover, the performances encouraged non-participants, who were not previously interested, in joining the Young in Prison programme.

It is preferred to also work within a cultural centre, besides our activities in juvenile institutions. This offers a great opportunity to keep track of the participants and continue with the programmes post-release. In these centres we can also train participants to become facilitators and start working with the YiP post-release programmes as co-facilitators.

"I see my work I like if I do something then if I gonna do my work I know I gonna see the magazine. Also my mother, she don't believe that time because she see my poem and my hard work in the magazine. I cry that time and also my parents because it is the first time I see my work in the magazine in my life."

Participant YiP programme, Young in Prison South Africa



3.1 Content of post-release programme

3.1.1 HOW WE WORK

Selection of participants

Participants can enter the post-release programme via two ways:

1. Move up from pre-release programme to post-release programme
2. Come to the programme, but never participated in the pre-release programme, or come from parole offices

Not every participant coming from these two paths can enter the post-release structural programme in which they work towards certificates.

Concerning the youth who have not participated in the pre-release programme (e.g. coming from prison or parole office), selection needs to be made by the post-release coordinator. Important criteria for being selected are that participants:

- have shown positive behavior inside prison
- show positive signs to face the community in a positive manner
- show commitment by attending consistently for a certain amount of time (to be decided)
- have spent time working on an improved relationship with family members
- not commit any crime once released
- not be involved in gang related activities
- not take any kind of drugs

Concerning the pre-release programme, participants that will be selected have to be identified by the workshop facilitators and the coach or mentor of the individual. Important criteria, in addition to the above, for being selected are that participants:

- have a high rate of attending the workshops pre-release
- have actively participated during the pre-release workshops
- have shown very good performance during workshops

Social maps per participant

Once a participant is selected to take part in the post-release programme we review the social map of the participant to identify the possible changes, progress or relapses the participants went through. For participants who enter the programme who have not followed any YiP programme previously, the social map needs to be created. This social map is like a personal file, which includes the following personal details:

- Risk factors of the participant
- Participant's level of educational development and progress
- Relationship of participant with his or her family
- Future plans
- Contact details of the participant – in order to track the participants once they are released in order to monitor the progress of reintegration

The participants in the post-release reintegration programme receive individual attention, are offered skills development such as computer literacy and are actively assisted in gaining work experience through an internship or enrolling into education. In our external evaluation, the participants indicate that the quality time they receive keeps on reaffirming their sense of self worth and belonging, which are crucial in the reintegration.



“... so she said she is going to assist me and she did assist me in terms of phoning. But actually she didn't phone, she gave me the phone, she just dialled the numbers and she gave me the phone so I spoke to that person, so that person I have applied and they said in the following year, 2012 then I will be writing my metric in June. Which is I will be feeling happy, I will be feeling overwhelmed, I can't believe it that I will be going back to school because I wanted to go back to school...”

Participant of the YiP programme in South Africa

Post release programme

Life skills workshops

Part of the post-release programme is the continuation of the workshops, which are focused on life skills development that are of importance for a positive re-integration. The youth who participate structurally can work on life skills objective units in order to achieve a certificate. Working on these units is done through a variety of activities that include discussions, debates, worksheets, drama, arts, yoga and meditation, watching movies, researching on the internet and outings.

As in every programme within YiP they work towards an end product or end presentation. For the post-release participants this means that they are offered a venue where they can perform what they have learned in the workshops. By putting them up front and by letting them show others what they are able to do, their self-confidence is stimulated. Simultaneously, they see their co-participants performing, which creates a sense of pride.

We have developed our own customized Pearson qualification for assessing these skills. Participants can achieve a certificate in this qualification.

Job coaching

Another important focus point of the post-release programme is preparing the youngsters for the job market or further education. The participants need to be well prepared to find a job or follow a certain educational path. Certain skills are essential for achieving this. For example, self-discipline, building confidence in meeting employers and learning how to communicate without using the prison language are essential. More practical skills entail knowing how to present themselves towards employers by means of letters and interviews and how to write a CV. Computer and Internet skills are also worked on, such as learning how to use social media, how to search for jobs on the Internet and how to send (formal) emails.

Pearson has developed qualifications for this kind of skills. Participants can achieve certificates in the qualification *Work Skills and Supporting Employability* and *Personal Effectiveness*.

Entrepreneurial practical skills development

Entrepreneurial workshops

Some participants will be motivated to start up their own small business. We can provide them both the practical creative skills to do this as well as the business skills like administration, accountancy, money management and taxes. The focus could be on product design or graphic design in order for them to create artefacts that can be sold. Aspects of this training would be:

- Practising on in-house creative projects
- Achieving a Pearson certificate on design and on business skills
- Finding a job placement or internship

Pearson has developed qualifications for this kind of skills. Participants can achieve certificates in the qualification *Graphic Design*.

Post release mentoring

Mentoring preferably continues post-release. Participants' environment is crucial for them after their release. The mentor shows them their importance to society. They should feel confident about the fact that they have changed and can now give a positive contribution to their community.

Steps in the mentoring process that should be taken:

- Talents and interests of the participants should be clear to the mentor
- The mentor should decide on a time when the mentoring takes place; for example once a week or once a month
- Participants make future plan together with mentor
 - o Mentors encourage participants to look at their talents and be realistic in their dreams
 - o Mentors stimulate the participants to follow their dreams and get support from their environment to meet their dreams
- Mentors introduce participants to other social environments
 - o Introduction to cultural, creative or sports clubs
- Mentors facilitate contact with other people from outside to discuss issues that relate to them and see other perspectives on certain issues
 - o Offer a platform for participants to share their experiences
 - o Invite both out of prison young people and youth that have not been in prison

3.1.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

A potential employment sector we feel the participants are particularly interested in is Community and Youth work. Many of our pre- and post release participants show great enthusiasm in 'giving back' to their communities and society in general. Their main interest is in working with youth at risk through schools, youth clubs, NPO's, etc. They are keen to get involved in all sorts of activities such as speaking at schools about their experiences and striving to remove the 'glamour factor' which many young people have about going to prison and becoming a 'number'. They are also keen on mentoring and facilitating. This kind of work does take training, but once they are trained, we should be able to find placements for them at organisations such as YMCA, Amy Biel Foundation, Umbeleko and even here at YiP itself. The Peer Education Training has proven to be very successful and should continue in a more structured manner, with participants going with YiP to visit schools and work on the practical side of the training.

Example from the YiP programme in Malawi

Music Crossroads Malawi is a youth initiative programme that empowers young people through music, and is privileged to have young people doing their daily music rehearsals at our training center. Post-release participants are then inspired and encouraged to learn from their friends if they would like to become artists. Some of the post release participants who have the potential, are given the opportunity to record their music at our studio. They are also given some advice in music business like how to promote their music, how to sell or get more connections in the music industry. We believe that without something attractive for the youth like music, we cannot have them attending our post release programme.

