EDUPRIS EDUCATOR'S MANUAL
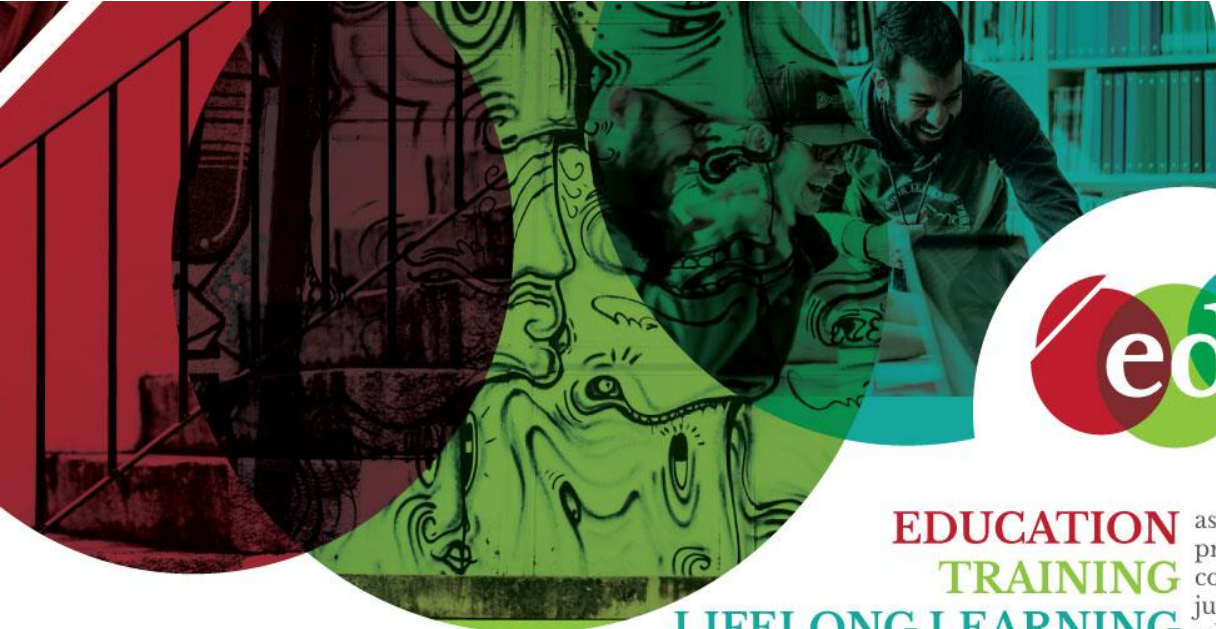
EDUCATION
TRAINING
LIFELONG LEARNING

as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges

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Programme:

EDUPRIS – Education, Training, Lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges.

Partners:

West University of Timisoara – UVT

Gherla Prison -PGCJ

Università Degli Studi di Sassari- UNISS

International Corrections and Prisons Association

Association ARID- ARID

Centrul Pentru Promovarea Invatarii Permanente – CPIP

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PART I: Introduction

by Carmen Baias and Florin Lobont (UVT)

Imprisonment is a form of punishment that deprives the individual of liberty, but not of the fundamental human rights to life, integrity, education, non-discrimination, disobedience to torture, slavery, to name a few. Article 10 (1) of the International Covenant on Civil and Political Rights states: "All persons deprived of their liberty shall be treated with humanity and with respect for the dignity inherent in any human person."

Treating detainees with humanity and respect is part of the rehabilitative process. The prison system needs to show, for example, how people should be educated; by educating detainees in a fair and humane manner and by demonstrating respect for their rights, it can be hoped that detainees will learn how to treat others in the same way by following this example. The main objective of the custodial sentence is to enforce the sanction imposed by the court, to facilitate the rehabilitation of detainees and to prepare them for reintegration into society.

1. Education in Prison

Shifting away from the human rights component of education in prison, researchers have indicated that learning can also be used to motivate individual change.

Jurgen Habermas (1972), developed three different learning styles that help students to change: instrumental, hermeneutic, and critical. The instrumental component of learning masters our personal command over surroundings and immediate environment. For example, education and skills received via learning enable us in obtaining a job and, as a result, determining our placement in a certain socioeconomic category or a social standing at various phases throughout our lives. This dimension of education also characterises students understanding of causality, as well as encourages them to resolve issues using reasoning and problem-solving. The hermeneutic learning domain instructs students on the nature of human beings. They learn how to interpret our human condition, who we are and how we interact with one another. In our social dimension, this determines how we connect and generate meaning.

The critical dimension of learning encourages students to concentrate on themselves. It encourages self-awareness in order to reflect on one's own beliefs and feelings, allowing for more interaction and empathetic connection with others. These forms of engagement, according to Habermas, are necessary for developing interrogations about self but also to stand against social injustice, as well as to inspire social change. Individuals in carceral environment can benefit from using education as a venue for personal evolution as they attempt to progress from detrimental behaviours and deleterious identities toward an - allegedly- more constructive, equitable and inclusive future. Learning can also promote a greater sense of self-efficacy and responsibility, which is beneficial to either building social abilities or dissuading from misconduct.

Prison educators should urge students to shift from an argumentative to an empathic attitude in order to engage with and comprehend the perspectives of others if transformation through learning is to be fostered. For a more reflective interaction to occur, a sense of trustworthiness and advocacy need to be nurtured throughout the learning process, across educator and student and from student to student (Mezirow, 2009).

Costelloe and Warner (2003) indicate that transformational learning recognises learners' prior experiences and incorporates them, building new intellectual capabilities in student's education in prisons. This learning style is critical in nature and entails becoming aware of individual's presumptions and beliefs while also comprehending personal growth. It focuses on the student's ability to make things happen rather than passively undergo events. If transformative learning takes place, it has the potential to directly link and assist those in prison in turning away from the high levels of fatalism found in carceral environment as Maruna (2001) suggests.

2. Prison As School of Crime

Wheeler, suggested instead that time spent in prison could function as a school of crime that reinforces criminogenic culture, antisocial thinking and violence (Wheeler, 1962). Even more concerning, Walters considers the amount of time spent in prison as a proxy of criminal learning styles (Walters, 2008). When comparing long term prisoners with novice inmates, Walters, reported that deviant socialization operates in changing both thinking styles and identity (Walters, 2003). The authors compared the thinking styles and social identity in 55 novice inmates against 93 prison inmates with at least five years of confinement. The Psychological Inventory of Criminal Thinking Styles was administered twice a year at 6 months in both groups. Whereas the novice prisoners demonstrated an increasing trend in criminal identity and violent thinking, the scores of long term confined inmates remained stable across the period. In this way, confinement became a process during which inmates serving their first sentence assimilated both significant instrumental aggressive behaviour and antisocial values and thinking styles (Walters, 2003). These difficulties are related to the learner's social-psychological developmental paradigm, which proposes that new behaviours can be elicited through concurrent rehabilitative and educational programmes (Bandura, 1977).

Therefore, instead of trying to urge the student to embrace the facilitator's predefined understanding of criminal rehabilitation, prison education may be able to support a larger degree of change in pupils than programs that are purely focused on resolving offending behaviours. According to Duguid (2000), developing the autonomy in students instead of only teaching criminal justice rehabilitation tasks, leads to the formation of the functioning adults. Education and learning can make serving time in carceral environment more tolerable, and the increased stimulation can improve communication skills, increase self-esteem and responsibility and, can assist offenders in their everyday efforts to live a crime-free lifestyle.

In a broader sense, education nurtures the full personal identity by improving empathy, socialization, and the development of self-reflection and interpersonal abilities, all of which contribute to the development of a civic engagement. In summary, it can give the person a

sense of belonging while also encouraging pro-social behaviour (Waller, 2010). These abilities can aid in a person's ability to invest in the future in a positive, proactive, and crime-free manner (Szifris, 2018).

PART II: Prison Educator

By Carmen Baias and Florin Lobont (UVT)

Two out of every three young inmates enter prison without having completed high school, and the rate of illiteracy and learning disabilities for these prisoners is more than three times higher than in the general population (Beaudry et al., 2021; Wolf-Harlow, 2003). Prison-based education programming generally focuses on helping inmates earn a secondary or vocational degree. Prison-educators must react to a large level of complex issues in order to assess prisoners' needs and teach within the prison-environment. This is difficult even when using robust and recognized instruments as highlighted by Adam M. Key – a prison professor- in his thesis:

*"Today is a first for me. We're going to do a version of the 'Knapsack of Privilege'
exercise. I tell the students to line up in the middle of the room and get ready for the instructions.
Nervous as to how this will go but not wanting to let them see it, I clear my throat and read the first prompt.
"If your ancestors were forced to come to the USA, not by choice, take one step back."*

About a third of my students step backwards. I continue.

"If your parents were professional, doctors, lawyers, etc., take one step forward."

"If you were raised in an area where there was prostitution or drug activity, take one

step back."

"If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back."

I continue on. About halfway through, I hear a thud. As I look up from my paper, one of my students calls out, "My back is against the wall, Mr. Key. What do I do?"

I don't know how to answer, so I say the first thing that comes to mind: "Just stay there for right now. You might move forward in a bit." I continue reading, my eyes now locked on the paper. I don't want to look up.

"If one of your parents were unemployed or laid off, not by choice, take one step back."

"If you attended a private school or summer camp, take one step forward."

"If your family ever had to move because they could not afford the rent, take one step back."

"If you were told that you were beautiful, smart, and capable by your parents, take one step forward."

I keep reading until I finish the list. When I look up, I'm at a loss for words. Of the roughly 30 students, only 7 or 8 of them are spread throughout the room. The rest are lined up against the back wall of the classroom. God only knows how far they'd be back if it were a larger room (Key, 2018, p.38).

According to a wealth of studies conducted both between different prisons and within the same prison, providing postsecondary education to inmates reduces the rate of recidivism (Burke and Vivian, 2001; Stevens and Ward, 1997). Understanding that there is a correlation between gaining a postsecondary education diploma and recidivism, on the other hand, does not provide an answer as to why the students failed to attain an educational diploma before being in prison and why prison education would motivate a previously unsuccessful student to earn a degree. The more nuanced interactions between students and teachers working in jails and prisons have received little attention in education. Instructors in prison have chosen a road that is incredibly difficult - teaching in a complex environment- prison- necessitates a high level of expertise in dealing with human nature in a highly disciplined total institution. A majority of prison educators serve a variety of roles, including mentoring, counselling, parenting, and policing. These educators, demonstrating their enthusiasm for teaching, think that they can make a difference in the lives of young inmates.

EduPris is the project committed to deliver trans-national mutual learning tools both for educators and prison staff. This project is coming to exchange and provide venues for education in correctional environments. Furthermore, along with the professional correctional officers, the educators in prison not only support programs that further opportunities for individuals deprived of liberty to advance their education, but are a major component to helping facilitate those educational opportunities, at all levels of prison work (security, industries, education, medical, classification, social services).

3. Risk factors that educators need to understand

Juveniles coming from disadvantaged backgrounds (i.e., children with one or both parents missing, abandoned children, institutionalised children, homeless children, impoverished children, etc.) are overrepresented in prison (Baias, 2022). Adolescent prisoners have also a very high risk of presenting various combinations of low self-control, low ability to cope with frustration, lack of empathy, and antisocial behaviour (Baias and Beckwith, 2021). In addition, those prisoners who had multiple adverse childhood experiences are also at higher risk of having mental health warning signs and dropped out of school earlier than their peers. Young offenders (minors and emerging adults) given custodial measures generally carry with them the weight of multiple experiences of exclusion: social marginalization related to the low

socioeconomic status of their family and their place of living, school exclusion due to disruptive behaviour, low level of academic attainment and/or gradual school drop out, dissociation from one of both parents and siblings further to repeated tensions, violence, substance abuse and/or out-of-home placement. After a custodial measure, their social and family network might be further weakened, or have totally collapsed, while their skills and motivation to reach out to new social groups and opportunities may be totally lacking. Re-building the criminal and potentially destructive peer relationships which they had prior to custody - or that they actually developed in detention – may appear as their only exit option to avoid total marginalisation and lead them to recidivism. While fighting poverty and social exclusion in general contributes to the prevention of offending, integrating this strategy at the heart of juvenile justice would avoid the perpetuation of the social exclusion of these children and youths once they have, unfortunately, fell through earlier social inclusion, child protection and crime prevention nets. And the essential part of the strategy is creating a lifelong learning pathway for each young offender.

