

# ANNEX 1: Technical Specifications for Simple Procurement: Procurement of System Centered Care for Family Relations of Young Prisoners (ScC) Approach for the Estonian Prison Service

## 1. Background

Working effectively with incarcerated and probationary youth requires involving their parents. When addressing youth with a criminal background, it is essential to consider both protective and risk factors within the family. Protective factors include parental support, positive family communication, personal stability of family members, future orientation of family members, and the family's support network. Risk factors include lack of parental supervision or inadequate discipline, poor family functioning, abuse, low family affection and warmth, and parental issues such as substance (abuse), psychopathology, and criminal behavior. Without proper attention to the family of a young person with a criminal history, poor family functioning may persist, affecting the young person's prospects for a normal life (Simons, 2018, pp. 16-17). Research shows that involving family members and other key figures in the system results in longer-lasting and more effective behavior changes. It is advisable to introduce and implement a system-based approach (System Centered Care – ScC) within the prison service. To ensure the success of a ScC approach, it is important that it forms part of all processes within the organisation. Parents/system actors must be actively involved in various ways and at various times in the treatment. From the initial consultation, to the actual stay and from diagnosis to support. ScC is also easy to integrate with other methods.

The ScC approach is largely based on the principles of multidimensional family therapy (including the way of thinking). This program provides the specialist as the program implementer with a solid methodology, structure and teaches the use of working methods to work with the young person and family in the context of a closed institution as well in probation. The focus is on creating a trusting relationship and achieving the program's goal on this basis. In the Netherlands, **this program has been studied among young people who have been detained for a short period of time** and its implementation has yielded positive results<sup>1</sup>. The program is considered effective primarily because the family is actively involved, including in meetings and events in the detention facility, **continuous explanatory work is carried out and meetings are held regularly, more flexible conditions for communication have been created in the detention facility than usual, and risks are thoroughly assessed to prevent harm.**

The **target group of the training are employees of all 3 prisons and probation service** in Estonia as well employees of the Estonian Academy of Security Sciences.

It is also **important that the management of the institution actively supports, stimulates, and facilitates this process.** Therefore the Ministry of Justice and Digital Affairs is procuring System Centered Care (ScC) training and guidance for the Estonian

---

<sup>1</sup> Simons I, Mulder E, Breuk R, Mos K, Rigter H, van Domburgh L, Vermeiren R. A program of family-centered care for adolescents in short-term stay groups of juvenile justice institutions. Child Adolesc Psychiatry Ment Health. 2017 Dec 19;11:61. <https://pubmed.ncbi.nlm.nih.gov/29270215/>

Prison Service to enable prison and probation staff to independently apply a family-centered approach in their daily work, utilizing specific techniques and activities.

## 2. Objective and Scope

The objective of the Tender is to find a Partner to provide the Estonian Prison Service the necessary foundations for implementing ScC within the Estonian Prison Service, focusing on the resocialization of youth through a family/system-centered approach. Training and guidance are intended for prison service staff working with incarcerated or probationary youth up to 21 years of age, and older when applicable. The service shall include introductory overview, training, ongoing support during implementation, coaching, follow-up training, and training of ScC trainers to guarantee its continuity within the institutional setting.

## 3. Description of the Service

### 3.1. Stage 1 (indicatively within months 1 – 4 after the signing of contract): developing of the understanding, basic skills and competencies

**Day 1** (3 academic hours): **introductory overview by video conferencing** of the ScC approach and principles to increase awareness and understanding of the ScC

**Participants:** for prison and probation staff, including Academy of Security Sciences Prison Service College members (approximately 100 participants)

Topics:	Outcomes:
<ul style="list-style-type: none"> <li>Overview of the basic principles and assumptions to implement ScC in prison and probation.</li> </ul>	<ul style="list-style-type: none"> <li>Participants have got overview of Basic principles and assumptions to implement ScC in prison and probation.</li> </ul>

**Days 2 – 4** (24 academic hours): **basic skills training**

**Participants:** Prison and probation staff, including Academy of Security Sciences Prison Service College members (**up to 18 participants in total**)

Topics:	Outcomes:
<ul style="list-style-type: none"> <li>Getting acquainted with each other</li> <li>A system-oriented view: the ecological model and the model of risk and protective factors</li> <li>The five levels of family functioning</li> <li>Patterns of (dis)functioning systems</li> <li>Analyzing strengths and weaknesses of ScC in your own work and institution</li> <li>Teaching and training skills in system contact: alliance-building and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>The trainees understand what a systemic view is and how to apply it in their own work</li> <li>The trainees have more knowledge about (dis)functional patterns in families and how to apply this knowledge in working with juveniles and their families</li> <li>The trainees recognize the barriers and opportunities for systemic-centered care in their institute and work</li> </ul>

<ul style="list-style-type: none"> <li>• Formulating action points for the next six months and how to stimulate other employees</li> <li>• Developing an implementation schedule for action points</li> </ul>	<ul style="list-style-type: none"> <li>• The trainees have skills to develop and improve systemic-centered care and apply at their daily work with families</li> </ul>
---	--

It is assumed that after the 1<sup>st</sup> Stage a family/system meeting in each prison and also piloting in probation shall be conducted in order to practice skills and competencies that have been acquired during the 2<sup>nd</sup> Stage. The family meeting shall also give a valuable input to continue training in the 3<sup>rd</sup> Stage.