For those who like to do business, we train their business skills and provide a small capital to start their business. Others, however, prefer additional educational skills like computer training. We provide such trainings at our training center. This is part of preparation for a job; they can search for job or education and get employed.

3.1.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Participants are intrinsically motivated to participate
- ◆ Post-release mentoring takes up at least half a year
- ◆ Post-release mentoring is done on a regular basis
- ◆ A personal file of the post release participant is made including risk factors and social and educational progress
- ◆ Contact details are real important for the tracking of the post-release participant
- ◆ The whole post release programme is focused on reintegrating into educational system or job
- ◆ Programme allows for personal psychosocial development
- ◆ Post-release mentor looks at the individual talents and stimulates participants to be realistic in their dreams
- ◆ Post-release programme offers the participants practical job skills
- ◆ Post-release mentor show participants what they can contribute to their society
- ◆ Post-release mentor introduces participants to other social environments
- ◆ Participants are offered a space to discuss issues with other young people who have not been in prison
- ◆ Participants are offered a venue to perform what they have learnt

Literature review on the post-release programme

Research has shown that a majority of incarcerated youth has returned to the juvenile or adult criminal justice system in the months and years following their release (Spencer & Jones-Walker, 2004). The need for successful post-release programmes is imperative. The difficulty many formerly incarcerated juveniles experience suggests that a number of needs persist beyond release.

Research has shown that programmes that incorporate the whole family system and the community have demonstrated greater success and have a lower rate of recidivism than programmes that focus solely on the individual (Abrams & Snyder, 2010, Spencer & Jones-Walker, 2004). Re-entry programmes should focus both on the individual as well as the different contexts like school and family to which they return (Spencer & Jones-Walker, 2004). Research has shown that most juvenile offenders who are released need social and community support, developmentally appropriate educational and occupational services, help in finding housing and developing independent living skills, and services for physical and mental health needs (Anthony et al., 2010). Therefore, a comprehensive holistic approach is needed. Sufficient attention should be given to provide conditions for the healthy individual psychosocial development of adolescents. This includes support given to identity formation, having experiences that support self efficacy and the development of new skills and ways of thinking through cognitive behavioral techniques (Spencer & Jones-Walker, 2004). This can ensure that learned practical skills, like a job skill training, can be utilized because the person has the psychosocial capacities to be able to, for instance, interact with their superiors and come to work on time (Steinberg et al., 2004).

The ability to achieve success in the face of multiple risk factors is called resilience. This focuses on the strengths and coping processes that play a major role in becoming successful (Todis, Bullis et al. 2001). Post-release programmes should therefore also pay attention to factors which contribute to the development of resilience in youth. Furthermore, research has shown that protective factors might buffer and/or mitigate the risk of reoffending in high-risk youth. Protective factors are factors that buffer against the negative effects of risk factors. Examples of protective factors for high-risk youth are social support and strong attachments to pro-social adults (Lodewijks et al. 2010). It is important that protective factors are targeted in re-entry programmes for youth and that a risk and protection factor analysis is made.

Finally it should be noted that, unfortunately, most of the data regarding youth re-entry programs, comes from research done in western countries. Additional research in developing countries on this subject is very much needed to obtain a more specific outlining of the needs of youth offenders regarding re-entry programmes.

3.2 Supportive environment

3.2.1 HOW WE WORK

In addition to the post-release programmes aimed at the individual, the post-release programme is aimed at getting support from their environment. This is very important, as youth who just come out of prison cannot reintegrate on their own. They need the support of their direct acquaintances, family and community to be able to positively reintegrate back into society. A safe, non-judgemental and welcoming environment should be available for the youngsters. To achieve this within their community, it should start within the post-release programme. It is the overarching task within this programme to build bridges between the released participants and their communities.

Connecting with relatives

Significant participation from the family circle is required in the process that young people in conflict with the law experience. Therefore it is important to involve the family already in the programme's initial phase. This way the background can be taken into account and the family can contribute their points of view about which objectives are feasible to reach for the participant.

Importance of family involvement during the programme both pre- and post-release:

- It benefits the understanding of where the problems the youth have come from
- It can facilitate the support the family needs to give during the reintegration process
- It strengthens the relationship between the participants and their family

Presentation days are held where the participants get to present some of the work that they have been creating with their families, usually a performance. In South Africa, the magazine is handed out and in Malawi they perform traditional music and dance. Performing what they have learned creates the belief in the possibility of being recognized for doing something positive as well as fostering positive family relationships, which are both important for successful community reintegration after leaving prison. These performances also prove to be very valuable to the repair of a broken family bond.



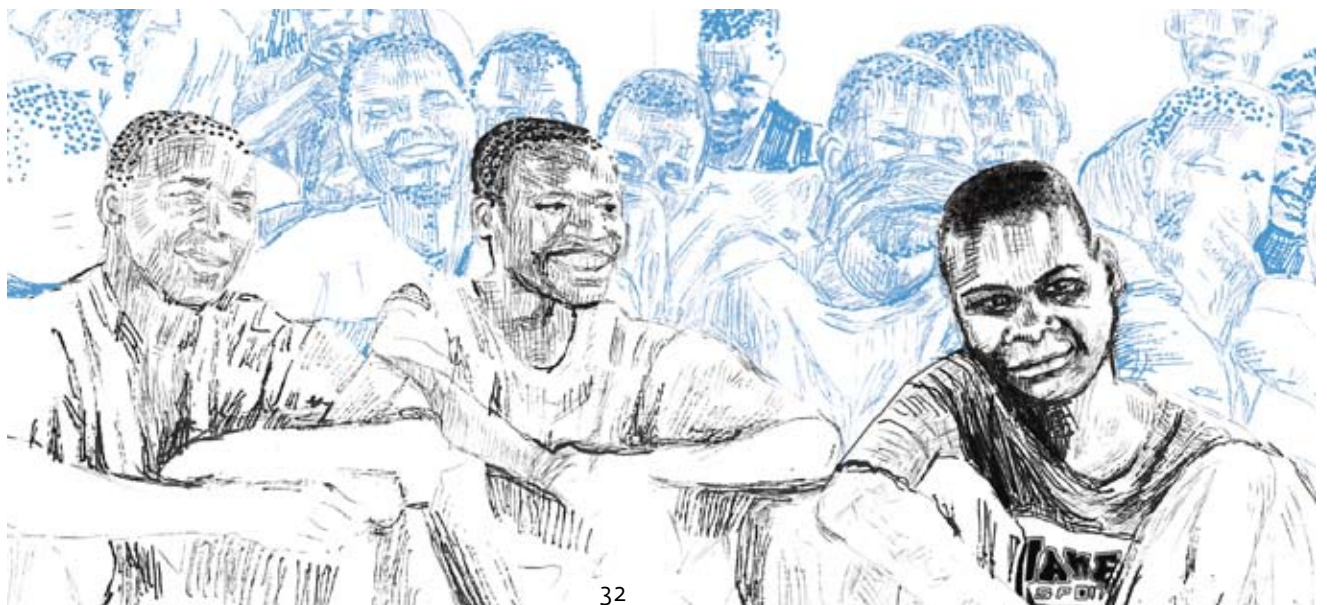
“It was a important day for me because I were singing for my mother and she were very happy to see a change inside of me and Young in Prison gave us some time to speak to our parents so I ask my parents to forgive me for what I were doing and she forgave me”

Participant YiP programme, Young in Prison South Africa

Positive community engagement

The local community should be stimulated to take initiatives to support post-release youth. This means the community can have positive uplifting community projects in which these youth can engage. This will help the youth to see life and living differently and it helps to restore them emotionally and spiritually as it gives them a brighter understanding of what is important in life. Projects focused on serving the community and community development, in which collaboration can be found with schools, religious institutions, cultural centres and so on. This way the people from the community can get a better understanding of why young people make the choices they make.