4. Needs assessment for educators working with children in prison -UNISS

By Gian Luigi Lepri and Lucrezia Perrella (UNISS)

This section's goal is to outline the many requirements of an educator, trainer, or teacher who works with young adults and/or young offenders. It highlights notable challenges and needs that educator need to tackle in order to attain achievements and successful strategies. The report was produced by the University of Sassari in 2021, based on a survey on teacher/trainer/educator's professional experience.

The interviews were split into two sections. The first component of the survey inquired about the respondent's age, education, work experience, and years of service, as well as their attendance at employer-sponsored training courses and the number of children or young offenders with whom they work. The aspects to investigate in the second part, which concerned work experience, were: (1) what is important for an educator to know and what skills to possess when working with young adults and/or juvenile offenders; (2) network; (3) knowledge of programs, projects, or services aimed at reducing or preventing drop-out education; (4) the techniques, methods, and/or programs that the respondents use in their work and how these can be improved.

The resulting 16 interviews were analysed, and for each question, macro-categories of answers were constructed so that the responses from the various interviews could be categorised within them. The respondents' average age is 41.5%, with a minimum age of 25 and a maximum age of 57. The average number of young adult and/or juvenile offenders with whom respondents work is about 78.7, ranging from a minimum of 3 to a maximum of 550. According to the data on respondents' length of experience in their employment capacity, this spans from one year to 32 years, with an average of 12 years of service.

In the second segment of this section i.e., what skills the educator/trainer/teacher should have when working with young offenders - in order of importance - nine emerging requirements (Figure 1) resulted: knowledge of the law; theoretical, psychological, pedagogical, and social

knowledge; understanding of the young; information on the young's family and their socio-environmental context; school records; innovative learning / education / teaching strategies; high levels of personal and interpersonal efficacy, as well as strong management experience; flexibility and adaptability.
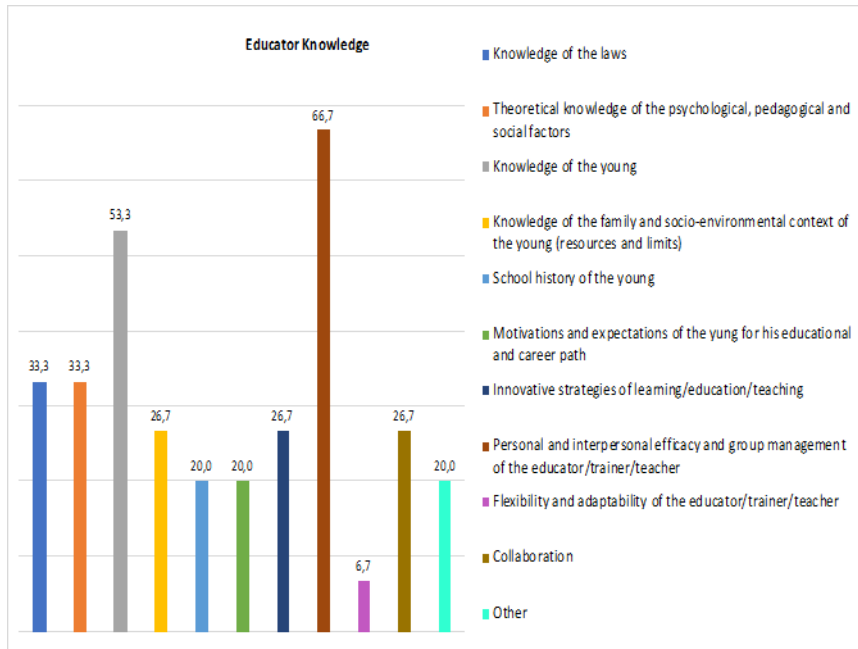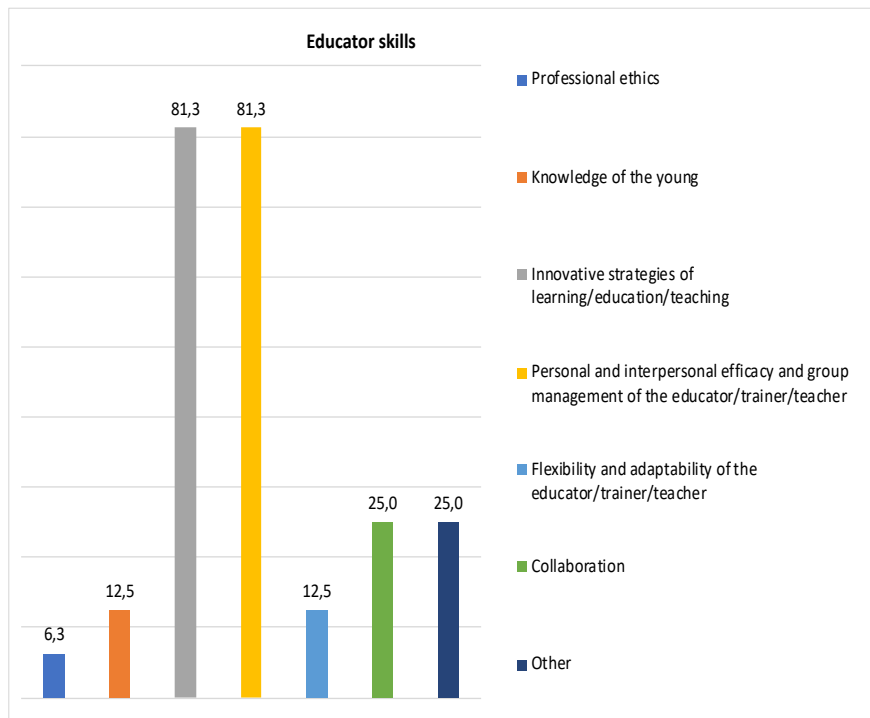

Figure1. Educators' Knowledge

Figure 2. Educators' Skills

The ability of the educator/teacher/trainer who works with juvenile offenders to use innovative learning/education/teaching strategies, as well as the importance of maintaining a strong personal and interpersonal efficacy and good management skills, are the elements that emerge most frequently in the interviews. In fact, almost 80% of those interviewed thought these are fundamental skills. The respondents, also, believe it is critical for an educator/trainer/teacher to respect moral principles pertaining with professional activity, specifically "to respect professional ethics and prosocial moral principles."

Also crucial is to understand the juveniles in their entirety, including their personological features (cognitive deficiencies, personality, behaviour), family status, and motivations and expectations for their future. Respondents suggested that one should "know the history of the prisoner's life, not just his criminal past, but his family history and understand their expectations," as well as "always ensure that screening for cognitive/learning difficulties has been performed, read, and planned."

Appropriate teacher training in a custodial setting is a requirement that should begin at the time of first recruiting and continue until the retirement. The training should focus on principles of rehabilitation, re-education, and reintegration. A continuous and extensive educator participation in training would be essential. Continuous training can help by developing new knowledge, and also to the advancement of new techniques and competencies that can be applied to rehabilitation, re-education, and reintegration. Therefore, prison educators/teachers/trainers should receive specific pedagogical training to work with minors and/or young offenders.

5. Brief overview of prison education/training in Portugal

by Rita Lourenço (Aproximar PT)

In Portuguese prisons, education is organised in connection with vocational training, work and other activities aimed at preparing the inmate for release, based on a risk and needs assessment at individual level, as recommended by the Code for the Enforcement of Penalties and Liberty Deprivation Measures (*Código da Execução das Penas e Medidas Privativas da Liberdade*, CEP) (Law No. 115/2009 of 12 October).

The education/training of the prison population is guaranteed in all prisons under the terms of Joint Order no. 451/1999 of 1 June. Since 1979 that prison education is ensured by the active collaboration between the Ministry of Justice and the Ministry of Education (Decree-Law No. 265/79 of 1 August). The Ministry of Education is responsible for the organisation and provision of education in prisons, while the Ministry of Justice ensures the creation of conditions for its implementation, carrying out its tasks through the Directorate-General of Reintegration and Prison Services (*Direção-Geral de Reinserção e Serviços Prisionais*, DGRSP). Specifically, the Vocational Training Centre for the Justice Sector (*Centro Protocolar da Justiça*, CPJ) is responsible for proposing and developing vocational training courses for social reintegration purposes, taking into account inmates' needs, motivations and aptitudes, as well as the labour market's needs (Order No. 538/88 of 10 August).

Joint Order no. 451/1999 also introduced the notion of 'educational project', comprising school education, vocational training, and personal development, adjusted to the learners' profile and to the prison establishment's specific functioning conditions. Therefore, in addition to basic and secondary education courses (which are consolidated in a single piece of legislation), the educational project of prisons may include extracurricular activities and other types of courses, such as the Basic Skills Training Programme, Portuguese for Foreigners, Citizenship Education, Visual Arts, Music, and Sports (DGRSP, n.d.).

Article 39.º of the CEP also stipulates that regular attendance of education programmes is equivalent to working time, hence the inmate should be awarded a grant of an amount fixed by ministerial order. Unexcused absences and those resulting from compliance with disciplinary measures, the imposition of incompatible precautionary measures or special security measures determine the loss of the grant for the corresponding period. The inmate's educational achievement, attendance and behaviour in the learning space are considered for the purposes of adjusting the execution of the sentence and awarding prizes.

Education levels of the prison population

According to the DGRSP's official data regarding the levels of education/training in Portuguese prisons, in **2019**, 5,144 inmates (around 40.2% of the total prison population) were enrolled in adult education and training programmes, of which 65% correspond to courses aiming at awarding school certification and 35% to courses aiming at awarding professional certification (DGRSP, 2020). Moreover, a total of 529 teachers were employed in prisons (Pinto, 2022).

The education and training activities decreased in **2020**, mostly due to the COVID-19 pandemic situation which led to the suspension of all prison activities that involved contacts with the outside. This downtrend accompanied the overall decrease of the prison population by 10.8% (compared to 2019), which is also related to the exceptional release of inmates as a preventive measure against the spread of the coronavirus. In specific, a total of 4,061 inmates (around 35.6% of the total prison population) enrolled in adult education and training courses, distributed by school training with 3,261 people representing 80.3% and professional training with 800 people, corresponding to 19.7%. Therefore, vocational training was the most affected by the constraints triggered by the pandemic (DGRSP, 2021).

As a consequence of the pandemic, the suspension of face-to-face activities prompted the implementation of the distance learning modality, combining asynchronous and synchronous learning sessions. Despite the multiple efforts of prison establishments to transition to distance learning, various constraints hindered its application (especially the synchronous sessions), including the insufficient equipment and human and material resources (e.g., access to the Internet). This was one of the factors that compromised school performance in the prison environment, already conditioned by the perception of reduced motivation. Indeed, the available data highlights an increase in the total number of dropouts from school and training activities in 2020. In specific, 1,564 inmates left education/training courses which stands at 38.5%, compared to 1,491 inmates (29%) in 2019, tendency which could be attributed to the extraordinary releases of inmates and early release due to the pandemic (Ibid.).

Main constraints and recommendations

On the other hand, as pointed out by the National Preventive Mechanism of the Portuguese Ombudsman (MNP), the training and education shortfalls evidenced in 2020 were not always the result of the pandemic. For example, in Lisbon Prison - one of the largest prison establishments in the country – presented a paradoxical shortage of available training options. In smaller prison establishments, it proved difficult to maintain regular courses due to a required minimum number of enrolled students. As a recommendation, the Ombudsman highlighted that these gaps could be bridged by a search for partnerships with civil society organisations (MNP, 2021).

Another limitation conveyed in the Ombudsman Report pertains to the practical incompatibility of education/training attendance and work activities, either by overlapping schedules or by the economic inability to forgo the work salary. Hence, the MNP recommends reconciling these two different types of occupation by, for example, adapting schedules, even if reducing the

work activity to a part time, or by enforcing the financial incentives associated with education/training attendance, as legally foreseen in the CEP (Ibid.).

