

eduPRIS



2.2 NATIONAL CONFERENCES FOR STARTING THE UP-SCALING OF EDUPRIS METHODOLOGY



Uniwersytet Papieski
Jana Pawła II
w Krakowie



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IP1-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN

ERASMUS+ KA3

Education, training, and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges

CONFERENCE REPORT

CATEGORIES (NOT) PRESENT IN REHABILITATION, PENITENTIARY AND POST-PENITENTIARY EDUCATION

/

**KATEGORIE (NIE)OBECNE W EDUKACJI RESOCJALIZACYJNEJ.
PENITENCJARNEJ I POSTPENITENCJARNEJ**

**Organized October 21, 2023 in Cracow,
Ingardena 3 street, MAIN AUDITORIUM**

Edited by: Bożena Majerek & Justyna Janik



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

With the contribution of all partners: West University of Timisoara – UVT (RO); Centrul Pentru Promovarea Invatarii Permanente – CPIP (RO); Gherla Prison – PG CJ (RO); Association ARID – ARID (PL); Pontifical University of John Paul II – UPJP (PL); Stichting Foundation ICPA Office in Europe – ICPA (NL); Aproximar, Cooperativa de Solidariedade Social, CRL – APROX (PT); Merseyside Expanding Horizons – MEH (EN).

SUBJECT / TOPIC OF THE CONFERENCE

Education is recognized as one of the factors regardless of marginalization and social integration. On the one hand, it creates space for failures, existence, weakness and social disintegration, on the other hand, there are great resources to support in development and experiencing success and living in a community.

The International Scientific Conference entitled: Categories (not) present in social rehabilitation, penitentiary and post-penitentiary education focused on the stage of the education and training process, due to the participation of minors staying in social rehabilitation institutions.

The aim of the conference was to present and discuss the main criteria and socio-legal conditions of educational systems of socially maladjusted people in Poland and Europe. The subject of the conference oscillated around the challenges identified for pedagogy as a scientific discipline, due to the inclusion of social rehabilitation and penitentiary pedagogy.

The main task of social rehabilitation pedagogy is to modify the aspects, situations and factors affecting a person who, for various reasons, violates the applicable legal norms. In order to optimize penitentiary and post-penitentiary interactions, special attention should be paid to one of the most important supporting factors, which is undoubtedly the appropriate preparation of prisoners to enter the labor market. Taking up a professional job is connected with having the appropriate education and readiness to constantly improve one's knowledge and skills

. In this area, both people with deficiencies in formal education and deficits in the area of vocational training are at a disadvantage. People staying in prisons and social rehabilitation institutions are in a specific situation, because in their case, lack of education and exclusion from the labor market may lead to a return to crime.

Therefore, these are people who are particularly exposed to marginalization and social exclusion, at risk of committing criminal acts and potential clients of social assistance. Raising the level of education of people staying in social rehabilitation institutions and



prisons and enabling them to gain qualifications is an important role in preparing them for life in conditions of liberty.

The aim of the conference was therefore a broadly understood reflection on categories (not) present in the field of education conducted in social rehabilitation, penitentiary and post-penitentiary institutions.

ORGANISERS AND PARTICIPANTS

The meeting was organized by dr hab. Bożena Majerek – head of the Department of Social Rehabilitation and Social Prevention of the Pontifical University of John Paul II in Krakow. The conference was also co-organized by Dr. Agnieszka Domagała-Kręcioch and Dr. Magdalena Bogacka-Lubińska from the Institute of Educational Sciences of the Pedagogical University of Krakow.

The conference was attended by 39 speakers who presented 33 papers:

1. Doc. PhDr. Paed Dr. Barbara Nowak PhD, Uniwersytet Komeńskiego w Pradze, Czechy
Cultural education as an important element of education of convicts in penitentiary centers
2. Doc. PhDr. PaedDr. Lýdia Lehoczka, PhD, Uniwersytet ST. Elizabethod Healthand social Work in Bratislava, Słowacja
Intervention system of help for children with difficulties and socio-developmental disorders
3. Doc. PhDr. PaedDr. Miroslav Gejdoš, PhD, Katolicki Uniwersytet w Ružomberoku, Słowacja
Problems of Roma children and youth in care and rehabilitation institutions
4. Dr Sabina Prejsnar-Szatyńska, Sąd Rejonowy Kraków-Podgórze,
Edukacja w procesie readaptacji skazanych. Zadania Kuratorskiej Służby Sądowej
5. Doc. dr Jirii Prokop, Charles University, Prague, Czechy
Convicted women in prisons with children
6. Mgr Barbara Wilamowska, Prezes Małopolskiego Stowarzyszenia Probacja, Centrum Integracji „Pro Domo”
Activity of the Probation Association in the rehabilitation of convicts and their families



7. Ks. dr hab. Aleksander Posacki, Collegium Verum

Projekt „analizy egzystencjalnej” w teorii i praktyce resocjalizacji

8. Doc. PaedDr. Slavomír Laca, Ph.D., Dr.h.c., Pražská vysoká škola psychosociálních studií, Praha, Česká Republika; Doc. ThLic. Peter Laca, Ph.D., Vysoka Skola zdravotnictva a socialnej prace sv. Alžbety