Contributing positively to their community is even a Learning Outcome of the post-release only unit Being a Positive Actor in Society. This unit is part of our customised Pearson qualification for which participants can obtain a certificate.



3.2.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

Family Intervention Programme

The Post-Release (PR) programme should work closely with families of the participant. We aim to make our work with the participants more holistic, in that we keep the families updated on the work and training that their son or daughter is doing. Some families live in more challenging circumstances than others. Therefore, some families will need more contact and support than others. Eventually we could start up Family Intervention Workshops in which families can come together and communicate with each other on their lives, family dynamics, challenges, etc. This will hopefully be an opportunity for families to network and offer support to each other. The Family Intervention Programme will be run by the PR Coordinator. We will carry out home visits regularly and when necessary, and we will be able to offer family therapy as well as assistance in dealing with challenges such as parole, referral to social services, grants, legal rights, and so on.

Family Intervention Plan

Family Intervention should actually start while the participant is still in prison. This has already been put into practice, and usually begins with phone calls to keep the family updated on how the participant is doing in prison. It is also important to encourage family members to keep in contact with their son or daughter while they are inside. Many parents or carers feel resentment towards the participants due to the problems and troubles the participant has caused to the family in the past. In order for all to move forward it is important to encourage the parent or carer to let go of these resentments and move forward. This is easier said than done. Listening to what the family has been through due to their child's behavior is very important and it helps to show empathy, which should not be difficult as we at YiP have also experienced frustration, anger and betrayal due to relapses from the participants. Once the participant is released and has visited the office, been assessed and signed the PR Agreement it should be time to set up an appointment for a home visit to meet with the family.

Family Intervention Assessment

The PR Coordinator will need to be accompanied by someone (preferably male) to the family visit for safety's sake. It would also be advisable to go by car and to find out about the risks of the area he or she is visiting. The first family visit will be a good time to do a Family Assessment (needs to be drawn up). The Assessment needs to cover information on the family dynamics, family history, financial situation, criminal background of family members, health and the positives and negatives of the area the family members live in.

Family Intervention – Stage 2

Once the Family Assessment has been carried out it is important for the PR Coordinator to explain to the family what YiP can and cannot do for them. For example, it is very important that the family knows that YiP cannot assist them financially (except maybe with an initial food parcel). It must be emphasised that YiP is there to offer some emotional and practical support, but not financial support. Interventions will vary from family to family, however it is important to keep in regular contact with participants' families. With some families bi-monthly phone calls may be enough to keep them updated, whereas other families may need weekly phone calls and monthly visits. Staff who carries out Family Interventions must be made aware that we do not want a situation of dependency to develop. YiP does not have the capacity to become too involved with the families and their needs. Our main priority is the participant and through them – the family.

3.2.3 MINIMUM STANDARD QUICK VIEW

- ◆ The post-release programme builds bridges between post-release participants and their communities
- ◆ Support from home is stimulated as the youngsters cannot reintegrate on their own
- ◆ A safe, non-judgemental and welcoming environment should be offered
- ◆ Get-togethers with family and acquaintances to strengthen relationships between them and the participants
- ◆ Presentation days for family and acquaintances
- ◆ Post-release programme stimulates community to take initiatives to support post-release youth
- ◆ Post-release programme starts collaboration with and stimulates collaboration between different institutions
- ◆ By engaging with positive community projects post-release youth get a brighter understanding of importance in life



4 ADVOCACY PROGRAMME

4.1 Advocacy Programme

4.1.1 HOW WE WORK

YiP seeks to galvanize support to improve the standards inside the prison, by directly involving government and policy makers, and improve the re-integration process for the post-release participants by addressing the local community.

No exact one size fits all-approach exists, and we need to take the diversity aspect into account when dealing with the local communities. Community, ethnic and religious differences need to be recognized. The advocacy programme including the intervention tools used, have to respect the beliefs that different people have, and not undermine them, since this makes it harder to accomplish our goals. Hence, in order to reach everyone and get the messages across the advocacy programme should focus on serving different communities. Special attention is given to socially excluded sectors within the communities. The event should speak the language of the people. By this we mean not only the linguistic language, but even more so the cultural 'language'.

Therefore the advocacy target group should be analysed well and different ways on how the public can contribute should be offered. Furthermore, YiP promotes ownership and feelings of responsibility within the communities, by stimulating them to take initiatives.

Strategies on this differ. Because communities and local context vary, there is a common level of advocacy programme design. For any advocacy programme it is important to:

- identify and research the advocacy topic;
- establish goals;
- define target audiences and stakeholders;
- select messages and tactics and;
- develop a plan of action.

Involvement of youth

YiP provides opportunities for youth to successfully participate in social change. Stimulating direct dialogues between policy makers and the target group as well as dialogues with their community is a distinct element of the YiP advocacy programme. As the advocacy programme also uses art as a means, this creates the possibility of actively engaging youth in their development and education. This can empower them even more to be able to strive for change by themselves in their own lives. Within the YiP advocacy programme the youth can learn creative ways to advocate for their own rights and speak on behalf of themselves. Successful post-release participants create awareness of alternatives to violence for other youth. They are involved in advocacy practises for youth rights and policy changes. Youth participation in the YiP advocacy programme is really about the content and not just about the form. In other words, we are very cautious of tokenism. In order to achieve this, YiP involves youth in the research process preceding the advocacy activities. Alternatives also need to be investigated profoundly, because it is easier to convince the policy makers when they are offered alternatives to the current situation.

Advocacy objectives

Below we give an overview of the main objectives of the advocacy programme including the activities to be taken to achieve these objectives.

1. Elimination of stigma within community

People hold a stigma against post-release participants. This makes their re-integration more difficult: it creates difficulties in finding work placement or education, the most important elements for a positive re-integration. YiP therefore undertakes efforts to improve active citizenship, which keeps the local people involved and mobilized can create a change in the public discourse. We do this by influencing the public opinion.