In 2020, DGRSP also collected data on the prison teachers and trainers' perceptions about their working experiences. The main barriers to prison education that have been highlighted are i) the lack of modernised and qualified resources to support the pedagogical activities, ii) the low levels of attendance, motivation, and persistence in the educational path; iii) lack of incentives for attending school/training activities. Teachers/trainers also mentioned the lack of physical conditions for educational purposes, the hindered cooperation between the entities involved, and between prison officers and social reintegration technicians.

Moreover, the recommendations proposed by prison teachers/trainers are aimed at responding to the identified constraints, including (DGRSP, 2021):

- The modernisation and qualification of resources to support pedagogical activities,
- The use of incentives to the attendance of education / training activities,
- The need to promote regularity in the training path of students/trainees,
- The improvement of conditions of training spaces and diversification of training places,
- The enhancement of qualification and internal articulation of teaching and professional training,
- The reinforcement of cooperation and compliance with rules within the scope of the inter-institutional relationship, and
- The recognition and valorisation of the specificity of the role of teacher/trainers in the prison system context.

Last but not least, a specific constraint stemming from the pandemic situation was the suspension of face-to-face school and training activities. Hence, most prison establishments adopted distance learning, mainly the asynchronous model on the grounds of cybersecurity and of the IT equipment's obsolescence. Nevertheless, the use of digital platforms in a safe and controlled manner, based on the know-how and resources of educational institutions, could be extremely useful in facilitating educational achievement and, at the same time, serving as a valuable tool in combating info-exclusion among the prison population. As a recommendation from the National Association of Education in Prisons (APEnP), the Ministry of Education, in association with the Ministry of Justice, should extend the application of the "Digital Schooling Programme"[1] to the prison population, implementing a digital strategy for Prison Education (APEnP, 2020; Pinto, 2022).

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6. Teaching convicts in prisons and detention centres in Poland

by Bożena Majerek (UPJPII)

One of the core aspects of penitentiary activities is teaching inmates and training them for employment when they have served their sentences.

The most important goals of prison education include: replenishing education deficits, preparation for the job role, which is securing a job after leaving the prison, building a sense of worth (especially for those who, despite having basic education, cannot read or write),

eliminating recidivism, and significantly reducing the possibility of social exclusion after having left the prison ((Jaworska, 2012, p. 324).

Persons living in custody have the opportunity to acquire knowledge and improve their qualifications on a variety of levels and in a variety of subjects. Inmates can attend primary and secondary schools, pass the secondary school graduation exams, and even continue their education at a higher level with the permission of the unit's administration. Inmates may also pursue a career, upgrade, or learn new skills through specialised classes.

Education Centres operating at prisons and detention centre are public institutions which operate in accordance with the national education regulations. Schools that are part of the Centre, are schools for adults which follow the same core curriculum and teach programs like other national schools.

According to data released by the Prison Service, there were 183 affiliated school departments during the 2016–2017 scholastic year, and 186 the following year. These schools offer the opportunity for education for both convicted minors who are required to attend school and those who are applying to enrol in classes on their own initiative. Around 3,500 to 4,000 inmates receive formal education each school year. The offer of teaching in various types of prison schools is addressed primarily to juvenile offenders who are serving a sentence of imprisonment for the first time. They constitute the largest group of inmates learning in schools. They represent 66% of all students in affiliated schools as a whole (SW, 2017).

Vocational qualification courses, which give a chance for job after leaving prison, represent a crucial component of education and further training. They include primarily the professions sought on the labour market, such as: cook, wall-paper maker, floor worker, mechanic, machine fitter and appliances, locksmith, electrician. In developing the vocational education of convicts, a lot of emphasis is placed on the quality of practical training. The educational offer is reinforced by course trainings, which are largely oriented toward individuals lacking professional skills or in need of retraining in their field. Relatively short implementation period and a great variety of training courses are their basic strengths.

The penitentiary commission, qualifying for teaching in a specific type of school or on a vocational qualifying course, is guided, in particular, by criteria such as:

1. Documented education to date constituting the core curriculum necessary to undertake studies in a selected type of school or study semester;

2. Motivation and predisposition to learn in an appropriate type of school;

3. Recommendations included in an individual impact program;

4. Recommendations resulting from the conducted psychological tests, if such tests have been carried out;

5. General health status assessed by a doctor employed in the prison health service;

6. Period of conditional early release or end of sentence;

7. Previous work experience of the inmate in the chosen profession;

8. Compliance of the type of school chosen by the inmate and the direction of education with the list of schools and the current one for a given semester, with the list of education courses and school semesters;

9. Purpose of the penitentiary unit where the school chosen by the inmate operates;

10. The need to ensure order and safety in the institution (Regulation of the Minister of Justice on detailed rules and procedures for teaching in prisons, 2016).

Despite the fact that the number of inmates applying for the possibility of completing their education increases year by year, according to Hubert Iwanicki (2007), numerous problems should be indicated in penitentiary education:

- lack of adequate motivation to educate and raise qualifications;

- backlog in school education (often several years);

- deficits in the use of methods and techniques of mental work, no habit of intellectual work;

- problems with the assimilation of basic concepts, great difficulties in acquiring knowledge;

- hindered access to source materials, insufficient resources of school libraries;

- lack of a suitable place for mental work, reading, self-study;

- limited access to teaching tools.

To improve the quality of penitentiary education, D. Becker-Pestka (2019) proposes:

- increasing the involvement and scope of cooperation of students in pedagogical fields with penitentiary units in the field of educating prisoners - didactic classes could be carried out in the form of workshops, seminars, projects;

- in the didactic process of people conducting interesting didactic activities, creative activities in out-of-school and out-of-school educational institutions;

- showing to the inmates the practical dimension of education and the benefits of education, learning, expanding experience, for example by using specific skills in everyday life;

- involvement in teaching the inmates themselves - convicts can prepare teaching tools, actively participate in conducting classes.

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7. Educator's role in the Romanian justice system

By Raluca Alina Coc and Mihaela Bălăi (Gherla Penitentiary)

The educator (the one who carries out intervention activities regardless of the field) in the Romanian prison environment develop a complex role, first of all to assess the individual needs of prisoners and then based on the information obtained, to make recommendations in the intervention plan according to the existing resources in order to compensate for the needs and risks identified.

Another role of the educator in the Romanian prisons is to teach and guide the inmates to enhance the individual's potential for development and to adopt a set of correct value benchmarks to which they can later easily relate.

Educators assist prisoners to become aware of their personal resources and to understand the educational opportunities (group programmes, school, professional and vocational) available to them. To be able to exercise this very important role, the prison educator must have the necessary skills in the field but also have a very good knowledge of the specific prison environment and the profile of the prisoners.

Educator is the one who transmits knowledge and information, forms skills, abilities and develops attitudes by means of teaching and learning methods that they mastered.

Education in prisons in Romania should focus mainly on the formation of skills, development of abilities, interpersonal skills and the ability to adapt to the environment and society, and less on the accumulation of knowledge. The sheer volume of information and knowledge transmitted to those participating in educational activities and prison programmes can be overwhelming for a number of reasons: low cognitive level, inability of participants to comprehend the information received, unstable emotional state, boredom, lack of inner motivation, etc. Hence, it is more important and should prevail the idea and concept of teaching them to learn, counselling the prisoners and accompanying and guiding them during the educational process. Therefore, in order to be able to lead convicts through the educational process, the educator should possess the requisite knowledge and abilities to identify the prisoners' styles of learning.

The EduPris Toolbox is a method that makes use of previous learning experiences, whether formal, non-formal or informal, and uses them to create a learning pathway. Through the proposed exercises, EduPris Toolbox helps the educator in the process of educational exploration of the learning style, transformation and rehabilitation of the learner.

For educator to be able to explore and perfect the use of as many teaching methods and procedures as possible in their work with prisoners, it is necessary a specific pedagogical qualification, an essential aspect of their professional training. We believe that in the educational approach in prisons we need this pedagogical training in particular, but also flexibility in the educator's thinking, so that positive change in the prisoner can occur through the adoption of a different style of teaching, through play and understanding of previous experiences, but also through building the ability to design their own process of change and learning.

 Thus, in this case, the role of the educator is to guide and direct the learner towards the final goal, towards what is to be acquired educationally, socially or morally. The role of the educator would be to help the learner to be responsible for what they learn, to be aware of the act of learning. The educator needs to understand that information and knowledge given 'off the shelf', 'by the spoonful', extrinsic motivation or punishment does not lead to learning, the purpose of learning is to teach students how to learn from direct, personal experience. Throughout the learning experience the young prisoner needs to engage in a process of self-assessment, self-discovery and personal exploration in order to decide how to achieve their learning goals.

We believe that the educational climate in the prison environment is essential and should be an informal climate that fosters learning, then a high degree of participation and interaction within the activity stimulates learning and, last but not least, the learning process can be stimulated through various methods and materials.

In activities with sentenced juveniles and minors, especially those with major educational deficiencies, stories, descriptions or explanations should be used as effective, easy and quick methods of imparting knowledge. As far as possible they should be accompanied by illustrative and suggestive aids or filmed images, as this makes it easier to capture the attention and emotional involvement of adolescents and young people.

One of the significant steps in the structure of educational activities is the awareness of the activity, which aims to ensure a state of inner concentration on the stimuli presented and the actions undertaken by the participants. The skill of attracting attention is the art of the educator. The more creative, flexible in thinking and inventive the educator is, the more they will find learning situations that stimulate the interest and motivation of learners. In prison context this ability to capture the attention, inspire and stimulate the learning of the participants is necessary and essential as a first step in the educational process.

According to a study conducted in 2011 to assess the needs in rehabilitative interventions for young people in custody in Romania, among the 12 factors investigated, low-educational attainment ranks third on the scale of factors influencing misbehaviours inside the penitentiary. From those interviewed, 35.62% declared that they were not educated at all, 42.91% dropped out of school or had various problems in schools and the majority i.e., 55.87% said that they had no particular skills in a particular field.

When young people have experienced dropping out of school or have difficulties in writing/reading/learning, their confidence in the value of education and interest in attending the school is low. This adds further on the burden of prison educator who needs new methods to re-engage young people in the learning process and a method of this kind is provided by the EDUPRIS project.

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PART III: Educator Guidebook

by Carmen Baias and Florin Lobont (UVT)

8. Resilience Factors for education success in children

For more than 50 years, educational research and practice has focused on the effects of unfavourable socioeconomic conditions on youth development (Agasisti, Avvisati, Borgonovi & Longobardi, 2018). Academic adjustment and competency during adolescence can be significantly hindered by social and economic imbalances, leading to barriers that limit teenagers' personal potential and affect their lives and development both inside and outside of formal education (Erberber et al., 2015; Bryan, Williams & Griffin, 2020). Achievement gaps between socially vulnerable students and majority (Bryan, Williams, & Griffin, 2020), persistent truancy (Pavis & Cunningham-Burley, 1999), school failure (Agasisti et al., 2018; Bryan, Williams & Griffin, 2020), impeded the access to opportunities available to become proficient students (Schoon, Ingrid, Parsons & Sacker, 2004), social exclusion (MacDonald, 2007), and increased risks of delinquency, alcohol or drug abuse.

Furthermore, secondary school poor performance might have long-term consequences, such as lower civic participation, work-related poor coping skills, and emotional instability, psychological distress, and depression (Waxman, Gray & Padron, 2003; Schoon, Parsons & Sacker, 2004).

Socioeconomic deprivation is consistently linked to poor school performance throughout the world and in all education curricula, according to research (Schoon, Parsons & Sacker, 2004; Erberber et al., 2015). Nevertheless, not all adolescents who are exposed to poor socioeconomic conditions struggle in school (OECD, 2019). Despite growing up in difficult conditions, a large number of students improve their knowledge and thrive in school and subsequently in life as a result of their ability to persevere in the face of hardship (OECD, 2019). Hence, it is imperative to comprehend what specific features impact a student's academic resilience and to appropriately promote these characteristics.