Possibilities of rehabilitation of homeless people in Asylum Houses in Prague

9. Dr hab. Justyna Kusztal, mgr Karolina Chorąży, Uniwersytet Jagielloński

Kontakty dzieci z osadzonymi rodzicami jako nieobecna kategoria w pedagogice resocjalizacyjnej

10. PhDr. Lenka Štefáková, PhD., Mgr. Júlia Fričová, PhD., Katolicki Uniwersytet w Ružomberku, Słowacja

Educational Methods and Educational Programmes in the Process of Resocialisation in Slovakia

11. St. Szer. Agnieszka Woźniak, st. Szeregowy Piotr Batko, Ppor. Kamil Grabarz, Zakład Karny w Wiśniczu

Educational, cultural and educational activities in the prison in Wiśnicz

12. Dr Jolanta Kraśniewska, Uniwersytet Papieski Jana Pawła II w Krakowie

“Logika serca” w resocjalizacji

13. Dr Paulina Peret-Drażewska, Uniwersytet im. A. Mickiewicza w Poznaniu

Współczesne zjawiska i subkultury dewiacyjne – doświadczenia dydaktyczne

14. Dr Paulina Hornik, Uniwersytet Papieski Jana Pawła II w Krakowie

Życiodajne umieranie. Wolontariat hospicyjny w kontekście procesu resocjalizacji

15. Mgr Małgorzata Wróbel, Młodzieżowy Ośrodek Wychowawczy im. Ks. Karola Wojtyły w Mszanie Dolnej

Zarządzanie zmianą w resocjalizacji

16. Mgr Grzegorz Rzeźnik, Zespół Placówek Resocjalizacyjno-Socjoterapeutycznych w Krakowie

The system of juvenile education in Youth Educational Centers and Youth Sociotherapy Centers.

17. Mgr Dominika Rinchowska, Sąd Rejonowy dla Krakowa-Podgorza, Ośrodek Kuratorski w Krakowie; mgr Małgorzata Znosko, Pedagog, kurator społeczny



School situation of minors staying in probation centers in Krakow - rehabilitation and therapeutic work

18. Mgr Marta Michałek, I ZKSS przy Sądzie Rejonowym w Oświęcimiu

Standardy edukacji resocjalizacyjnej w Polsce - wyobrażenia, a rzeczywistość

19. Dr Katarzyna Stanek, Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie

Supervision of educators in the system of social rehabilitation interactions - an indirect service to support the employee.

20. Mgr Bartosz Michalewski, Stowarzyszenie Monar Poradnia Profilaktyki, Leczenia i Terapii Uzależnień w Krakowie

Difficulties of addicts in obtaining education on the example of the residents of the Readaptacyjny Drop-up Hostel.

21. Dr hab. Bożena Majerek, Uniwersytet Papieski Jana Pawła II w Krakowie

Znaczenie edukacji w procesie resocjalizacji i pomocy postpenitencjarnej. Prezentacja projektu EDUPRIS.

22. Mgr Krzysztof Jasiński, Akademia Nauk Stosowanych w Nowym Sączu

AMITY ART - Aggression Replacement Training in penitentiary practice and the strategy of post-penitentiary interaction.

23. Dr Joanna Żeromska-Charlińska, Uniwersytet Warmińsko-Mazurski w Olsztynie

Trajektorie uczenia się byłej skazanej w kontekście teorii Petera Jarvisa

24. Dr Małgorzata Piasecka, Uniwersytet Jagielloński; dr Karolina Piątek, Uniwersytet Pedagogiczny w Krakowie

Wzmacnianie potencjału osób pozbawionych wolności jako obszar zainteresowania pedagogiki resocjalizacyjnej

25. Dr Magdalena Sadowska, Uniwersytet im. Adama Mickiewicza w Poznaniu

Powrót do społeczeństwa po odbyciu kary 25 lat pozbawienia wolności - aktualne wyzwania dla pedagogiki penitencjarnej

26. Mgr Aleksandra Zając, Sąd Rejonowy w Gliwicach

Interdyscyplinarne podejście kuratorów ds. karnych wobec problemów readaptacyjnych



27. Dr Gertruda Wieczorek, Uniwersytet Pedagogiczny w Krakowie

Nauczanie i dokształcanie skazanych odbywających karę pozbawienia wolności w Zakładzie Karnym w Wojkowicach

28. Dr Gertruda Wieczorek, Uniwersytet Pedagogiczny w Krakowie; mgr Martha Kaznowski

Organizacje pozarządowe udzielające pomocy postpenitencjarnej w Polsce

29. Dr Ewa Śliwa, Uniwersytet Pedagogiczny w Krakowie

Social anxiety and suicidal behavior of adolescents as a consequence of isolation

30. Dr Joanna Wnęk- Gozdek, Uniwersytet Pedagogiczny w Krakowie

Developing gratitude in youth as a chance for rehabilitative change

31. Dr Magdalena Lubińska-Bogacka, Uniwersytet Pedagogiczny w Krakowie

The importance of education in penitentiary institutions and social and vocational readaptation

32. Dr Magdalena Lubińska-Bogacka, Uniwersytet Pedagogiczny w Krakowie; Mjr Mirosław Pomykalski, Oddział Zewnętrzny Aresztu Śledczego w Krakowie - Nowej Hucie

Professional activation of the elderly in penitentiary institutions - projects, training

33. Mjr Mirosław Pomykalski, Oddział Zewnętrzny Aresztu Śledczego w Krakowie-Nowej Hucie

Implemented projects, training for convicts and cooperation with families

The conference had an international character, as it was attended by guests from the Czech Republic and Slovakia. The speakers represented many universities and social rehabilitation institutions (e.g. prisons, courts, probation officers, post-penitentiary assistance facilities, correctional facilities and social therapy centers). The conference attracted a lot of interest, as a total of 112 people participated in it.

