



# FUNDACIÓN DIAGRAMA: OUR MISSION



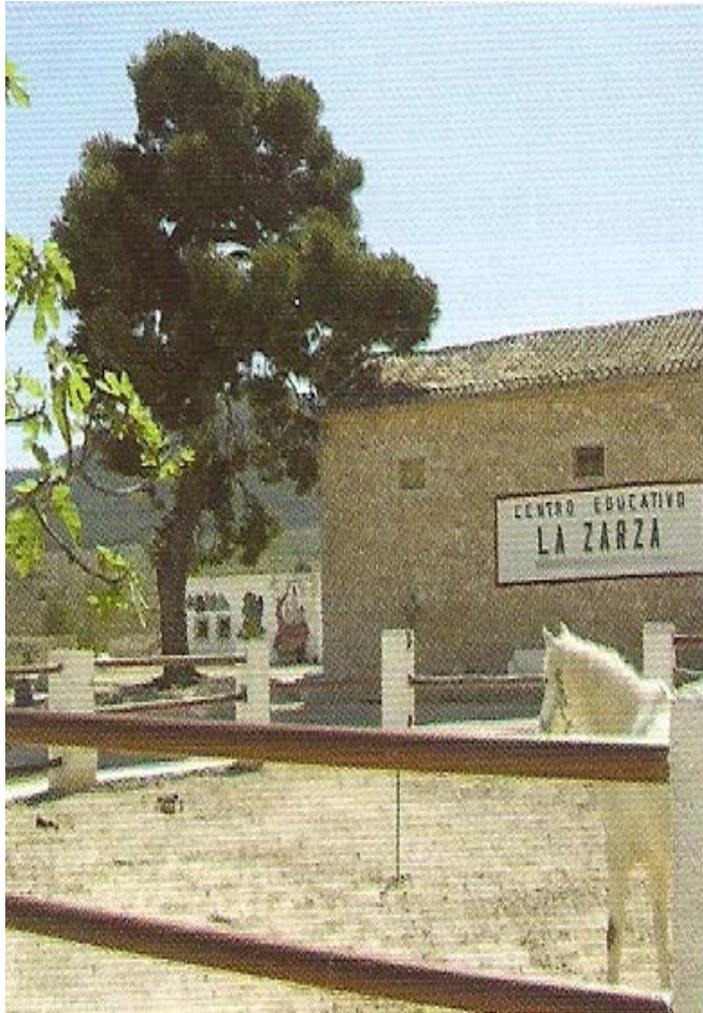
## *“Approach to Youth Detention”*

David McGuire

**DIAGRAMA FOUNDATION**

Amsterdam, April 2019

# DIAGRAMA- BACKGROUND



- **Diagrama Foundation** finds its origins in its parent organisation Fundación Diagrama, established in Spain in 1991.
- Fundación Diagrama is a multifaceted organisation working towards the **social integration of children and (young) people at risk of exclusion**: offenders, substance misusers, refugees and asylum seekers, and disabled.
- It began in the southern Spanish City of Murcia. From there, other *Diagrams* were set up across Europe - the United Kingdom, France, Belgium, the Netherlands and Poland, giving rise in 2008 to **International Association DIAGRAMA** (Belgium).

# DIAGRAMA'S EDUCATIONAL MODEL ON CUSTODY



Nowadays, DIAGRAMA operates over **36** secure, semi-secure and open therapeutic centres in Spain and **2** in France.

These centres seek to 'normalise' the behaviour of young people by providing them with the **support, skills** and **education** necessary for their eventual **integration** into society.



# INTEGRATION MODEL FOR CHILDREN

## DATA

Years working the model in custody: 27

Children we look after in custody per year: 2800

Gender: Boys- 91%    Girls- 9%

Age of children: 14-23 years old. Average: 17.12

Ethnicity: 52% Spanish White; 20% Spanish Gypsy; 8% Latin America; 7% Arabs;

Average length of sentences: 9 - 12 months

Percentage of people engaged in activities: 100%

Percentage of people doing activities outside in the community: 85%

Average number of external mobility per centre: 3,814 exits

Numbers of incidents/restraining per year: Average of 12 per year per centre

Numbers of absconding per year: Average of 5 per year per centre

Reoffending rate: 18%



# DIAGRAMA- BACKGROUND



ONE OF DIAGRAMA'S CHARACTERISTIC IS THAT IS A LEARNING ORGANIZATION.

SINCE 2000 DIAGRAMA HAS BEEN INVOLVED IN EU PROJECTS WITH THE AIM OF SHARING BEST PRACTICE AND KNOWLEDGE AND IMPROVING OUR PROGRAMS.