Resilience

Resilience is defined as " factors and processes that limit negative behaviors associated with stress and result in adaptive outcomes even in the presence of adversity " (Waxman, Gray & Padron, 2003, p. 2). Resilience, from the factorial viewpoint, refers to the ability to adapt and

thrive in the face of acute or chronic adversity factors that interferes negatively with developmental processes, as well as the circumstances that may facilitate or hinder this ability (Martin & Marsh, 2009). From a dynamic perspective, resilience can be seen of as a continuous series of adaptive responses that enable resilient students to cope with adversity (Schoon, Ingrid, Parsons & Sacker, 2004).

Education resilience

Educational resilience has been characterized as the increased possibility of success in school and other life accomplishments despite environmental obstacles caused by early adversities, challenging situations, and exposures (Wang, Haertal, & Walberg, 1994, p. 46). Academic resilience, then, refers to a student's capacity to handle difficult adversities and maintain high performance levels in classroom while facing the detrimental effects of adversity both within and outside the classroom (Erberber et al., 2015; Agasisti et al., 2018).

Factors in favour of academic resilience

Academic resiliency isn't a one-size-fits-all trait. Rather, the education resilience can be supported by intervening on the variables that can help or hinder it (Coronado-Hijón, 2017). For more than three decades, educational research has looked at critical elements linked to academic resilience, using a variety of strategies and methodologies to understand more about what makes students resilient, the contexts in which they are developing, and how these different factors interact.

During the 1990s, educational resilience research grew in popularity, leading to the emergence of a number of indicators that were significantly related to positive school adjustment and engagement, among children facing socioeconomic challenges.

Benard, (1991) highlighted four crucial personal characteristics that academically resilient youngsters often exhibit: (1) social competence, which includes prosocial behaviours like responsiveness, flexibility, communication skills, empathy and caring, and a sense of humour; (2) problem-solving skills, including ability to think abstractly, reflectively, flexibly, and seek alternate solutions for both cognitive and social problems; (3) autonomy, which includes a strong sense of self, the ability to act independently and exert control over one's environment, and reflecting strong sense of independence, power, internal locus of control, self-esteem, self-efficacy, self-discipline and impulse control; and (4) sense of purpose and future, consisting in the belief that "one has a degree of control over one's environment"

Other authors (Martin and Marsh, 2009), more recently, identified five key personal characteristics that were significantly and stably associated with education resilience, and thus could be used as reliable predictors of it: self-efficacy, planning, persistence, anxiety, and uncertain control, with the latter two being negatively correlated with resilience. As a result, the authors developed the 5-C model of academic resilience, which states that students can improve their resilience by strengthening their: (1) self-efficacy; (2) coordination (planning capacities); (3) commitment (persistence); (4) sense of control; and (5) calmness (anxiety management capabilities) (Martin and Marsh, 2009).

Although there is a wide range of methodologies and operationalisations used to study education resilience in socioeconomically disadvantaged youth, studies and practice have revealed converging, mutually reinforcing findings across time. These findings support the idea that education resilience is based on personal capabilities, which are rooted in attitudes of confidence and positive ambitions, and are corroborated with competencies required to identify and solve concerns while collaborating with others (Benard, 1993; Waxman, Martin & Marsh, 2009; Erberber et al., 2015; Anderson et al., 2020).

Despite the progress made in understanding the components of academic resilience and the settings that can encourage it, building resilient students remains an open challenge that affects all countries throughout the world.

The COVID-19 pandemic has weakened the protective factors offered by school, community, and family by exacerbating socioeconomic disadvantages and disrupting normal school curricular and extracurricular activities. This has eroded their connection and increased the psychological burden suffered by children. In this case, game-based learning could be very useful. EDUPRIS project addresses the aforementioned concerns in *reducing the disparities in the learning outcomes of the educational experience of a young offender, reaching quality educational outcomes by integrated methods, with a multidisciplinary approach and promoting the essential role of education in criminal correctional justice*.

Game-based programme is a practical and effective means of addressing these issues, since: (1) games set in authentic and meaningful scenarios can promote the development of resilience-conducive skills and behaviours; (2) games could indeed engage youths and adults in cross-generational collaborative activities, promoting collective learning, strengthening meaningful relationships, and activating learning transfer; and (3) data about how youths play a game can reveal information about how they learn (Calvo-Morata et al., 2018; Pusey, Kok & Rappa, 2020; Ypsilanti et al., 2014).

9. Games for Education (EDUPRIS)

According to the available evidence, game-based education can increase support and reduce social isolation in children facing difficult life situations (Jeynes., 2003); increase adolescent social inclusion (Neys et al., 2012); and enhance youth civic participation and discussion about violence and extremism (Davies, 2012); improve decision making and problem-solving abilities (Pusey, Kok & Rappa, 2020).

1. Games set in realistic and meaningful scenarios can enable students to learn. skills and attitudes that promote resilience (Pusey, Kok & Rappa, 2020)

2. Games can enhance intergenerational collective learning by (1) improving youth learning opportunities and (2) increasing adults' understanding of societal concerns that affect youths, solutions, and their personal involvement in this scenario. (Ypsilanti et al., 2014; De la Hera, Loos, Simons & Blom, 2017).

3. Meaningful interactions can reinforce the outputs of game-based learning, beyond the game scenarios, and make it easier to transfer to real-world activities and contexts (Boyle et al., 2016; De la Hera et al., 2017)

4. The dynamics and outputs of youths' gaming activities can reveal important information about their needs, what can be accomplished and addressed, and how community actors, and professional educators can work together to support their development (Ypsilanti et al., 2014; De la Hera et al., 2017; Calvo-Morata et al., 2018).

1. EDUPRIS Games Aim:

To promote:(1) awakening: helping the player to develop awareness of the challenge.
(2) the rise: promote "behaviour change", enabling young people to develop knowledge and sensitivity, assimilate and test strategies in a simulated context.

To implement **gamified learning interventions** aiming to develop and use for social and educational impact on the following key learning competencies:

Literacy competence:
Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written form,using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others in an appropriate and creative way. Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official languagein a country or region.

Multilingual competence:
This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skilldimensions of communication of literacy: it is based on the ability to understand, express, and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. As appropriate, it can include maintaining and further developing mother tongue competences. A learner's level of proficiency will vary between the four dimensions and between the different languages.

Mathematical competence and competence in science, technology and engineering:
This competence defines the ability to use numbers, measures and structures; Basic operations and basic mathematical presentations; Mathematical terms and concepts; Awareness of the questions to which mathematics can offer answers; Basic principles of the natural world; Fundamental scientific concepts, theories, principles and methods; Science as a process for the investigation of nature; Technology and technological products and processes; The impact of science, technology, engineering and human activity in general on the natural world; Apply basic mathematical principles and processes in everyday contexts at home and work, including financial skills; Follow and

assess chains of arguments; To reason mathematically; Understand mathematical proof; Communicate in mathematical language; Use appropriate aids, including statistical data and graphs; Use and handle technological tools and machines; Investigate nature through controlled experiments; Use and handle scientific data to achieve a goal or to reach an evidence-based decision or conclusion; Be able to recognise the essential features of scientific inquiry

Digital competence

Digital competence involves the confident, critical and responsive use of, and engagement with digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety, (including digital well-being and competences relating to cyber security), and problem solving. The student will apply a reflective and critical thinking approach learning how to use an ethical, safe and responsible approach to the use of digital content and tools

Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, empathise and manage conflict. Students will be able to: Identify their own capacities, focus and set goals; Motivate themselves; Deal with complexity; Critically reflect and make decisions; Learn and work autonomously and collaboratively; Organise and persevere with their own learning, and evaluate and share it; Self-assess; Develop resilience and confidence to pursue and succeed at learning throughout their lives; Seek support when appropriate and effectively manage their learning, their career and their social interactions; Cope with uncertainty and stress; Communicate constructively and collaborate in teams; Negotiate effectively and express and understand different viewpoints; Empathise with others, show tolerance and create confidence

Civic competence

Civic competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic and political concepts and structures, as well as global concepts and sustainability. Students will be able to: Engage effectively with others in the public domain; Display solidarity and show interest in solving problems affecting the local and wider community; Reflect critically and creatively on community activities; Participate constructively in community activities; Participate in decision-making at local, national and European levels, in particular through voting; Access, have a critical understanding of, and interact with both traditional and new forms of media; Understand climate and demographic change at global level and their underlying causes; Diversity and cultural identities in Europe, and the world; Multi-cultural and sociology-economic dimensions of European societies, and how national cultural identity contribute to the European identity

Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity critical thinking, and problem solving, taking initiative and perseverance and the ability to work collaboratively in order

to plan and manage projects that are of cultural, social or commercial value. Students will be able to: Use their imagination within creative processes and innovations; Think strategically and problem solve; Manage projects: plan, organise, manage, lead and delegate; Make financial decisions relating to cost and value and estimate the cost of turning an idea into a value-creating activity; Plan, put in place and evaluate financial decisions; Cope with uncertainty, ambiguity and risk as part of making informed decisions; Work autonomously; Collaborate with others; Identify their own strengths and limitations

Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of, and respect for, how ideas and meaning are creativelyexpressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts. Students will be able to: Express and interpret figurative and abstract ideas, experiences and emotions with empathy in a range of arts and other cultural forms; Enjoy/ appreciate works of art; Express themselves through different media - using/improving one´s capacities; Identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms; Engage in creative processes, both as an individual and collectively

2. Primary requirements to be achieved

1. Developing Knowledge.
   - Improve understanding of a variety of curricular subjects and behaviour, and its beneficial effects (target: minors & young adults)
   - Integrate new knowledge with existing cultures
2. Promoting motivation and attitude change.
   - Make habits intrinsically motivating as something generally beneficial, rather than a mere response to a deficit (gap in learning).
   - Motivate and engage educators
3. Promoting behaviour change.
   - Improve habits practices in young inmates
   - Improve habits practices in their educators
   - Improve self-management behaviours in inmates with a variety of learning goals.

3. Gamified Intervention Articulation

The narratives engage the learner with the game by being suspenseful but also educational. The player will choose their own adventure. The decision-making direction could be both positive or negative for their learning outcome; and they must learn about these positive and negative outcomes based on their decision. Above all, the games are entertaining and emotionally engaging. During their use of the game, the learner needs to make choices from a variety of examples that are realistic in nature, measurable, and achievable in the short-term. They would need to take a "mission" and to embrace a path to achieve their behavioural goals and objectives to take the most effective steps. Users' succeeding in solving the learning mission and encouraging them to build rewarding habits with intrinsic motivation is the final

goal. Also, the learner must set realistic goals in order to overcome barriers to achieve their goals.

Using gaming techniques, we can provide a more accurate and effective way of self-management. The main principles of serious gamification focus on engagement, motivation, and reward from doing and succeeding certain tasks. The engagement of learners in their education throughout the gamification is related to the constant need of the human brain to be stimulated, to learn, and to have fun. The learner, in interacting with the game, would require a continuous sense of gratification, and new challenges that motivate the learner to continue to play the game as shown in Case Study First Thematic Game.

According to self-determination theory, two dimensions of motivations are present. The extrinsic motivation triggered by external motivators, including rewards, and the intrinsic motivation that is the inner interest/enjoyment from doing a task itself (Ryan & Deci, 2018). The intrinsic motivation is associated with human social needs. Belonging and being part of the group could be the most important. Another aspect of intrinsic motivation is the autonomy i.e. the individual needs to be encouraged in developing an independent and creative sense of personal development. Intrinsic motivation also includes the aspect of competence, which means satisfying themselves, increasing their skills at an upper level as long as the challenge becomes more complicated. Fun is also an important aspect when we engage a learner in a serious game. Based on their learning needs, the learner would learn, figure out, and complete their tasks. In this context, psychological factors such as readiness to change, motivation, self-efficacy and self-control, could greatly impact a young's ability to self-manage their learning achievement.

The gamified socio-educational intervention consists of a young learner-oriented and a teacher-oriented component.