Activities

- Mobilize communities by public campaigning and education on the violation of children's rights.
- Forming partnerships with local formal and informal community networks like religious communities, schools, community centres and local community run sports and arts initiatives.
- Involving traditional leaders as well as religious communities. Informal networks, especially those to which youth are connected, can help spread information about services and goals and assist in providing local opportunities for the post-release participants.
- Build partnerships with other youth organizations, in order to interchange best practices on advocacy and have more impact by combining strengths.
- Give presentations at key local and national events.
- Give interviews to magazines, newspapers and radio networks.
- Distribute a magazine made by participants of the programme to elicit public discussions.

2. Increased capacity of prison institutions and related associations to improve the situation of children in prisons

In order to improve the situation for children in prison a very good relationship and thus collaboration between YiP and the prison officials is required.

Activities

- Have weekly meetings with prison guards on what is successful and what needs to be changed
- Have joint activities with youth and prison guards
- Involve prison officers during the workshop so that they are aware of how the YiP programme workshops are conducted
- Developing and implementing social dialogue with prison guards.
- Identify relevant stakeholders to assist in designing the social dialogue sessions.
- Ensure a buy-in with prison guards by targeting trade unions that work within the department of correctional services.
- Developing and implementing human rights trainings for prison guards.

3. Increased understanding by policy makers on how to improve the situation of children in prisons

In order to actually influence laws and policies, it is good to have youth speak for themselves. Organisations help the youth research certain advocacy issues and when necessary act and speak on behalf of them. Evidence based knowledge when advocating for human rights is crucial. In advocating for human rights and for youth to have a voice there should be a balance between rights and responsibilities. This means that when advocating for human rights and for youth to have a voice there should be a focus on the value of restorative justice and Ubuntu .

Activities

- Form alliances to combine strengths
- Policy dialogues: advocate for the inclusion of children in prison
 - o Train young rehabilitated offenders that have the confidence and passion to share their stories in parliamentary committees

- Consultation and building a platform for dialogue with the authorities, such as politicians, institutional management, social workers, lawyers and institution staff
- Organize individual and round table meetings for the authorities
- Inside Out magazine and artistic performances to visualise the youths' voices
- Capturing the outcomes of the policy dialogues in parliamentary submission together with post release children
- Consult legal experts to draft submissions.
- Insider Art: art exhibitions for generating media attention
- A production of a collection of artworks by guest artists in collaboration with participants within the programme.
- Silently report cases of torture to NGOs within the network

4.1.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

In South Africa Young in Prison has a youth ambassadors programme called Siyakhana ambassadors in which participants are trained to become youth ambassadors. Young in Prison was presented with the opportunity to partner up with a youth organisation called Phillippi Progressive Youth (PPY) that brings together young people from Phillippi and aims to get them involved in positive community development. In 2012 YiP was part of the PPY youth heritage day event in which a Siyakhana ambassador took part in a post-release discussion that he facilitated. This was a critical opportunity for the ambassador who now had to interact and become a role model to young people who had known him in his previous life when he took part in criminal activities. Once the young people saw and heard the change that he had made they were quick to participate in the discussion about the gap that exists between young and older people, young people's involvement in community issues, identifying what is lacking in the community and how young people can be a response to what is lacking.

The day also consisted of a debating session in which the Siyakhana ambassador formed part of the judging panel members. Four high schools took part in this debate session in which issues related to custom, tradition, manhood and community were discussed in line with celebrating Heritage Day. Part of the debate judging panel members were individuals from organisations such as LoveLife and Inyanda Young Network, which the ambassador was able to network with and gain a deeper understanding of what other organisations do in the area of youth development. The day proved to be fruitful and empowering to the ambassador and other young people who attended the event. In establishing this partnership with PPY, weekly meetings were held with the ambassador in order to equip him with skills and knowledge that would empower him to take charge of this initiative since it was in his own community. During these sessions the ambassador was given various tasks in order to research who PPY are and what they stand for and even the role of the members who form PPY. In addition, the ambassador was involved in another meeting, which was held with this group of young people in order to discuss future events and partnerships. Based on these discussions it was decided that future workshops and dialogue processes shall be conducted with the young people of Phillippi in partnership with PPY and Mr. Hinana who was part of the social dialogue in Bongoletu. This was once again a reminder that when we put young people at the forefront of development issues we are able to empower a new generation of leaders.

4.1.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Aim for improvement of the conditions of the youth within the juvenile justice centres, like behavior of staff towards the youth, hygiene, food and facilities
- ◆ Aim for public policies that will develop in the direction of supporting this group of youngsters inside the governmental spheres
- ◆ Stimulate direct dialogue between target group and policy makers
- ◆ By using the art the target group can advocate for their own rights
- ◆ The target group is involved in researching the advocacy issue, in order to avoid tokenism
- ◆ Alternatives are investigated as well and offered to policy makers
- ◆ Create alliances with other organisations who have a common goal to combine strengths
- ◆ Work against stigmatization, the stigma towards our target group should be changed
- ◆ Aim to mobilize community members
- ◆ Serve different communities by speaking the language of the people
- ◆ Offer civic education on the rights of the children to the community
- ◆ Create ownership of the reintegration process in the community
- ◆ YiP staff is adequately informed about national and local policy and law
- ◆ Partnership with community networks to which youth are connected, which enhances the dissemination of information

Literature review on the advocacy programme

Several American case studies of non-profit lobbying practices within the United States have found a few guidelines to be important for lobbying. Even though these findings are within the context of the United States they maybe still be of value to non-profit organizations or non-governmental organizations that operate in developing countries. For instance, it seems to be important to reach out to all political parties, educating staff on laws, policies and procedures surrounding them, convince high profile organizations to take up an issue as a special project, focus on one or two priority goals, publicize on the issues at hand, also using social media and inviting lawmakers to meet the persons who the organization is advocating for (Rees, 1999). When looking at lobbying for youth issues some American case studies of local youth advocacy organizations show that it is important to actively manage discourse surrounding the youth issues, informing local leaders and politicians about the needs of youth and investing in relationships with them (Deschenes et al., 2008). Involving youth themselves can also be very important and beneficial. In theories of empowerment positive youth development rises through promotion of skills development with greater participation and involvement by youth in the public affairs of their own community (Holden et al., 2005). Youth participation in general is about involving youth in institutions and decisions that affect their lives (Checkoway & Gutierrez, 2006). Juvenile justice and children's rights is a possible area in which youth participation can take place. NGO's can provide opportunities for youth to successfully participate in social change. Youth involvement in lobbying practises for youth rights and changing policy is one possible way of doing this. Youth participation in policy and civic issues can give youth a voice, strengthens personal development, enable them to exercise their rights as citizens and provide advocacy skills that lasts all the way through adulthood (Thackeray & Hunter, 2010). Youth can be seen in terms of their strengths and assets rather than their needs and this in turn empowers them (Checkoway & Gutierrez, 2006). Furthermore, youth participation in itself strengthens democracy and brings about social change. (Checkoway, 2010) (Yee, 2008). Adults, and therefore NGO staff, can support youth participation by reaching out to youth, building support for their ideas and help develop their ideas (Checkoway, 2011). Lastly, it is important that youth are able to take up roles that are actually meaningful like leadership roles in programming and governance during advocacy and lobbying activities (Yee, 2008).

