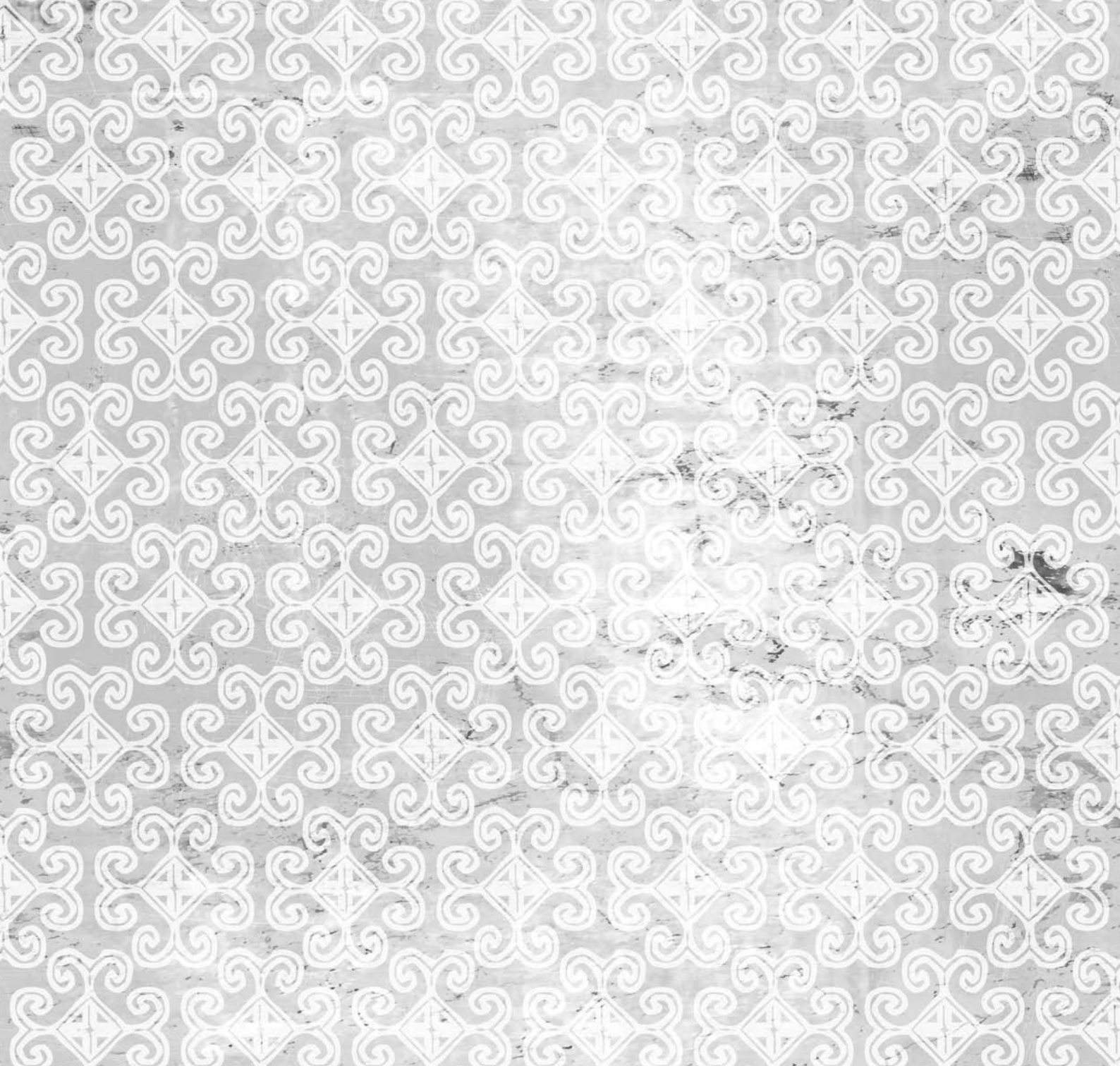




YOUTH WORK IN PRISONS?

Ülly Enn
Elina Kivinukk



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**Long-term Training Project
for Prisons in Estonia 2004–2006**

**by Estonian National Agency
for European youth programme**

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„YOU MIGHT HAVE KNOWN THEY’D WIND UP BEHIND BARS
EVENTUALLY...”

This anonymous comment appeared on the Delfi Noortekas portal on 7th of October 2005 in response to news that the Estonian National Agency for YOUTH programme has launched a training project for local prison staff. Although this particular comment hardly represents more than someone’s witty remark, the phrase ‘wind up behind bars’ has become fairly widespread and reflects the prevailing mindset and attitude in society. But from the points of view of both the people committing the offences and the wider social development it is important for us to believe that ending up in prison can also mean a new beginning. The current report focuses on a training project based on this approach.

From July 2005 to June 2006 the Estonian National Agency for YOUTH programme (operating as National Agency for Youth In Action programme since 2007) carried out a training project for prison staff in order to support their skills in working with youngsters and in project management, thereby to create better conditions to further youth projects in prisons in Estonia. The preparations for training started already in the end of 2004, the cooperation with participants has continued also after the end of the training.

During that time quite many things have changed in the Estonian prison system – some prisons have been closed, some prison managements have changed, not to mention smaller everyday changes. The present report aims to introduce the experiences of this pilot project more closely. We discuss its origin, the “pains and victories” of the training process and the main results – the youth projects launched in Estonian prisons with the support of this training.

The training and the youth projects have developed into a very valuable experience and we would hereby like to thank the people who have contributed to that – Kristel Varm from the Ministry of Justice, the managements of Murru, Pärnu, Tallinn, Tartu and Viljandi Prisons and the specialists who shared their experience in the workshops of the training. Our special gratitude belongs to the employees of prisons who took part in the training and the young people from further youth initiative projects – they have had to carry the largest workload in the whole process. Relying on the results of their work it is today possible to state that youth work has important potential to involve young people in prisons and to support their development.

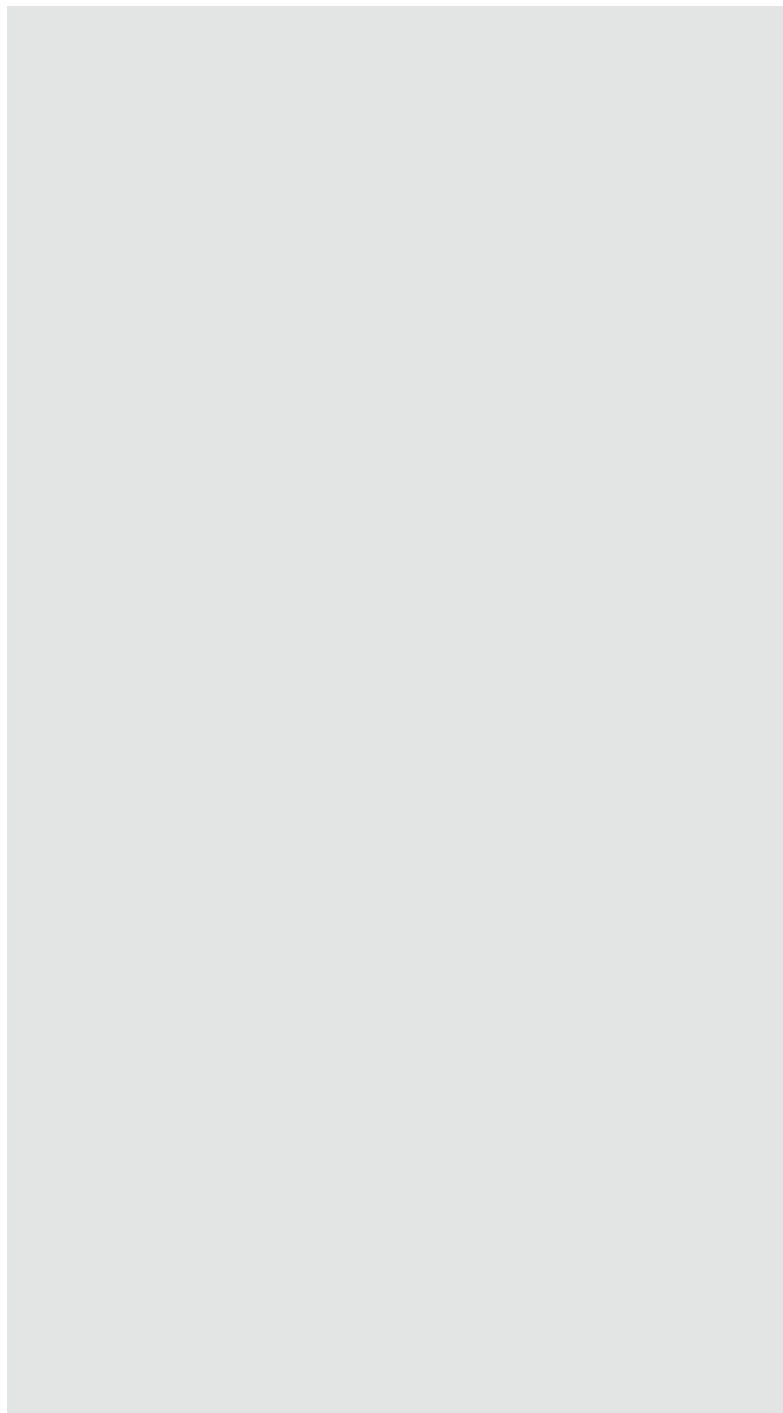
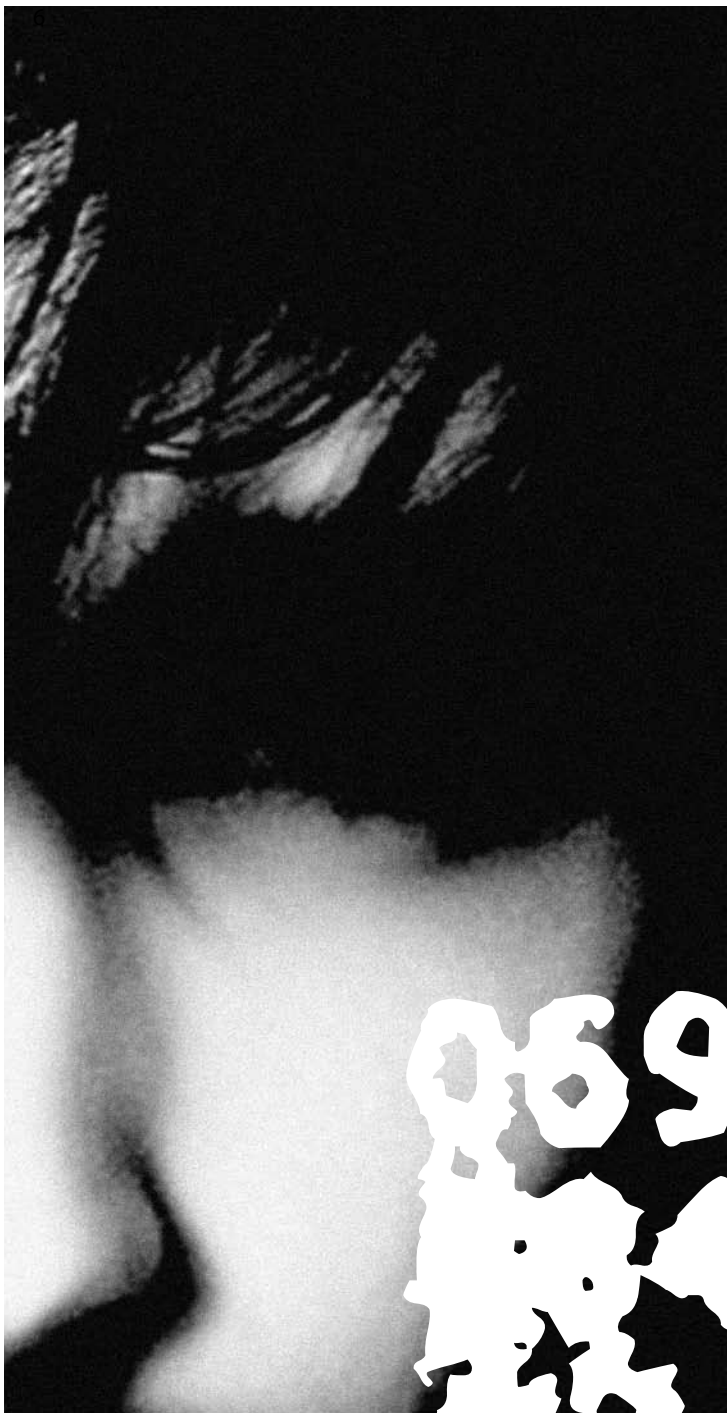
Hopefully the influence of the experience gained from this training will not be limited to the circle of people directly involved in it. The Estonian National Agency has started cooperation with SALTO Inclusion Resource Centre in Belgium as a result of which first pan-European training courses for the people working with young (ex-) offenders have taken place in 2006 (see <http://www.salto-youth.net/tcnooffence/>).

As a result of these Estonia has also been able to support innovative international projects in the frame of European Voluntary Service and training for prison staff in cooperation with British Council's Connect Youth agency and NGO Everything's Possible from United Kingdom. The initial experiences have confirmed that the involvement of young (ex-)offenders is not an easy task, but their involvement is possible and extremely necessary. Hopefully the present story of an experience will provide valuable food for thought and inspiration for new initiatives in that area.

Wishing you enjoyable reading!

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Background of training project

In the end of 2004 the Estonian National Agency for YOUTH programme started preparations for a long-term training project for Estonian prison workers.

The roots of the idea are to be found in the Estonian experience of the YOUTH programme till then – rather good results have been achieved in inclusion of youth with risk behaviour and those with a history of alcohol and drug abuse. There has been support for projects with juveniles sentenced to probationary supervision.

At the same time these target groups are becoming more and more the focus of attention in youth work more broadly, to the extent that there has been a field of youth work determined by the state, called special youth work and aimed “...to create the conditions of development for youth with behavioural problems and/or living in risk situations by activating their skills and abilities and increasing their motivation” (Estonian youth work strategy 2006–2013).

At the same time, the need for (further) training of people working in the field of special youth work has become an urgent issue to guarantee the quality of work (Enn 2004; Ümarik and Loogma 2005). And without doubt, special youth work does not take place only directly in youth organisations or youth work institutions, but in the bordering areas as well, including the fields of justice and social work. Thus was born the idea for a long-term training project for Estonian prison workers in which theoretical topics would be supported by development of YOUTH programme youth initiative projects in co-operation of training participants (prison staff) and young detainees, tak-

ing into account the principles of youth work (as stated in Estonian youth work strategy 2006–2013).

Possibilities of European youth programme are wide and varied: from international youth exchanges bringing together groups of young people from various countries to voluntary service, where young people are given the opportunity to live and work as a volunteer in a foreign country. Since for young prisoners the opportunities to communicate with the outside world are limited, the training set its emphasis on local youth initiative projects that groups of young people could carry out inside the prison by involving other detainees. For example to organise conversation groups, workshops or why not graffiti competitions to reflect subjects that are important to them and other young people. The main point was that it should spring up out of their own needs and interests, allowing the prison staff to monitor and feedback on youth’ activities and to support their positive learning experiences – and thus their self-esteem.

The activities of European youth programme are based on the principles of non-formal learning, which is learner-centred and flexible and thus considered as very suitable also for inclusion work (T-Kit Social Inclusion, pp. 39-42). Youth projects give young people the chance to try themselves out and learn new things in a way that they get excited of learning again – however estranged they may be from formal education or learning in the more traditional sense. For example the researchers Colson, Guitard and Martynow from Liège University have high-lighted the role of youth work in intergration process of such youth (Gerard 1998). They explain that the first step after contact-making is laying foundations for positive experiences via youth

work activities and the counselling, support and appreciation that accompanies it. The further integration process could primarily be targeted at the acquisition of knowledge and skills through entering into vocational or remedial training and integration into work-life (ibid).

Having said this it is evident that youth work has strong potential for the involvement of young offenders as it provides positive learning context to support the self-esteem of young people and their belief in themselves. Furthermore as these projects are based on team work it also helps them to experience trust and provide it to others.

With the support of a youth worker such participation would help a young person to become aware of important qualities for managing one's life and for achieving future objectives, hopefully also to motivate a young person to develop these qualities. Very often through project work young people also acquire some specific skills, get used to concentrate and work continuously which in the long run surely also contributes to their employment, better coping with their life – being back at the general objective of youth work.

So in the preparation of the training project the main principles of non-formal learning as also the essence and inclusion experiences of the YOUTH programme were taken into account. As the training programme was targeted at people working with youth, the core of adult education was also of importance when developing the concept and the content of the training.

The aim and process of the training project

The aim of the training project was to develop the youth work and project management skills of people working with young people in prisons and thereby create better conditions for youth projects in Estonian prisons.

The objective being innovative and rather ambitious, the training was designed long-term in order to provide support for the quality of practical projects and to be able to tackle topics as brought up by the project process but also to enable the participants to learn from each other's (project) experiences.

In order to determine the more specific training needs of the participants, these were studied in the initial application form. In addition in later phase also the interviews were carried out with accepted participants of the training and the trainers visited all participating prisons in order to get a better insight into future project environment.

There was a wide variety of answers given to the question: "Taking into possible future project, in which related topic would you like to improve your knowledge with the help of this training?". Answers covered both more general fields such as youth work, hobby education and psychology, and more specifically also questions related to applying for project support within European youth programme. Also many issues related to project management were mentioned like coaching the youth group, (group work) methods and again those not so directly linked like improvement of English language skills...

To map down the expectations of the participants with regards to the general approach and methods of the training, the participants were also asked “What else do you expect from this training course?” and the answers were as follows:

“NEW MEETINGS, EXPERIENCE SHARING WITH COLLEAGUES FROM OTHER PRISONS.”

“NEW IDEAS FOR MYSELF, THE ABILITY TO WRITE RELEVANT AND INTERESTING PROJECTS”

“AS I HAVE NOT TAKEN PART IN ANY PROJECT MANAGEMENT TRAINING COURSES (I DO HAVE THE PROJECT WRITING EXPERIENCE FOR THE MINISTRY OF JUSTICE THOUGH), THEN ALL THE TOPICS RELATED TO PROJECT WRITING AND PROJECT MANAGEMENT WOULD BE OF INTEREST TO ME.”