3.1 The socio-educational system geared toward young learner (SEY)

- This consists of a cross-reality multiplayer game for young inmates, aiming at promoting pro-social life-style knowledge, practices and underpinning motivation.

- Players are involved in both individual and collaborative quests to thrive in a simulated ethnographic environment. Quests are non-linear, allowing players to choose alternative goals, strategies to tackle challenges presented by the game, and also define their own goals and methods to pursue them. Gameplay quests involve activities such as attaining educational goals and skills in the simulated environment.

- The games integrate real-world behaviours and interactions in gameplay activities, implementing key cross-reality features including:

  (1) Monitoring key real-world player behaviours and translating these into effects in the game (action-reaction dynamics).

  (2) Signalling availability or urgency for specific types of real-world needs, in order to achieve desirable effects on the game.

(3) Dynamically adapting game challenges to player performance and behavioural patterns.

- Considering cross-reality characteristics:

(1) The outcomes of activities carried out in the cross-reality world (i) enhance the capacities of the player, and/or (ii) generate resources required to carry out activities in this world.

(2) In-game effects of real-world actions reflect real-world benefits. This will aim at (i) supporting meaningful learning, (ii) making learning process motivating and (iii) consolidating learning habits over time.

(3) Dynamic adaptation of the game based on player performance:
 - limit the risk of boredom or frustration
 - expand the variety of situations/challenges to be explored/resolved by players, and thus enhancing learning.

3.2 Teacher-oriented socio-educational system (TSS)

- This mainly targets prison educators, i.e., the people in charge of teaching and mentoring.

- It consists of learning resources to promote community integration, meaningful developmental education and behavioural change through features enabling:

(1) Provision of guidance and orientation through gamified lessons. These will be aimed at learners based on their needs and capacities. The lessons will also explain the benefits of the proposed gamified techniques. Overall, the lessons help people learn key competences to improve behaviour and mentalities, including: (i) how to appraise new information; (ii) how to improve learning through enhanced techniques and using limited resources; (iii) how to combine resources for the common good and a collaborative positive outcome;

(2) Social space. Classroom features allowing to (i) discuss topics of interest, (ii) exchange opinions and tips, (iii) provide/request advice and (iv) providing recognition feedback (e.g., advice from educator);

(3) Gamification. Mechanics rewarding educational engagement and impacts (e.g., badges and leader boards related to recognition feedback received by learners for solving problems or advice provided). Note: the project could explore the possibility of connecting gamification features with educators (e.g., to offer rewards, or promote special offers appreciated by the juvenile learner).

4. Core teaching/learning areas

1. *Socio-cultural (includes learning impacts)*
   - Investigation of learning developments in children and young adults and the development of the 4 types of thinking: critical, creative, collaborative, and caring www.sapere.co.uk
   - Mapping of learning developments to potential behavioural changes
   - Investigation of development and the impact on adult (educators) community
   - Investigation of development and the impact on the player (learner) community
2. *Psychosocial.*
   - Investigation of changes in attitudes and behaviours of the participants (including skills and social activities)
3. *Technology*
   - Gamified social learning environment
   - Cross-reality gaming environment
4. *Educative factors and working systems*
   - Psychosocial activity systems
   - Development of models to monitor and interpret subjects' activity, interactions and psychosocial state
   - Analysis of subjects' activity, interactions and learning state over time
   - Planning, execution and evaluation of learner and participatory processes

The key descriptors employed for the acquisition of these new skills and competences are those put forward by the Council of Europe, namely Values, Attitudes, Skills, Knowledge and Critical Understanding. (Council of Europe, 2018).

This approach will advantage the juvenile inmates and, indirectly, the wider communities, by actively pursuing the steady decrease of the self-worthlessness ethos, civic disengagement, institutional dependence, and, as further consequences, the decline of depression-related issues, violence, radicalisation, and, last but not least, re-offending.

Indirectly, these systematic applications of serious gaming will address psicho-social causes of manipulation to which vulnerable people like juvenile inmates are exposed, namely low self-esteem; lack of positive affection; social inclusion, and institutional dependence.

The design thinking by which this methodology is developed provides the members of the target group with practical and pragmatic skills and abilities that they can use in progressive steps, in order to: improve their trust and self-trust deficits; encourage their social positive affection engagement; increase their civic and relational competences levels, as well as ethically sound decision-making.

GENERAL OBJECTIVES

We envisage four main objectives which underpin the manual design, contextualisation and follow-up; they contribute to the development of the critical creative, caring and collaborative

thinking in youngsters from correctional education via the serious gaming activities produced and assembled within the EDUPRIS project:

1) **Building know-how for teaching staff involved in this process**
- Exchanging innovative know-how for the training of the teaching staff, educators and counsellors of young people in order to manage the social dynamics related to the condition of their better integration into the society;
- Developing mentoring schemes through which staff will be able to help the project target group learn similar critical, creative and conceptual-analytical skills, and ethically sound decision-making;
- Defining innovative training packages for the continuous training of various professionals from youth corrections centres, NGOs and civic support groups, education institutions, prison chaplains, etc.;
- Carrying out a period of pilot activities dedicated to the training of educators in order to test the appropriateness of and response to the above-mentioned packages;
- Training the trainers for the management of professional training packages within a Life Long Learning sustainability framework.

2) **Developing creative, collaborative and caring thinking, counselling and training schemes** able to help the former juvenile offenders and other marginalized youngsters gain or regain a sense of meaning and self-worth through inquiring themes - including personal identity, freedom, ethics of belief, topics in moral responsibility, scepticism, and mental health.

3) **Improving the quality of support networks for the target group members**
- Using network design thinking to build sustainable social support groups and opportunity networks for target group members' social and civic engagement after release.
- Implementing the key descriptors in the training process

4) **Building an institutional resource network**
- Organizing a network of local and international institutions available for collaboration, mapping their capabilities, know-how and experts available for deployment in different types of activities within the project and in the follow-up period. The network will serve to continuously support and sustain professional know-how, innovative practices, and opportunities for financing.
- In order to provide a concrete contribution to the aforementioned objectives, research and training institutions in the project will systematize a procedural framework transferrable across educational systems. The approach and framework of activities allow educators and staff to adapt the details of the activities to what is specific in their systems, while also making the system proposed simple to implement, relying on common goals across contexts – the successful integration and engagement of the members of the target group.

10. EDUPRIS Methodology and the Game

Edited by Carmen Baias and Florin Lobont (UVT)

The EDUPRIS project intends to establish and scale up a specialized working method for juvenile justice educators - Ministry of Justice employees - who deliver educational activities in penitentiaries.
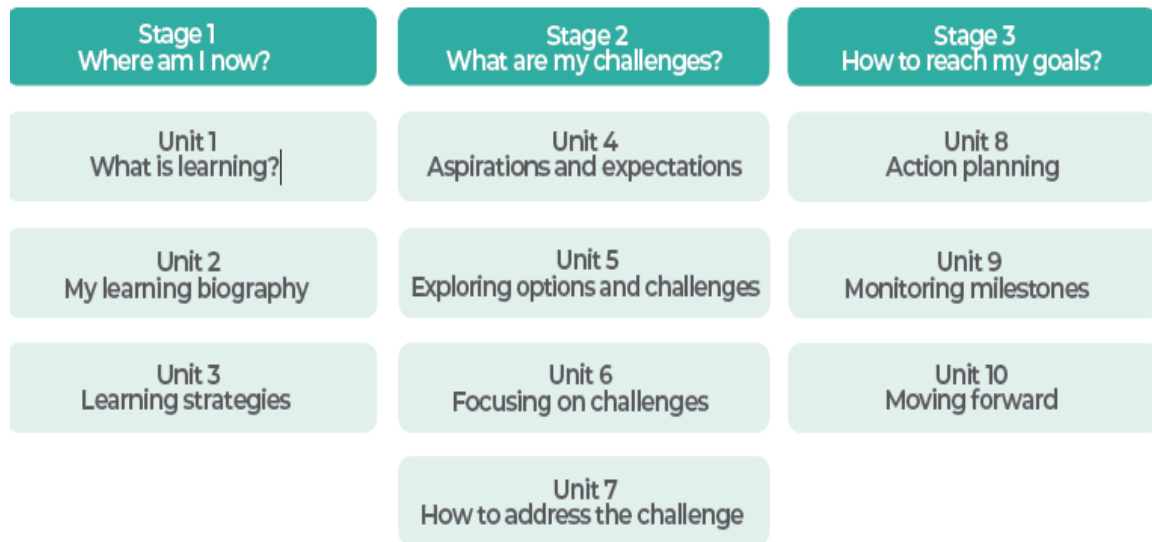
Educators explore the numerous goals of education and how these goals might be translated into relevant and acceptable options for individuals. A person may place a high value on learning simply for the purpose of expanding their knowledge. While this may be part of the incentive for people to learn, its role in a rehabilitation service suggests that it has a broader transforming purpose, either personally and socially. Individuals will have greater access to information if they improve literacy abilities as a result of their education, for example, by becoming capable of reading daily news or novels of their choice. This can inform people about topics such as politics, health, and economy. Communication could become more accessible at all levels, and a participant's individually and collectively voice can grow in strength. It can help us learn to live in a society where people have different perspectives, with the aspirations of promoting a more inclusive society in general (Robeyns, 2006).

The EDUPRIS methodology is developed as a progressive learning pathway for re-engaging minors and young offenders with learning, both for the learners and for the educators. Learners improve their skills, change attitudes and behaviours towards learning, while educators enter a journey of professionalization into pedagogy. The development of key competences for work and life can be done in a new coherent model of learning, based on a functioning learning concept and implemented by means of resourceful training materials. In this learning and teaching approach, minors and young offenders with educational challenges can develop critical appraisal, creativity, strategies for learning or growth orientation - in short, their competence of learning to learn will be developed.

The EDUPRIS methodology presents a three-stage process of developing the learning to learn competence as in the figure below.

Stage 1 Where am I now?	Stage 2 What are my challenges?	Stage 3 How to reach my goals?
Unit 1 What is learning?	Unit 4 Aspirations and expectations	Unit 8 Action planning
Unit 2 My learning biography	Unit 5 Exploring options and challenges	Unit 9 Monitoring milestones
Unit 3 Learning strategies	Unit 6 Focusing on challenges	Unit 10 Moving forward
	Unit 7 How to address the challenge	

Where am I now?

Where am I now is the starting point in learner's journeys to rediscover learning and re-engage with learning. This first stage of the process is focusing on three
steps: What is learning?
         My learning biography
         Learning strategies

What is learning?
We are not aiming only at learners developing a new skill or gaining new
knowledge, but also re-discover the joy of learning and overcome their barriers
and negative experiences with learning and school.

Learner's biography
In the second step of this stage the learners are introduced to the concept of biographical learning. Biographical learning is considered as being helpful
to handle transitions in the life-course like job loss or other transitions in a person's
private and working life.

Learning strategies
In the third step It is relevant to become conscious of individual learning strategies, to improve them, maybe by borrowing from others 'strategies or by falling back on them deliberately when finding it difficult to concentrate. The teacher needs to wait for those who take more time to have completed the task to call the activity over.

What are my challenges?

The second stage: After having reflected on their status quo of learning experiences, the learners will move into a more action-oriented phase to engage with learning, that focuses on the following:

- Aspirations and expectations
- Exploring options and challenges
- Focusing on challenges
- How to address the challenge

Aspirations and expectations

The teacher encourages learners to reflect and analyse the learning activities during practical sessions (self-reflection); gives the opportunity to work in groups to enhance learners 'social/communication skills and responsibility; ability to share roles monitors and evaluates learners 'activity through whole practical session and gives supportive feedback both to individuals and the group.

At this moment, the teacher highlights both – strengths and weaknesses and encourages learners to fulfil their potential on the bases of interest and discovery.

Exploring options and challenges

The educator should enable the learners to explore their attitudes towards learning and their previous experiences of learning including the barriers they previously faced. The learners 'attitude to learning will be informed by their previous learning and life experiences. These previous experiences can be both positive and negative. The educator should take care to ensure that when the learners are examining their previous experiences that they do not feel forced to reveal aspects of their previous experiences which may be of a very personal nature. The educator should also be aware that when learners are discussing previous barriers to learning that they may unveil negative aspects of their life which did inform learning attitudes and experiences.