Research has shown that the local community can play a vital role when NGO's are trying to improve the rights and tend to the needs of disadvantaged and at risk youth. The local context matters a great deal when trying to influence the lives of youth for the better. It also seems to be the case that local communities can be mobilized to bring the assets that are able to make a difference (Chaskin, 2009). Therefore, it is important for NGO's to actively involve communities in their advocacy programmes. Also, in general, scholars view that the creating and maintaining of active citizenship improves the development of communities and empowers community members. Public campaigning and education on for instance, voting rights and mental health subjects play vital parts in this ongoing process. Through the improvement of active citizenship the public discourse can be changed and the local people involved and mobilized. Forming alliances with local formal and informal community networks like churches, schools, and community houses can be very instrumental in this process. Investing in relationships within these circles are very important in trying to mobilize the local community. This supports getting specific problems and topics on public and policy agendas. It helps ensure that the values that are being advocated are also derived from the local context and not just imposed on them. In turn, this can lead to outcomes that have more longevity (Hardina, 2006, Klugman, 2011). For any advocacy programme it is important to identify and research the issue, establish goals, define target audiences and stakeholders, select messages and tactics and develop a plan of action.

Advocacy actions can optionally be grouped under four sections: lobbying, public campaigning, media work and local capacity building (Klugman, 2011, Wateraid: the Advocacy sourcebook). Research has shown that advocating social justice goals, because of their complexity, takes a long term investment and needs to be monitored and evaluated for a lengthy amount of time to ensure endurance of the obtained results (Klugman, 2011). Involving the community in advocacy programmes can be done by creating bonds with different community organizations and local and national governments (Chaskin, 2009). Case studies with projects who support orphans in developing countries show that creating strong bonds with local and national governments can improve project sustainability (Rosenberg et al., 2008). Overall, because communities and local context vary, the advocacy strategies that involve communities need to vary also. Therefore, there is no size that fits all and NGO's need to take the diversity aspect into account in there advocacy programme within the local community.

5 WORKING WITH THE TARGET GROUP

“Young in Prison is and will assure people that people can change.”

Participant YiP programme, Young in Prison South Africa



Everybody involved with YiP breathes the positive approach: truly believing that every child deserves a second chance. This anchored belief in young people makes the youngsters feel that they are treated with respect, love, and can be in a friendly environment. They are experiencing that – maybe for the very first time – somebody believes in them as a person. Through the positive message we display in our work, the youngsters slowly but surely start looking at themselves as a person that deserves a future. As somebody that should get the opportunity to return to society. As a person capable of doing something constructive in society. To achieve this with our programmes it is important to focus on the skills and developmental possibilities of youth.

“Just thank you for helping to getting to know ourselves”

Participant of the YiP programme, South Africa



YiP has challenged itself by being convinced that ‘Young people can be shown, using role models and success stories, that change is possible’. Working with role models is an important aspect of YiP. The definition of being a role model can vary. They can be an artist coming from a similar background as the participants, they can be formerly incarcerated themselves, they can have overcome something difficult and found their passion, etc. Working with role models gives the participants an actual example of someone who they can identify with and has reached something they dream of. They then have the chance to see a positive future for themselves.

Another type of role model is seen in the ‘peers’ from either the pre- or post-release programme; well performing participants are invited to function as role models for the others and can even become workshop facilitators.

“All activities motivate and were helpful but most importantly to see my fellow ex-prisoner who after being helped has released an album and performed before our very eyes. I admired him a lot and I would like to follow his feet.”

Participant YiP programme, Music Crossroads Malawi



Youth tend to take on the behavior of people when they see that they come from the same kind of environment as them. We make use of role models, because according to social cognitive theory youth tend to display behavior and attitudes that are learned through example. Youth are more likely to take on behavior of role models whom they like best and find important enough to imitate. Therefore, role models, for instance in the form of mentors, can have great influence on youth. During the process of identity formation youth will look up to the adults in their environment to see what are acceptable and desirable behaviors and attitudes. Strong attachments to pro-social adults have shown to be beneficial to the development of at risk youth. Pro-social adults, like workshop facilitators, mentors or other staff can in this way function as a role model. By modelling healthy pro-social behaviour staff can contribute to the positive development and formation of youth identities and protect them from negative internalization and externalization behaviours like for instance different forms of addiction and violence. As has been stated earlier, role modelling is more effective when youth like the role models and find them important enough to model themselves after.



“ ...I was inspired by the facilitator. He proved to me that he knew his job very well because whatever song one could request he could play it. In the process he also challenged me when he sang along on a free style beat. I did the same but could match him. He was my role model on that day.”

Participant YiP programme, Music Crossroads Malawi

5.1 Recruitment of staff

5.1.1 HOW WE WORK

Human resources are most important in order to successfully achieve results. In the case of working with youth at risk it is exceptionally important to recruit the right people who work directly with our target group, for example as workshop facilitator. YiP finds it most important that both organisational staff and facilitators are intrinsically motivated, have a positive commitment and are inspiring persons in order to pass this on to new staff and to pass this on to the youth we are working with. Motivation is easily identified by seeing staff really enjoy what they are doing. Determination and commitment are of great value and can be shown, amongst other things, by always being fully prepared when going to work. All staff members working at YiP should invest their time and effort in proper preparation. Obviously facilitators should not have any kind of negative traits like racism, gender chauvinism, classism, aggression, carelessness, dishonesty or intolerance, when working with YiP.

When implementing the YiP programme an organisation should be able to adhere to three important aspects related to human resources:

- ◆ employ sufficient staff to carry the workload
- ◆ be able to provide fair salaries
- ◆ offer medical cover as the working environment is subject to a lot of communicable diseases

Besides the staff facilitating the creative programmes and the staff working on organisational issues it is vital that there is one graduated psychologist in the team. Only a psychologist can conduct psychological assessments of each individual participant of the YiP programme. This is important as making such comprehensive diagnoses of each individual increases the in depth analysis possibilities. This in turn facilitates the monitoring at the individual level of social and educational development and progress of the participants.

In our recruitment procedure we pay attention to two main criteria:

1. Creativity versus social educational background

A facilitator should be creative and innovative, because children are motivated by new ideas and knowledge. As our programmes are created around creative activities, the facilitators we recruit have to be a practicing artist in any kind of art. A social background in psychology, pedagogy or another behavioural science obtained by higher education or work experience is preferred. We find this essential, because our programmes are aimed at developing life skills through the arts. A combination between creativity and social background is therefore self-evident, but our priority lies with creativity. This means that if we have to choose between someone who has a higher degree in behavioral sciences, but who does not have any creative skills and someone who is highly creative but does not have an educational degree, then we will choose for the second person.