“I WOULD LIKE TO KNOW WHETHER SIMILAR PROJECTS HAVE BEEN CARRIED OUT IN PRISONS IN OTHER COUNTRIES AND IF YES, EXAMPLES COULD BE GIVEN.”

“THE INVOLVEMENT OF VARIOUS SPECIALISTS IN THE TRAINING COURSE, INTERACTIVE LECTURES, SEMINARS, THE USE OF THE FORMS OF ACTIVE STUDY, PRESENTATIONS ABOUT SUCCESSFUL YOUTH PROJECTS.”

“RELEVANCE AND PRACTICALITY.”

“PRACTICAL KNOWLEDGE AND IDEAS FOR TARGETED ACTIVITIES FOR YOUNG DETAINEES.”

In view of the above it is evident that choices had to be made when defining the more specific content of the training – which topics can directly be tackled in the programme and which expectations must rather be solved with the help of additional materials, etc.

Arising from the general objective the core of the training was the possibilities of the European youth programme on the background of general principles of project management. For the process it meant concentration on developing the participants' project management skills from the needs analysis to follow-up activities.

In order to support the quality of projects and more indirectly the quality of youth work targeted at young detainees in general, it was decided that the issues related to youth work methods should also be involved in the training. The training aimed to enable the participants to be-

come better aware of the role of methods in working with young people, also to provide a possibility to acquire some techniques and examples of approaches not very common in Estonian youth work, such as the Loesje method (i.e. creative writing), forum theatre, etc.

To provide the best possible support in addition to training also consultations to training participants and groups of young people in prisons were offered and also actively used.

Having gathered the application forms from the various prisons in Estonia (February to May 2005), carried out interviews with the prison workers interested in participation and visited the prisons June – July 2005), the training process was finally defined. In general the training

project involved the following stages:

1. **Planning and preparation** (December 2004 – August 2005)

This stage involved the formulation of the training idea, approaches and content; making contacts and exchanging information with the Ministry of Justice, prisons and the representatives of organisations working in cooperation with them (for example the educational institutions providing formal education to the detainees; NGOs carrying out social programmes in prisons), meetings with participants, etc.



Before the first training the participants were asked to identify the young people who could possibly take part in the project, to share with them the information about the upcoming training project and the arising possibility for a youth project to map down their interests and expectations.

For the trainers it was important to identify participants previous experiences and current working environment as important aspects for future projects in prisons.

2. Training courses (August 2005–June 2006)

The training process included three main phases in August 2005, January and June 2006 and a one-day seminar about the contractual and financial issues of projects in March 2006.

The first phase of training was aimed at creating a good foundation for long-term co-operation, includ-

ing the support to group dynamics. In addition, the training discussed approaches of European youth programme, the principles of non-formal learning, in order to support the participants' awareness of educational values of project work. An important part of the first training was the analysis of the needs of young detainees – as a basis for the development of project ideas.

It was decided that the second phase of the training would be dedicated to methods suitable for youth work and non-formal learning and to development of respective skills, also to the analysis of project work that has been launched in prisons meanwhile.

The main content of the last phase of training was to evaluate the project processes so far.

At the end of each training phase the participants were sent a written report to help them remember the things that were discussed during training.



In order to enhance the smooth running of the training in accordance with the expectations and needs expressed by the participants initially and during the course process:

- the National Agency offered regular individual counselling for the projects and carried out additional work (meetings, short training sessions) with groups of young people at prisons so that the high quality of projects would be ensured;
- additional experts were involved in trainings to provide best expertise in tackled topics;
- various project examples both from Estonia and abroad which could also be used in prison context were introduced;

- additional training day on contractual and financial issues was decided to be held as participants expressed difficulties when starting their projects;
- a written report was prepared and was sent to participants at the end of each training phase.

In addition, it was initially planned to organise a web-based “club” in order to have as good overview as possible of the project process in between the training phases and to support the virtual exchange of information and experiences among the participants. But taking into account the interests, wishes and the peculiarities of the work contexts in prisons this finally did not turn out to be necessary.

Participants and their work with young people in prisons

As the objective of training was to support the youth work proficiency of the prison staff working with young people, it is only natural that in the development of the training maximum account was taken of the needs and wishes of people who expressed their wish to take part in the training, also specific conditions of prisons where they worked.

Initially the National Agency aimed to involve a 2–3 member teams from every participating prison, incl. for example a social worker and a psychologist, perhaps a volunteer working at the prison or a representative of the management.

In the call for training sent to prisons (see the annex 6) it was encouraged to involve both the staff of prisons but also representatives of NGOs running activities in prisons or schools providing formal education to young prisoners. Thus the estimated maximum number of participants was 20.

After introducing the training idea to teachers of prison schools in information seminars organised in December 2004 by the Ministry of Justice and after sending call for training to the directors of all of the prisons working at the time in Estonia in January 2005, the feedback received showed that more flexible approach should be taken in order to involve as many prisons as there were interested ones into the training process.

In the final selection of participants two main aspects were taken into account – the possibilities of institutions to send its staff to the training and its own estimation of how possible it would be to launch youth projects in the

prison. It turned out that prisons view their possibilities for youth work and youth projects very differently, depending for example on the orientation of the prison (there was one youth prison in Estonia at that time), the number of detainees, the special character of the target group and the present situation of the social-educational work in the prison. Nevertheless it was decided that all the institutions which showed interest in the project would be involved so finally representatives of Murru, Pärnu, Tallinn, Tartu and Viljandi Prison and their partners from Rummu Specialised School and Tallinn Vocational School No. 5 (former names of the latter two) started the training process.

The content of work of various posts

The group of people interested in taking part in the training was varied, involving people working on various posts in prisons. The workers themselves have described the content of their work as follows (in case there were more than one person of the same post represented, the answers of different people have been given):

- hobby education instructor:

“THE PLANNING AND ARRANGEMENT OF HOBBY (EDUCATION) ACTIVITIES FOR THE DETAINEES; GROUP WORK, RECREATIONAL EVENTS, SPORTS TOURNAMENTS AND HOBBY GROUP WORK”

“ORGANISATION OF THE LEISURE TIME OF YOUNG PRISONERS.”

- social pedagogue, social worker:

“THE PLANNING, ORGANISING AND MANAGEMENT OF ACTIVITIES FOR YOUNG PEOPLE WITH MENTAL AND BEHAVIOURAL DISORDERS. TO INCREASE THE MOTIVATION OF YOUNG PEOPLE BY WIDENING THEIR INTERESTS, MANAGEMENT OF GROUP WORK AND CORRECTIONAL ACTIVITIES.”

“SOCIAL COUNSELLING, GROUP WORK, MOTIVATING INTERVIEWING.”

“I HAVE MOTIVATED THEM TO CONTINUE STUDYING, TO TAKE PART IN THE WORK OF THE DRAMA GROUP, ETC. A SEPARATE TASK IS THE REGULAR WORK WITH THE BACKGROUND OF SO-CALLED STREET CHILDREN WHO HAVE ONLY HAD A FEW YEARS OF SCHOOL EDUCATION AND WHO CANNOT READ OR WRITE. I TEACH THEM MATH AND READING, TELLING THE TIME, LETTERS AND HOW TO WRITE THEM AND OTHER ELEMENTARY SKILLS NECESSARY IN EVERYDAY LIFE. THE RUSSIAN SPEAKERS SHOW GREAT INTEREST IN LEARNING ESTONIAN LANGUAGE – SO I ALSO TEACH ESTONIAN TO BEGINNERS.”

- psychologist:

“INDIVIDUAL COUNSELLING AND GROUP WORK.”

- educational adviser:

“TO ENHANCE THE ACQUISITION OF GENERAL AND VOCATIONAL EDUCATION AND THE RE-SOCIALISATION PROCESS.”

“TO MOTIVATE YOUNG PRISONERS TO CONTINUE THEIR STUDIES. SEARCH FOR VARIOUS TRAINING POSSIBILITIES, WRITING AND CARRYING OUT PROJECTS (ALSO NON-FORMAL EDUCATION).”

- teacher, deputy head of teaching and education:

“BESIDES BEING A DEPUTY HEAD OF TEACHING AND EDUCATION DEPARTMENT I TEACH ESTONIAN LANGUAGE AND LITERATURE TO YOUNG PEOPLE OVER 18 YEARS. ALONGSIDE THE LITERATURE LESSONS THOSE THAT WERE INTERESTED HAVE FORMED A DRAMA GROUP.”

“LESSONS OF ESTONIAN LANGUAGE AND LITERATURE BOTH IN BASIC SCHOOL AND UPPER SECONDARY SCHOOL. ESTONIAN AS A FOREIGN LANGUAGE. TO SUPERVISE THE KULG LITERATURE CLUB (POETRY PROGRAMMES, PERFORMANCES, MEETINGS WITH VISITORS FROM OUTSIDE THE PRISON, CULTURAL-ETHICAL CONVERSATIONS).”

- chief specialist of Imprisonment Department:

“PART OF MY WORK IS RELATED TO DEALING WITH THE ORGANISATIONAL ISSUES OF THE LIFE OF DETAINEES SUCH AS GIVING PERMISSION TO GO ON AN OUTING, PREPARATION OF BACKGROUND STUDIES AND DOCUMENTS, AND SOLVING THE EVERYDAY PROBLEMS OF THE DETAINEES.”

During the process there were several changes in the training group. The number of participants in the first phase of training was 13; the last phase included 10 participants whereas two of them joined only for the last phase as they had been involved into the project by a colleague taking part in the training previously. The three phases of the training – the process from the beginning to the end – were completed by a total of 7 people.

Although the participation from the beginning to the end of the training process is normally one of the most important principles in order to guarantee effectiveness and best possible impact of the training process, this time in view of the length of the process some concessions had to be made and the training had to be adjusted in accordance with the changes that had arisen. The participants' dropping out of the training was due to the change of job or a change in personal life (f.ex. parental leave). In the case of one institution the difficulties to continue to take part in the training were resulted from closing down the prison.

The list of training participants has been included in the annex.

As mentioned in the description of the training process in the previous chapter, all the participating prisons were visited after the initial choice of participants. During the visits there were meetings with the participants (in some places also with the young people) in order to see the local conditions and to determine the possibilities, interests and ideas for the launch of future youth projects.

Challenges in work with young prisoners

In order to map the possible obstacles to youth projects in prison, and to specify which project planning aspects need more attention in the training, the participants were also asked which difficulties they have faced in their work with young people. Here are some of the answers:

“THE LEARNING MOTIVATION OF MANY YOUNG PEOPLE IS LOW AND THEY HAVE NO IDEA OF WHAT IS HAPPENING ON THE LABOUR MARKET. THEY ALSO LACK ELEMENTARY SKILLS AND KNOWLEDGE FOR COPING WITH THEIR EVERY-DAY LIFE. IN ADDITION, THEY HAVE FEW POSSIBILITIES IN PRISON TO USE THEIR TIME USEFULLY AND TO DEVELOP THEMSELVES.”

“YOUNG PRISONERS USUALLY HAVE VERY LOW SELF-ESTEEM. THEY HAVE NOT HAD ANY EXPERIENCES OF SUCCESS IN CONNECTION WITH LEARNING. ON TOP OF THAT POOR MEMORY AND OTHER DAMAGE RESULTING FROM INHALING TOXIC SUBSTANCES IN EARLY CHILDHOOD. THE MAJORITY OF SUCH YOUNGSTERS ARE EDGY AND CANNOT CONCENTRATE. THEY HAVE NO GOALS NECESSARY IN ORDER TO MANAGE IN LIFE. OFTEN THEY DO NOT HAVE A PLACE TO GO AFTER THEY HAVE BEEN RELEASED FROM PRISON. THEY HAVE NO PLACE TO GO FOR ADVICE OR SUPPORT. WELFARE WORK STARTED IN PRISON MUST CONTINUE AFTER RELEASE.”

“PROBLEMS IN THE FAMILY OF ORIGIN - DIVORCED PARENTS, ALCOHOL AND DRUG ABUSE IN THE FAMILY, LIVING IN A CHILDREN’S HOME, GROWING UP IN A SINGLE-PARENT FAMILY (MOSTLY WITHOUT A FATHER) -, ANTISOCIAL BEHAVIOUR, HYPERACTIVITY, MENTAL PROBLEMS, LOW LEVEL OF EDUCATION, ETC.”

“THE PROBLEM IS THE LACK OF ANY INTEREST.”

“THE BIGGEST CHALLENGE IS TO INFLUENCE ON THE WAY OF THINKING OF THE DETAINEES INTO MORE LAW-ABIDING DIRECTIONS, SOMETIMES ALSO TO FIND OUT THE TRUTH ABOUT VARIOUS SITUATIONS.”

“YOUNG PEOPLE DO NOT HAVE CONSISTENCY, THEY LACK A SELF-REGULATION MECHANISM.”

“LOW MOTIVATION, FEW INTERESTS, LITTLE COOPERATION BETWEEN THE YOUNG PEOPLE AND THE ADULTS, THE DOMINATION OF PREJUDICES TOWARDS YOUNG PEOPLE WITH SPECIAL NEEDS.”

“FEARS TOWARDS THE FUTURE AND MANAGING ONE’S OWN LIFE.”



It is evident that the work with young prisoners is full of challenges and the workers supporting them have to be aware of the special character of the target group and have a flexible attitude. In their answers the workers have repeatedly emphasised on motivational aspects of young people which undoubtedly is one of the most important aspects both in initial involvement of youth and in the participation in the process. Thus it was also important to try to map the possible motivational factors – the interests of young people.

Interests of young people as seen by the workers

"INTEREST IS FOUND IN HOBBY ACTIVITIES (DRAMA GROUP, ETC.), HANDICRAFT, SPORTS. AMONG THOSE WITH DIFFERENT ETHNIC ORIGIN THERE IS GREAT INTEREST IN LEARNING ESTONIAN LANGUAGE."

"MANY DETAINEES ARE INTERESTED IN COMPUTER COURSES, ART, SPORTS AND CULTURAL EVENTS. ALSO IN THE ACTIVITIES THAT PREPARE THEM FOR LIFE IN FREEDOM."

"BASED ON PERSONAL EXPERIENCE I THINK THAT TAKING PART IN THE MUSIC GROUP, ALSO IN OTHER HOBBY GROUPS (STAINED GLASS ART, DRAMA GROUP, ART GROUP, COMPUTER COURSES)."

"SPORTS, ADVENTURE..."

Based on the above it seems that the interests of the young detainees are not in any way that different from those considered attractive among young people in general. At the same time it is evident that young prisoners have considerably fewer possibilities to participate in activities based on their interests, and many lack previous experience and habits needed for consistency and self-initiative.

Trainers team

Taking into account the aim of the training, the expectations and needs expressed by the participants, the training concentrated on the skills related to non-formal learning in youth field and specifics of European youth programme. Young prisoners being the target group, also the specific aspects of inclusion of young people with fewer opportunities were taken into account.

The concept of the training was developed by the authors of the present report who also had the leading role in running the training through different phases:

Ülly Enn has worked at the Estonian National Agency for YOUTH programme since it was established in 1997 and has been active both as a project counsellor and in the trainings in all of the actions of the European youth programme. Believing that the European youth programme can provide valuable support for the non-formal learning of young people, an important part of her work has been to ensure the wider awareness of the educational values of youth work. Ülly has been involved in the development of the Estonian youth work concept and act, development plans and the youth worker's professional standard, she has also worked as a lecturer and writer. After completing her master's studies in the field of social work, she has paid special attention to how to support the participation of young people with fewer opportunities.



Elina Kivinukk has been a freelance trainer with the Estonian National Agency for YOUTH in the framework of all programme actions since 2003. She graduated from the Tallinn Pedagogical University in the field of psychology and during her studies had the chance to practice both in prisons in Estonia and also in the training field. She is experienced in practical youth work as she has worked at a youth centre and youth organisation for many years. She has also contributed to various projects, such as the training project for upper secondary school teachers and pupils called "I'm OK!" ("Olen OK!") and the project in Haapsalu aimed to create a youth centre, non-profit organisation and a network of youth work volunteers. She has also helped to carry out the training for support persons of those released from prison to which various experts from the Estonian prison system were involved and which also offered possibilities for meeting the detainees.

In the second phase of training several other experts were involved in introducing certain methods:

- **Valeri Koort ja Priit Kallakas** from *Loesje-Estonia* who ran the workshop on creative writing;
- **Lemme Haldre** from Tartu Child Support Center who discussed the psychological coping and problems of young offenders and the possibilities to support them through group work;
- **Piret Soosaar, Kadi Jaanisoo ja Mari-Liis Velberg** from the Forum-group of VAT Theater introduced the possibilities of forum theatre in the work with young people from risk groups.

So Üllly and Elina carried out most of the training activities and the guest trainers were involved as experts on specific methods and practitioners in workshops in the second phase of training. Looking back it is possible to say that it had a positive influence on the training process as it resulted in trusting relations between the participants and the trainers and this in turn enhanced the good training atmosphere and cooperation in between the phases.

Additional experts were also involved in carrying out information and training sessions for young people in prisons. **Terje Henk** and **Hannes Lents**, as programme officers of youth initiative projects, helped to increase the young people's awareness on youth initiative projects; **Andrus Albi**, a freelance trainer of the programme, took part in the developing and running the workshop for the development of team work skills.

Training process

1. First glance at the world of prisons ... about training preparations

An important part of the training preparations was taken up by the visits to prisons that had expressed their wish to take part in the training project. The aim of the it was to get a better insight into the local conditions – what kind of previous (project management) experiences the participants of the training have; what are the conditions under which it is possible to launch youth projects in prison; if the participants already have a more specific idea for the project. The visits also helped to clarify expectations towards the training and explain more detailed about the possibilities of youth programme.