Focusing on challenges

The focus is on enabling the learners to begin to develop skills that enable them to look to address the challenges that they face when moving onto further learning opportunities or into employment.

For many learners their previous experience of learning may well have been negative. These previous experiences will impact on how the learner views learning and how they view themselves as a learner. This can result in them viewing learning as having too many challenges and barriers for them to consider returning to learning. In order to encourage and enable the learner to re-engage with learning they need support, encouragement and strategies to identify, address and overcome these challenges.

One of the strategies to be used is critical reflection. Critical reflection is an approach to problem solving where the learner, having identified a problem, can analyse it to identify its key factors; the learner then looks to determine a solution or solutions to enable them to meet and overcome these challenges. By using problem solving exercises learners can develop transferable problem-solving skills that they can then use to address the challenges and barriers they face which may negatively impact on their return to learning.

By using individual and group work exercises and by making use of peer evaluation and assessment methods the learners are encouraged to take more control of their learning. This approach also introduces the learners to the notion of critical analysis and critical reflection and both are part of the problem solving and peer review exercises.

How to address the challenge
During this stage of the process, the **educator** will help learners to:
- envisage the future he wishes for himself
- measure the distance between where he stands now and where he wants to go
- make the necessary provisions for the action planning of his future.

This leads to actual action planning and moving forward.

How to reach my goals?

After learning is being consolidated, learners are capable of undertaking concrete future actions that will further enhance their learning, take control of their learning and plan what they want to achieve with their future learning:
- Action planning
- Monitoring milestones
- Moving forward

Action planning is part of the development of the autonomous learner. The use of action planning enables and encourages the learner to take control of their learning and of their future. In action planning the learner plans their future objectives using a mixture of short- and long-term goals; identifies the barriers to achieving their goals (this may be the lack of qualifications or the lack of skills); develops steps that will enable them to overcome these barriers and sets out an evaluation strategy which enables them to measure their success in reaching their short- and long-term goals

Monitoring milestones During this stage of the process, the educator will help learners to:
- reflect on past experience
- remember and understand what took place
- gain a clearer idea of what has been learned and achieved
- share responsibility for the organisation of their work
- keep records of activities undertaken
- make sound decisions about future actions and targets

Teachers need to allow time for learners to reflect on their progress and prepare their report. It is important that this becomes an exercise that helps learners to think about:

- what they have achieved
- their learning processes
- their strengths in the learning process
- areas for improvement and the next steps to take in their learning.

Moving forward

For many learners who are the focus of the EDUPRIS project their successful completion of a Learning to Learn programme using the EDUPRIS game maybe the first time that they have had a successful conclusion to any learning programme in which they have taken part. It is important then that the learners celebrate their achievements. This helps to bring this learning process to an end; it helps the learners to build confidence by valuing and celebrating their achievement and it encourages learners to progress with their learning to their desired level.
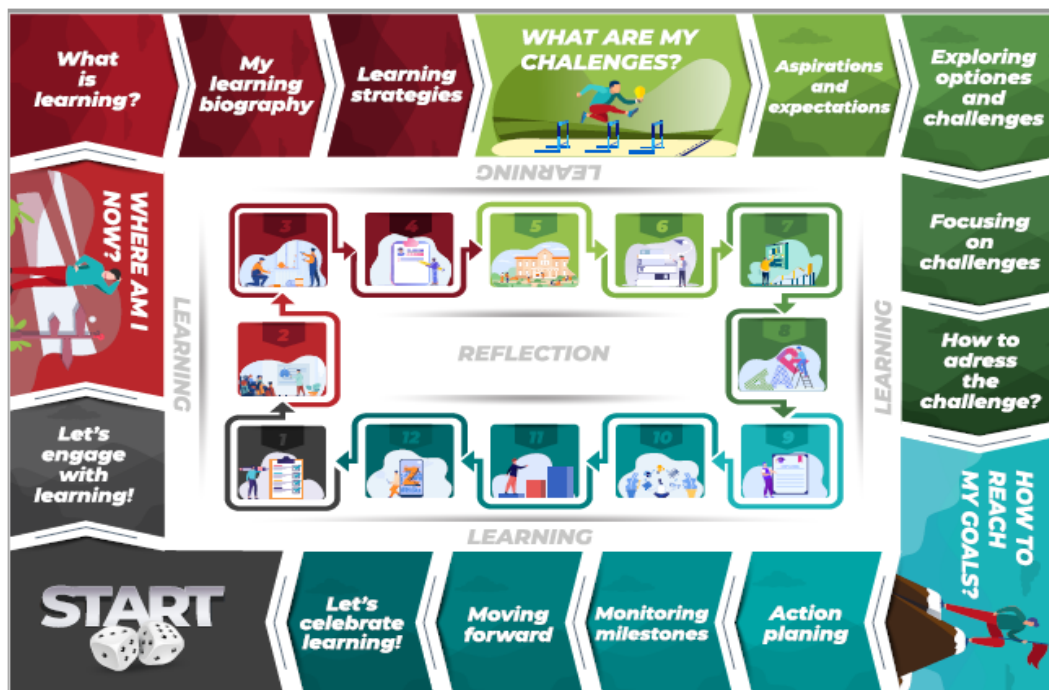
The Game

The EDUPRIS game, as shown in the picture below, enables the young learners to re-engage with learning through a two stages approach:

1. addressing challenges related to learning progression and
2. addressing challenges related to reflection on learning

The example given by the University of Sassari during the Master Class held in Sassari in June 2022 is provided in the next part, to ensure a better understanding of how the game is played.

STAGE 1. Where am I now?

Unit 1: What is learning?

Includes 4 exercises based on:

      i.   What is learning?

      ii.   Learning, memorising and understanding

      iii.   My school experiences

      iv.   I want to learn

Who will start the game? Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be opened by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 2: Learner's biography includes 2 exercises:

      i.   Life experience on a paper bag

      ii.   My learning biography

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be opened by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6

- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 3: Learning strategies includes 3 exercises:
  i. Listening to oral messages
  ii. Processing of graphic information
  iii. Testing and validating our learning strategies

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be opened by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

END OF THE STAGE 1

STAGE 2: What are my challenges?

Unit 1: Aspirations and expectations includes 4 exercises:

  i. Celebration of me
  ii. Dreaming about the future
  iii. My values
  iv. Future scenarios

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 2: Exploring options and challenges includes 2 exercises:

  i. Positive and negative learning experiences
  ii. Guess the job

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 3: Focusing on challenges includes 4 exercises:

      i.   How good is my concentration?
     ii.   Developing your concentration
    iii.   Problem-solving and perception
    iv.   Critical analysis

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 4: How to address the challenge includes 2 exercises:

      i.   Imagine your future, identify your challenge
     ii.   Building a path to the future

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

END OF THE STAGE 2

STAGE 3: How to reach my goals?

Unit 1: Action planning includes 1 exercise on developing an action plan

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 2: Monitoring milestones includes 2 exercises:

      i.   The success trees
     ii.   The river of learning: conclusions of these strategic objectives

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Unit 3: Moving forward includes 2 exercises:

 i.   Celebration of learning
 ii.   Ideas to help sustain future learning

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

<center>**END OF THE STAGE 3**</center>

The **REFLECTION** - During this stage, learners will roll the dice and discuss challenges based on the images.

Game image	Tips for the educator
1	Discuss whether they are capable of filling forms. What skills do they need, what skills they have and if there is anything new they should learn in orded to be able to complete a form
2	If they know what is the process for enrolling in a class, how and where to look for information, decide on what they want to learn
3	How to find a job, types of jobs they would like to look for, the skills needed for certain jobs
4	If they know what a CV is, what serves for, how to write a CV
5	Why school is important, their experience with school, whether they want to continue or to go back to school
6	Why books are important and why reading is important, whether they like it or not, what is their experience with reading books
7	What is action planning, why it is important to have a plan for their learning and life in general, whether they are capable of thinking of a plan for themselves
8	Why being literate is important, how one's life is impacted if they have poor reading and writing skills, whether they need to improve their literacy skills
9	Why holding a diploma or certificate is important in getting a job, if they have or would like to have one, what they need to do in order to obtain a certificate (for a qualification for example)
10	Why concentration is important and why they need to put effort with learning and school in general, how being able to concentrate leads to better results
11	Why it is important to monitor and measure their progress with learning, why it is important first to finalise compulsory education and then obtain a qualification
12	Why mobile devices are so important nowadays and how a good level of digital skills cand help them not only with specific tasks related to school or learning, but also in general in life (looking for information, finding a job, using banking services etc.)

Participants need to roll the dice and practice with the EDUPRIS game exercises and count the sum of the numbers that come up on the dice. The game will be continued by:

- The young: if the sum of the number rolled out on the dice is a number from 2 to 6
- A colleague of the young: if the sum of the number rolled out on the dice is a number from 7 to 12
- The educator: if the numbers that come out on the dice are double

Using the learning diaries: The learning diaries can be used to record reflections while playing the game during the REFLECTION stage, or at the conclusion of each phase during the LEARNING stage as in the image below:

WHAT	Learners make brief notes of what they did during each stage of the game
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student. This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

A full description of the game and the EDUPRIS game rules could be accessed via the Appendix along with the EDUPRIS Toolbox.

Furthermore, to implement **gamified learning interventions** aiming to develop the educational impact, each team of the project implemented at least two additional serious games on the following key learning competencies: literacy, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, civic competence and entrepreneurship, cultural awareness. Here, we will highlight a few of the thematic games created by the West University of Timisoara, and for a more in-depth analysis, we encourage educators to read the section titled "Overview of educational games in EDUPRIS project".

Case study: First Thematic Game

First thematic game "The Hero of My Own Journey" is a role-playing strategy simulation game, based on strategy games for education purposes and, different from other training simulations because of its innovative game characteristics (Johnson and Johnson, 2010):

- players participate in an interactive fiction scenario based on true events and contexts and mediated by digital technology

- developed and used for social and educational impact, aiming to promote: (1) awakening: helping the player to develop awareness of the challenge. (2) the

rise: promote "behavior change", enabling young people to develop knowledge and sensitivity, assimilate and test strategies in a simulated context protected from true danger.

- the player operates mainly in alternate reality, interacting with other players, elements, and events from "real" life.

The game highlights notable challenges and events that players need to tackle and their achievements and successful strategies. The function of the game is to promote social learning in prisons by incentivizing players to explore the scenarios and learn from them. The feature allows players to get in touch with each other in order to exchange ideas, advice, strategies and provide peer feedback.

The player transforms the environment of the game and at the same time, the player is transformed by the environment of the game. The transformation of the game environment stems from the results of the player's activities. The transformation of the player emerges from the building of knowledge, and the development of skills and sensitivities necessary to interpret and transform the circumstances faced in the game. The transformation of the player therefore constitutes an integrative learning process, as it involves new knowledge, skills and sensitivity, dictated by the role chosen by the player in the game and necessary to accomplish the objectives chosen by this player as well.

It is developed in a **dynamic environment.** The environment in the game evolves continuously, in a lifelike manner, depending from the presence and actions of players.

It furthers **monitoring and promotion of decision-making and problem-management skills.** Decision-making and problem-management skills are monitored and promoted in-game, so that players understand things, events, relationships, consequences, and conflicting needs, and what can be done to achieve the "best possible solution" to satisfy conflicting needs and to attain a common goal.

It supports monitoring and promotion of social networking skills. Social networking skills are monitored and promoted in the game so that players understand functions of social actors and how to interact.

It facilitates challenges and support in an adaptive environment. The game environment, the challenges and the support that players receive are adaptive to the individual progression, based on continuous educator monitoring of each player's decision-making, problem-management and social networking skills.

The game provides gameplay reports also useful for prison educators and staff to discuss the situations that they faced and the decision that they made with instructors, in the context of formal coaching/training activities.

Game context and features

The game is developed in a group of three to four people.