EDUPIS PROJECT AND TOOLBOX PROMOTION

During the conference, both the main assumptions of the EDUPRIS project and the developed Toolbox educational tool were presented. During the conference, an infodesk was available where the tool was presented. Volunteers presented the main assumptions of the tool. Nearly 50 Toolboxes were donated during a conference for participants involved in youth activities.



PRE-MEETING ACTIVITIES

In order to properly organize and promote the conference, the following actions were taken:

1. Developing the main theses and leading questions in the subject matter of the conference;
2. Interviews were held with specialists employed in various social rehabilitation institutions (identification and invitation of people who have experience in working with socially maladjusted people);
3. Preparation of personal invitations and sending them by e-mail;
4. Preparation of an invitation to the conference, which was sent by e-mail to 29 universities and 35 social rehabilitation institutions;
5. Promotion of the conference on the website www.upjp2.edu.pl and on FB;
6. Development of the agenda of the meeting;
7. Carrying out a promotional campaign (www, FB, posters);
8. Organization of the hall, sound equipment, catering and promotional materials;

AGENDA OF THE ACTIVITY

Appendix 1.

DOCUMENTS GENERATED BY THE CONFERENCE

1. Attendance list (Appendix 2.)
2. Certificates of attendance (example in Appendix 3.)

OVERALL CONCLUSIONS

The organized conference turned out to be a very important event, during which many challenges and problems in social rehabilitation, penitentiary and post-penitentiary education were identified. The conducted analysis was the source of many interesting discussions on effective systemic solutions, the aim of which would be to improve the education process of socially maladjusted people. An important effect of the conference is also the publication of 269 pages containing extended versions of the speakers' speeches. This monograph will also be available in open access. Its dissemination will be an important element of the promotion of the EDUPRIS project. The publication will be made available in April this year in the ebook version and the textbook version. (Appendix 4.)





612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN
ERASMUS+ KA3

Education, training and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges

“Learning by doing: EDUPRIS National conference”: report.

Edited by: P. Patrizi, G. L. Lepri, E. Lodi, L. Perrella, Università degli Studi di Sassari – UNISS (IT).



The National conference in Italy was organised in Sassari on 22 June 2022.

One of the aims of the project is to develop practical working tools for professionals working with children and/or young adults within the juvenile and criminal justice systems in order to encourage the use of inclusive educational approaches and the promotion of common values during learning. To this end, a pedagogical game has been developed and the aim of the event is to present the EDUPRIS methodology, tools and game experimentation in order to promote them nationally and internationally. For this, a national conference has been organised in Italy, in Sassari, **on 22 June 2022**, entitled **"Learning by doing: EDUPRIS National Conference"**.

The aim of the event was to outline a national action plan on the implementation of the EDURIS methodology and cross-border cooperation with foreign participants outside the project partner countries (Spain, Germany, France, Belgium, and others).

The official language of the event was Italian but ITA <> ENG translation was guaranteed.

Agenda of the event



"Learning by doing: EDUPRIS National conference"

22 of June 2022 – hour 14:00 - 19:00

Istituto comprensivo statale "San Donato" (Via Alessio Fontana, 3, Sassari)

Programma

Ore 14:00 – 14:15: Welcome greetings - Prof.a Patrizia Patrizi, Dott. Gian Luigi Lepri, Dott. Ernesto

Lodi, Dott.a Lucrezia Perrella **Ore 14:15 – 14:45:** The EDUPRIS Project and the aims of National Conference

Ore 14:45 – 18:00: National Conference.

Round table: outline a national action plan on the implementation of the EDURIS methodology and cross-border cooperation with foreign participants outside the project partner countries.

Ore 18:00 – 19:00: Concluding reflections



The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IP1-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Participants

23 people from Italy and 14 people from countries such as UK, Belgium, Greece, Japan, Canada, USA, Thailand, Spain participated.

Contents

The conference was held in the form of a round table discussion in order to initiate a national action plan on the implementation of the EDURIS methodology and cross-border cooperation with foreign participants outside the project partner countries.



Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IP1-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The comparison that emerged made it possible to provide a picture of the state of the art in the field of education and learning paths for minors and young adults within the criminal justice systems of different countries. In fact, it was possible to highlight, also from a pedagogical point of view, both the virtuous processes and the weaknesses in education and learning designed for minors and/or young adults who came into contact with the justice system.