Before the visit the following questionnaire was prepared as a basis for the discussions held in all the prisons:

- Situation of 15–25-year old young people in your prison: how many young people are there, how long do they usually stay in your institution, how would you characterise them?
- Which leisure-time and/or non-formal learning activities are there in your prison in which young people can take part in?
- Have there been any projects/activities/events of similar nature than youth programme possibilities already? If yes, which?
- Who are your partners (inside and outside the prison)?
- What exactly does your work with young people in the institution involve? Have you been involved in youth projects before (in the prison or otherwise)?
- What kind of activities would be possible with your support in your work place (at the moment no consideration has to be given to the possibilities in the European youth programme)?
- Who are the young people who you see as the potential project participants-initiators? Do you have specific people in mind?
- What are you yourself interested in? Is there something work-wise that would interest you, but has not for some reason been possible to carry out?
- How is a youth project launched in prison, including
 - o on whose permission,
 - o when the young people would have the time/possibility to prepare the project and to deal with the activities (how many days a week, at what times),
 - o how the communication between the young people could be organised, etc.?
- What kind of previous training experiences do you have? Have you recently participated in training? Which?
- After having now once again looked into the concept of the planned training and based on our discussions today, do you have any suggestions what else should be included in the training programme?

The visits and questionnaires proved very valuable information for receiving a better idea of the reality of prisons, as well as for harmonising the differences various penal institutions for the coherent approach in training concept. In the course of the visits it became evident that that the approaches of different prisons towards the work with young people and also the possibilities to initiate projects are quite different and at the same time the living conditions of the detainees and the time resources of the workers to support new initiatives are decisive factors. Also because as in many cases projects are already in progress with the support of the Ministry of Justice or various foundations.

The visits also provided a good possibility to get to know the participants, their previous activities and their expectations. It was good to see the optimism of the workers and how highly motivated they were to launch something innovative in their work which would improve the quality of life of the detainees.

To summarise the most important information gathered in the preparatory visits.

Young prisoners as seen by the prison staff:

- the mobility of detainees is very high in prisons which is the reason why there are a lot of those with whom the work period remains short – the young prisoners are either released or are taken to other penal institutions;
- in planning and implementing activities one should consider that the voluntary participation of young people can not be the only factor to consider – attention must be paid to aspects like which young people are allowed to participate together in an activity for the security reasons etc;
- there are many young people that express great interest towards different fields as they wish to learn and to develop themselves, not just to kill the time in prison – at the same time they have little persistence;
- the remarkable portion of detainees are Russian-speaking and they often complain that the question of minorities receives little attention and addressing in prisons;
- there is a widespread attitude that one lives one day at a time and that everything will fall into the right place (as opposed to taking active approach towards one's long-term goals).

Activities already carried out in prisons:

- Creative activities and hobby clubs, such as literature club, drama club, handicraft club, drawing, music workshops where 1–2 people go to practice together, music therapy, chess club (some also started on detainee's own initiative);
- activities which enhance the resocialising process, for example the project "Free from Prison" in the framework of which the prisoners have met specialists from



the employment office, Pension Board, social departments of local municipalities, Probation Supervision Department. There have been family projects in the framework of which those prisoners soon to be released are prepared with their families for the adjustment to changes (incl discussions and short study trips for example to Soomaa with parents); there have also been briefing sessions to increase employment-related awareness, and driver's licence courses.

- activities to develop social skills – discussion and thematic groups; work with parents (e.g. strengthening father and son relations); anger management group work; attending concerts at Viljandi Culture Academy;
- outdoor activities which provide an athletic challenge and the possibility to develop teamwork skills, including parachuting, climbing events, survival courses;
- AIDS and HIV-related awareness and prevention, in particular the activities organised by NGO Convictus.

The following were outlined as challenges:

- different departments/officials in prisons view the work with prisoners differently and this is also reflected in everyday work, in the attitude towards the leisure-time activities of the detainees, including the possibilities of carrying out projects;
- lack of space for additional activities;
- many regulations and bureaucracy which often obstacles implementation of initiatives;
- the staff is already very busy with their everyday work and afraid that there will be a lack of time for new activities;
- youth programme projects are seen as “additional activities” and require people who are able to dedicate to the activities of the project. As said previously the staff feels already very busy and thus view themselves in projects more as coordinators and administrators; in their opinion the activities could be run by the detainees or the volunteers;
- the paperwork related to projects is an area which the staff does not feel very experienced in and comfortable about.

Staff' expectations towards the training:

- taking into account the lack of time in the context of everyday duties, training should also include time for the participants to work on their own project ideas;
- about the topics: time management, methods for working with young people, project management, group work management, evaluation and feedback, experiences/examples from other countries;

- the group of participants should also involve the representatives from the security department of prisons to support the future internal communication of the project;
- to enable group work and other forms of active learning in the course of training.

Taking into account the essence of adult education and the expectations of participants it was also considered important:

- to take the maximum use of the time during the training phases, incl for the work with project ideas. So in every phase of training the programme also included time to be spent on working with one's own project group;
- to take into account that for most of the participants the approach of non-formal learning and training setting were rather new and thus some sessions needed to address these issues and allow respective reflections as well;
- to enable maximum integration between the topics discussed and activities undertaken during training. So each part of the training served various direct and indirect purposes: for example in one of the evenings the participants were given the task of planning a leisure-time activity based on the principles of effective project management (tackled more theoretically in previous afternoon session). Also the selection of methods throughout the training phases was made on the basis of what the participants could also use in their work with young people while it was also part of discussions to help to acknowledge that etc.

2. Implementation of the training

The training project included a total of three (2–3 day long) main phases and a 1-day seminar about contractual and financial issues during the period of August 2005 to June 2006. The programme overviews of all training phases have been outlined below and in annexes.

2.1. First phase of training

Time: 17–19 August 2005

Place: Peoleo Hotel in Tallinn

Trainers: Üllý Enn, Elina Kivinukk

Topics:

- Introductions and getting to know each other, group dynamics
- Information about the European youth programme:
 - values and objectives of the programme, with main emphasis on active participation of young people and non-formal learning
 - actions and support activities
- Work with one's own project idea: needs' analysis, development of project theme and general outline of the idea
- Examples for inspiration: some projects with young prisoners from abroad (f. ex a human rights youth initiative from Hungary), also some local projects/activities which could be to carried out in prisons with young people.

The more detailed overview of the training programme and the examples of two sessions have been included in the annex.

In conclusion it can be said that the first phase of the training was very successful in terms of creating a good group and training atmosphere laying a good foundation for fu-

ture co-operation both between the participants and with trainers team, National Agency. The participants did get a good general idea of the ideological directions of the youth programme, but there were too few practical examples about projects carried out with young prisoners in the framework of the programme or about the youth work in prisons. Although some examples were given, there are unfortunately not too many available, even on the international level, as this topic is very innovative.

It appeared from the needs' analysis that the participants see great potential in youth projects for the development of young prisoners and in several cases the participants even came to the first phase of the training already with the ideas discussed with the young people and then started to develop the ideas further.

Although for many participants such a non-formal learning environment posed a novel training experience, the general approach of the training and the methods used received very positive feedback. For example, the question "Did the first training phase meet your expectations?" was answered as follows:

"UNEXPECTEDLY GOOD. THE ATMOSPHERE WAS SECURE; THE GROUP WAS FRIENDLY AND SUPPORTIVE. THESE ARE THE PREREQUISITES FOR GOOD TRAINING. EVERYTHING WAS MARVELLOUSLY PREPARED AND CARRIED OUT BY THE TRAINERS. BEING A REPRESENTATIVE OF A SCHOOL MYSELF, I HOPED TO RECEIVE SOME CONFIRMATION ABOUT THE POSSIBILITY TO COOPERATE WITH A PRISON. AND I GOT MY CONFIRMATION. I WOULD LIKE TO THANK MY COLLEAGUES!"

"YES! INTERESTING. SURPRISING. I GOT NEW KNOWLEDGE. SUPPORT FROM THE PEOPLE WHO DO THE SAME WORK AS I DO. THE TRAINERS WERE VERY PROFESSIONAL AND THE WHOLE EVENT WAS INNOVATIVE."

"THE BEST TRAINING I HAVE TAKEN PART IN. TRULY."

The answers to the question “What do you consider to be the greatest value of taking part in this training” highlight both the new knowledge and skills as also an increase in personal motivation:

“I RECEIVED A LOT OF INFORMATION (ABOUT NON-FORMAL LEARNING, YOUTH PROGRAMME) AND I COULD SHARE EXPERIENCES; TO EXPLAIN THE ROLE OF SCHOOL (FORMAL EDUCATION) ALONGSIDE NON-FORMAL EDUCATION TO CREATE SUPPORT AND MUTUAL POSITIVE INFLUENCE IN THE DEVELOPMENT OF YOUNG PEOPLE.”

“CAN SUCCESSFULLY BE USED WITH YOUNG PEOPLE.”
(ABOUT METHODS)

“I THINK I NOW HAVE A NEW APPROACH TO THINGS. VARIOUS POSSIBILITIES AND METHODS FOR CARRYING OUT TRAINING (AND OTHER ACTIVITIES). IT IS NICE THAT THERE WERE SO MANY PEOPLE THINKING IN THE SAME DIRECTION. I NOW FEEL THAT I CAN CARRY ON THE SAME WAY.”

“THAT ‘I PARTICIPATE,’ THAT I WANT TO BE ACTIVE. I WANT TO HAVE ‘NEW WINDS’ IN THE PRISON. I REALISED THAT I HAVE NOT GOT STUCK UNDER THE WORKLOAD.”

“I SAW AND EXPERIENCED HOW INTERESTING TRAINING COULD BE.”

At the same time it is evident that not everyone might like such an intensive non-formal learning environment:

“I CANNOT BE IN A GROUP SO MUCH; I NEED A CHANGE OF ENVIRONMENT AND NEW PEOPLE WITH WHOM TO COMMUNICATE IN ORDER TO BE ABLE TO “RELOAD” FOR ACTIVE PARTICIPATION FOR THE NEXT DAY.”

To the question “What did you feel was lacking in the training?” several people answered that they would have wished to have heard more examples about specific youth projects in prisons (also about the experiences of other countries). Some more answers:

“IT IS SAD THAT NO COLLEAGUES FROM HARKU PRISON WHERE HERE.”

“THERE WAS A LACK OF PHYSICAL EXERCISES.”

Taking into account the last comment, forum theatre and workshops on active group work methods were integrated into the second phase, also the trainers of different workshops were asked, if possible, to include some physical activities for the participants as well.

2.2. Second phase of training

Time: 18 – 20 January 2006

Place: Hotel *Kantri* in Tartu

Trainers: Ülly Enn, Elina Kivinukk, Valeri Koort and Priit Kallakas, Lemme Haldre, Piret Soosaar, Kadi Jaanisoo, Mari-Liis Velberg

Topics:

- Mid-term evaluation of projects and further planning
- Working with a group of young people in a project (the group dynamics, motivation, division of tasks, group processes, etc.)
- Methods in youth work
- Individual consultations for projects
- Mid-term evaluation of training

The overview of the training programme has been outlined in the annex.

In conclusion it may be said about the second phase that this time it mostly concentrated on the methods used in the work with young people. The part that

the participants got the most enthusiastic about was the workshop of forum theatre which proved to be a very inspiring experience for the participants.

FORUM THEATRE WAS A NICE DISCOVERY!"

Also with regards to creative writing the participants highlighted the ways how it would be possible to apply it in their work with young people.

"AS OUR PROJECT HAS ALREADY BEEN LAUNCHED, I CAME TO THE SECOND PHASE TO RELAX AND EXPERIENCE NEW THINGS – AND I DID, I FOUND THE FORUM THEATRE AND LOESJE AS NEW INSPIRATION."

As two of the above were novel approaches for the participants, Lemme Haldre's workshop discussed various techniques and group work methods, some of which the participants had already used in their work. So this resulted in a more analysing discussion about the things that have proven effective with young prisoners and which have not.

"THERE IS AN ENDLESS NUMBER OF INTERESTING METHODS TO BE USED IN WORK WITH YOUNG PEOPLE AND THESE METHODS SHOULD ALSO BE USED MORE IN FORMAL EDUCATION."

In the last training day there was a summarising discussion held about the methods in youth work – based on what they had experienced during the previous days and their work experience, participants were asked to generalise what is a method, what characterises methods in youth work, what should be taken into account in the selection of a method, etc.

THERE WAS A VERY INTERESTING DISCUSSION."

The introduction of launched projects (or the preparations thereof) in different prisons turned out to be an interesting exchange of experiences in the second phase of the training – listening to colleagues' presentations about the project process thus far and finding out that the first applications have already been approved, quite a few participants said that they received a lot of inspiration from that. Motivation was also greatly influenced by the fact that by that time there was already quite a strong feeling of belonging to the team developed.

"THE GREATEST VALUE ARISES FROM THE PEOPLE AROUND ME. THE SUPPORT FROM THE GROUP MEMBERS AND ÜLLY AND ÉLINA (TRAINERS) WAS IMPORTANT."

"I REALISED HOW NICE THE PEOPLE WHO PARTICIPATE IN OUR GROUP WERE."

"I LEARNED TO BE BRAVER, AND THE GREATEST VALUE FOR ME HERE IS MEETING DIFFERENT PEOPLE."

"IT IS A GOOD GROUP – MEANING US!"

The most disturbing factors during the second phase of the training were the weather conditions. Namely, the temperature during training was more than -25° C and unfortunately also the living and training rooms were unbearably cold. This definitely had an effect on emotional situation, the participation and feelings of the group.

As opposed to the first phase, the atmosphere of the second phase was also different by the fact that in addition to two main trainers other experts were involved in carrying out various workshops/programme sessions and this in turn had an influence on group dynamics. The participants also highlighted that the training days during the second phase were especially intensive and long, thus very tiring.

2.3. Third phase of training

Time: 19 – 20 June 2006

Place: Saku Manor

Topics: Ülly Enn, Elina Kivinukk

Topics:

- Mid-term evaluation of projects and further planning
- group processes, group management
- evaluation of the training project and conclusions

The overview of the training programme has been outlined in the annex.

The aim of the third phase of training was to give the participants a possibility to look back on the whole training process and the projects that were launched as a result of it – to evaluate what has been done, to receive feedback from the other participants and trainers and to find inspiration for future work from other project stories.

In order to recognise the work well done in the coordination of the projects up to that moment, to “celebrate” the fact that the training course was nearing its end and taking into account the criticism made about the intensity of earlier training phases, the third phase was planned with a considerably less tight programme.

At the end of the third phase the participants were asked to give feedback both on that stage and about the training project as a whole. In the final phase high value was placed on the possibility to evaluate the project experiences in depth:

IT WAS POSITIVE THAT YOU ARE GIVEN TIME TO EVALUATE WHAT YOU HAVE DONE – IN THE EVERYDAY HUSTLE AND BUSTLE IT IS NOT THAT EASY TO FIND TIME LIKE THAT.”

“THE DISCUSSION ABOUT THE PROJECTS WITH COLLEAGUES WAS VERY NECESSARY AS OFTEN ONE DOES NOT SEE ONE’S OWN MISTAKES.”

Intensive evaluation of the project experiences and the participants’ individual views also highlighted deeply personal thoughts about one’s role, satisfaction with work, etc. And it was not the only time during the training when it became evident that working in a prison is very stressful and thus the staff’ motivation and their constant support (by means of supervision, training, etc.) is definitely one of the key aspects of good-quality work.

2.4. Seminar on contractual and financial issues of European youth programme

Time: 22.03.2006 at 14.00–17.00

Place: Estonian National YOUTH Agency

Trainers: Ülly Enn, Grete Pöldre (programme accountant)

Topics:

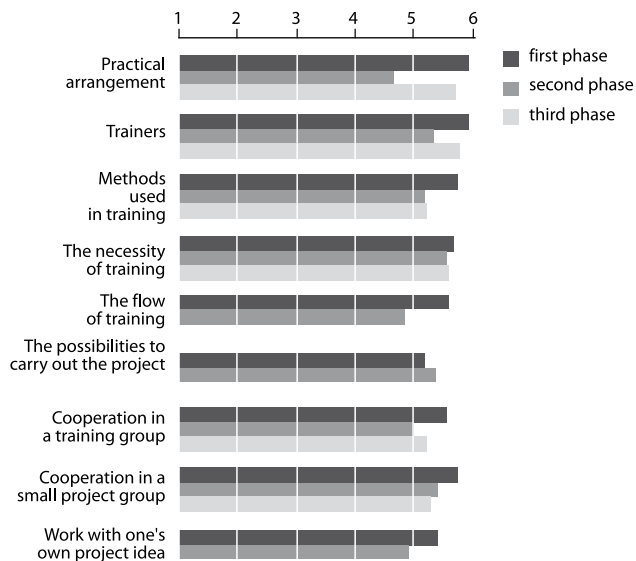
- the most important content-related and formal criterias of youth initiative projects
- contractual issues of the programme
- financial regulatons of youth initiative projects

The seminar was organised as response to the participants’ request – during the first trainings and consultations ran meanwhile the participants said that the contractual and financial issues related to the projects proved to be a real challenge to them because they had had no previous related experience. Differently from the other training phases, the present seminar was optional and invitation was open to those participants who were involved in financial and formal aspects of projects but also to prison accountants.

Evaluation of the training

At the end of each training phase the participants were asked to give feedback which would help to assess the success and influence of the training but also help to plan the next steps and training phases. The evaluations have been summarised below as a graph for all three phases.

Comparison of evaluations by phases



The participants were asked to assess the following aspects after each training phase: practical organisation, trainers, methods used in training, the necessity of training, the flow of training, the probability of carrying out the project, cooperation in a whole training group, cooperation in a small project group, work with one's own project idea.

The questionnaire was somewhat modified in the last phase as after the training project had reached its end it was no longer that necessary (as it had been before to support the planning of next phase) to ask about the flow of training, the probability of carrying out the project and the work on one's own project.

As the points to be assessed were to large extent the same, it is possible to compare the evaluations by training phases. Subsequently some comments:

- **methods used in the first phase** – the reason why the methods used in the first phase were more highly rated than the ones used in the later training phases may lie in the novelty of the approach; some participants experienced the non-formal education approach for the first time.
- **the practical arrangements of the second phase** – during the second phase in January the weather happened to be very cold and the hotel that had been chosen as the training venue had not been sufficiently prepared for such weather (the rooms being too cold).
- **the trainers during the second phase** – as mentioned earlier, the second phase was dedicated to the methods and various guest experts had been invited to discuss different methods. All of the guest trainers were undoubtedly strong experts in their own field who either had worked with detainees or their method of practice was suitable for working with detainees – therefore the reason for inviting these specific people was rather their practical experience than the ability to carry out a training/workshop introducing the method. This influenced the participants' evaluations as for some of the workshops they were not



that satisfied with the rhythm of the session; on the other hand the fact that a significant part of the training was run by the people who only came in for their session surely affected the sense of the group, especially compared to the first training phase.