1.   Working alone, the player will drag and drop or rank the items in order of importance from most important to least important, explaining why they ordered the items the way they did.

2.   They will rank the items again with their group by working together to reach a consensus on how the items should be numbered and, providing an explanation for the group's choice. The Group Classification Form must be signed by each member. The signature certifies that:

-       The member agrees with the group's categorization and explanation;

-       The member is capable of explaining the group's classification.

3.   The players will determine specific actions that need to be taken to achieve the goals and ask group members to commit to them. They need to maintain solid working ties among teammates.

Their individual scores will be compared with the group's and the teacher's.

1.   The absolute difference (without the +/- sign) between their personal ranking and the teacher's (see expert sheet) will be calculated.

2.   The absolute difference (without the +/- sign) between your group's rating and the teacher's rating will be calculated.

3.   A perfectly matching classification will result in a zero-score difference. If your score is lower your classification will be more accurate. The point ratings are as follow:

-       0-20 Excellent

-       21-30 Good

-       31-40 Weak

-       41+ Terrible

The expected results from the game are to:

-   raise awareness, stimulate critical thinking, engage, adapt, learn by doing;

-   explore, allocate, combine and exchange limited resources;

-   foster collaborative problem-solving skills;

- promote equality and inclusivity, since each player has a different role associated with complementary actions (a positive game outcome requires joint contribution of all three players);

- encourage the development of resilience in young people while collaborating with teachers;

- self-assessment of learning needs;

- define collaborative strategies step-by-step, collectively discussing the outcomes generated by one another's actions;

- adapt to each other's needs and to unpredictable events in a complex scenario;

- build knowledge, self-confidence, positive mentality;

- promote engagement in collaborative activities, building trust - if "I can" in the game, then "I can" in real life;

- learn to use digital tools and understand the usefulness of digital technology in their learning goals

The educator can teach more about digital competencies, also teaching about the negative aspects of the internet, for example how to look out for manipulated information, cyberbullying, hackers, etc. These aspects are not familiar for an inmate who does not spend a lot of time online. From this point, the educator could start helping them master their digital skills and knowledge. The complexity could be increased based on the player's learning capacity, engagement, and adaptation.

Case study: Second Thematic Game

In a study on the relationship between disengaging from school and youth offending in New Zealand, Kesia Ngaire Sherwood shows that "the young people suffering from mental, physical and neurological deficits are significantly overrepresented in New Zealand's youth offending population, calling in to question the impact their disabilities have had on their social development." A significant percentage from this category end up in corrections. "A significant factor in successful adolescent development is childhood engagement in school; conversely, early disengagement in education constitutes a significant risk factor for later youth offending." One of her research conclusions is that "the issue of school engagement, especially by disadvantaged children, is a fundamental step in improving the outcomes for these children, including reducing the risk of youth offending" (Sherwood, 2015, pp. 1, 46).

DARE-CARE-SHARE - a serious gaming learning intervention in education of minors combined with in the Philosophy for Children (P4C) pedagogy, with focus on the development of complementary thinking styles, namely collaborative and caring.

Key competence supported: non-cognitive skills, i.e., socio-emotional skills, assertiveness, respect and acceptance of the others.

Short description in relation to how it is integrated in a learning activity / class: The aim of the activity is to increase self-esteem and self-confidence through sharing thoughts, feelings, life goals, strategies and solutions.

The activity focuses on self-esteem seen as "the way we see and think about ourselves as well as the degree to which we value or approve of ourselves." It is our opinion about ourselves, meaning that "when we have a good opinion of ourselves, we have high self-esteem and conversely, we have a low self-esteem when we have a low opinion of ourselves." Low self-esteem is not irreversible at any age, and even more changeable in youngsters. "It is a combination of self-image (what we perceive ourselves to be), our ideal self (how we want to be) and what we believe others think of us. All the experiences and interpersonal relationships we've had in our lives contribute to how our self-esteem is made up."

Having positive self-esteem means having confidence, and a tendency "to have a happier life" and being "generally more positive" in the way of thinking, feeling and behaving. "With more confidence you are able to take on challenges, you recognise your good qualities and are able to respond to others in a healthy and positive way. The main outcome of having a good self-esteem is your ability to have more control in your life and what you want out of it." (Steps for Life, 2016, p. 1).

While it can be normal for a teenager to lack confidence at times, people with self-esteem issues normally view themselves differently to how others view them. This negative view increases multifold in youth offenders confined in corrections. Low self-esteem can be particularly hard for young people belonging to this category especially when they are supposed to learn in school or decide to qualify for a job, as well as forming new friendships and relationships.

DARE-CARE-SHARE is based on the serious gaming learning principles and the P4C pedagogy, with focus on the development of two of its four complementary types of thinking, namely collaborative and caring.

Applied to play, collaborative thinking helps participants follow on from each other's ideas; listen and look at each other when speaking, continuing target. Its main characteristics are:

• communicating with everyone

• awareness and use of body language

• supporting others

• building on each other's ideas

• shaping common understandings and purposes

• helping each other express ourselves

Applied to play, caring thinking develops acceptance of and listening to others' opinions and helps participants become ready to change their minds following their tolerance of diversity and ambiguity they see in their playmates. Its main characteristics are:

• showing interest

• responding sensitively

• each person is respected

• listening carefully/attentively to each other

• taking each person's views seriously

• challenging other people's views respectfully

• making sure everyone feels included and valued.

The game can be preceded by the application of a Rosenberg Self-Esteem Scale to the members of the group. Periodically, the scale can be reapplied, in order to monitor the expected improvements in self-esteem. Careful notes should be made about each member of the group and the items where they made progress as well as those where they haven't.

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four-point scale - from strongly agree to strongly disagree.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1. On the whole, I am satisfied with myself. SA   A   D   SD

2.* At times, I think I am no good at all. SA   A   D   SD

3. I feel that I have a number of good qualities. SA   A   D   SD

4. I am able to do things as well as most other people. SA   A   D   SD

5.* I feel I do not have much to be proud of. SA   A   D   SD

6.* I certainly feel useless at times. SA   A   D   SD

7. I feel that I'm a person of worth, at least on an equal plane with others. SA   A   D   SD

8.* I wish I could have more respect for myself. SA   A   D   SD

9.* All in all, I am inclined to feel that I am a failure.   SA   A   D   SD

10. I take a positive attitude toward myself.   SA   A   D   SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self-esteem. (Crandal, pp. 80-82).

Overview of educational games in EDUPRIS project

This project obtained, analysed, and debated detailed educational serious games for young offenders, from a group of stakeholders who were undergoing various types of education or training. The intrinsic connection between learning loss and disadvantage has been demonstrated by looking at the larger context of their learning needs and the numerous obstacles they face. Education's key role in the development of capabilities, as well as its ability to improve wellbeing state, has been also our main focus. Finally, the association between competence development, learning engagement, and anticipated or early desistance has been addressed. The games in this project are synthetised in the table below. For a full description of the games, we recommend the reader to refer to the Appendix.

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
The hero of my own journey	Academic resilience Critical thinking Positive mentality Use of technology	Digital content creation /problem solving /engagement for learning	Manage information Share digital content Create content	Critical thinking Open-minded Engaging in network for social purpose and a successful goal	Any device that enables a graphic interface	Yes: the players interact with each other and their environment enabling them to develop knowledge and sensitivity in a simulated context
EDUPRIS Game	Re-engaging with learning Improve learning skills Change attitudes	The learning process and learning strategies Motivation, confidence	Organise and persevere with their own learning Develop resilience and	Seeking opportunities to learn and develop in a variety of life contexts	The game: 2 dice 4 pawns Cards with exercises for the	Yes: the players interact with each other through the board game

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
	and behaviours towards learning		confidence to pursue and succeed at learning Effectively manage their learning	Being assertive	learning phase Learning diaries for the reflection phase Small auxiliary material may be needed, such as paper, pen, flipchart etc.	developing new learning skills and cultivating a changed attitude towards learning
DARE – CARE - SHARE	Increase self-esteem and self confidence Stimulate openness, assertiveness, tolerance and empathy towards each other	Motivation, confidence and self-discipline The components of a healthy mind	Empathise with others, show tolerance and create confidence Cope with uncertainty and stress	Looking after their personal and social well-being Showing respect to others, overcoming prejudice and compromising	3-4 packs of PVC blank writable cards (100 pieces per pack) 13 sets of 4 (blue, red, green, black) non-permanent board markers 13 small white board erasers 12 small magnetic white boards 20/30cm 1 medium size (60/100cm) white	Yes: the players interact with each other by sharing/reading/displaying their cards and exchanging cards or solutions, helping them build confidence, positivity and self-worth

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
					double-sided magnetic board with stand 2 dices 13 small size diary notebooks 1 pack of stickers 48 coloured magnets for magnetic board	
Be my teacher	Change the polarity of attitude from negative to positive towards learning, learning experiences, cultural diversity and interpersonal relationships Develop communication skills	Inclusion and equality The learning process and learning strategies	Learn and work collaboratively Communicate constructively and collaborate in teams Understand different viewpoints	Learning and working collaboratively Intercultural awareness and communication Diversity	Room Coloured chalk Name tags or post-it notes Hand out with customs, peculiarities and characteristics of different geographical regions/cities/communities/countries from which the group members come.	Yes: the game is highly interactive, helping the participants develop interpersonal and social skills, while embracing diversity

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
					Map of the country/continent Writing instruments and sheets of paper.	
A story about: Everybody, Somebody, Anybody and Nobody	To understand concepts of responsibility, involvement and cooperation. To be able to open channels of communication with others.	Know and learn new things about each other. To introspect and to become aware of the consequences of one's own behaviour.	Practice group communication skills. To express one's own opinion To analyse one's own experience	Learning and working collaboratively, problem-solving skills.	Room Chairs	Yes: the players interact with each other by exchanging their opinions, solving the guessing game and identifying the authors. Teacher helps them build respect for each other, positivity and self-worth
Autograph sheet	Change behaviour and to develop creativity and communication skills	Inclusion and equality The learning process and learning strategies	Learn new things about each other. Be aware of similarities and common concerns of peers. Identify their qualities, characteristics, skills and preferences in order to know themselves better	Learning and working collaboratively, problem-solving skills, managing conflict situations	Room A few pieces of paper Pen/pencil	Yes: the players interact with each other by exchanging their drawings and identifying the authors. Teacher helps them build respect for each other, positivity and self-worth

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
			Be aware of human diversity Practice and improve assertive communication skills			
Put yourself in each other's shoes	Develop empathy	Inclusion and equality	Empathise with others and show tolerance Express and understand different viewpoints Communicate constructively	Showing respect to others, overcoming prejudice and compromising Learning and working collaboratively	Sheet of paper Writing instruments Thread	Yes: the players interact in the group and with a partner, in order to develop empathic understanding and communication/vocabulary
The Challenge	Develop social skills	Codes of conduct and rules of communication for social participation Motivation and confidence	Learn and work collaboratively Effectively manage their social interactions Empathise with others	Looking after their personal and social well-being Learning and working collaboratively Showing respect to others	The game: the board, 2 dices, pawns as many as players, 15 skill cards, 15 positive thoughts cards, 5 conflicts cards pens, paper, pens.	Yes: the players interact with each other, sharing skills, positive thoughts and discussing conflict situations
Becoming a competent Geek	Develop Digital Competency Use of technology Internet proficiency	Opportunities, limitations, effects and risks associated with digital technologies	Recognise and effectively engage with software and devices	Reflective and critical thinking approach Open-minded Safe and responsible	1. 3 Sets of flash 20 cards each containing Questions for individuals	Yes: the players interact with each other by means of questions and themes on the