The school and prison systems have some substantial, direct correlations, prescribed not only by the respective institutional roles inserted in the country's social system but also (and above all) by the founding principles that inspire their pedagogical and (re)educational action. This reflection on the educational and social objectives that the school-prison system should/could achieve goes beyond the mere consideration of prison as a place of containment and punishment and of school as an "obligation", proposing instead an idea of reciprocal scaffolding. - co among all the interactants for a shared taking charge, analyzing the topic starting from inside the prison towards the outside of the walls. Among the activities aimed at the social reintegration of prisoners, education therefore appears as one of the fundamental elements of prison treatment, as well as representing one of the indispensable tools to support that path of personal growth and maturation capable of sustaining the abandonment of deviant negative values for a positive social reintegration. At the national level, in order to achieve the educational objectives (education and learning) that the EDUPRIS methodology proposes, it will be necessary to create a special program for education in prison; therefore arises from the need to verify the status quo regarding the training offer, its coherence and functionality, with the aim of enhancing it and adapting it to the social and demographic characteristics of the prisoners and to the peculiarity of the new methodology. A reflection that arose from the need to share the commitment to strengthen the integration and social and work inclusion of minors and adult offenders, reviewing the current organizational model, including the training of teaching staff and prison operators, adopting a flexible and diversified model, centered on the person and on training courses to be correlated to the world of work according to the principles of lifelong learning and guidance. The conference thus promoted an integrated plan of interventions through the experimentation of certifiable, modular and flexible paths in terms of content and duration to favor the acquisition or recovery of individual skills, starting precisely from the project methodology.

Key points:

- a) actions to contrast the stigmatization of marginality and diversity affecting particular ethnic groups, expression of a social and regulatory system which, starting from the school, does not take into account the needs of the minorities found in these contexts;
- b) promote education and training courses aimed at supporting minors and/or young adults in achieving educational goals, planning their own future and building aspirations;
- c) promote professionalizing learning paths, aimed at a future job placement;



- d) action plans at staff level to counter the continuous turnover of workers, which very often makes it difficult to form stable and homogeneous groups, as well as to build stable relationships and trust;
- e) continuous training courses for educators/teachers/professionals;
- f) different and flexible teaching methodologies and guidelines that allow the construction of educational projects that focus on the positive aspects and resources of the children, as well as on their involvement as protagonists of their training and therefore of their future;
- g) set up moments of confrontation with one's own Ministry of Justice, Ministry of Education, Another National-level authority / organisation, Regional and/or local authority / organisation, prisons, education and training providers, Third sector / NGOs / charities / volunteers, church;



Education, training and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges

**Final Conference Report
22nd March 2023**

Merseyside Expanding Horizons hosted a final event showcasing the results and lessons learned from EDUPRIS. We hosted the event at our community facility, The Big Onion. A space that is frequented by support services and organisations for young people particularly in the field of justice.

Profile of participants

Participants were representatives of Local Authority, Youth Targeted Services, Probation Services, NHS, Merseycare (Mental Health Service), Children and Adolescent Mental Health services, Director of Education and Youth Service.

Following on from the inspiration of the International Conference, we facilitated a similar format, preferring to have thematic discussions rather than formal presentations. We wanted practitioners to share their valuable experience and



determine a future plan to build upon the work undertaken by the EDUPRIS project.

Edupris the project was presented to delegates and lessons learned and key achievements shared. We then moved into thematic groups to discuss key issues relation to education and justice and how the EDUPRIS methodology can support their work.

Discussion stimulus were provided to groups to generate material to inform the next steps of the project, to make sustainable plans and collaborate together.

Feedback received included:

- A more co-produced approach to justice and education is needed, all represented and more importantly under represented voices need to be consulted with and considered when making future plans.
- A bigger appetite is needed to work in Criminal Justice, it isn't "sexy" or a profession that is recognised as a purposeful career
- More mental health support is needed, the complexity of mental health is gaining momentum, not just for people in custody or probation but also staff members themselves.
- Suicide rates are increasing and whilst there is a threat to life it is near on impossible to progress positively in education.



- The use of substance, accelerated rates of substance misuse that distort the ability to learn and to be optimistic about the future.
- The increasing number of short term sentences, the time in custody is too short to make significant impact
- The foundations are often missing, there is a serious literacy crisis that is creating barriers to learning
- Educators are not fully equipped with resources to appropriately support learning
- Educators or staff do not receive adequate training to support the complex needs (ACES)
- Not enough time is given to external supervision, staff need to be psychologically supported to be able to effectively support others
- Bigger programmes need to be funded, research programmes especially, where is the research we so desperately need?
- A healthier communication between organisations supporting one individual to avoid duplication and frustration
- A more holistic approach to education, consider differentiation, learning styles, mixture of formal and informal education, vocational routes and more open provision enabling inmates to have access to education and employment in the community prior to release.



The event was well attended, 20 participants from the UK and 5 from Ireland. The significance of participants from Ireland is that it supports our sister organisation who is a new organisation in Ireland (REDIAL) to continue international collaboration post BREXIT. The attendees from Ireland are key stakeholder in justice and community settings and provided an opportunity to cement new working relationships in Ireland.