- **cooperation in the training group** declined slightly during the second phase – this is a logical course of events taking into account the group processes; at the same time the mid-term evaluation of the training took place during the second stage in which the effect of group processes on group members and the individual responsibility for the success of training was discussed in detail. So it is possible that in that phase the group process among the participants became more into awareness of the participants.
- **cooperation in a small project group with one's colleagues** received a slightly lower rating phase by phase – this could be explained by the actual difficulties and the occurrence of problem situations which had already evolved in carrying out the projects. At the same time these assessments were not dominant.
- **necessity of training** – it is good that despite different smaller changes in evaluations, the participants continued to consider the training very necessary by stating also that the flow of training through the phases constantly supported the development of their practical projects.

Thus the evaluations about the training project as a whole were extremely positive

"A LOT OF NEW KNOWLEDGE BOTH IN PROJECT WRITING AND IN YOUTH WORK IN GENERAL. IN ADDITION, A GOOD EXAMPLE OF HOW TO CARRY OUT A LONG-TERM TRAINING PROCESS IN SUCH A WAY THAT IT WOULD BE INTERESTING FOR THE PARTICIPANTS AND EVERYONE WOULD BE HAPPY TO TAKE PART IN THE FUTURE AS WELL."

"THE FIRST TRAINING COURSE WHICH HAS BEEN VERY USEFUL AND WHICH ALSO HAS SPECIFIC RESULTS."

"IT HAS RESULTED IN A PROJECT WHICH IS CLOSE TO MY HEART AND VERY IMPORTANT FOR THE YOUNG PRISONERS."

"SUCH VENTURES ARE EXTREMELY NECESSARY; THERE ARE SO MANY POSSIBILITIES TO DO USEFUL AND INTERESTING WORK WITH THE YOUNG PRISONERS!"

"I EXPERIENCED THAT DESPITE DIFFICULTIES IT IS POSSIBLE TO CARRY OUT YOUTH INITIATIVE PROJECTS IN THE PRISON AS WELL."

It is also remarkable that on the last day of training the group's attitude towards future joint activities was very favourable and so many of the participants expressed their expectations and ideas about the possible follow-up activities.

"IT IS ALSO VALUABLE THAT WE CAN COOPERATE IN THE FUTURE AND THE FUTURE PLAN – A JOINT PROJECT – WOULD BE WONDERFUL. BUT THOSE WHO COULD ENGAGE THEMSELVES IN PROJECTS NEED MOTIVATION (ESPECIALLY THE OFFICIALS)."

THE LAST PART COULD TAKE PLACE AFTER THE PROJECTS HAVE ALL BEEN COMPLETED AND IT WOULD BE POSSIBLE TO GIVE AN OVERVIEW (VIDEOS AND DISCUSSIONS, EVALUATE)."

"MAYBE THE TRAINING AND THE PROJECTS SHOULD RECEIVE WIDER ATTENTION EVEN IF ONLY AMONG THE REST OF THE PRISON STAFF (SOCIAL WORKERS, IMPRISONMENT AND SECURITY DEPARTMENT, ADMINISTRATION)."

About the results of the training project

An overview of projects launched in prisons in Estonia

By the time the present report has been compiled, as a result of the training the following projects had been launched in four prisons in Estonia:

- 9 youth initiative projects. In the framework of European youth programme a youth initiative is a project of 15–25-year old people to take an active role in addressing interesting and important topics and to carry out various events by involving other (young) people.*
- 1 European Voluntary Service project which enables the 18–25-year old people to live abroad and volunteer for some time (in case of young people with fewer opportunities starting from 3 weeks).*

In addition, the prison workers have taken part in the support activities of the YOUTH programme and in international training. For example, the hobby instructor/specialist from Viljandi Prison participated in April 2006 in the international training No Offence organised by the European Commission SALTO Inclusion Resource Centre in Belgium. Also, Viljandi Prison and Murru Prison have started to cooperate with a UK organisation, Everything's Possible, and as a result of this the representatives of these institutions went on an international youth workers' study visit to

England in May 2006; the cooperation of the same organisations has resulted in an international youth information project* the aim of which is to collect the best examples of various countries concerning the involvement of young people in penal institutions.

An overview of the youth projects launched in prisons in Estonia with the support of European youth programme:

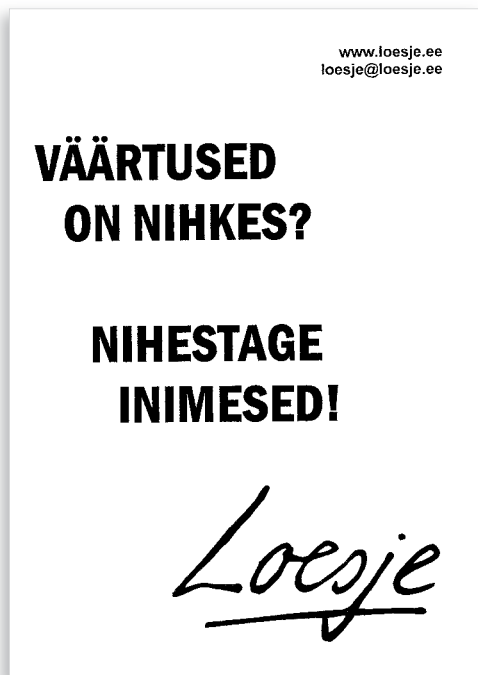
1. **"Reflection" youth initiative in Viljandi Prison**

Duration: 01.12. 2005–01.11. 2006

The core group of the project consists of four 19–20-year old men whose aim is to produce a documentary about the life of young people in prisons and thereby use the possibility to reflect on their own lives by means of film.

In implementation of the project the young people are supported by the hobby education instructor of the prison and the Viljandi Culture Academy is also involved as a partner, assisting the young people in technical issues of film making. The film is targeted at 12–18-year olds and its presentations are planned to be held in Viljandi Prison and the Viljandi Culture Academy; in addition, it is also wished to find ways to show the film to young people more widely, and at documentary film festivals as well.

* The descriptions above refer to the criterias of the YOUTH programme as these were applicable at the time of submitting the projects as result of the training. In 2007-2013 it is possible to carry out similar projects in the framework of the European youth programme Youth In Action but based on somewhat different criterias, also there are many innovative actions to support co-operation in European youth field. For more specific information please see http://ec.europa.eu/youth/index_en.html



2. “The Guitar Plays!” youth initiative in Tartu Prison

Duration: 01.02.–15.09.2006

The idea of the project originates from young people’s wish to find new ways of self-expression by playing guitar. The core group responsible for the project consists of four 22–24-year old prisoners, the target group involves 8 young co-detainees who wish to learn to play the guitar with the help of an instructor and after that try to create their own music. In addition to the guitar instructor the group is supported by the prison’s social pedagogue.

The objectives of the project is to use group activities to decrease the participants’ social isolation, to support their

creative talents and development, and improve their self-expression skills. In addition, the members of the core group get a personal experience in project planning, preparation of a project application and the implementation of projects’ practical tasks. To support the development of project management skills the members of the core group first participate in a project management and team work training in the initial stage of the project which will be organised for them by a free-lance youth work trainer. The evaluation of gained skills and experiences is also enhanced by a project journal into which the main achievements and challenges would be regularly recorded.

3. “Fair Play” youth initiative in Tartu Prison

Duration: 01.02.2006–31.01.2007

The core group of the project is formed by four 21–24-year old people who have already been involved in basketball in Tartu Prison for some time and who wish to involve other young people into active and healthy lifestyle through sports. The project group is supported by the prison hobby education instructor.

In the framework of the project new members are involved in the basketball team, the practices will take place 3 times a week, there are also seminars about the basketball theory and team work essentials. For the latter the seminars are supported by a psychologist who will help the boys to evaluate their games from the view-point of team work.

The project also includes competitions and fellowship games with the teams coming outside of the prison; also, the project experience will be more widely publicised with the help of an information booklet introducing the project.

4. “Getting out Smarter” youth initiative in Tartu Prison

Duration: 01.02–01.07.2006

The project was initiated by five 22–25-year olds with the aim to develop young prisoners’ knowledge in film art, and also to create situations in which young people have possibilities to express their opinions, give arguments and to discuss subjects that are interest of them.

As the members of the core group lack previous experience in project management, the project starts with training for the young people in order to find out more about how to carry out projects and effective team work for common goal. The project group also receives support from the prison social worker.

The project consists mainly of film workshops – once a week the group members watch films with an external film expert. By watching the “cream” of film art the prisoners discuss the story of the film, the course of human lives, and the consequences of the choices made. The films remain in the sound archive of the prison library in order to support future cultural activities and interests of prisoners.

5. “Why Have Things Turned out this Way?” youth initiative in Murru Prison

Duration: 01.02.2006–31.01.2007

The project has been initiated by six 20–26-year old young people and one additional member who does not belong into the age group of youth programme but who otherwise takes an active part in the activities of the core group. The group members serve long-term sentences of from seven until eighteen years in Murru Prison and being in a situation which cannot be changed they want to target

their project activities to young people from risk groups.

The aim is to involve young people who are under attention of local police or social work departments because of their problematic behaviour, to motivate them to think about the values in life, to help them make the right choices and in the long-run perhaps thereby to contribute to prevention of crime among young people.

In the course of the project there will be eight meetings in Murru Prison between the core group – prisoners – and the young people from risk group. The meetings will be organised with the help of prison social worker and psychologist who support the core group. During the meetings the reality of life in prison is introduced, and the members

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loesje@loesje.ee

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of the core group tell stories about how they ended up in prison as they committed crimes. It is evident that in order to be able to do this the core group members have first gone through a deep self-reflection and thorough preparation using group support, video and other tools to reflect on their own lives.

As a result of the project a film will be made about the life-stories of the core group members and the project activities. This way the film will also help the project organisers to give meaning to their own lives and existence.

6. “DJ You” youth initiative in Tallinn Prison

Duration: 01.05.2006–01.01.2007

The core group of the project consists of four 22–25-year old men from Tallinn Prison who study in the Prison Department of Tallinn Adult Secondary School and have an active attitude to life – they want to study, spend their free time doing meaningful activities and they wish to develop these understandings and attitudes in the co-detainees as well. Two members of the core group had already earlier created their own band *Verba ab intra* in the prison and, as they shared a prison cell, they had dreamt about the possibility to organise events in the prison.

They have heard about the European youth programme through the prison education adviser and hobby leader and decided to initiate a project in order to motivate the co-detainees to set goals in their lives, to channel them through interesting activities to meaningful ways of spending free time and thereby to relieve tensions which according to the young people are extremely high in prison.

The project is targeted at about 80 studying prisoners in Tallinn Prison and it includes various activities – a questionnaire for the young people in order to determine their interests and expectations; the establishment of a room for leisure time activities where the young could spend time and communicate with each other, play board games and watch films. In order to value studying and to make the prisoners conscious of the studying possibilities it is planned to organise an information day about the possibilities for education. Examples of attractive leisure time activities include concerts, incl. a performance by the core group’s band *Verba ab Intra* and the top band of Estonias

rap music Toe Tag, also a show basketball tournament, etc. The course of the project is reflected in a film and a booklet.

7. “Glass World” youth initiative in Tartu Prison

Duration: 01.12.2006–31.05.2007

The core group of the project consists of five 22–24-year old men of whom some have also earlier been involved in projects in Tartu Prison and now want to test themselves in new challenges by involving other young people.

The idea of the project originates from one of the prisoners who has practiced stained glass art while still in freedom and in joint discussions many of the young prisoners thought that they would like to try it as well. Thus was born the idea for the project in which a group of prisoners receives the possibility to learn about stained glass art, both by the acquisition of theoretical and practical skills. The project is used to support the hobby activities of young people, thereby clearly also developing their persistence, independent work skills, etc. It is evident that they acquire practical skills which could be useful in the future for their employment perspectives. In the course of the project young people will be supported by the hobby instructor, and a freelance youth work trainer as an external project coach.

8. “Relations through Sports” youth initiative in Tartu Prison

Duration: 01.12.2006–30.11.2007

This project has been initiated with the support of the prison’s hobby instructor by four 20–26-year old men of whom some have also been active in the former project carried out in Tartu Prison, Fair Play. It is mainly the experiences

from the previous projects based on what the young people are convinced that sports is a good tool for uniting young people who otherwise would not communicate with each other, including young people of different nationalities.

This is why young people have decided to initiate a project where a mixed nationality football team will be founded in prison. The team will start practicing together, but it will also organise a miniature football tournament to which other teams from Tartu (local town) are also invited. This tournament will be held in the framework of the Open Doors Day during which the public will be informed about life in prison. The stress is on the positive side, including





social programmes, in order to widen the public's awareness and shape more supportive attitudes towards prisoners and social work in prisons.

In addition to the activities directed at the public, the improvement of the internal atmosphere and the communication between prisoners by means of joint sports activities is a core issue in the project.

9. "From Apprentice to Master" youth initiative in Tartu Prison

Duration: 01.02.–31.07.2007

The core group of the youth initiative project is formed by six 19–30-year old men for the majority of whom this is the first project experience. With their initiative the young

men want to direct co-prisoners to books and reading, also to shape an attitude which values literature and works of literature.

The project has a strong dimension for skills development as through the project a total of ten young prisoners will have the possibility to acquire book binding and book repair skills. The completed works are planned to be shown in the libraries outside the prison as exhibition as well.

In the core group there are various skills and competences combined for the success of the project, from those skilled at woodwork to prepare the equipment necessary for binding, to those prisoners working in the prison library and being through that also in better contact with other prisoners interested in reading and literature. The group is supported by the prison librarian.

10. European Voluntary Service project in Viljandi Prison

Total duration of the project: 01.08.– 30.10.2006

Period of voluntary service: 11.09. – 02.10.2006

The project idea was started in the early spring of 2006 when the prison's hobby instructor took part in international SALTO training "No Offence" which tackled the possibilities for inclusion of young (ex-)offenders and those at risk of offending. Among others also voluntary service projects were discussed and during the training good contacts were established with an NGO already experienced in that field, *Everything's Possible* from United Kingdom.

As one young prisoner – a 20-year old man – had already in an earlier youth initiative shown active participation and

strong commitment and as he was to be released in autumn, the hobby instructor acquainted him with the possibility to work as a volunteer. The young man thought that it would be an interesting challenge and together they began preparations so that he would have the possibility to spend 3 weeks in England after his release, taking part in an environmental and re-cycling project.

In order to prepare for the project the boy started to refresh his English studying independently from textbooks, met with another young person who had been a volunteer with the same organisation in UK. There were also several meetings with the National Agency in order to discuss issues related to his expectations and project aspects.

To support his adjustment to the host project the prison's hobby instructor accompanied him in the beginning and after a few days' participation in the project, the hobby instructor returned.

In conclusion it may be said that the project went very well – the young man showed interest in and persistence for participating in the activities and managed to communicate well in English – the host organisation even proposed to host him for a new, longer project.

According to the young man, he gathered a lot of inspiration from his participation in the project but it also gave him a clear belief that he wants to stay in Estonia, at home at least for a while to be with his beloved ones. Soon after coming back he also found work.

...

In addition to the above-mentioned projects which have by now been initiated in prisons with the help of the European youth programme, in the last phase of the

training the participants came up with an idea to organise a joint project of Estonian prisons.

The idea originated from the need to support the cooperation between the specialists working in prisons with young people and to provide additional development possibilities for the young prisoners in the future as well. The participants considered it important to include also the prisons which did not take part in the training project.

As the project idea was not formulated more specifically the idea can mainly be considered the sign of the good cooperation atmosphere in the group and of the clearly acknowledged need to enhance support for the positive development of young prisoners.



Impact of project activities according to young people in core groups

In the planning of the training project the goal was to support the initiation of youth projects in prisons. In that respect the training project was very successful – more than 10 projects have been launched in prisons in Estonia.

In addition we considered it important to map the impact from the point of view of specialists working with young people and the young people themselves. How do they value the possible effects of project work on their personal and work-related development? For that purpose the opinions of both the participants of the training (prison staff) and the youth from core groups of the projects were interviewed with the help of written questionnaires. As regards the young people the opinions of three core groups have been given as by the time the present collection was being drafted, the majority of the projects were still in their initial phase and therefore it was not possible to evaluate the impact of project activities yet.

1. What have you gained by taking part in the project?

Core group of the project *“Why have Things Turned out This Way?”* (Murru Prison):

“FIRST OF ALL DIRECT COMMUNICATION WITH DIFFERENT PEOPLE AND NATURALLY THE KNOWLEDGE THAT I AM ABLE TO PREVENT AT LEAST SOME THINGS OR THAT I CAN MAKE THE YOUNG PEOPLE BELONGING TO THE RISK GROUP THINK IN THE DIRECTION OF NOT MAKING A CONSCIOUS CHOICE TO LEAD A CRIMINAL LIFE.”

“I HAVE GAINED QUITE A LOT. FIRST IS A REMINDER TO ME ABOUT LAW-ABIDING LIFE. IT HELPS ME NOT TO FORGET HOW TO COMMUNICATE. SOMETHING TO DO, A CHANGE FROM PRISON LIFE. IF THE FEEDBACK IS POSITIVE (AND UNTIL NOW IT HAS BEEN) AND YOU SEE THAT YOUR ASPIRATIONS HAVE BEEN FRUITFUL, THEN YOU FEEL GOOD.”

“THIS PROJECT GAVE ME AN OPPORTUNITY TO SEE OTHER PEOPLE AND COMMUNICATE WITH THEM. AND IT HAS GIVEN ME HOPE THAT THE YOUNG PEOPLE WHO HAVE VISITED US WILL COME TO THEIR SENSES AND NOT FOLLOW THE COURSE THAT WE HAVE FOLLOWED.”

“FIRST OF ALL IT MADE ME FEEL THAT I AM NOT ONLY A USELESS CRIMINAL. THE FACT THAT I MAY BE OF USE TO SOMEONE MAKES ME FEEL BETTER AND IT GIVES ME HOPE THAT I DO NOT HAVE TO “BURY” MYSELF AS YET.”