Facilitators need to have a clear overview of the individual (psycho-social) processes of the participants. This is necessary, among other things, to handle a different approach to children and teenagers. This goes for differences between the youngsters, but also differences within one individual, which requires that the facilitators should be part of the growth of the children. Facilitators learn what appeals to their target group during every crucial moment in their development. This makes them to be alert and react ad hoc to the needs of the youngsters. Attention is paid to slipping in routine and not noticing out of the box needs. Facilitators treat every individual as a special human being and at the same time are aware of the group dynamic. They need to accommodate the group but at the same time keep each individual engaged.

It is fundamental to build a positive relationship between the facilitator and the youth. This requires time and the right approach. The first action for the facilitator to undertake is to show trust in the children. A proposition to do this is by rewarding the children instead of punishing them. Giving them positive feedback on their results and on their behavior gives the participants hope. Another proposition is creating a safe environment. Showing real interest in the children, really listening to their stories. Also, when the stories are not positive, the facilitator should have the ability to hear what is behind the story. Besides showing trust in the children, trust between the children is necessary for their positive development. This is promoted by the principle of inclusion, meaning that not only the extravert children are actively involved in the workshops, but also the more introvert children. In order to do this, facilitators recognize and distinguish different personalities and feelings and subsequently respond to these individual differences. Stimulate courage within each individual and encourage them to participate by making clear that every individual has a specific positive added value. Another proposition to achieve trust between the children is making general social rules. This means the children should have the possibility to correct each other.

2. *Being inspirational versus experience*

Being inspirational as a facilitator is so essential for us, because youth take on behavior of other people whom they look up to. When the facilitators are seen as role models to the youth, facilitators should display pro-social behavior. Hence, a facilitator acts as a mirror. But participants can only see themselves if the facilitator is open and shows them that he or she is willing to learn and not just teach. We therefore favor the facilitators to act more like a peer rather than act like an authoritarian teacher in order to be inspirational. In combination with being inspirational, in order to work with our target group, experience in working with youth at risk is preferred. Although YiP does provide in-house training to work with our target group, we prefer our facilitators to have some experience already. Not in the least because we believe that we can keep evolving in our way of working and therefore are open to be enriched by the facilitators we recruit. Facilitators who have both the experience and are inspiring persons by nature are our most favorable type of facilitators. But our priority lies with being inspirational. Thus, if we have to choose between someone who has a great amount of experience working with our target group, but who is not able to inspire our participants, and someone who does not have the experience working with our target group, but is very inspirational by nature, we choose the second person.

Our facilitators are cheerful and respectful. Respectful meaning that they are culturally sensitive and thus understand that people are different because they come from different environments. These differences are embraced and worked on in the workshops instead of being ignored. Facilitators are open-minded and not labelling or judgemental. They advocate that there are no taboos by being open in their communication to the youngsters. Having the ability to walk in other ones shoes is highly desired. On top of this emphatic trait it is also required that a facilitator be capable of seeing the positive side of the youth and affirm this towards the youth. A last trait that should be emphasized is that our facilitators are self-confident. Just like we said before about mentors, it is needed to inspire and stimulate the youth with positive behavior as they are only adopt behavior from self-confident others.

5.1.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

One of our, now, great facilitators used to do poetry performances in Johannesburg and even recited a poem during his interview with YiPSA; however he didn't have any educational background.

Every staff member at YiPSA has their own talents, but also has space to grow and can therefore learn from others. Together with the other Johannesburg staff members he received a basic facilitation training from Nkosinathi, the most experienced facilitator at YiPSA. During the training sessions the facilitators went to the prison and observed what an actual workshop looks like and were also asked to put their newly learned skills into practice. At YiPSA we strongly believe in the development of staff members and that you are able to learn how to use your talents in your work and to transfer this to other people.

Example from the YiP programme in Malawi

Actually almost all of the facilitators in Malawi are practising artists but have no social educational background. The facilitators are trained in the methodology used by YiP and they are provided by continuous self- and team assessments. Through team assessment we are building the capacity of each other and results show that there is a great improvement in the delivery of the workshops.

One of the music facilitators who teaches keyboard and guitar at Kachere prison, was a stage performer before he joined YiP. He is inspiring the young people during workshops with his music compositions. A lot of young people say they would like to be like him. In such cases we sometimes form a band. This offers young people the opportunity to play music on their own.

Another inspiring facilitator trains young people in traditional and contemporary dance. With his impressive skills, he has travelled all over the world where he has performed at different events. He never went to a formal dance school but his talents and creativity are what inspires young people. His experience gives energy to the young people to work hard during dance workshops. Just like the music facilitator, this is his first job to work with young offenders in prison.

5.1.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Recruit sufficient staff
- ◆ Have at least one graduated psychologist in the team
- ◆ Be able to offer fair salaries
- ◆ Staff are intrinsically motivated, positively committed and inspiring
- ◆ Facilitators are creative and innovative
- ◆ Facilitators are inspiring role-models to the participants
- ◆ Facilitators have a social degree or psycho-social experience
- ◆ Facilitators have an overview of the personal processes of individuals
- ◆ Facilitators are part of the participant's growth
- ◆ Facilitators find out what appeals to their target group
- ◆ Facilitators need to engage both the extravert and introvert participants
- ◆ In order to create a positive relationship with the participants, facilitators:
 - Show trust
 - Are open-minded
 - Display pro-social behavior

- Culturally sensitive
- Not labelling or judgemental
- Have the ability to walk in other people's shoes
- Reward instead of punish
- Are self-confident
- Give positive feedback
- Create a safe environment
- Listen to the stories of participants
- Include all participants
- Encourage participation
- Elicit social rules
- Make clear that there are no taboos

5.2 Interns and volunteers

5.2.1 HOW WE WORK

Just like the staff and facilitators, volunteers and interns should have an open-minded, flexible and creative attitude. They are aware of the cultural background of other staff and the youth. Tolerance both between the staff and towards the youth is necessary. Even if it sometimes might seem hard to understand the youth, interns and volunteers should be able to reset their mind on what the youth have done and show empathy. These attitudes are all adding up to the ability to not stigmatize the youth.

YiP includes interns and volunteers in different meetings. This motivates them, helps them understand the organization better and let them take ownership and responsibility to follow through on planned activities. We aim to stimulate their passion and let them feel part of the whole process. We offer our interns a healthy balance between serious work and social dynamics.



5.2.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

The volunteer programme at YiPSA is called Youth4YiP. Before volunteers are enrolled in the Youth4YiP project, they undergo an interview with the volunteer coordinator. In this interview we identify what the interest of the volunteer is, what value they want to add to the organization, what is the amount of time they want to contribute to the organization and if they meet the volunteer criteria.