Prepared by Stacey Robinson, Merseyside Expanding Horizons, Psychologist



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN
ERASMUS + KA3

Education, training, and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges

NATIONAL CONFERENCE - REPORT

The event was carried out on 27th April 2023, with Educators that teach within the prison environment and Professionals from the Criminal Justice System at Edifício Rumos de Futuro – Sintra Prison Facility, Portugal



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Partners

West University of Timisoara – **UVT** (Romania) – Coordinator

Centrul Pentru Promovarea Invatarii Permanente – **CPIP** (Romania)

Gherla Prison – **PGCJ** (Romania)

UNIVERSITA DEGLI STUDI DI SASSARI – **UNISS** (Italy)

Association for the Regional Initiative Development – **ARID** (Poland)

Pontifical University of John Paul II – **UPJP** (Poland)

Stitching Foundation ICPA Office in Europe – **ICPA**

APROXIMAR, Cooperativa de Solidariedade Social, CRL – **APX** (Portugal)

Merseyside Expanding Horizons – **MEH** (United Kingdom)

Authors

APROXIMAR, Cooperativa de Solidariedade Social – Portugal

Project's Coordinator

West University of Timisoara – **UVT** (Romania) - Coordinator

Publication Date

2023

Agreement Number: 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Index

| | |
|---|----|
| Introduction | 4 |
| Recommendations for Improvements | 4 |
| Characterisation of the Event | 5 |
| Objectives of the Event..... | 5 |
| Format and Organisation of the Event..... | 5 |
| Participants' Profile | 5 |
| Evaluation of the Event | 7 |
| Agenda | 7 |
| Management and Organisation | 8 |
| Facilities and Equipment | 8 |
| Speakers | 9 |
| Overall Satisfaction | 10 |
| Attachments..... | 12 |
| Attachment 1. Agenda of the Event..... | 12 |
| Attachment 2. Photographic Record..... | 13 |

Introduction

The purpose of this report is to showcase the results obtained from the National Final Conference conducted as an integral component of the **EDUPRIS initiative – Education, training, and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educational challenges.**

This event was carried out in a face-to-face format, at Edifício Rumos de Futuro - Sintra Prison Facility, Lisbon, Portugal. The Conference was specifically designed to cater to a particular audience, namely professors and educators who impart knowledge within prison settings. Additionally, professionals who actively engage in the Criminal Justice System and work closely in the field were also encouraged to attend.

This inclusive approach ensured that individuals with first-hand experience and expertise in the prison education system, as well as those who contribute to the overall functioning of the Criminal Justice System, were present at the event. By bringing together this diverse knowledge, the Conference fostered an environment of collaboration, knowledge exchange, and professional growth.

Therefore, this document is divided into four chapters:

- I. **Recommendations for Improvement**, considering the opinion given by the participants contributing to a constant improvement of the events, as well as the improvement of concepts and themes discussed during the Conference.
- II. **Characterisation of the Event**, where the process for the organisation and preparation of the event will be described in detail, as well as the participants' profiles.
- III. **Evaluation of the Event**, which will present the results of the evaluation of the participant's satisfaction with the event.
- IV. **Attachments**, where the documents of the event will be presented.

Recommendations for Improvements

The participants' feedback following the conference was overwhelmingly positive. While no significant critiques or specific suggestions were raised, their consistent expression of enthusiasm and eagerness to participate in future activities and events in this field was particularly noteworthy. The attendees recognized and emphasized the importance of sustaining the progress achieved thus far in this area of work, acknowledging its profound impact not only on the professional lives of educators and practitioners but also on the lives of the students themselves.

Their feedback reflected a shared belief in the transformative power of education in prison and a collective commitment to further advancing and expanding its reach. Such resounding support from the



participants validated the significance of the Conference and provided a strong impetus for continued efforts in this vital domain.

Characterisation of the Event

Objectives of the Event

This National Conference emerges as an activity to be implemented within the scope of EDUPRIS - **Education, training, and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educational challenges**. It belongs to Working Package 2. Dissemination, Upscaling and Promoting Inspiring Practices through EDUPRIS Methodology.

The primary focus of this Conference centred on the exchange of practices and experiences among educators. The Conference aimed to facilitate a meaningful dialogue between two groups of educators: those actively engaged in implementing the EDUPRIS initiative activities and those teaching within the Prison Facilities of Linhó and Sintra. By bringing together these two distinct cohorts, the Conference provided a space for educators to share their valuable insights, methodologies, and first-hand experiences.

The Conference created an environment conducive to collaborative learning, enabling the participants to engage in meaningful discussions, explore innovative teaching approaches, and gain inspiration from one another's successes and challenges. The overarching goal was to foster a culture of knowledge sharing and mutual support, ultimately enhancing the quality of education within prison settings.

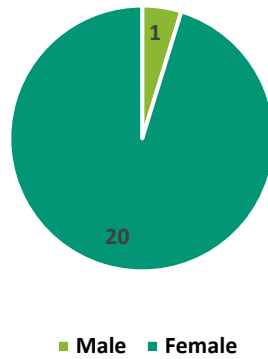
Format and Organisation of the Event

The event was held on 27th April 2023, in a face-to-face format at Edifício Rumos de Futuro – Sintra Prison Facility, Lisbon. The National Conference took place between 10:00 am and 4:00 pm and counted the presence of 22 participants.