“THE PROJECT HAS GIVEN ME FAITH IN MY ABILITIES AND THE THINGS THAT I DO; I HAVE LEARNT QUITE A LOT IN THE COURSE OF THIS PROJECT.”

“AFTER THE BEGINNING OF THE COURSE I DECIDED THAT AFTER MY RELEASE I WANT TO WORK WITH DEAF PEOPLE; I ALSO HOPE THAT I WILL NOT LOSE CONTACT WITH THE NATIONAL AGENCY OF YOUTH PROGRAMME AND THAT I CAN ENJOY OUR COOPERATION IN THE FUTURE AS WELL.”

Core group of the project “Getting out Smarter” (Tartu Prison):

“TAKING PART IN THE PROJECT HAS GIVEN ME BASIC KNOWLEDGE ABOUT WRITING A PROJECT. IT HAS ALSO TAUGHT ME TO WORK WITH DIFFERENT PEOPLE, I HAVE LEARNED TO COMMUNICATE BETTER AND EXCHANGE THOUGHTS, TO LOOK AT THE FUTURE IN A WIDER WAY AND SO TO SAY TO SEE THE BIGGER PICTURE.”

“TEAMWORK SKILLS, KNOWLEDGE ABOUT FILM-MAKING.”

“I PERSONALLY BECAME MORE SELF-CONFIDENT AFTER THE PROJECT. I HAVE LEARNED TO WRITE A PROJECT AND TO WORK WITH OTHERS IN A TEAM. IT HAS DEFINITELY MADE ME REALISE THAT A PERSON CAN BE SUCCESSFUL IN WHAT HE/SHE DOES IF YOU ONLY MAKE A LITTLE EFFORT FOR THAT.”

“FIRST, THE PROJECT HAS HELPED ME TO DISCOVER SUCH FEATURES IN ME THAT HAVE UNTIL NOW BEEN RATHER ‘HIDDEN.’ I HAVE ACQUIRED THE KNOWLEDGE NECESSARY FOR TEAM-WORK WITH OTHERS; I HAVE ALSO LEARNT HOW TO ACT FOR COMMON GOALS IN A JOINTLY DECIDED PROCESS. I CAN DEFINITELY SAY ABOUT MYSELF THAT I WANT TO TEST MYSELF IN OTHER PROJECTS IN THE FUTURE AS WELL.”

Core group of the project “Reflection” (Viljandi Prison):

“I GOT NEW EXPERIENCE FROM THIS PROJECT AND TO SOME EXTENT, ALSO NEW SKILLS. I DEFINITELY GOT EXPERIENCE IN THE FIELD OF COOPERATION.”

“THE PROJECT OPENED UP NEW POSSIBILITIES FOR ME AND POSSIBLE GOALS, BUT I ALSO GOT NEW EXPERIENCE AND EMOTIONS.”

“I HAVE UNDERSTOOD THAT THERE ARE OTHER THINGS TO DO BESIDES BEING INVOLVED IN CRIME.”

“I HAVE HAD A CHANCE TO SEE MYSELF FROM A DIFFERENT ANGLE, VIA A SCREEN.”

2. What has not run smoothly in the course of the project? What could have been done differently?

Core group of the project “Why have Things Turned out This Way?” (Murru Prison):

“IN MY OPINION EVERYTHING HAS RUN SMOOTHLY.”

“HARMONY AMONG US HAS NOT BEEN GOOD. WE ARE DIFFERENT PEOPLE WITH DIFFERENT UNDERSTANDINGS AND VIEWS.”

“MY ORGANISATION SKILLS COULD BE BETTER, BUT I TRY TO IMPROVE MYSELF CONTINUOUSLY.”

“IT IS ALWAYS POSSIBLE TO DO THINGS BETTER, BUT IF WE HAVE MANAGED TO GET PEOPLE TO DISCUSS THIS TOPIC, THEN OUR EFFORTS HAVE NOT BEEN IN VAIN.”

Core group of the project “Getting out Smarter” (Tartu Prison):

“EVERYTHING WORKED.”

“IN MY OPINION EVERYTHING RAN SMOOTHLY. THE TARGET GROUP COULD HAVE BEEN BIGGER.”

“MAYBE THERE WAS LESS COOPERATION AS I HAVE NOT HAD EXPERIENCE WITH SUCH A PROJECT BEFORE.”

“THERE ARE VERY FEW POSSIBILITIES AND TOO LITTLE TIME FOR A PRISONER TO MAKE PREPARATIONS. THIS IS THE FIRST AND MAIN DISADVANTAGE IN THE WHOLE THING.”

“EVERYTHING RAN QUITE SMOOTHLY. PREPARATION (ON OUR SIDE) COULD HAVE BEEN A LITTLE BIT BETTER, BUT EVERYTHING WENT VERY WELL AND I BELIEVE THAT UNDER THE PRESENT CONDITIONS IT COULD NOT HAVE BEEN MUCH BETTER.”

Core group of the project “Reflection” (Viljandi Prison):

“IN GENERAL EVERYTHING WENT QUITE SMOOTHLY, BUT THERE WERE TIMES WHEN EVERYONE WAS TOTALLY BORED AND THERE WERE NO NEW IDEAS.”

“THE MOST DIFFICULT THING WAS TO START THE PROJECT AND THEN LATER ON TO EXPRESS ONE’S THOUGHTS, TO MAKE CHOICES FROM A WIDE SELECTION OF FILMED MATERIAL TO BE FINALLY INCLUDED IN A SHORT FILM.”

“THE MOST DIFFICULT THING WAS DOING THE INTERVIEW IN TALLINN. THE REST WENT PRETTY WELL IN MY OPINION.”

3. Your recommendations and your message to other young people who are thinking about starting a youth initiative project

“I’LL SAY ONE THING: SUCH AN OPPORTUNITY ENABLES YOU TO DISCOVER FEATURES IN YOURSELF WHICH DO NOT OPEN UP BY THEMSELVES. IT ALSO GIVES AN OPPORTUNITY TO TAKE RESPONSIBILITY. ONE NEED NOT BE AFRAID TO MAKE THE FIRST STEP – BELIEVE ME, IT WILL GET EASIER.”

“A GOOD BEGINNING (TAKING INITIATIVE) IS ALREADY HALF A VICTORY. IT IS IMPORTANT TO OVERCOME THE ‘I WOULD BE’ OR ‘I WOULD DO’ ATTITUDE AND TAKE THE ‘BULL BY THE HORNS’; AND THEN YOU WILL SEE THE RESULT AND THERE WILL BE THOSE WHO WILL HELP YOU WITH ADVICE AND ENERGY.”

“YOU HAVE TO KNOW EXACTLY WHAT YOU WANT.”

“IF YOU UNDERTAKE SUCH A PROJECT YOU MUST DEFINITELY DO SOME PRELIMINARY WORK AND DETERMINE THE OBJECTIVE OF THE PROJECT AND THEN ASPIRE FOR THAT OBJECTIVE. EVERYONE WHO IS CAPABLE – GO FOR IT!”

“INVESTMENT IN KNOWLEDGE AS INTELLECTUAL CAPITAL IS A PROGRESSIVE FORCE AND ENABLES US TO TURN IT INTO REAL CAPITAL!”

“DO NOT HAVE DOUBTS AS TO WHETHER TO DO IT OR NOT! YOU WILL GET A LOT OF NEW KNOWLEDGE AND EXPERIENCE.”

“HAVE A COURAGEOUS START. THERE IS NO USE IN UNDERESTIMATING YOURSELF AND IN BEING SCARED ABOUT NOT BEING ABLE TO MANAGE. THERE WILL SURELY BE UPS AND DOWNS, BUT ONE ALWAYS OVERCOMES THEM.”

“DO NOT BE AFRAID! SUCH AN EXPERIENCE WILL ALWAYS BE ONLY USEFUL. IF YOU DO NOT TRY, THEN YOU WILL NEVER LEARN ANYTHING.”

To conclude – young people value the possibility to test themselves in project activities and to acquire new skills, but also to use such experience to enhance their self-esteem via positive learning experiences.

It is equally important for the prisoners to have the possibility to communicate and work with others for a common positive goal, not to mention trusting and confidential relations with the adults who support the young people. Many assessments reflect that positive project experience has given strength and will to start searching for possibilities to move on with one’s life.

Impact as seen by the prison staff supporting young people in their projects

For the staff working with young prisoners the possibilities to practice non-formal learning and implementation of youth projects brings new professional challenges, an opportunity to develop related skills in both national and international trainings. New experiences have also had a stimulating influence for personal and work-related motivation.

1. What have you gained by taking part in the project?

"IT HAS BEEN A NEW AND VERY VALUABLE EXPERIENCE FOR ME. IT HAS BEEN VERY INTERESTING TO WITNESS THE BIRTH AND GROWTH OF A SMALL PROJECT. THIS HAS GIVEN ME AN OPPORTUNITY TO GET TO KNOW THE PARTICIPATING YOUNG PEOPLE BETTER AND TO OBSERVE THEM THROUGH THE GROUP PROCESS. IT HAS DEFINITELY BROUGHT A CHANGE INTO MY EVERYDAY ROUTINE."

"RESPONSIBILITY, TEAMWORK SKILLS, A CHALLENGE. IT HAS MADE ME BECOME CLOSER TO YOUNG PEOPLE – WORKING FOR OUR COMMON GOAL CLOSE TO OUR HEARTS. AN OPPORTUNITY FOR SELF-ASSERTION, A POSSIBILITY TO VALUE THE YOUNG AS EQUAL TO MYSELF."

"AS I PARTICIPATED MORE ACTIVELY ONLY IN THE PROJECT INITIATION STAGE (BECAUSE I CHANGED JOBS), MY POSITIVE EXPERIENCES ARE PRIMARILY CONNECTED TO THE FACT THAT I HAD A CHANCE TO BRING NEW IDEAS AND NEW POSSIBILITIES INTO THE PRISON. ALSO THE OPPORTUNITY TO OFFER THE YOUNG PEOPLE A CHANCE TO TAKE PART IN THE CORE GROUP AND TO SEE THE JOY THAT THEY RECEIVED FROM BEING OFFERED A POSSIBILITY TO DO SOMETHING THEMSELVES, TO TAKE ON RESPONSIBILITY, ETC."

"THE FIRST THING THAT COMES TO MIND IS THAT THERE WAS A LOT OF EFFORT AND LOTS OF PROBLEMS. I THINK THAT EVERY CONFLICT IS AN INEVITABLE PART OF DEVELOPMENT AND THAT IS WHY BOTH THE BOYS AND I HAVE RECEIVED LIFE-LONG EXPERIENCE. AND WHAT'S MORE...THIS IS SELF-EXPRESSION, SELF-REALISATION ALSO IN MY LIFE."

"A POSSIBILITY TO TEST MYSELF. A CHANCE TO TAKE PART IN SOMETHING INNOVATIVE, IN SOMETHING THAT HAS NEVER BEEN DONE BEFORE."

2. In your opinion, what has this project given to the young people?

"THE PROJECT HAS GIVEN THE YOUNG PEOPLE NEW POSSIBILITIES TO SPEND THEIR FREE TIME USEFULLY; IT HAS GIVEN THEM SELF-CONFIDENCE, SELF-RESPECT, ETC. – POSSIBILITIES TO FEEL THAT THEY ARE EQUAL TO OTHERS."

"THEY NOW HAVE A STRONGER WILL TO STUDY. THEY HAVE DISCOVERED/UNDERSTOOD THE IMPORTANCE OF EDUCATION. THEY HAVE REALISED THAT THE TIME SPENT IN PRISON CAN BE USED FOR THEIR OWN ADVANTAGE. IT HAS INCREASED THEIR BELIEF IN THE FUTURE AND GIVEN THEM HOPE THAT SOCIETY WILL GREET THEM AFTER THEIR RELEASE AS FULL MEMBERS. THEY ARE PART OF US, IN GOOD AND IN BAD."

"WIDER OUTLOOK, WILLINGNESS TO WORK WITH THEMSELVES, ALSO FOOD FOR THOUGHT, TOLERANCE, EMPATHY. LESSONS ABOUT THE COOPERATION POSSIBILITY IN PRISON, OPENNESS AND SUPPORT FROM US. CONTACTS WITH THE OUTSIDE WORLD AND THE FEELING OF BEING NEEDED AND HAVING THEIR OWN ROLE AND PLACE IN LIFE."

"IT HAS GIVEN MEANING TO THE MYSTERIOUS WORD 'PROJECT.'"

"IT HAS TAUGHT THEM COOPERATION SKILLS AND THE MEANING OF SUCH SKILLS."

"THEY NOW HAVE HIGHER SELF-ESTEEM – THEY FEEL THAT THEY THEMSELVES, THEIR WISHES, NEEDS AND ACTIVITIES ARE VALUED AND ACKNOWLEDGED. FAITH IN THE OFFICIALS – NOT ALL ARE BAD COPS."

"I THINK THAT THE MOST IMPORTANT THING IS THAT THE YOUNG PEOPLE HAVE FELT THAT DESPITE BEING IN PRISON THEY ARE STILL A PART OF THE COMMUNITY OF YOUNG PEOPLE LIVING IN FREEDOM; IT IS ALSO IMPORTANT THAT THEY HAVE WITNESSED THE BEGINNING OF SOMETHING NEW, THAT THEY HAVE SEEN HOW IT WAS ORGANISED – THIS HAS GIVEN THEM A FEELING OF SECURITY, EXPERIENCE, FAITH IN THEMSELVES."

3. What has not run smoothly in the course of the project? What could have been done differently?

"FIRST OF ALL THE PECULIARITIES OF PRISON ENVIRONMENT, PROBLEMS WITH KEEPING THE PROCESS ON TRACK (NO GUARDS TO BRING AND TAKE THE YOUNG PEOPLE TO PLACES WHERE THE ACTIVITY IS PLANNED – THERE ARE NO YOUNG PEOPLE TO PARTICIPATE AS THEY ARE IN CELLS, THEY ARE NOT GIVEN PERMISSION, ETC.)"

"MAYBE TO GIVE MORE INITIATIVE TO THE YOUNG PEOPLE THEMSELVES...THERE SHOULD BE MORE EVALUATION."

"POOR MOTIVATION AMONG THE PRISONERS. THE YOUNG NEED CONSTANT MOTIVATION"

"IT IS IMPORTANT TO CREATE A TEAM WHICH IS MOTIVATED TO SPEND TIME ON MAKING THE PROJECT SUCCEED WITHOUT GAINING ANY DIRECT PROFIT FROM IT."

"THE COOPERATION STAGES IN OUR GROUP HAVE BEEN VERY PROBLEMATIC. BUT WE PASSED THEM QUITE PEACEFULLY. TO DO SOMETHING DIFFERENTLY? I DO NOT KNOW."

"THE BATTLE INSIDE THE SYSTEM AND MAKING THE OTHERS AWARE OF THE INTENTIONS OF THE MEMBERS OF THE CORE GROUP."

"IN ADDITION TO YOUNG PEOPLE THE PROJECT SHOULD TO A GREATER EXTENT INVOLVE BOTH THE PRISON WORKERS AND THE MANAGEMENT SO THEY UNDERSTAND THE IMPORTANCE OF THESE PROJECTS AND SO THE MANAGEMENT IN EVERY WAY ENCOURAGES AND MOTIVATES THE WORKERS TO CONTINUE TO INITIATE PROJECTS WITH YOUTH."

"THE COACHES OF YOUNG PEOPLE NEED MORE SPECIFIC TRAINING – TRAINING AS REGARDS COMMUNICATION AND SELF-EXPRESSION. THE STAFF' PERSONALITY AND MOTIVATION SHOULD ALSO BE TAKEN INTO ACCOUNT – NOT EVERYONE IS SUITABLE TO INSTRUCT YOUNG PEOPLE! SOME CANNOT REACH YOUNG PEOPLE, AND PERSONAL PREFERENCES AND INTERESTS COME INTO PLAY, ALTHOUGH THEY SHOULD NOT."

"THE FACT THAT YOUTH INITIATIVE PROJECTS WERE CARRIED OUT IN TARTU PRISON IS A REVOLUTIONARY THING!!! THE ATTITUDE OF THE MANAGEMENT AND OTHER DEPARTMENTS WILL SURELY BE MORE SUPPORTIVE DURING THE NEXT PROJECTS. ONE CAN ALWAYS DO THINGS BETTER, AND WE NOW HAVE THE FIRST EXPERIENCE."

4. Your recommendations and your message to the others who are thinking about starting a youth initiative project

"THE EASIEST THING WAS TO FIND THE PROJECT IDEA (IT CAME FROM THE YOUNG PEOPLE). THE PROJECT SHOULD COME FROM THE YOUNG PEOPLE THEMSELVES. ONE SHOULD HAVE A LOT OF NERVE AND PATIENCE. AND YOU SHOULD DO AS LITTLE AS POSSIBLE YOURSELF."

"IT IS BETTER TO DO THAN NOT TO, AS RESULTS MAY BE SURPRISING. IT IS DEFINITELY WORTH IT."

"HAVE COURAGE AND INITIATIVE!"

"TO CREATE A CORE GROUP YOU CAN COUNT ON, BUT TO LEAVE IT OPEN SO THAT EVERYONE WHO HAS IDEAS, WILL, SKILLS AND ENTHUSIASM CAN JOIN IN. ABILITY TO STAY IN THE BACKGROUND (AS A MEDIATOR), BECAUSE THE PROJECT IS CARRIED OUT BY THE DETAINEES."

"THE MOST IMPORTANT THING IS TO FIND A COMMON LANGUAGE AND A COMMON GOAL WITH THE YOUNG PEOPLE, ALSO TO OBSERVE THE TEAM CONSTANTLY AND TO EVALUATE THE PROCESSES TAKING PLACE INSIDE THE TEAM. OPENNESS, TOLERANCE!"

"TO KNOW MORE ABOUT THE PECULIARITIES AND SPECIAL NEEDS OF THE DETAINEES."

"DO NOT BE AFRAID TO "TAKE THE BULL BY THE HORNS" AND TO ENRICH YOUR LIFE WITH A NEW EXPERIENCE!"

"GO FOR IT!"

Conclusions and future perspectives

And the story of this training project is nearing its end.