WE HAVE ALSO BEEN INVOLVED IN RESEARCH IN THE DIFFERENT COUNTRIES WE ARE WORKING IN TO TRY TO AND GIVE AN ANSWER TO THE DIFFERENT NEEDS.

SINCE 2008 VISITS TO:

SLOVENIA, NORTH IRELAND, SWEDEN, GERMANY, BOSNIA, US, ITALY, FRANCE, THE NETHERLANDS, SCOTLAND, TURKEY, QATAR, NORWAY, ARGENTINA, POLAND

# PROFILE OF CHILDREN AND YOUNG PEOPLE

## On a personal level:

- Little or no social and life skills
- Impulsiveness, with difficulty to deal with different opinions
- Lack of self esteem
- Substance misuse

## Family structure:

- No structure
- No boundaries
- Young people with parental responsibilities

## Training and Employment:

- Absenteeism and school failure
- Little or no work skills

## Social:

- Consumerism
- Group of friends with same characteristics

**WHAT COUNTRY IS THIS FROM???**

# LESSONS LEARNT

Lessons learnt from these work:

- **START POINT CHILDREN ARE CHILDREN ALL OVER NO MATTER WHAT COUNTRY**
- **FAMILY NEEDS TO BE INVOLVED 100% AND PART OF THE RE-EDUCATION**
- **The PURPOSE of the youth justice system underpins the practice.**
  - **Rehabilitation vs Punishment**
- **How children are PERCEIVED by the system.**
  - **Age of Criminal Responsibility**
  - **Criminal Records**
  - **Length of sentences**
- **International Regulations too open to INTERPRETATION (Who is right and who is wrong?)**
- **Implication of PURPOSE, PERCEPTION into the INTERPRETATION:**
  - **The importance of FOR PROFIT privatization (Countries)**
  - **Implication in the profile of the WORKFORCE**
  - **Implication in the METHODOLOGY (Health, Social, Security, Education...)**

1989 UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD  
ARTICLE 37 B

TO ANALYZE

“No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time”.

# RECOMMENDATIONS

<b>FOR POLICY</b>	<b>FOR PRACTICE</b>
<p><b>Age of Criminal Responsibility</b></p> <p><b>Criminal Records</b></p> <p><b>Non for profit</b></p> <p><b>Local Responsibility for young people in custody.</b></p> <p><b>Judiciary role</b></p>	<p><b>Workforce</b></p> <p><b>Case management</b></p> <p><b>Family Research Unit</b></p>

# INTEGRATION MODEL FOR CHILDREN



# DIAGRAMA: YOUTH JUSTICE AREA



- **DIAGRAMA** seeks to end the cycle of crime by providing young people with an alternative path in life - of benefit to both the individual and society

# PRINCIPLES FOR WORKING WITH CHILDREN AND YOUNG PEOPLE AT RISK OF, OR IN, SOCIAL EXCLUSION



# INDIVIDUALIZED INTEGRATION ITINERARY

## MEETING AND FIRST

### ASSESSMENT:

Age  
Family situation  
Personal and psychological factors  
Judicial situation  
Academic and training level  
Work experience



## WORK AREAS

- LIFE SKILLS
- HEALTH
- SOCIAL-FAMILY
- PSYCHOLOGICAL
- PSYCHOSOCIAL
- SPORT AREA
- LEISURE TIME

## ACADEMIC EDUCATION/SCHOOLING:

Literacy and numeracy  
Base schooling-mandatory  
Primary school  
Secondary school  
College

## TRAINING Diagrama's Workshops in the Establishments:

Gardening  
Building maintenance  
Construction  
Iron  
Electricity  
Crafts : Wicker, mosaics...

## Training courses in the Establishments; (County Councils offers)

**External Resources:**  
Training courses.  
Training and Employment - Experience

## TRAINING-WORK EXPERIENCE

Professional experience  
Contract.

## SPECIFIC TRAINING

Driving licence  
Information and job search  
IT  
Etc.







# SUCCESS FACTORS IN THE INTEGRATION OF YOUNG PEOPLE

DELIVERING SERVICES IN THE SECTOR	METHODOLOGY	COMMUNITY INTEGRATION
<p>Experience</p> <p>Flexibility</p> <p>Learning from best practices</p> <p>Risk management/common sense</p>	<p>Approach towards Young People</p> <ul style="list-style-type: none"> <li>- Not judged nor questioned</li> <li>- Expectation</li> <li>- Balance between boundaries and relationship</li> </ul> <p>Involvement in the I.I.I.</p> <p>Stimulation and encouragement (empowerment)</p> <p>Participation in community</p> <p>Purposeful activities</p> <p>Modeling</p>	<p>Transparency</p> <p>Common responsibility towards:</p> <ul style="list-style-type: none"> <li>- Families</li> <li>- Government/Agents/LAs</li> <li>- Businesses</li> </ul> <p>No blaming culture</p>
	<p><b>STAFF (KEY)</b></p>	