Participants' Profile

As mentioned earlier, the National Conference had a total of 22 participants that attended the event. Of these 22 participants, 1 was male and 21 were female, as you can see in the graphic below (**Graphic 1**).

Participants' Gender

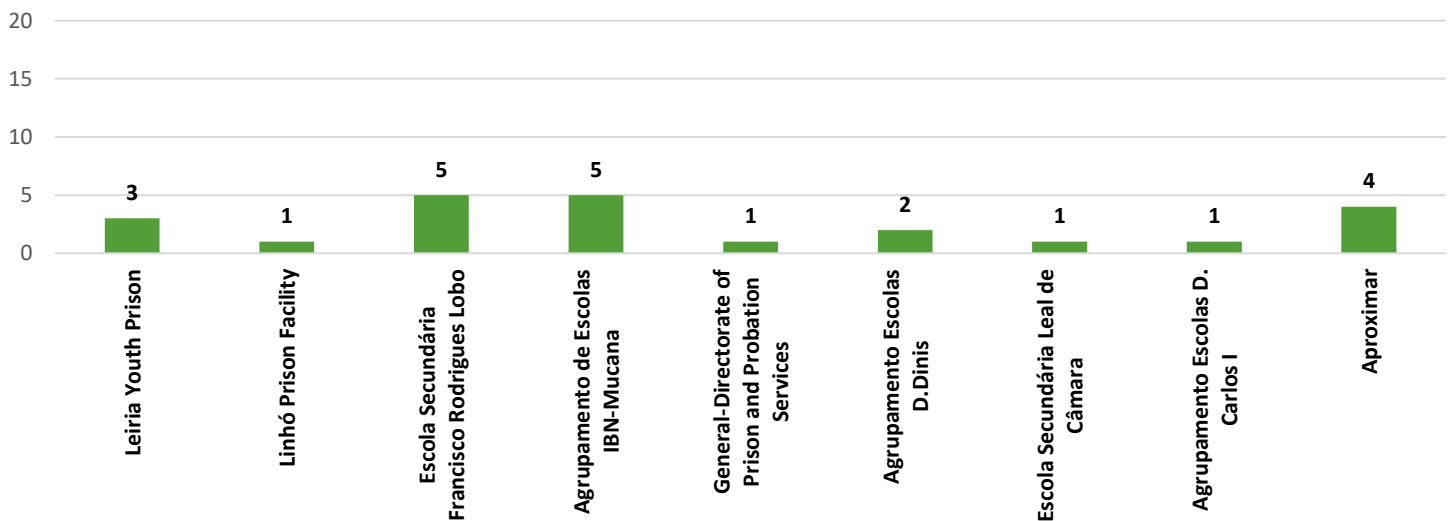


Graphic 1 | Participants' Gender in the National Conference

The National Conference saw representation from **Leiria Youth Prison (3)**, **Linhó Prison Facility (1)**, **Escola Secundária Francisco Rodrigues Lobo (5)**, **Agrupamento de Escolas IBN-Mucana (5)**, **General-Directorate of Prison and Probation Services (1)**, **Agrupamento Escolas D.Dinis (2)**, **Escola Secundária Leal de Câmara (1)**, **Agrupamento Escolas D. Carlos I (1)**, and **Aproximar (4)**.

Graphic 2 presents a visual description of these results.