An attempt to take a use of the possibilities of European youth programme in a very particular environment of prisons has brought a unique experience for various stakeholders involved in training and later also in youth projects initiated as result of this.

As regards the young people involved in the projects it has provided them the possibilities to test oneself in project activities, to receive feedback for one's activities and thereby to improve one's self-esteem with the help of positive learning experiences. Equally important is also the opportunities to communicate and co-operate with other youth for a common goal, and to develop trustful relations with prison staff supporting youth in projects. As reflected by the young people themselves in their questionnaires – it gives them strength and willingness to start to search for possibilities to move on with their lives.

For the people working with young prisoners it gives new professional challenges through practising non-formal learning and youth projects. Through the support measures of the European youth programme it also provides opportunities to develop professional competencies in national and international trainings. It is not of less importance that through the youth programme it is possible to finance initiatives for which it would otherwise be difficult to find financial means. The present project has also highlighted the need for good cooperation between different officials and sectors concerned with young prisoners.

As it is evident from impact assessments above, the project implementation in prisons have met some challenges. At the same time it is clear that youth work is rather challenging by its ambitions also in its more regular practices, outside the prison.

Even so, project work in prisons surely has its peculiarities which need to be considered in planning and carrying out the activities. Our experience shows that the aspects listed below need careful consideration:

- the fact that prison is a **closed context with specific rules** is clearly evident also for those people who have not had personal contacts with these institutions. In the context of youth work activities planned to be carried out inside a prison this means for example that more time has to be reserved in the timetable for activities, also for preparations since it all also includes for applying for various permits. Another peculiarity is that to define the target group for its activities one cannot only consider the participants' voluntary wish to participate but also needs to take into account security aspects, etc.
- **there is a frequent change of young people**, e.g. as a result of release or transfer to another penal institution. For example it has happened in case of all youth initiative projects carried out in prisons in Estonia so far that the members of the core group have changed (the extreme case being that by the time of writing the projects' final report there was only one detainee from initial core group left in prison besides the support person). Although wider awareness about the project is important quality criteria for every youth initiative,



It is especially important in a prison setting because it enables to include new potentially interested persons, either as additional support or to replace the participants who have left the project. It is also a way to ensure the sustainability of the project.

- **the division of roles between the young people and the workers who support them.** It is clear that it is not possible to carry out projects in prisons without the involvement of prison workers as almost in all practical arrangements the detainees need mediation on the workers' part. In many projects carried out in prisons it has in several cases happened that the responsibility for the project on the "idea-level" lies with the young people, they as the authors of the project idea have brought it to life, they monitor the whole process and carry out content-related work, but the majority of practical arrangements (communication with partners outside the prison, supply with materials for project activities) are the responsibility of prison workers.

So, in many cases the young people's active participation and contribution to the content-related part of the projects has been even bigger than in case of many projects in more regular youth work environment, in open youth centres, youth organisations, etc.

- **internal awareness and support to youth projects within prisons.** Although it is very important for the success of project in any organisation that it is acknowledged internally also by those not directly involved in the projects' activities, in the case of prisons it is of even greater importance. There have been difficulties in case of youth projects in prisons because of the fact that different officials view the activities of detainees very differently: there are those who believe that such projects are important to help young peoples' development, and then there are those who consider the possibility to take part in youth initiative a privilege. In the prison setting all different departments have their specific role, yet it is important that the youth initiative project would be supported by social workers, psychologists, teachers and hobby instructors, as well as by the security personnel and the management.
- **the involvement of additional resources outside the prison** – both in terms of people and financial resources. In Estonian prisons the system of volunteers has been developed in recent years. Also in the activities targeted at young prisoners more use could be made of these volunteers and from co-operation with youth organisations and open youth centres from areas close to prison. Another option definitely worth considering is to host foreign volunteers into the prison in the frame of European Voluntary Service

programme and why not do in cooperation with local level organisations at first? The quality of project activities in prisons could benefit from the involvement of free-lance trainers.

- **need for a flexible approach from the external partners and financiers as well.** The European youth programme certainly has its criteria for eligibility when supporting projects and all beneficiaries are responsible for guaranteeing that the projects are implemented as initially applied for and stated in the financing contract. At the same time, having set the goal to involve such a specific target group as young prisoners, it is important to take their lifestyle and participation conditions into account as much as possible and, if necessary, provide additional assistance in the form consultations, training, etc., and also be flexible. It is certainly important to have good cooperation between the young people carrying out the project and their support personnel and external support organisations, so that the difficulties that occur are notified of and addressed as quickly as possible.

Based on the above it is evident that youth and project work in prison is in many ways similar to youth work in other environments by its objectives and methods. And as in any other environment, some specific approaches are necessary, as is a different kind of support that the young people need in order to be involved, to take an active role, and to increase their involvement gradually. Especially if they lack previous project experiences or even more, any kind of experience in self-realisation in self-initiated positive ventures.

In view of the possible development perspectives in Estonia, it would be very good if youth work principles find more active use also in work targeted at young prisoners. In order to launch new projects cooperation between prisons and youth organisations, youth centers could be an asset.

As in the coming years the national prison system reform in Estonia will bring considerable changes to the network of prisons and according to present plans there will be four prisons in Estonia by 2010, more attention should be paid to widening young prisoners' possibilities for non-formal learning in all Estonian prisons, with the help of European youth programme and on a wider scale as well.

Although until now primarily youth initiative projects have been launched in prisons and only one European Voluntary Service project, it would be worthwhile to take



advantage of other options as well. Especially the European Voluntary Service could serve as valuable tool to support young people after their release (as confirmed by the experience of Viljandi Prison) but it would also be useful to host foreign volunteers into prisons so they can bring new ideas and motivation for activities with young people into the prison. Also, in order to develop capacities of its staff the prisons have the possibilities to organise international contact-making seminars, trainings, study visits, also to send their workers to job-shadowing or host colleagues from foreign countries, etc.

It is also recommended that those prisons that have successfully launched projects continue to motivate new prisoners to get involved and also try to take advantage of peer education by those young people who have carried out previous projects.

The model of the present training project or a similar approach could also be applied in other areas in which a long-term training process with targeted support activities could have a significant impact. Be it a topic-based priority, for example such as non-formal learning or human rights-related awareness or the involvement of new high priority target group in youth work, such as young people living in rural areas or young unemployed people, etc.

And yet, all this is not an issue in Estonia alone. Youth projects in prisons are not widely common in other European countries either, but as shown by the experience in Estonia, could be of good practice. Furthermore, the effective cooperation on international level and the exchange of good practices could bring additional recognition to such work.

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Annexes

Annex 1. Programme of I phase of the training

Annex 2. Programme of II phase of the training

Annex 3. Programme of III phase of the training

Annex 4. Examples of training sessions

Annex 5. List of participants

Annex 6. A call for training to prison directors, January 2005

Annex 7. Examples of training and project coverage in media

TRAINING PROJECT BY NATIONAL AGENCY FOR YOUTH PROGRAMME FOR THE PRISONS' STAFF IN 2005–2006
I phase 17–19 August 2005, in Hotel Peoleo

PROGRAMME			
	First day	Second day	Third day
	Wednesday, 17 August 2005	Thursday, 18 August 2005	Friday, 19 August 2005
09.30		<p>Needs analysis: Participants' analysis of the detainees' interests, development needs and previous activities as a basis for future project ideas</p> <p>The YOUTH programme as a possible answer to the young people's needs: objectives and possibilities with emphasis on youth initiative projects</p>	<p>Principles of project management: Evaluation of previous night's practical experience: the essence of effective project management</p> <p>Work with one's own project idea Individual consultations and drafting of activity plan</p> <p>Summary of I phase of training, evaluation</p>
LUNCH	Arrival of participants until 14.30	13.00–15.00	13.30–14.30
15.00	<p>Introduction to training: Background, objectives, approaches, expectations towards the training</p> <p>Getting to know, the team building: Preparation of a map of Estonia to survey the prisons and people involved in the training</p> <p>Team work exercise: Game of Squares</p> <p>Evaluation of the team work exercise and definition of group's cooperation principles</p>	<p>Participation of young people, non-formal learning and principles of project management:</p> <p>Cooperation-based learning in working groups (each group has one of the three topics mentioned above to study) followed by an outline of the main aspects in the format of a conference presentation to other groups</p> <p>Preparation time for the participants to organise a barbecue based on the principles of effective project management</p>	Participants' departure from 14.30
19.30	DINNER	BARBECUE EVENING	
	<p>21.00–22.00 Evening programme to further get to know each other</p> <p>Participants' introductions: If I were...</p> <p>...music</p> <p>...something from nature</p> <p>...a book</p>		

**TRAINING PROJECT BY NATIONAL AGENCY FOR YOUTH PROGRAMME FOR THE PRISONS' STAFF IN 2005–2006
II phase 18–20 January 2006 in Tartu, in Hotel Kantri**

PROGRAMME			
	First day	Second day	Third day
	Wednesday, 18 January	Thursday, 19 January	Friday, 20 January
09.30	ARRIVAL	<p>Introduction to the day</p> <p>Psychological problems of young offenders and their coping – possibilities to help young people. Lemme Haldre, Tartu Child Support Center</p> <p>Practical exercises and group work methods based on the experiences of work with young people in Kaagvere specialised school</p>	<p>Introduction to the day</p> <ul style="list-style-type: none"> • Taking stock of previous experiences – methods in youth work. Group discussion • Work with one's own project idea, individual consultations • Evaluation of II phase of training
13.00	LUNCH	LUNCH	13.30 LUNCH
14.00	<p>Welcome to II phase of training</p> <p>Overview of the activities in-between of two training phases, incl project developments: presentations from project groups</p>	<p>Psychological problems of young offenders and their coping – possibilities to help young people (continued).</p> <p>Possibilities of forum theatre in the work with young people from risk groups. Piret Soosaar, Kadi Jaanisoo and Mari-Liis Velberg, VAT Theatre Forum-group</p>	DEPARTURE
17.30	DINNER	19.00 DINNER	
Evening	<p>18.30–21.30 Creative writing. Valeri Koort and Priit Kallakas, Loesje-Estonia</p> <p>In the course of the workshop the participants developed slogans which have also been used in the present report</p>	<p>Mid-term evaluation of training. Initially the idea was to have the presentation of effective methods by the participants, but considering how intense the programme of the day had been and the wish expressed by the participants to reflect the experiences thus far, an evaluation in rather non-formal atmosphere took place instead after dinner</p>	

TRAINING PROJECT BY NATIONAL AGENCY FOR YOUTH PROGRAMME FOR THE PRISONS' STAFF IN 2005–2006
III phase 19–20 June 2006 in Saku Manor

PROGRAMM		
	First day	Second day
	Monday, 19 June	Tuesday, 20 June
09.00	ARRIVAL	<p>Introduction to the day</p> <p>A group discussion based on principles similar to open space on the topic "joint project and cooperation in the future"</p> <p>Although initially several topics were proposed for discussion in small groups, eventually there was a joint discussion on apparently the most current issue at that moment – future cooperation, incl how to involve those prisons from Estonia who had not been part of this pilot training. The participants expressed their interest in continuing cooperation, to keeping each other informed of the future progress of projects.</p>
13.00	LUNCH	13.30 LUNCH
14.00	<p>Welcome to III phase of training</p> <p>Retrospection to the previous phases of training and projects so far</p> <p>Presentations by the project groups on interim developments – feedback, reflections from colleagues from training group and trainers</p>	<p>Conclusions</p> <p>Evaluation of the training project</p> <p>Closing ceremony and certificates</p> <p>Departure</p>
17.30	DINNER	
Evening	<p>Excursion to Saku Brewery</p> <p>A presentation about the international study visit to England in May 2006 by the participants from Murru Prison followed by joint discussion</p>	

EXAMPLES OF TRAINING SESSIONS

SESSION: CONFERENCE “SEEDS OF WISDOM”

Time: 2nd day of I phase, 18 August at 15.00–18.00

Objectives:

- to enhance the participants’ awareness on three topics closely connected to youth projects: project management, active youth participation and non-formal learning;
- to use the previous experiences, examples and knowledge of the group as resources for sharing and learning;
- to introduce cooperation-based learning as one possibility of working with young people.

Time	Event	Description of activity	Notes from trainers
15.00	Opening, introduction of the method	<p>Short introduction about cooperation-based learning: what the group learning principles are about (see the references below). Participants were divided into 3–4 member groups, each group was given extracts of support material on one of the following topics:</p> <ul style="list-style-type: none"> - project management - participation of young people - non-formal learning. <p>In addition the participants were asked to use the materials from the “training library,” their own knowledge/experience and trainers, i.e. all kinds of existing accessible resources.</p>	
15.35	Work in groups: Preparation of topics	<p>Participants had 45 minutes to prepare the topic. During that time each group member had to study one piece of material individually or to think about the topic given to his/her group (based on his/her earlier experiences and knowledge). Then, after each member had given explanations about the topic, a joint presentation was prepared for the other groups during the “conference.”</p>	<p>The preparations went well, although considering that each of the topics represents a rather extensive field, there was clearly too little time. Lack of time was also the reason why the participants only used the material handed out when preparing the “presentations” and this is why the topics were covered somewhat a bit too narrowly.</p>
16.20	COFFEE BREAK		
16.30	Presentation of topics by working groups in the format of conference “Seeds of Wisdom”	<p>During the coffee break the training room environment had been changed considerably. The rather training room with chairs in a circle was turned into a formal conference room with a podium and chairs organised in rows. One trainer took the role of conference moderator.</p> <p>Each group gave a 20-minute presentation of its topic, highlighting the most important aspects. This was followed by questions and comments from trainers and other groups.</p>	<p>The changed environment had a playful and fresh effect, at the same time as participants later reflected in their evaluation, it added challenging aspect for the them to give presentations.</p>

Supporting literature

Co-operative learning methods from the book by Anti Kidron 122 pieces of teaching wisdom (Tallinn, Mondo, 1999, in estonian):

- cooperative learning in a “mosaic group” – E. Aronson
- Student Team Learning – R.E. Slavin
- Learning together – R.T. Johnson, D.W. Johnson
- Group Investigation – Y. Sharon, S. Sharon

The effect of the session from the point of view of participants and trainers

The feedback questionnaires filled by the participants showed that the participants welcomed the used method well; they also said that a similar approach could successfully be used with young people. Although the time was relatively short, the participants said that the session helped them to become aware of the most important things in the topics covered.

For example the participant who is active in formal education highlighted that she received knowledge about non-formal learning, also that it was possible to explain the role of school (formal education) alongside non-formal education and thereby to acknowledge once again to herself and the others the positive complementing role of formal and non-formal education as means for the development of young people.

At the same time it was mentioned that the trainers could have given more information about theoretical background of these topics.

From the point of view of trainers it was positive that during a relatively short period of time, it was possible to give a short introduction to three very high-volume thematic fields: project management, youth participation and non-formal learning. As these are the key topics in the quality aspects of the European youth programme, covering these was extremely important.

In retrospect it may be claimed that these topics were now and then discussed during the whole training process, including when the practical project experiences were evaluated at later stage and several times the things discussed during the conference were referred. Also, the novelty of the method and the principle to trust the group itself to study and present the new topic had a positive effect in case of this approach.

SESSION: “BARBECUE BASED ON THE PRINCIPLES OF PROJECT MANAGEMENT”

Time: 2nd day of I phase at 18.00–22.00 and 3rd day at 9.45–10.15

Objectives:

- To make the participants aware of the essential principles of project management
- To create connections between the theoretical concepts and the process of practical project management;
- To support the group's initiative in carrying out the programme and the feeling of belonging to the group.

Time	Event	Description of activity	Notes from trainers
2 nd day 18.00	Preparations for the barbecue	The participants were given the task to organise a “Barbecue evening based on the essential principles of project management.” The food and drinks for the barbecue were supplied by the trainers team, and the task for the participants was to prepare the content and programme.	The participants’ enthusiasm was inspiring and it was evident that the majority of participants were actively involved in the preparations.
2 nd day 19.30	Barbecue	The participants had planned several games, joint activities (including a role play for the trainers in which work with young detainees and related issues were simulated). One of the participants played the violin, and there was also some group singing.	The atmosphere was very cosy and it encouraged the development of a good group feeling in every way.
3 rd day 09.45	“Lessons in project management”	The group reflected on organising and carrying out the previous evening’s barbecue based on the principles of project management; the trainers in turn gave feedback and some general comments were made.	The joint evaluation turned out to be very active, many important notions about the things that describe a project as such and the things that one needs to bear in mind in project management became apparent.

Discussion results: a barbecue evening as a project

The participants decided that the barbecue organised the previous night and its preparations have the following parallels with the project:

- TIME IS LIMITED
- OBJECTIVES (HAVE TO BE CLEARLY DEFINED), TARGETED TO THEIR ACHIEVEMENT
- SUCCESS -> EFFECTIVENESS
- IDEA/PLANNING/DIVISION OF TASKS/CONSULTING WITH PARTNERS/PREPARATIONS/MAIN ACTIVITY
- RESOURCES ARE LIMITED
- UNEXPECTED, SPONTANEOUS IDEAS
- ORGANISERS/PARTICIPANTS (CORE GROUP AND TARGET GROUP IN YOUTH INITIATIVES)
- FOLLOW-UP PROJECTS, POSSIBLE IMPACT OF PROJECT ACTIVITIES
- ADDED VALUE
- SURPRISES FROM THE ENVIRONMENT, INTERACTION WITH THE SURROUNDING, ABILITY TO ADOPT WITH THESE
- MANAGEMENT STYLE
- USE OF METHODS DEPENDING ON THE SITUATION
- MID-TERM EVALUATION ON A CONTINUOUS BASIS
- FEEDBACK
- ILLEGAL ACTIVITIES FOR A "GOOD CAUSE"? IS EVERYTHING ALLOWED TO REACH ONES' OBJECTIVES?
- IT IS ALSO IMPORTANT TO EVALUATE THE TEAM WORK AMONG TEAM MEMBERS
- BEFOREHAND ONE MAY DETERMINE THE CHARACTERISTICS/IMPORTANT/USUAL ACTIVITIES OF SUCH TYPE OF PROJECT (FOR EXAMPLE DANCE, HANGOVER, FIGHTS ARE ASSOCIATED WITH A PARTY), IF THERE WERE NONE, EXPLAIN WHY. IS IT GOOD?
- RISK ASSESSMENT
- FINAL EVALUATION IS IMPORTANT

The effect of the session from the point of view of the participants and trainers

The approach in which the leisure time activity was connected to the topic discussed during the previous training session received a very positive welcome. The fact that the activities were organised by the participants themselves, helped the participants to become very open to challenges in a relatively unfamiliar group. One participant said in her feedback about the evening:

"I LIKED IT VERY, VERY MUCH! I PLAYED A CAT FOR THE FIRST TIME IN MY LIFE AND I DID IT IN FRONT OF STRANGERS!"