If successful, the volunteer is provided with basic facilitation training which focuses on the following:

- Project sites and schedules
- YIP and Department of Correctional Services Rules and Regulations
- Designing a session plan
- Use of Ice-breakers and energizers
- Keeping learners motivated
- Observing and assessing learning
- Safety in prisons
- Dealing with problems

After receiving training, volunteers are then placed in the different centres of interest with a YIP supervisor. They then work together as a team in running that specific programme at the specific centre. The volunteer is then motivated, supported and supervised by the YIP facilitator. The facilitator makes sure that the volunteer does not become a participant in the programme, but is made responsible for planning, facilitating and reporting on the activity conducted. This way, volunteers get some control over the whole running and managing of the activities in that specific centre. Every day after completion of the workshop there will be briefing meeting with the volunteer in order to see how they think the workshop went, if they felt confident, and what they want to change and discuss during the next workshop.

Once volunteers are experienced enough, they will not be under direct supervision anymore. Nevertheless will the volunteer coordinator make sure that he or she keeps in contact with these volunteers. This will be done by making an appointment at the office, when volunteers pay a visit to the office by themselves or through email or telephone. It will also be made clear to volunteers/interns that when they are experiencing difficulties, which cannot resolve with their supervisor, that they can always come to the volunteer coordinator. The volunteer coordinator is also responsible for the evaluation at the end of a volunteer period.

5.2.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Interns and volunteers are open-minded, flexible and creative
- ◆ They are aware of the cultural background
- ◆ Not stigmatize the youth
- ◆ Be able to reset their mind on what youth have done
- ◆ Interns and volunteers are included in meetings
- ◆ Offer a healthy balance between serious work and social dynamics

5.3 Training of facilitators

5.3.1 HOW WE WORK

We feel that it is important for people who work with and guide youth at risk to receive proper training in how to

work with this particular group. Therefore, every new facilitator receives a YiP training. Training can help facilitators understand how to maintain their safety and avoid cultural conflicts. Furthermore, we find it very important to train the facilitators in order for them to fully internalize our vision and mission.

Capacity building for facilitators is given especially in psychosocial areas. The reason for this is that the guys in the prison are all affected psychologically and require such help. As it is still a wish to have at least one psychologist it is required that all the facilitators need to be trained with psychological insight. Facilitators need to be trained in basic diagnostics and in how to translate the diagnoses to a creative individual programme.

Facilitators should also be trained in more practical skills like planning, monitoring and evaluation, implementation of the workshops and assertive communication. For an extended guideline on how to train the facilitators the Train-the-Trainer manual should be consulted.

5.3.2 EXAMPLE FROM THE FIELD

To be continued after the first Training of Trainers in October 2013

5.3.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Every new facilitator receives a YiP training
- ◆ Training in psychological area to be able to give proper support to the target group
- ◆ Training in more practical organisational skills

5.4 Capacity building training for staff and volunteers

5.4.1 HOW WE WORK

We believe that everything should always be in positive upward development, including the capacities of the staff and volunteers. It is important for YiP to train staff in different learning styles and in ways to cope with different challenges. As the YiP programme is implemented in different countries, the training curriculum takes into account the cultural context. It should for instance incorporate the improvement of intercultural skills, cultural awareness and cultural sensitivity.

Since volunteers are a large percentage of YiP, the volunteer training is also an important focus point. Volunteer training is seen as a very effective way to improve volunteers capabilities and knowledge of their work. It is both beneficiary for the organization as well as for the volunteer. The benefits positively affect volunteer recruitment, personal growth and the quality of performance.

The specific YiP capacity building training is a training on how to work with the youth in the institutions following YiP's vision and mission. The training is used for new staff members, but could also be used as a refresher course. The YiP Training-of-trainers manual is the source book for this training. Additionally, the different staff, volunteers and interns of the different countries get the chance to learn from each other by sharing experiences. This is facilitated by yearly partner meetings in which different staff from YiP programmes in all the countries come together.

5.4.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

The capacity building training in South Africa is called the Needs Assessment Training. The learning outcomes of this training are to:

- Identify skills needed
- Allocate skills to different sectors
- Self-assessment

The training looks at helping staff identify some of the skills they need to advance themselves in their different fields of work. The trainer uses individual exercises, dialogues and discussions to create learning. Different types of ice-breakers are used to create a climate of learning and unblock all mental strains that could prevent learning and the ability to learn.

Furthermore, we organize ad hoc capacity building trainings, depending on grants we receive and extended projects we will start. The most recent was the EU Strategic Planning and M&E Training. This served as a teambuilding exercise in preparation for the receipt of the EU grant and also prepares all YiPSA staff of the implementation requirements of the EU and its co-funders. This training aimed at:

- Recap Year-Plan and EU Year-Plan
- M&E: How to report?
- Review of Quarterly Report
- Expansion Plan
- Teambuilding sessions

5.4.3 MINIMUM STANDARDS QUICK VIEW

- ◆ Every new staff and volunteer receives a YiP training
- ◆ Trainings are offered to develop different learning styles among staff
- ◆ Trainings are culturally sensitive
- ◆ Practical and psychological training
- ◆ Volunteers are offered special trainings
- ◆ Yearly partner meetings are held, where staff from the different countries can learn from each other



5.5 Creation of ownership

5.5.1 HOW WE WORK

In order to keep our staff, both paid and unpaid, inspired and involved, ownership needs to be created. The whole YiP programme should be owned by everyone in the organization. There are different ways how we create this ownership.

Space to reflect

Facilitators should get the chance to reflect on their own performance and the general progress of the YiP programme. To enable this, structural meetings can be held in which the facilitators feel comfortable and hence speak openly. They can share their observations about the youth and their feelings they have about how everything goes.

Clear responsibilities

Ownership is felt by each individual when they have the feeling of being responsible for a specific task. A clear division of responsibilities, which is communicated to everyone who facilitates this. In frequent meetings we reaffirm roles and responsibilities and if necessary, adequately re-allocate and distribute tasks. By reaffirming the definition of the different roles, like the workshop teacher, the coordinators and the logistics feelings of engagement are also enhanced.

Building relationship of trust

The management needs to acknowledge the importance of the challenges that facilitators face and how to overcome these. Hence, trust between the management and the facilitators is really important. The facilitators are encouraged to speak up when needed. Also the management encourages and ensures the integration of the different points of view of the facilitators into the different processes. This way the facilitators know that their input is valuable to the organization. Trust is maintained by transparent and open communication.

Empower staff

YiP offers all the staff members the opportunity to participate in decision making and policy activities and enjoy a certain degree of autonomy they experience more personal self-efficacy. We do this by providing motivational places where suggestions and initiatives can be given and are accepted. By empowering staff they are given the confidence to empower others.

5.5.2 EXAMPLE FROM THE FIELD

Example from the YiP programme in South Africa

Every December, YiPSA has its Strategic Planning meeting in which staff members give a presentation about their projects and activities for the coming year. By doing this, all staff members become more responsible for their own project, which results in being motivated to create and present a well planned and structured project. After the presentations, other staff members are given the opportunity to give suggestions on how to improve the project. Ideas and plans presented by facilitators are critically scrutinized based on the practical implementation. The team then agrees on a go ahead on the project plan based on all considerations about budgets and the overall YiP project plan. This gives complete control to the facilitator of the design phase of the project plan. On the implementation phase the facilitators are able to involve other staff members and volunteers by including them on the planning for the execution of that specific activity. This is done by giving out responsibilities and delegation of tasks.