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
		Basic use and function of different devices, software and networks Reliability and impact of information made available by digital means	Manage and protect information Use digital technology to support creativity and collaboration with others	approach to the use of digital content and tools	Discussion questions Sentences to be completed 2. Pen 3. Note pads	cards, building technological savvy and digital competencies
My Company	Learn how to advertise a company Built a brand of the company	Different contexts and opportunities for turning ideas into action Their own strengths and challenges	Use their imagination within creative processes Collaborate with others	Being proactive and forward-looking Being motivated and determined Others' ideas	A1: Worksheet Cloud Words – Appendix I A2: Computer; internet A3: Computer; magazines; sheets; pens; pencil, glue; A4: Markers; A5 sheets; pens; pencil, glue; magazines	Yes: the players interact with each other collectively and in groups in order to develop a "company" image, thus building entrepreneurial and communication skills
Financial Plan	Prepare a financial plan Promote entrepreneurship competences	Planning and managing of projects, including processes and resources	Think strategically and problem solve Manage projects	Perseverance in achieving objectives Being motivated and determined Others' ideas	Financial sheet – Appendix II Print the Appendix III with the notes for	Yes: the players interact with each other and their environment developing

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
		Economic opportunities and challenges	Plan financial decisions Collaborate with others		each group and the materials needed	financial and entrepreneurial skills
What do I think about myself and others?	Recall and formulate certain associations Speak independently	A broad range of vocabulary The functions of language	Communicate as a speaker Monitor their own communication Formulate and express their oral arguments	A disposition to constructive dialogue The impact of language	Set of cardboard cards (40 pieces) A4 note cards for taking notes Pen	Yes/No: can be played both individually and in a group
EUROPEAN MAP GAME	Awareness of cultural symbols and characters from different countries Feeling of multiculturalism	How language and culture vary in different contexts The role of language in their own and other cultures	Understand spoken messages in the foreign language Appreciate how cultural differences influence language use and communication	Learning new languages Intercultural communication The role of languages in learning about their own and other cultures Respect for each person's individual linguistic profile	Map of Europe. List of names (appendix no.1). List of salutations (appendix no. 2).	
TEAPOT	Develop multilingual competencies	An appropriate range of vocabulary The role of language in their own and other cultures	Understand spoken words in the foreign language Appreciate how cultural differences influence language use and communication	Learning new languages Respect for each person's individual linguistic profile	Possibly pictures	Yes: the players work in teams, learning new words in foreign languages

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
CREATION OF COMICS	Develop an idea of other languages through a comic	An appropriate range of vocabulary Verbal interaction	Understand spoken messages in the foreign language Read, understand and produce texts	Learning new languages Intercultural communication Respect for the mother tongue people with a migrant background	Template (see ´Annex 1´) or printed comic strip for each person	Yes: the players interact with each other by role-playing the comic strip, developing communication skills in foreign languages
There is always some nice quote...	Develop language competences through proverbs and quotes	A broad range of vocabulary A range of literary and non-literary texts	Communicate as a listener, speaker, reader and writer Formulate and express their oral and written arguments	A disposition to critical and constructive dialogue Interacting with others	Knowledge of quotes or proverbs 10 sets of 2-piece puzzles with quotes or proverbs A4 sheets for taking notes Pen	Yes/No: can be played both individually and in a group
6 HATS	Solve various types of problems Analytical thinking Creativity Mentalization	Basic analytical thinking skills Basic principles of problem solving	Apply basic analytical thinking principles in everyday contexts Follow and assess chains of arguments	The willingness to look for reasons Critical appreciation and curiosity	Printed hats in the following colors: white, red, black, yellow, green and blue	Yes: the players interact with each other discussing problems from different perspectives, developing analytical thinking skills
WHAT IF	Logical thinking Deductive reasoning	Basic logical operations Logical terms and concepts	To reason logically	The respect for truth The willingness to	-	Yes: the players interact with each other in

Game	Goals	Key competence to be achieved			Gameplay tools (for teachers)	Interpersonal gameplay
		Essential Knowledge	Core skills	Attitudes		
		An awareness of the problems in which logics can offer support	Follow and assess chains of arguments Apply basic logical processes in everyday contexts	assess validity of reasons		drawing conclusions from premises and identifying consequence, developing correct deductive reasoning skills
Colours to express and impress	Cultural awareness and expression Understanding of cultural diversity promote curiosity and openness	Local, national, European and global cultures and expressions How cultural expressions can influence the ideas of the individual and others The role of culture as a way to both view and shape the world	Engage in creative processes Express themselves through different media	Participating in cultural experiences Diversity of cultural expression Being curious about the world and imagining new possibilities	- sheets of paper - billboards - pens - pencils - markers for colouring scotch - brushes - faces paints or paints - camera or mobile phone camera - ability to print photos (if possible)	Yes: the players interact with each other in pairs and as a group, cultivating their intercultural knowledge and openness towards people from other cultures

PART IV: Limitations, Barriers and Policy Recommendations

11. Barriers the UK face in juvenile justice education

by Stacey Robinson (MEH)

- Failure to recognise the scale and nature of the problem. Although the census showed that a large proportion of young people are not participating in education and training, this is not fully recognised or reflected in official statistics. Without agreement on the scale of the problem, at national and local level, it will be difficult to make a major change in their engagement.

- Professional lack of knowledge. Many managers and practitioners in both secondary and further education lack sufficient knowledge of the youth justice system and how to meet the learning needs of young people who offend.

- Conflicting objectives and targets. The YJB's education target is not recognised by schools and further education colleges. The youth justice system focuses on the individual young person, while educational institutions focus on the group. Each agency works to different targets, which often conflict.

- Confused responsibilities. Responsibility for the education of the hard-to-reach appears to be a baton that is regularly passed and frequently dropped. It can fall between schools, local education authorities, custodial institutions and local learning and skills councils, with YOTs and Connexions partnerships being intermediaries, often for limited periods of time.

- Ineffective and non-existent protocols. Agreed protocols between the agencies are required by the YJB's National Standards, but they are often absent or ineffective - or the agencies do not follow the procedures contained in them.

- Limited and late transmission of key information. YOTs often receive poor information about the educational situation of young people, hampering the effective assessment of need, planning and review. Educationalists in secure establishments also often fail to receive basic information barriers to about the special educational needs of those in their care.

12. Obstacles in prison education in Romania and further developments

by Carmen Baias (UVT) and Raluca Coc (Gherla Penitentiary)

- A large prevalence of mental illness issues. Therefore, it would be effective to consider the process of diverting those at risk of mental illness away from the criminal justice system in the first place. However, as findings from the Romanian juvenile prison system suggest, when comparing those inmates who display warning signs of mental illness to those who do not, much higher rates of homelessness, physical and psychological abuse, institutionalisation, abandonment, being the child of a single-parent were demonstrated in those with mental health issues. Furthermore, emotional dysregulation, low self-control, and low ability to cope with

frustration, substance abuse and ADHD display a higher prevalence in juvenile prison system compared with the general population. These clients are also at higher risk of presenting considerably learning disabilities.

- The offenders who enter the juvenile criminal system in Romania pose a challenge, as they present a vast range of indicators and diagnoses associated with antisocial behaviours. Findings suggest, these clients present a high prevalence of antisocial thinking and attitudes which are congruent with the criminal lifestyle. This could require more than mental health provisional services and their education considers significant risk factors associated with criminal thinking and delinquency. Future public policies need to address risk factors that are supposed to be comorbid, both for mental illness and criminality to further include specific needs, treatment and educative interventions for this particular vulnerable inmate population. While developing programmes for treatment dedicated to inmates who present warning signs of mental illness, the correctional policy makers must also deliver programmes that meet the special needs for criminal rehabilitation and aim also to reduce criminal recidivism. The prison system needs to consider an integrated implementation of these programmes rather than disparate or sequential programmes.

- Limited access to education for high-risk offenders. Being classified as a high-risk offender in a more restrictive detention regime has no beneficial effect on education and instances of misconduct. It would be expected that more restrictive and supervised regimes of detention could curtail misconduct and improve the education, but that is not shown to be the case. These insights deserve further development in order to understand how prisoners could be educated or encouraged to change in this context. EduPris offers an option to develop key competences even in this context and could be a viable alternative to the current state of education in closed regimes and maximum-security prisons where the access to the formal education is limited.

- Lack of or limited access to information and technical support for the preparation of teaching activities in both formal and informal education. Although there are written recommendations in the form of manuals and written programmes to use attractive methods of engaging learners, customising the pedagogical act to suit the characteristics of the group and the personal teaching style in the process, more is needed. EduPris offers attractive tools for this purpose.

- Motivation of young detainees and other persons deprived of liberty is extrinsic in most cases, aiming at short-term benefits, because the system fails to develop attractive and pragmatic activities for young people and adults, and here we come back to the first remark

- Lack of specific training for those carrying out educational acts in the juvenile justice area:

Educators who may have various specializations (history, mathematics, law, religion, etc.), social workers and psychologists have no specific training that includes information about the environment and client categories specific to the justice environment. For example, they learn about the dynamics of groups in general but not about the dynamics of groups when their members are persons deprived of their liberty or who have broken the law. Psychologists learn about psychiatric disorders but not how they are affected by the prison environment.

Majority of those who end up working in the juvenile justice environment have not previously been in contact with this environment to understand the particular conditions in which the pedagogical act takes place. The fact that safety measures come first, that there is permanent video surveillance which makes the openness of the learners, the authenticity of their answers, the trust given to the teachers much diminished.

Most of those who carry out educational activities, with few exceptions, do not know the psychological profile of those they are going to teach, who may be prisoners with serious psychiatric problems, especially teachers involved in formal education. Pedagogical modules covered optionally or compulsorily at university level contain information aimed mostly to the general school population, taking into account age, methods, environmental conditions, logistics, etc.

- Lack of awareness of the impact of one's own role model as a motivating factor in engaging prisoners and young offenders in continuous learning.

- Poor communication with other educational institutions leading to delays in the submission of school documents.

- Although the purpose of detention is re-education for an efficient reintegration into society, security personnel do not understand or are not aware of the importance of education in reducing recidivism.

- Lower standard of the educational act in the justice space due to lack of professional motivation or overload with tasks due to multiple documents to be submitted.

- Methodology and educated play individualize the intervention making it more engaging for both teachers and learners.

13. Barriers to penitentiary education in Poland

by Bożena Majerek (UPJPII)

- The obligation to educate in Poland covers children and adolescents up to 18 years of age. The applicable legal regulations do not apply to adolescents who are under 21 years of age and do not have adequate primary or secondary education. The obligation to educate in this regard is solely a directive imposed on the prison and not an obligation of a young person who usually gives up further education. On the other

hand, recommendations regarding the further education of adolescents are imposed by the prison only towards about 60% of inmates.

- In order to be able to implement the rehabilitation process, it is necessary to employ specialist staff in penitentiary education, i.e., psychologists, educators, librarians, subject teachers or even physical education instructors who are professionally prepared to work with minors in conditions of penitentiary isolation. Unfortunately, in the process of educating teachers, there is no place to prepare them to work with minors and adolescents staying in social rehabilitation institutions.

- In prisons, there has been a phenomenon of the so-called course education, which consists in over-focusing educational efforts in the area of various forms of vocational courses. Undoubtedly, acquiring additional professional qualifications is beneficial for inmates, but time-limited courses cannot replace full school education, which consists of two elements: education and upbringing. Short-term vocational training focuses only on the transfer of specific knowledge, ignoring the upbringing aspect. Such penitentiary policy often results in the displacement of full education by vocational courses as a more attractive (because faster and less costly) form of education.

- Lack of clear regulations and directives regarding the education of prisoners at the higher level. In practice, it turns out that education on higher level is a privilege for the few. An attitude of lack of understanding and reluctance towards inmates' efforts in this regard is often encountered among prison staff.

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Appendix

Games full packages – [download here all games archive - .zip file](#):

- o   EDUPRIS Game
- o   The hero of my own journey
- o   DARE-CARE-SHARE
- o   Be my teacher
- o   Put yourself in each other's shoes
- o   The Challenge
- o   Becoming a competent Geek
- o   My Company
- o   Financial Plan
- o   What do I think about myself and others?
- o   EUROPEAN MAP GAME
- o   TEAPOT
- o   CREATION OF COMICS
- o   There is always some nice quote...
- o   6 HATS
- o   WHAT IF
- o   A story about: Everybody, Somebody, Anybody and Nobody
- o   Colours to express and impress
- o   Autograph sheet