According to the trainers the barbecue evening served ideally for the good group feeling. The method also justified itself by showing that project management is not a complicated theoretical concept, but first of all it is important to acknowledge these principles in practical activities for the good quality.



LIST OF PARTICIPANTS

	Participant	Organisation	Professional status	Participation in training phases		
				I	II	III
Murru Prison						
1.	Kaidi Kivisaar	Murru Prison	Social worker	■	■	■
2.	Riina Soom	Murru Prison	Psychologist	■	■	■
3.	Mare Riimets	Keila Gymnasium	Teacher	■	■	■
Pärnu Prison						
4.	Kaire Aamisepp	Pärnu Prison	Acting head of Social Department	■		
5.	Krista Lip	Pärnu Prison	Psychologist	■	■	
6.	Alex Trope	Pärnu Prison	Hobby instructor, librarian		■	
Tallinn Prison						
7.	Aljona Toporkova	Tallinn Prison	Specialist-hobby instructor	■	■	
8.	Ebe Värk	Tallinn Prison	Education adviser	■		
9.	Elis Kurs	Tallinn Prison	Chief specialist of Imprisonment Department	■		
10.	Liisa Paavel	Tallinn Prison	Specialist-education adviser			■
11.	Piret Adrik	Tallinn Prison	Chief specialist of Social Department		■	■
12.	Marika Õispuu	Tallinn Adult Upper Secondary School	Teacher	■	■	
Tartu Prison						
13.	Eneken Juurmann	Tartu City Government, Department of Education (at the beginning of the project the education adviser at Tartu Prison)	Chief specialist in fields of study	■	■	■
14.	Inge Johanson	Tartu Prison	Social worker	■	■	■
15.	Ruslan Lainola	Tartu Prison	Social pedagogue	■	■	■
16.	Martin Poobus	Tartu Prison	Specialist-hobby instructor			■
Viljandi Prison						
17.	Sergei Drögin	Viljandi Prison	Specialist-hobby instructor	■	■	■

04.01.2005

Dear Director of Prison,

We hereby address you with a cooperation request. Namely, in 2000–2006 Estonia takes part in the European Union programme YOUTH which enables 15–25-year old young people to take part in different youth projects and at the same time provides various possibilities for capacity building to people working with youth. Projects take place in the field on non-formal education, as leisure time activities of young people.

Estonia has been involved in EU youth-related cooperation programmes since 1998 and since then more than 10,000 young people have participated in the projects. Also during the previous years one of the important target groups has been the young people with fewer opportunities. For many of those young people it has been the first experience to meet and cooperate with young people from other countries – to welcome their peers from various European countries in Estonia or to take part in projects which are carried out outside Estonia.

To bring examples of experience with young people from risk groups first of all the participation of different probation supervision departments, juvenile committees and Kaagvere Special School in various international youth exchanges may be highlighted.

As your work is connected with young people in prisons it could for example be possible for them to launch youth initiative projects where young detainees could be involved in the discussions of topics important to young people.

Such projects do not presume international cooperation – rather it would be important that an initiative group (at least four 15–25-year old people) be formed with the support of a social worker, teacher or other workers or volunteers from prisons and that they could be given the possibility to plan and carry out activities targeted at other young people in prisons during the project period, 3–12 months.

The topic of the project could be related to the issues interesting and important for the young people in your institution: employment of young people, managing ones' own life (including preparations for period after release), drug and alcohol abuse and other youth-related problems, sports in the life of young people, etc. Youth initiative should definitely help increase the young people's awareness of the subject in question be it through the specific activities (for example workshops, lectures, poster or graffiti-competitions, etc.) depend on the interests and capabilities of the young people themselves. In case of a youth initiative project it would be possible to organise events which are open either to some young detainees or to all of them (depending on your rules of internal procedure).

Hoping that these possibilities to experience something like that in order to gain new competences and self-confidence, self-esteem could reach also the young people in your institution, I hereby forward you the information materials of the different actions in the framework of the programme. Additional information can also be found at <http://euroopa.noored.ee>.

The Estonian National Agency for European youth programme will organise a training project in 2005–2006 for the staff of prisons working with 15–25-year old young people the objective of which is to create better conditions for future youth projects in prisons.

The teams of 2–3 people (a social worker, psychologist, volunteer working in the prison, a representative of the management, etc.) from each prison are welcomed to take part in the training project; in addition to the staff of prisons the team could also include a representative from a partnering NGO or educational institution.

We would hereby like to announce a call for participants to the training project in question. If you are interested that your institution could take part in the training and be involved in future youth projects, we would ask the staff interested in training (also representatives of your partner organisations, for example NGO, school, etc.) to fill in the annexed applications (one for each applicant) and to forward it to the address given on the application form at the latest by 10.02.2005.

We ask the interested applicants to specify their needs as regards to project management so that based on these we can plan the content of training in more detail. In general the training project involves the following stages: Training -> work with young people in prison -> submitting of project applications -> carrying out projects -> final phase of training project, project evaluation (in 2006). The whole process is supported by the continuous project counselling from the National Agency, and by the meeting with other teams involved in training from various prisons in Estonia.

The costs related to the programme of the training project (accommodation, meals during training, the expenses of trainers and materials, etc.) will be covered by the Estonian National Agency in the framework of the YOUTH programme. The prisons are expected to pay the transport costs within Estonia to the place of training and back for their representatives.

I hope that you and the staff of your institution have interest, time and energy to create better possibilities for the young people in your institution in forms of youth projects and that you will decide to participate in the proposed training project.

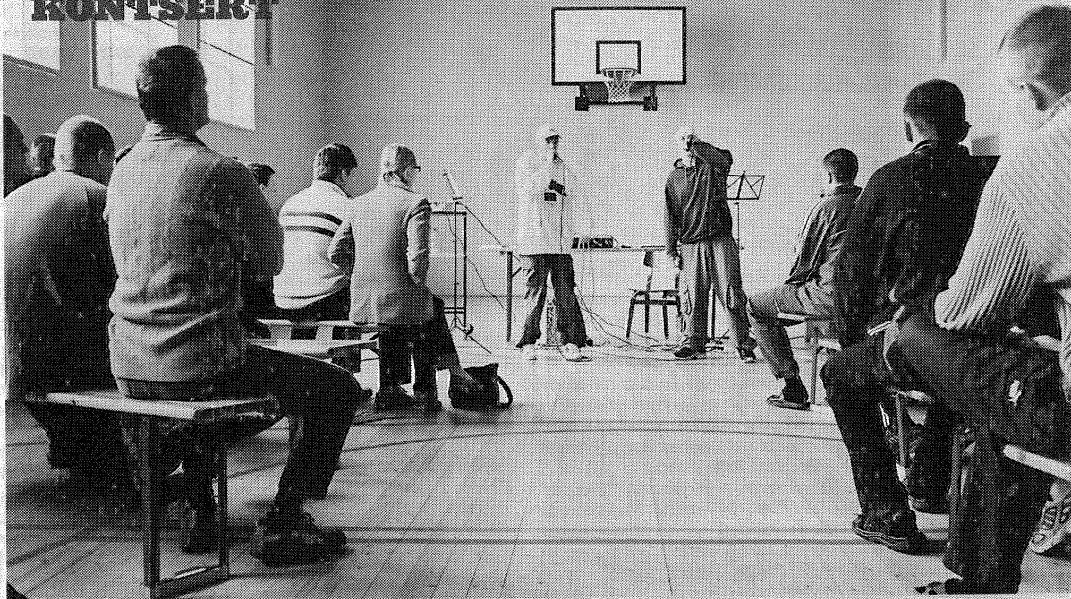
In case of additional questions please do not hesitate to contact us by phone (0) 697 9221 or by e-mail: ully@noored.ee.

Looking forward to future cooperation,

Ülly Enn

Estonian National Agency for Youth programme

Archimedes Foundation



TARVO HANNO VARRES

Karmid sündmused lihtsas keeles

August Künnapu kuulas Tallinna linnavanglas Areeni tulevikutähe Verba Ab Intra kontserti.

Verba Ab Intra kontsert Tallinna vanglas, 18. mai, kell 10 hommikul.

Möödunud neljapäeva hommikul toimus Tallinna Vangla spordisaalis sündmus, mis on ebatavaline nii siin- kui sealpool vanglamüüri viibijatele – räppkollektiivi Verba ab Intra kontsert. Üritus toimus programmi “Euroopa noored” raames, projekti nimi oli “Sina oled DJ” ja avatüritus kandis pealkirja “Sõna Jõud”. Vanglas vaba aja sisustamise projekti koostasid kinnipeetavad **Andrus Elbing**, **Raimond Kukuškin**, **Madis Villem**, **Indrek Ristmägi** ja **Tanel Miido**. Publik koosnes pikemat aega karistust kandvatest vangidest, vangla juhtkonna liikmetest, projekti “Euroopa noored” korraldajatest ning mõnedest külalistest. Esitlusele tuli kümnekond lugu, sealhulgas “Kuritöö ja karistus”, “Nahhui te koputate” ja “See siin on tsoon”.

Verba ab Intra väärib oma nime – **SÕNAD** tulevad poistel tööpoolest **SEESTPOOLI**. Kinnipeetava Andrus Elbingu saaremaine ehedus kohtub karistusosaluse Raimond Kukuškini räpimeelne Rakvere taustaga. Vahetud tekstid kirjutatakse üheskoos ja räpitakse ette nii eesti kui vene keeles. Tekstid valmivad tillukeses kuuekohalises kambris öösel, siis kui teised magavad.

Vargad, röövlid, tapjad, / kui algad, / kõik nad on so küljes nagu takjad, / Vereimejad, vampiirid, kaanid, / vabadusse minejad, / nende pükste viigid ja tulevikuplaanid (“Tsoonikooslus”).

“Elbing võiks olla noorte hiphopparite kohustuslik kirjavara – mänguruumist väljaspool viibijana on tal terane keelevaist ning rahutu, meie räppkultuuri suhtes kriitiline vaim,” kirjutab poeet Jürgen Rooste hiljuti ilmunud “Eesti räpptekstide kogumiku” eessõnas.

Elbing ja Kukuškin ei bluffi ega üpita ennast erinevalt paljudest teistest räpimeestest. Poisid räägivad karmidest sündmustest, mida nad on ise kogunud, jõuliselt lihtsas keeles ja leidlikes rütmides. Verba ab Intra räpib olukordadest, mis toimuvad siin ja praegu, sest sünges vanglarealaalsuses ei saa milleski kindel olla.

Tekstid on ausad autori vastu: *Vaatan merele, / seljataga röövitud mees, / ja veriseks pekstud lõustad, kõik kes langevad mo saagiks. / Vaadates merele, / jääb mo seljataha läbikäidud tee, / rannalapsesest tänavakaagiks (“Mõtisklus”).*

Tõenäoliselt loobuvad Elbing ja Kukuškin vanglast vabanedes “kriminaalset pagasist” ja jätkavad loomingulisel radadel. Elbingult on selle aasta lõpus oodata ka eesti- ja ingliskeelset helgemates toonides luulekogu ning luulepublikatsioone eri väljaannetes.

Noorsootöö jõudis vanglatesse

Augustis algas Euroopa Noored Eesti büroo koostöös Eesti vanglate töötajatele eesmärgiga luua paremaid võimalusi noorsootööks ja erinevateks projektideks kinnipeetavatega ning valmistada neid ette eluks peale vabanemist.

Kadri Haavajõe
aken@enl.ee

2006. aasta kevadeni kestva koostöö eesmärgiks on pakuda peamiselt 15-25 aastaste kinnipeetavatele töötavatele spetsialistidele uusi oskusi, mida kasutada noortele suunatud projektide väljatöötamiseks ja rakendamiseks.

"Projekt raames saab anda noortele võimalusi panna end proovile tegevustes, mis toovad kasu nii endale kui teistele kinnipeetavatele," hindas projekti olulisust koostöö korraldaja Ülly Enn.

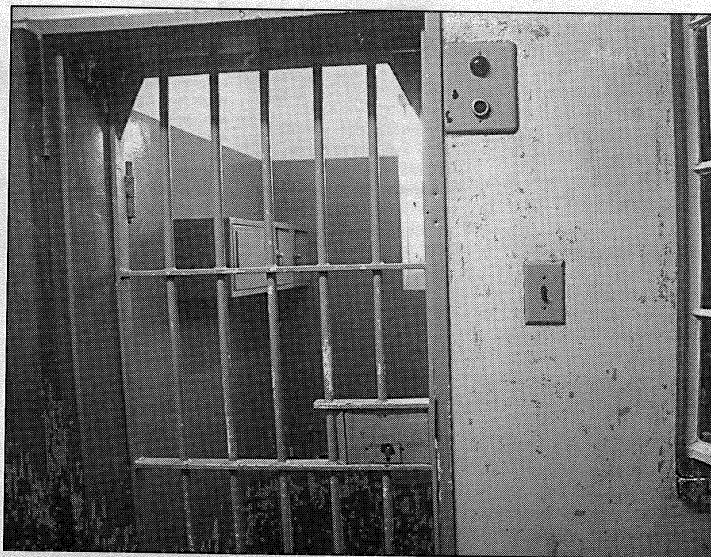
Enni kinnitusele on huvi koostööprojekti osalemise vastu suur ning see annab märku vajadusest toetada noore inimese isiksuse arengut kinnipidamis-asutustes. Samuti on igasugune arendav tegevus oluline noorte ettevalmistusel eluga toimetulekuks pärast karistuse kandmist.

Koolitusel tekkis idee teha kinnipeetavaist dokumentaalfilm

"Töötajad saavad seeläbi anda noorte kinnipeetavate tegevusele positiivset tagasisidet ja toetada nende eneseksu ja -hinnangut," ütles Enn.

Huvi on väga suur

Viljandi vangla spetsialist-huvijuhi Sergei Dröginil sõnul oli juba 17. augustil toimunud esimene koolitus väga tulemuslik. Lisaks saadud infole soosis selline koostöö uuside sündi. "Üksi on midagi sellist raske teha. Kuid grupis tekivad uued



Viljandi vangla spetsialisti Sergei Dröginide idee noortest vangidest dokumentaalfilm väandata osutus kinnipeetavate seas väga populaarseks. Ka filmi tegemisest valmib film. FOTO: INTERNET

mõtted ja sa kuuled, mis teised arvavad," rääkis ta.

Dröginil näiteks tekkis koolituse käigus idee teha dokumentaalfilm, kus kinnipeetavad teevad ise linatööst oma elust, samal ajal filmivad teised tegevuse protsessi.

Dröginil hinnangul on noored taolise võimalusega rahul. "Peale seda kui ma poistega rääkisin, küsivad nad selle (filmi - toim) kohta kogu aeg," rääkis ta. Dröginil kinnitusele on filmiprojekti puhul eriti oluline see, et noored näevad ennast kõrvalt. "Inimene hakkab siis mõtlema ja oskab ennast analüüsida," märkis ta.

Ka Tallinna vangla spetsialist-hariduskorraldaja Ebe Paenurme sõnul oli vajadus koolituse järele suur. Ta tunnistas, et kinnipidamiskohtades on noortega seotud ettevõtmisi raskem ellu viia kui mujal, kuid seda olulisem on

seada proovida. "Selline võimalus arendab kinnipeetavaid ja annab neile võimaluse tõesti midagi ise teha. Meie jaoks on oluline, et noortel oleks ka vangla personali poolt tugi olemas," lausus ta.

Koolitus viies vanglas

Koolitusprojekt hõlmab kolme etappi, mille jooksul arendatakse teadmisi ja oskusi projekti juhtimise ja täiskasvanukoolituse osas ning omandatakse uusi meetodeid töös noortega vanglates.

Koolituse käigus saavad õpetust vanglate sotsiaaltöötajad, õpetajad, hariduskorraldajad, psühholoogid ja vangistusosakonna spetsialistid. Projekti osalevad Tallinna, Tartu, Murru, Pärnu ja Viljandi vangla töötajad.

Eesti vanglates on vanuses 15-25a. kokku 774 kinnipeetavat, neist 4 eeluurimise all, 78 kohutalust ja 692 süüdimõistetut.

HARIDUS

Koolitus vanglates

Koolituse sihtgrupiks on 15-25 aastased kinnipeetavad.

Koolitusel osalevad Tallinna vangla, Tartu vangla, Murru vangla, Pärnu vangla ja Viljandi vangla töötajad, lisaks koostööpartnerid Rummu Erikoolest, Tallinna Kutsekoolist nr 5 ja Pärnu Pereabikeskuse psühholoogia teenistusest.

Koolitus kestab 2006a. kevadeni.

Projekti korraldab Sihtasutus Archimedes Euroopa Noored Eesti büroo.

Allikas:
www.euroopa.noored.ee



Murru vangla noorteprojektide tuumikgrupp: tagareas vasakult kinnipeetav Harri, koordinaator Üllý Enn, sotsiaaltöötaja Kaidi Kivisaar, kinnipeetav Deniss, psühholoog Riina Soom ja kinnipeetav Valter. Esiplaanil kinnipeetavad Deniss ja Anatoli.

Foto: Raigo Pajula

Vanglanoored juhivad omaalgatuslikke projekte

29.06.2006 00:01

Lauri Luht

Neljas Eesti vanglas on käimas kuus projekti, mille kogumaksumus küündib peaaegu 400 000 kroonini. Noored kinnipeetavad arendavad end ühiskonda naasmiseks, harivad ka vabaduses viibijaid ning väntavad filmi.

Projektid, mida noored teevad, aitavad neil mõtestada oma elu kulgu ning manitseda teisi riskigrupi noori mitte sattuma vanglasse, samuti sisustada vanglas veedetavat aega, korraldades sotsiaalseid diskussioone, spordi- ja muusikaüritusi.