# HOW CAN MONTESSORI HELP DIAGRAMA MEET ITS OBJECTIVES FURTHER?



# Context for Montessori work at Diagrama

## Two key sources of inspiration

### AMI AGM (April 2018)

- A calling for the Montessori community to increase **outreach** and **capacity**
- *“Our eyes are set on global social impact.”*
- **But...** maintaining the core values and purity of practice

### EsF South Africa (August 2018)

- Readiness
- Spirit of service

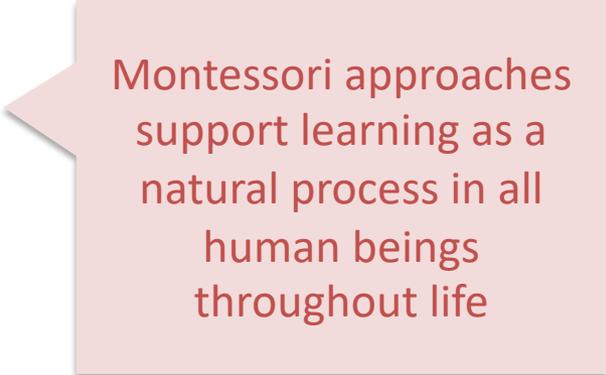
*“The Educateurs are prepared to undertake their task in any and all environments, communities, in any social, economical, cultural or political milieu, wherever they are needed, whenever they are called, serving the children, and the children’s parents and community, as best they can.”*

*- Renilde Montessori*

# Diagrama's ambitions

## A project of extraordinarily broad scope

- Youth justice centers (focus)
- Adults with learning disabilities
- Elderly care homes
- Foster care and adoption
- Drug addiction therapeutic centers
- Children's homes
- ...



Montessori approaches support learning as a natural process in all human beings throughout life

Immediately apparent was the need for a clear **strategic plan** and **short-medium term objectives** to reduce the project to more human scale

## The first three steps of a long journey

- **Diagrama explores Montessori**
  - *Connection with The Montessori Place adolescent program*
- **Montessori (AMI) explores Diagrama**
  - *Visit to Diagrama's centres in Córdoba, Spain with EsF / AMI*
- **Pilot program: Cabrini House (UK)**
  - *Adults with learning disabilities*
  - *Small-scale, "simpler" context for exploration*
  - *Implementation of Montessori provision*
  - *Exploration of compatibility / potential through practical work*
  - *Redirection of my Master's project*

***Laying the foundations for the long-term objective: the application of Montessori in youth custodial centres***

# Cabrini House: A residential facility for learning disabled adults

## The confluence of two projects with common goals and objectives

### Aim

*Develop methods for Montessori to:*

- *Enrich lives of residents (autonomy)*
- *Support staff to change approach*

### Approach

- *Integration of methods while remaining authentic to Montessori's ideas*
- *Investigate through work experiences*

### Benefits

- *Exploration of core values*
- *Compatibility?*
- *Learn about implementation of Montessori in context*

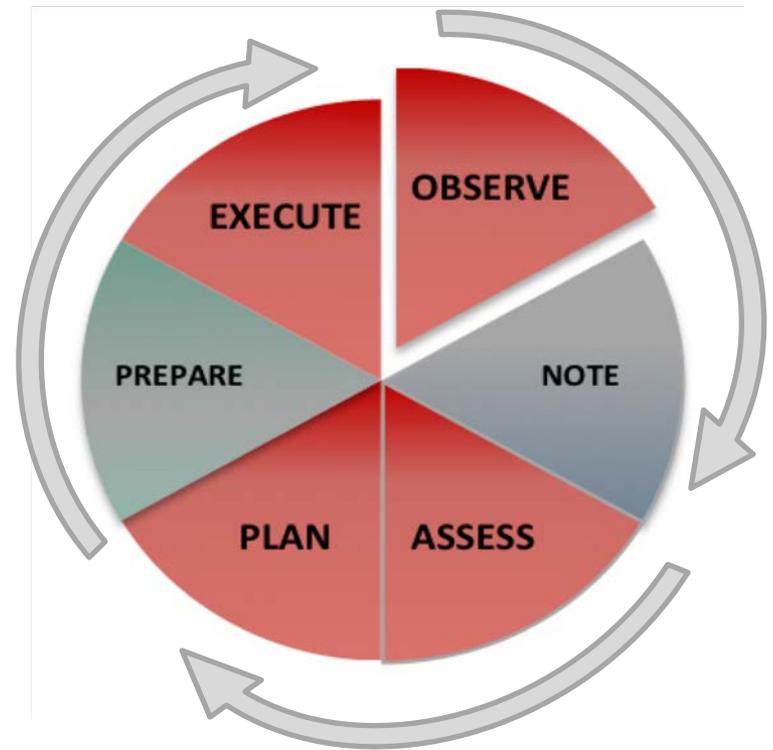


## Residents

- Preparation of environment
- From personal assessments
- Bespoke developmental plans
- Laying groundwork for ongoing operating in Montessori environment
- Scientific pedagogy