5.5.3 MINIMUM STANDARDS QUICK VIEW

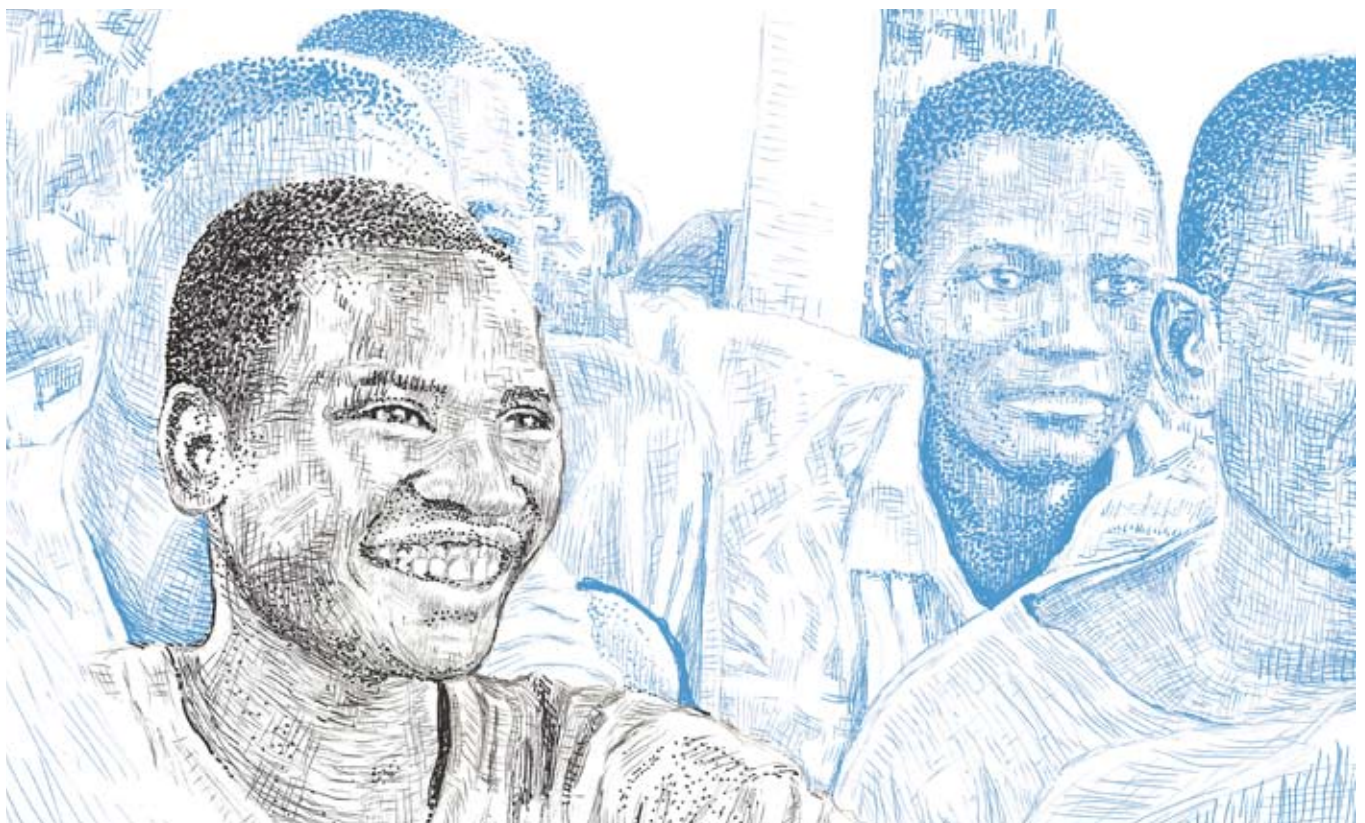
- ◆ Staff get space to reflect on their own performance
- ◆ It is always clear to every staff member what their task and responsibility is
- ◆ Frequent meetings to re-allocate roles and responsibilities
- ◆ Management acknowledges the challenges that facilitators face and guide them in how to overcome these
- ◆ Opinions of staff are really taken into account by the management
- ◆ Transparent and open communication
- ◆ Staff are made part of decision processes by the creation of motivational spaces where they can give suggestions

Literature review on working directly with the target group

Training and education of management staff in their own specific tasks and challenges have been identified as being critical to improve the management capabilities of NGO's (Chang, 2005). Training can improve the help that the facilitators are able to give to the local people. It can also help facilitators to understand how to maintain their safety and avoid cultural conflicts. Training facilitators should also enhance their facilitation skills and build capacity in working with a specific target group (Chang, 2005) (Sellick et al., 2011). When looking at facilitators who work with vulnerable and at risk youth, research, for instance on mentoring, shows us that amongst others, adequate training in supporting child and family is important for working with youth (Sipe, 2002) (Linsk et al., 2009). Furthermore, since strong attachments to pro-social adults have shown to be beneficial to the development of at risk youth it is important that facilitators serve as role models in the way they interact with others and conduct in life in general (Lodewijks et al., 2010). Literature on empowerment has shown that when local NGO staff have a chance to participate in decision making and policy activities and enjoy a certain degree of autonomy they experience more personal self-efficacy. Research has also shown that in order for NGO staff to help people in the community to gain a sense of mastery over their environment, they must feel empowered themselves (Hardina, 2006).


Since volunteers are a large percentage of the NGO workers the training, especially of volunteers, is also an important focus point. Volunteer training is seen as a very effective way to improve volunteers capabilities and knowledge of their work. It is beneficiary for the organization as well as for the volunteer. The benefits positively affect volunteer recruitment, personal growth and the quality of performance. For NGO's who work in different countries the culture factor should be an important focus point in the training curriculum. It should for instance incorporate the improvement of intercultural skills, cultural awareness and cultural sensitivity. When NGO staff in general work with people who have a different culture than their own, they need to meet and understand diverse needs, viewpoints and styles of communication, and proper training should be able to improve their intercultural skills and understanding (Chang, 2005) (Rogers-Serin & Serin, 2009) (O'Hagan, 1998). Scholars also frequently point out that a training curriculum should also include background information about the local context and, language training and emotional management skills (Chang, 2005) (Hutnik & Gregory, 2007).

When looking at volunteers intention to remain with the organization and also to their needs, the following focus points are important. Receiving training and supervision have shown to be a positive influence on the volunteers intention to remain within an organization. Furthermore, it is important for volunteers to experience satisfaction, motivation and acknowledgement through their activities, good social relationships within the organization and experience organizational support (Hidalgo & Moreno, 2009).



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We invite readers of this document to react and provide suggestions for even better interventions.

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