Participants' Organisation



Graphic 2 | Participants' Organisation

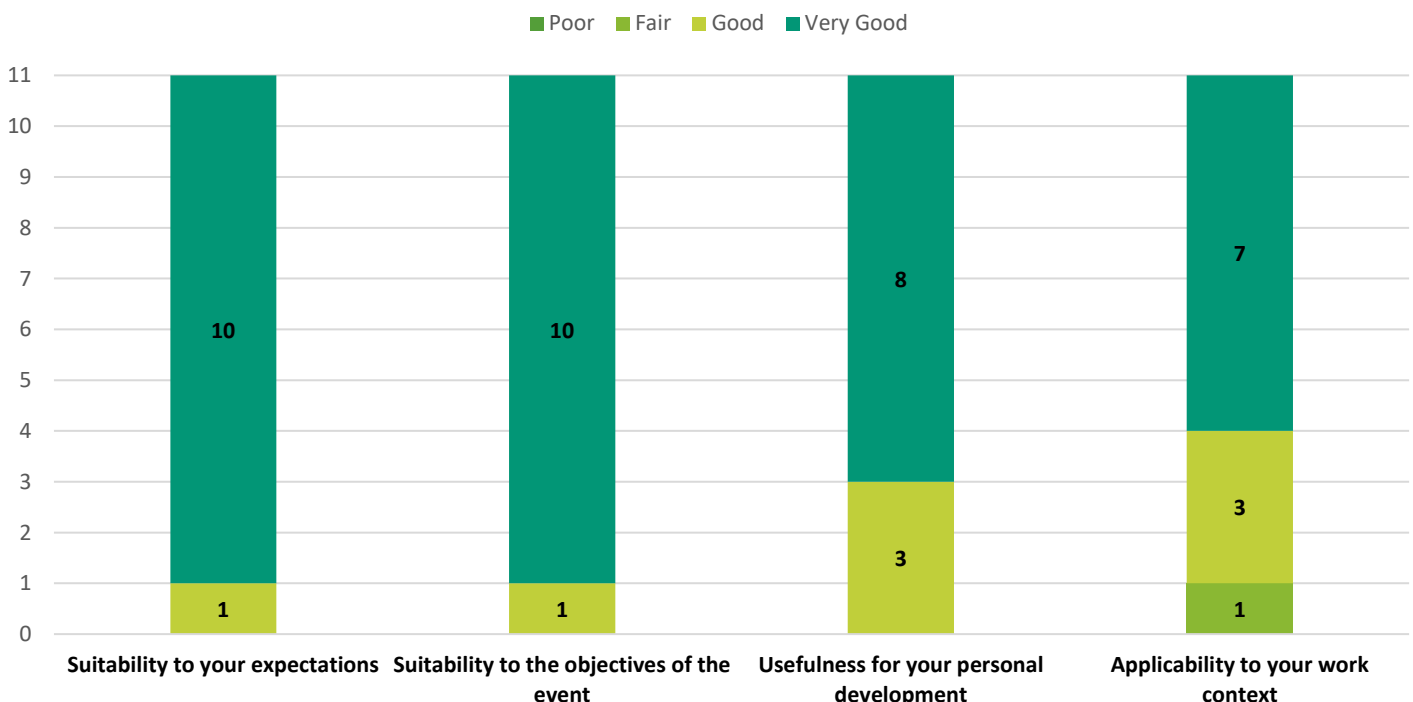
Evaluation of the Event

Upon concluding the event, the Aproximar team requested participants to complete a brief Satisfaction Evaluation Questionnaire aimed at assessing their level of satisfaction regarding the agenda of the event, the management and organisation, facilities and equipment, and speakers, ending with an Overall satisfaction of the event. **The questionnaire employed a rating scale ranging from 1. Poor to 4. Very Good, with an option for “Non Applicable”.** Regrettably, out of the 22 attendees, only 11 questionnaires were received, limiting the sample size for evaluation.

Agenda

The agenda of the event was assessed based on the following indicators: suitability to your expectations, suitability to the objectives of the event, usefulness for your personal development, and applicability to your work context.

Evaluation of the Agenda of the Event



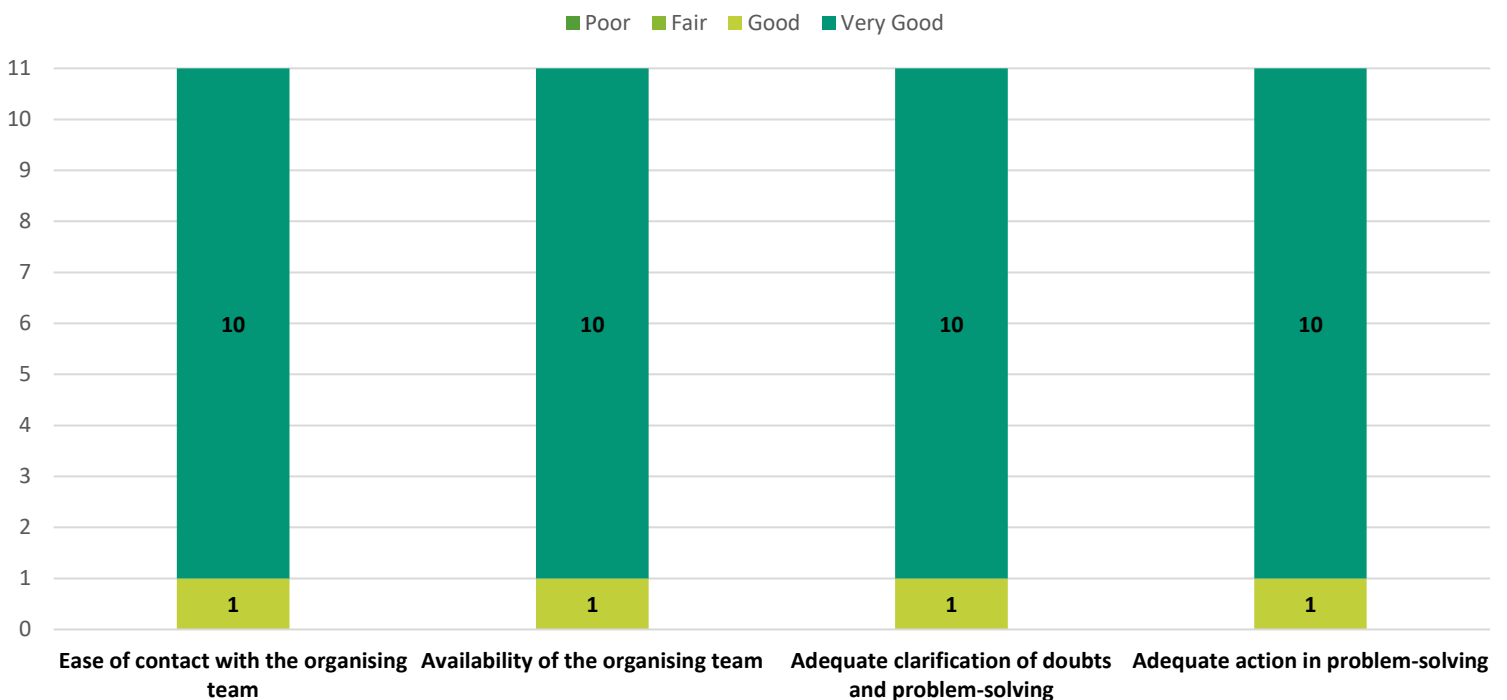
Graphic 3 | Evaluation of the Agenda of the Event