## Staff

- Training/ team events
- Shadowing
- Mentoring project manager
- Coordination with leadership



# Cabrini House (1/3)

## Practical life



## Community work and roles

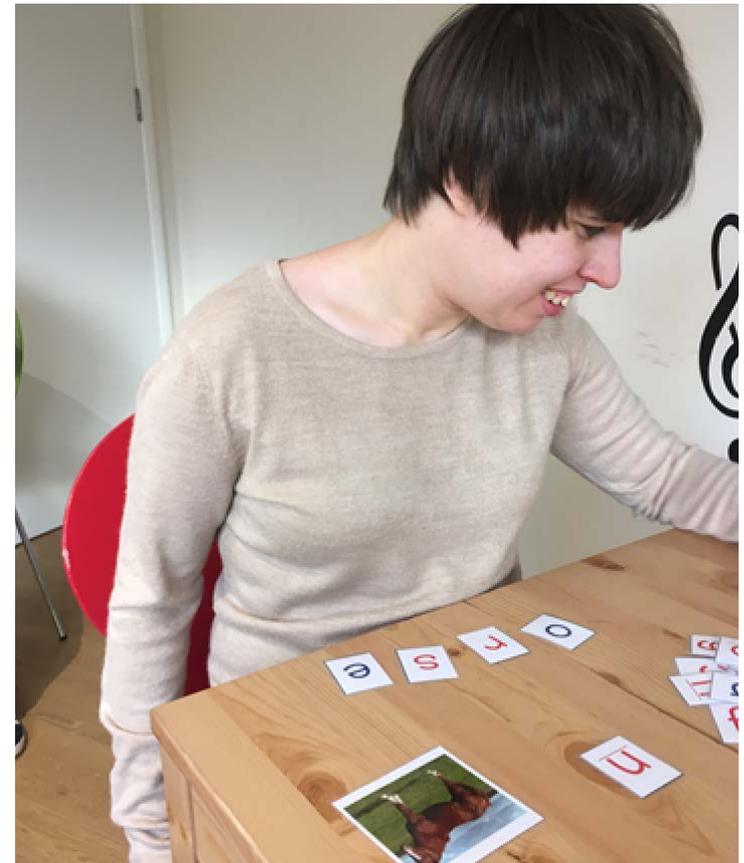


## Cabrini House (2/3)

**Strengthening skills**  
**“Undoing” previous education**



**Indirect preparation**



# Cabrini House (3/3)

## Spontaneity



## Freedom of choice



# Key take-aways

## Application of Montessori core principles to different contexts

### Montessori leadership

- Experiential, one small-scale project
  - Exploring compatibility (values and approaches)
  - Devising methods for context
- Person-centred
- Free choice
- Support processes when people learn (time)
- Finding own's love and motivation
- Flexibility and openness to research
- **Diagrama as a learning organisation**

### Montessori practical application

- Research method, scientific pedagogy
  - Materials
  - Cycle of application of pedagogy
- Montessori materials
  - Meet needs
  - Investigate where in development
  - Prepared environment, dynamic
- Indirect preparation
- Holistic approach
- Role in community, interrelationships
- De-labelling
  - Catering to the brain/ body, now
- Normalization through concentration

# Montessori - Diagrama

## Shared values and vision

- Person-centred approaches
- Valorisation of individuals
- Humanistic
- Autonomy and adaptation to society
- Positive contribution to society
- “Social change”, influence in existing structures
- **Love**

# The future...

The organization of psychical life begins with the characteristic phenomenon on attention... the fundamental fact that led me to define my method.

Maria Montessori, *The Advanced Montessori Method I*, p. 53 (chapter 3)

The same thing happened everywhere: the children would become interested in some piece of work and, after this phenomenon, development would come... You cannot have learning in a class where the children have no possibility of concentrating... This is the first responsibility. Afterwards, it is easy to boost development and direct the activity...

**If society wishes to help delinquents, it must first change their souls and bring about this conversion. Otherwise all society will do is to form a society of delinquents; it organizes delinquency.**

Maria Montessori, *Education and Peace*, p. 224 (Lecture 30)

# THANK YOU