### **3.2. Stage 2 (indicatively within months 5 – 8 after the signing of contract): practice and competencies**

#### **Day 5 and 6 (16 academic hours): developing the practical skills and competencies on the basis of basic skills and first experiences**

**Participants:** Prison and probation staff, including Academy of Security Sciences Prison Service College members who shall take part of both training groups (**up to 18 participants in total**)

<b>Topics:</b>	<b>Outcomes:</b>
<ul style="list-style-type: none"> <li>• Continuing to practice skills</li> <li>• Evaluating the action points and making new ones if necessary</li> <li>• Analyzing barriers, opportunities, and successes in ScC, and planning how to build on them</li> <li>• Practicing the protocol of a first family session or family meeting in the prison and probation</li> <li>• Fostering cooperation between prison employees and probation officers</li> <li>• Key elements for resocialization of juvenile delinquents</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees have deeper understanding of the barriers and opportunities of ScC in their institute and work</li> <li>• Trainees understand about the resocialization process of juvenile delinquents and how to apply this knowledge in their work</li> <li>• Trainees have progressed in their ability to involve and cooperate with families and other system members and can incorporate these skills into family meetings in the prison and probation</li> <li>• Trainees know which systemic goals are important for the case plan of the juvenile and how to work with them</li> <li>• Trainees understand the importance of collaboration between partners in the forensic field, particularly between prison staff and probation officers, and how to integrate that into daily work</li> </ul>

**3.3. Stage 3 (indicatively within months 9 – 16 after the signing of contract): skills enhancement training based on the development of ScC over the previous 10 months, feedback from the consultation sessions and training of trainers**

**Day 7** (8 academic hours)

**Participants:** Prison and probation staff, including Academy of Security Sciences Prison Service College members who shall take part of both training groups (**up to 18 participants in total**)

<b>Topics:</b>	<b>Outcomes:</b>
<ul style="list-style-type: none"> <li>• Developing case management and individualized planning.</li> <li>• Using ScC principles to create personalized rehabilitation plans.</li> <li>• Developing further the team collaboration.</li> <li>• Developing cultural competence and diversity awareness and addressing different backgrounds to make ScC inclusive and effective.</li> <li>• Any final skills training will be provided where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Both probation officers and prison employees should be able to integrate ScC fully into their work.</li> <li>• The management of the institution should be able to consolidate the achieved goals and encourage further progress in the implementation.</li> </ul>

**Day 8 and 9** (16 academic hours)

**Participants:** Prison and probation staff, including Academy of Security Sciences Prison Service College members who shall take part of both training groups (**up to 18 participants in total**)

<b>Topics:</b>	<b>Outcomes:</b>
<p><b>Developing Trainers Skills:</b></p> <ul style="list-style-type: none"> <li>• Train staff in selecting effective training methods.</li> <li>• Clarify the trainer's role and develop leadership skills.</li> <li>• Equip trainers to address various learning styles.</li> <li>• Provide techniques for resolving conflicts and overcoming resistance.</li> <li>• Teach methods for giving and receiving constructive feedback.</li> </ul> <p><b>Practical Coaching Skills:</b></p> <ul style="list-style-type: none"> <li>• Train staff to conduct typical program sessions in the role of a coach.</li> <li>• Teach practical exercises to rehearse different scenarios included in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff can select and employ diverse, impactful training methods tailored to different learning styles.</li> <li>• Trainers develop leadership skills, boosting their confidence and ability to guide sessions effectively.</li> <li>• Trainers gain the skills to address various learning preferences, making training sessions more inclusive and effective.</li> <li>• Trainers become adept at resolving challenges, overcoming resistance, and maintaining group cohesion during sessions.</li> <li>• Trainers can provide and receive feedback in ways that encourage</li> </ul>

<ul style="list-style-type: none"> <li>• Provide instruction on correcting cognitive errors.</li> <li>• Train staff in techniques that promote moral development.</li> <li>• To motivate and mentor new ScC facilitators.</li> </ul> <p><b>Sustainability and Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• Develop methods to assess quality and monitor participant progress.</li> <li>• Train staff in supporting and overseeing the implementation.</li> </ul>	<p>growth and improvement among participants.</p>
---	---

**3.4. Consultation:** Between training days, sufficient time for consultation shall be dedicated. Sometimes separate consultation sessions will be needed for specific groups, such as prison employees or probation officers. **Within the first 6 months after the signing of the contract there will be 2 consultation hours every 2 weeks, later it will be 2 consultation hours a month, with a maximum of 44 hours during the whole period from month 1 to month 16.** The exact distribution shall be agreed after each training period separately.

**3.5. Training materials, program implementation manual** and other necessary materials in English in electronic form supporting the service standard. **The Contracting Authority shall organise printouts of the materials at the place of performance if necessary.**

#### **4. Global outcomes of the Service**

- 4.1. Trainees must be competent to independently implement the ScC with young offenders until 21-years of age and older if applicable.
- 4.2. Upon completion, who have passed trainers training, should have the competence to train other Prison Service employees to implement ScC.
- 4.3. The trainees and trainers of trainers shall receive a relevant certificate to confirm they have passed the training.

#### **5. Profile of the Trainees**

- 5.1. All trainees have a working experience in prison, probation or in the social field.

#### **6. Organizational information by the Contracting Authority**

- 6.1. **Simultaneous translation shall be provided** and the organization and costs shall be covered by the Contracting Authority.
- 6.2. The location and training facilities are provided by the Contracting Authority. The service can occur outside the prison setting. The exact schedule will be confirmed upon signing of the contract.

#### **7. Qualification Requirements for Bidders Team Members**

**The service shall be conducted by 2 Team Members (except the Stage 1 (p 3.1) and the Consultation (p 3.4) which could be performed by one Team Member) who should have:**

- 7.1. At least higher level of education.
- 7.2. At least two prior experiences delivering the ScC training.
- 7.3. A minimum of 5 years of experience working with families of juvenile delinquents in closed institutions and probation.