Hirmutavad vanglaeluga

Samuti on projekte, mis käsitlevad mitmesuguseid hariduse omandamise võimalusi ning aitavad noortel pärast vangistust paremini ellu tagasi pöörduda. Rõhk on aga kogemusel, mida vanglanoored saavad üldise projektijuhtimise ja koostamise vallas.

Murru vanglas kirjutasid ja viivad läbi projekti kuus kinnipeetavat. Projekti tuumikgrupi liikmed on otsustanud viia vanglas läbi vestlusgrupe riskikäitumisega 14–18-aastastele noortele ning rääkida õigusrikkumistest ja selle tagajärgedest.

«Soovisime näidata noortele, milline elu on vanglas ning rääkida oma kogemustest, et panna riskigrupi noori mõtlema,» tutvustasid Postimehele projekti põhiinitsiaatorid, kinnipeetavad Anatoli ja Deniss.

Murru vanglasse kutsutakse aastas 8 gruppi riskinoori (rohkem vanga reeglid ei luba – toim), mis koosnevad 8–12 noorest vanuses 14–18 aastat ning nad veedavad seal kinnipeetavatega pool päeva. Lisaks oma lugudele tutvustavad teelt eksinud vanglaelanikud noori ka ühe vangla kohutavamaks peetud osakonnaga (9. blokiga – toim).

Kogu nende tegevusest valmib kuritöö-ennetuslik dokumentaalfilm, mida poisid loodavad tulevikus levitada, et problemaatilised noored mõistaksid, mida tähendab vangla olustik ning valesi elatud elu.

Nüüdseks moodustavad noorsooalgatuslike projektide tuumikgrupi juba rohkem kui 50 noort vangi koos väljakoolitatud juhendajatega neljast Eesti vanglast. Projektidesse kaasatud noori on aga kordades rohkem. Pilotprojekti, mille raames koolitati välja 13 vangla töötajat neljast Eesti vanglast, alustas Euroopa Noorte Eesti büroo juba 2005. aasta augustis.

Noorsootöö koolitus vanglatöötajatele



Samal teemal vt ka „Vangla – kas karistus- või kasvatuasutus?“, Sotsiaaltöö nr 4/2005

Ülly Enn

*Kaasatuse ja koolituse valdkonna koordinaator
Euroopa Noored Eesti büroo, Sihtasutus
Archimedes, sotsiaaltöö magister*

„Arvata võis, et nad ükskord vanglas lõpetavad...“ – just niisugune anonüümne kommentaar laekus portaalis Delfi Noortekas 7. oktoobril 2005 avaldatud uudisele Euroopa Noored Eesti büroo koolitusprojektist Eesti vanglatöötajatele. Olgugi et selle kommentaari näol on ilmselt tegu pelgalt vaimukusega ning ei ole teada, kas autor pidas silmas kinnipeetavaid või koguni Euroopa Noored Eesti bürood, on ütlus „vanglas lõpetamisest“ suhteliselt laialt levinud ning peegeldab ühiskonna mõtteviisi ja hoiakuid. Ometi on nii õigusrikkumise toime pannud inimeste kui ühiskonna arengu seisukohast väga vaja uskuda, et vanglasse sattumine võib tähendada hoopis uue algust. Ühest sellisele lähenemisele tuginevast koolitusprojektist artiklis juttu tulebki.

Koolitusest ja selle lähtekohtadest

Eelmisel aastal alustas Euroopa Noored Eesti büroo 2006. aasta kevadeni vältavat koolitusprojekti Eesti vanglatöötajatele arendamiseks nende pädevust noortega tehtavas töös ja projektijuhtimises ning loomaks seeläbi ka eeldusi edasisteks noorteprojektideks Eesti vanglates. Idee sai alguse programmi Euroopa Noored seniseid Eesti kogemusi vaagides, millest selgus, et noorte kaasamises on saavutatud suhteliselt

häid tulemusi nii erivajadustega noori kui alkoholi ja narkootikumide tarvitanud noori silmas pidades. Toetust on leidnud ka mõned projektid õigusrikkumisi toime pannud ja kriminaalhooldusele määratud noorte kaasamiseks.

Üha enam leiavad nimetatud sihtrühmad tähelepanu ka noorsootöös laiemalt, seda enam, et Eestis on olemas riiklikult reguleeritud erinoorsootöö, mille eesmärk on „...riskioludes elavatele ja/või probleemkäitumisega noortele arengueelduste loomine noore võimete ja oskuste aktiveerimise ning motivatsiooni suurendamise kaudu“ (EV noorsootöö kontseptsioon, riikliku noortepoliitika ja noorsootöö strateegia eelnõu). Samas on Eestis teravalt tõstatunud vajadus selliste noortega töötavate spetsialistide (täiend)koolituse järele, toetamaks nende ametialast kompetentsust (Enn 2003, *Noorsootööalase koolituse valdkonna uuringu raport* 2005). Nii küpseski idee pikaajalisest koolitusprojektist Eesti vanglatöötajatele, milles teoreetilist teemakäsitlust toetab reaalsete projektide väljatöötamine koolituses osalejate poolt koos noorte kinnipeetavatega programmi Euroopa Noored raames.

Programmi Euroopa Noored tegevus tugineb mitteformaalse õppimise põhimõtetele,

mida on oma õppijakesksuse ja paindlikkuse tõttu peetud väga sobivaks eeskätt erivajadustega või vähemate võimalustega noortele suunatud kaasatustöös (*Sotsiaalne kaasatus* 2005, 39–42). Noorteprojektidega antakse noortele võimalus end proovile panna ja saada väärtuslikke (õppimis)kogemusi ning seda seesuguses vormis, millest võib innustuda ka formaalharidusest ja tavatähenduses õppimisest võrdunud noor. Programm Euroopa Noored võimaldab ellu viia erisuguseid ettevõtmisi alates rahvusvahelisest noorterühmade kokkusaamisest noorsoovahetuse vormis kuni vabatahtliku teenistuseni, kus noorel on võimalik mõnda aega elada ja töötada vabatahtlikuna mõnes välisriigis. Kinnipidamisasutuses viibivate noorte võimalused välisilmaga suhtlemiseks on piiratud, seepärast võeti koolituse kavandamisel aluseks noorsooalgatusprojektid (programmi Euroopa Noored alaprogramm 3), mida rühm noori saaks teisi kinnipeetavaid kaasates vanglas ellu viia. Lähtekohaks sai idee, et noored võiksid korraldada näiteks vestlusringe või töötubasid neile huvipakkuvatel teemadel, korraldada kinnipeetavate seas *graffiti*-konkursi noortele oluliste teemade kajastamiseks vm.

Peamine on, et tegevus lähtuks noorte endi huvidest ja vajadustest ning noorteprojekti toetavad töötajad saaksid sedakaudu anda kinnipeetavate tegevusele tagasisidet, toetada nende positiivseid õpikogemusi ja seeläbi ka noorte eneseusku ja -hinnangut. Mida eeldab niisuguse projekti juhendamine ühelt vanglaametnikult? Senisele kogemusele tagasi vaadates julgen öelda, et eelkõige huvi ja motivatsiooni, usku noortes kinnipeetavatesse ning nende võimesse, mis paneb otsima üha uusi väljundeid töös noortega. Või vähemasti võib nii iseloomustada koolitusprojektis osalemiseks soovi avaldanud Murru, Pärnu, Tallinna, Tartu ja Viljandi vangla töötajaid ning nende koostööpartnereid Rummu Erikoolist ja Tallinna Kutsekoolist nr 5. Osalejate seas on sotsiaaltöötajaid, psühholooge, huvijuhte, hariduskorraldajaid ja õpetajaid, ka üks vangistusosakonna spetsialist. Ametite laiaulatus-

lik esindatus ei ole aga kindlasti ainus kõnealuse koolituse lisaväärtus; eelkõige on sel positiivne mõju noorte kinnipeetavate arengu huvides tehtavale vanglaametnike koostööle.

Kui eelnev viitas hoiakutele uue omandamise ja arengu suhtes, seega koolituses nii olulise tähendusega aspektile, siis asunud kaardistama osalejate koolitusvajadusi, ilmnes, et valdavalt tunnetavad vanglaametnikud vajadust täiendada end projektijuhtimises ja noorsootöö spetsiifikas, sh meetodites, mida töös noortega rakendada.

Koolituse korraldusest ja sisust

Koolituse ettevalmistusperioodil tehti tutvumisvisiit osalevatesse kinnipidamisasutustesse ning osalejad pakkusid välja võimalikud projekti kaasatavad noored ning nende esmased projektiideed. Koolituse esimene faas hõlmas osalejate omavahelist tundmaõppimist, programmi Euroopa Noored tutvustamist ja esmaste ideede arendamist vastavalt projektijuhtimise põhitõdedele. Koolituse teine faas keskendus noorsootöö meetoditele, sh foorumteatri, loovkirjutamise ja teiste ekspressiivtehnikate rakendusvõimalustele töös noorte õigusrikkujatega. Koolituse viimane etapp on kavas läbi viia 2006. aasta maikuuks ning selle põhisisuks on senise projektitöö mõju analüüs. Nii nagu planeeritavad noorteprojektid, tugineb ka koolitus mitteformaalse õppimise põhimõtetele ning seetõttu on koolitusprogrammis kasutusel mitte loengud, vaid eeskätt erinevad interaktiivsed meetodid, mida osalejad saavad edaspidi rakendada ka töös noortega: simulatsiooniharjutused, rollimängud, meeskonnapõhine õppimine jms.

Juba koolituse esimese faasi järel asusid osalejad – vanglaametnikud – tööle noorte projektide edasise arendamise kallal ning tänaseks päevaks on alguse saanud ja juba ka programmilt Euroopa Noored rahalise toetuse leidnud viis noorteprojekti: Viljandi vangla projekt „Peegeldus”, Murru vangla

algatus „Miks on läinud nii?” ja Tartu vangla projektid „Kitarr mängib!”, „Targemana vabadusse” ja „Puhas mäng”. Noorsooalgatusprojekt on ettevalmistamisel ka Tallinna vanglas. Senine töö on teinud selgeks, et lisaks noortega töötavate spetsialistide koolitusele on vaja projektijuhimise ja rühmatööga toetada ka noori endid. Nii on koolituste vahelisel ajal käivitunud aktiivne koostöö koolituses osalejatega noortele kinnipeetavatele suunatud info edastamiseks seminaride kaudu.

Kokkuvõtteks ehk mida oligi tarvis tõestada

Koolitusprojekti alustades oli tegevuse uud-sust silmas pidades äärmiselt raske võimalikke tulemusi prognoosida. Ometi on tänaseks alguse saanud projekte vaadates selgunud ilmne vajadus vanglate noorsootöö edasiarendamise järele. Noorte kinnipeetavate hulgas on rohkesti neid, kes on oma senist elu analüüsinud ja valmis muutuseks ning on väga huvitatud enese arendamisest just noorteprojektide kaudu, kuna need annavad võimaluse oma vaba aja sisustamiseks vangla piiratud võimalustega keskkonnas, võimaluse suhelda, omandada uusi teadmisi projekti teemadel, projektijuhimises, koostööoskusi jpm. Sageli on see noortele kinnipeetavatele üldse esimene kord omaalgatuslikult mingis projektis kaasa lüüa. Noorsootöö eelkõige ennetuslikke eesmärke silmas pidades on küll kahetsusväärne, et info ja osalusvõimalus ei ole nende noorteni jõudnud siis, kui nad käisid veel koolis ja olid vabaduses. Nüüd, kui nad puutuvad esmakordselt vanglas viibides kokku võimalusega teostada oma ideid ning saada sellest innustust ja väärtuslikke kogemusi edasiseks, võib see ehk kaasa aidata nende paremale toimetulekule pärast vanglast vabanemist. Loodetavasti ei piirdu kõnealuse koolitusprojekti arendav mõju üksnes selles osalavate spetsialistide ja projekte teostavate noortega. Näiteks programmi Euroopa Noored raames ja Euroopa Komisjoni SALTO-nimelise koolituskeskuse korral-

dusel leiab käesoleva aasta aprillis Belgias aset esimene üle-euroopaline programmi Euroopa Noored koolitus riskinoortega, noorte õigusrikkujatega ning kinnipeetavatega töötavatele spetsialistidele. Selle kaudu loodetakse toetada edasist rahvusvahelist koostööd ning projektide arengut. Nii on sedakorda Eesti kogemus osutunud üheks tõukejõuks ja positiivseks näiteks ka Euroopa mastaabis.

N.õ koduseid perspektiive silmas pidades tahaks loota positiivset mõju ka noorsootööle laiemalt – vanglate, noorsootööasutuste ja noortetühingute koostöös tasub kinnipidamisasutustes hakata arendama noorsootööd, mis võiks kujuneda uueks heaks alguseks...

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Koolitusprojekti korraldab Sihtasutus Archimedes Euroopa Noored Eesti büroo, kes koordineerib programmi Euroopa Noored (ingl.k. YOUTH) tegevust Eestis. Euroopa Noored on Euroopa Liidu noorteprogramm, mille eesmärk on pakkuda noortele mittemaalse õppimise kogemusi omaalgatuslikes projektides ja toetada noorsootööalast koostööd. Lisainfo: <http://euroopa.noored.ee>

Mida on andnud osalemine koolitusprogrammis?

Sergei Drõgin, Viljandi vangla spetsialist-huvijuht:

Selliseid programme nagu Euroopa Noored Eesti büroo vangla töötajatele pakub, võib võrrelda hapniku juurdevooluga akvaariumi kinnisesse keskkonda. Just nimelt uue ja värske segunemine vana ning seisnuga loob soodsa keskkonna arenguks.

Selle koolituse peamist väärtust võiks väljendada nii, et see aitab kaasa ideede genereerimisele ja nende realiseerimisele. Kuna minu puhul oli möte juba mõnda aega n.ö ootel, aitas koolitus sel saada projektipäheks ja elluviimiseks valmis. Täna olen noorte juhendaja projektis „Peegeldus“, mille idee seisneb selles, et noored kinnipeetavad teevad endast dokumentaalfilmi. Milleks see vajalik on?

Ülikooli lõputöös uurisin noorte kinnipeetavate siseilma ning sellest selgus minu jaoks palju huvitavat ja ootamatut. Näiteks seostavad noored kinnipeetavad oma eluprobleeme põhiliselt olevikuga ehk teisisõnu, nad ei aktsepteeri minevikku ega suuda näha probleeme tulevikus. Enam kui pooled ei oska üldse oma tulevikku ette kujutada, sellepärast kardavad nad seda rohkem kui surma. Samas on neile noortele iseloomulikud sisemised vastuolud, ebakõla hoiakute ja käitumise vahel. Teiste sõnadega, nad viibivad pidevas kognitiivse dissonantsi seisundis. Noore kinnipeetava üheks probleemiks võib nimetada seda, et noorte õigusrikkujate mina-pilt ei leia positiivset peegeldust, kuna nende enesehinnangut ei toetata. Kuidas seletada lapsele, mis on meri? Tuleb viia ta käekõrval mere äärde. Millised sõnad suudavad seletada, mis on elu väärtus? See on üks tähtsamatest aspektidest, miks Viljandi vanglas juba kolmandat aastat viiakse ellu projekti, mille toel saavad noored kinnipeetavad sooritada langevarjuhüppeid. Aga kuidas aidata noorel inimesel tunnetada, mõista ja näha iseennast? Ma loodan, et projekt „Peegeldus“ aitab kaasa noorte kinnipeetavate eneseleidmisele, enesemääramisele ja eneseanalüüsile. Sellepärast, et ei ole võimalik leida õiget teed teadmata, kes ma olen, kus ma olen, milleks ma olen. Ma väga tahan nende eksinud noorte nimel, et meie töö õnnestuks.

Kaidi Kivisaar, Murru vangla sotsiaaltöötaja; Riina Soom, Murru vangla psühholoog:

Töötades vanglas, oleme mõistnud, et meie töö on mõttekas eeskätt noortega, sest sellel võivad olla tõeliselt positiivsed tulemused. Paljud on sattunud vanglamüüride vahele alaealisena, väljakujunemata isiksusena ning nende maailmavaatelist muutust on seetõttu ehk võimalik suunata ja mõjutada. Meie sihtrühmaks said noored kinnipeetavad, kellele on määratud pikaajaline karistus, 8–17 aastat. Üllatusega märkasime, et nad olid väga koostöövalmid ning avaldasid soovi osaleda kõikvõimalikes rühma- ja individuaaltöödes. Vanglates on tööga hõivatus väga madal ning võimalusi sihipäraselt aega kasutada vähe. Samas peab vanglasotsiaaltöös kindlasti esmalt välja selgitama sihtrühma ning individuaalse potentsiaali, sest aidata saab ainult neid, kes seda ise tahavad.

Euroopa Noorte programmi projektis osaleb 6 noort kinnipeetavat – Anatoli, Deniss, Valter, Viktor, Deniss ja Peeter –, kes kõik õpivad koolis ning on aktiivsed enda arendamisel. Nad on mõistnud neid kuritegelikule teele viinud põhjuste-tagajärgede seoseid ning oma näite varal sooviksid nad edastada oma sõnumi ka teistele. See oleks hoiatus noortele, kes on teelahkmed ja teevad võib-olla valesid valikuid. Projekti „Miks on läinud nii“ idee on tulnud noortelt ja on uude seetõttu, et riskirühma kuuluvad noored kohtuvad vanglamüüride vahel vangidega. Osalemine programmis Euroopa Noored on andnud meile juurde jõudu, julgust ja vastupidavust. Enamasti ei teata sellest, millist tööd tehakse vanglas, ning üldine arusaam tundub olevat, et polegi vaja midagi teha. Oleme väga rõõmsad, et sattusime programmis osalema, sest see võimaldab tegeteseda laiemas plaanis ning pakub noortele võimaluse ennast arendada ning luua positiivseid kontakte ka väljaspool vanglat. Kunagi nad ju vabanevad ja siis on ühiskonnal lootust neid vastu võtta kui normaalselt arenenud ühiskonnaliikmeid, sest programm vähendab korduvkuriteo riski. Ja projekti tulemusena väheneb ehk ka kuritegevus noorte seas.