The participants’ assessment indicated that the objectives set at the outset of the Conference were not only achieved but also exceeded but also their expectations. Participants found the conference to be immensely valuable, not only in terms of personal growth but also for their professional development (Graphic 3).

Management and Organisation

The management and organisation of the event were assessed based on the following indicators: ease of contact with the organising team, availability of the organising team, adequate clarification of doubts and problem-solving, and adequate action in problem-solving.

Evaluation of the Management and Organisation



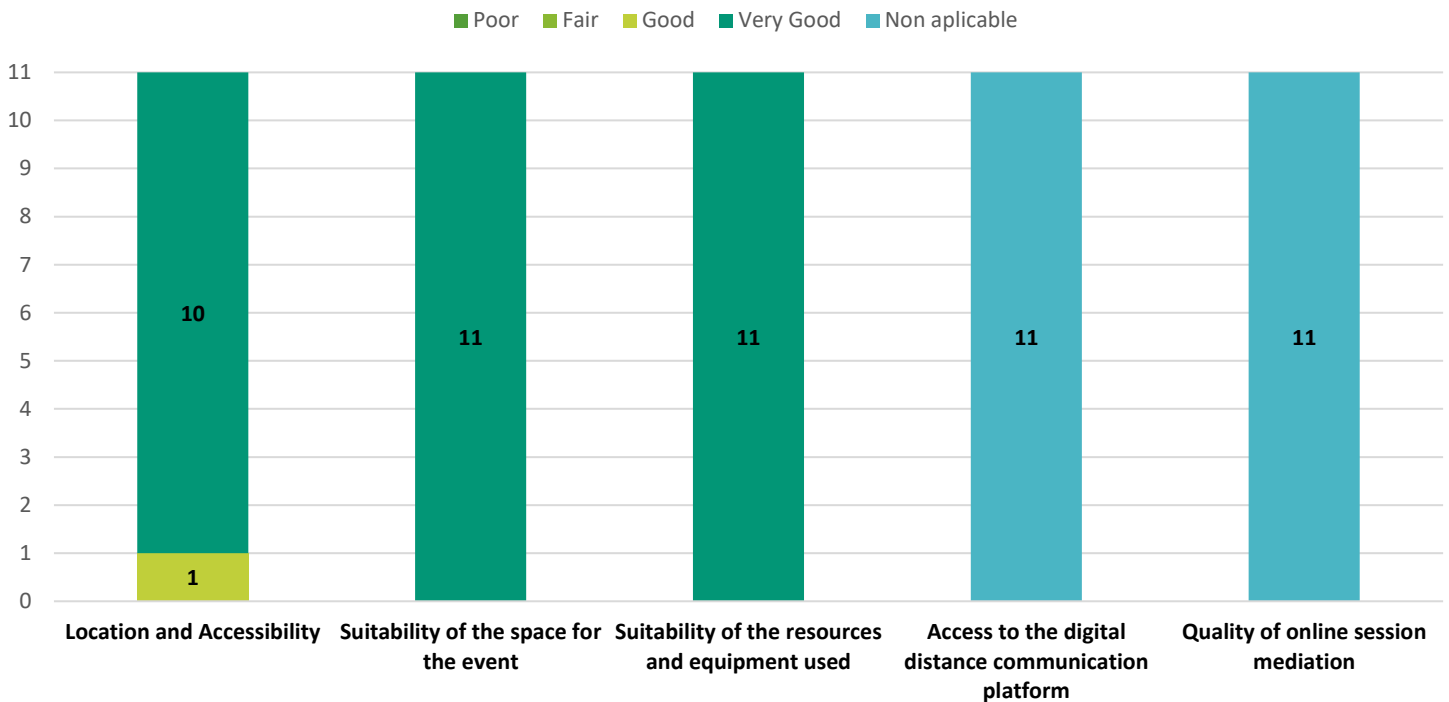
Graphic 4 | Evaluation of the Management and Organisation of the Event

Regarding the Organisation and Management of the Conference, the results were equally outstanding. The participants acknowledge the excellent ability of the organising team in addressing challenges and ensuring a smooth flow of the event. The organisers demonstrated a commendable capacity for problem-solving, promptly addressing any issues that arose during the Conference (**Graphic 4**).

Facilities and Equipment

The facilities and equipment were assessed based on the following indicators: location and accessibility, suitability of the space for the event, suitability of the resources and equipment used, access to the digital distance communication platform, and quality of online session mediation.

Evaluation of the Facilities and Equipments



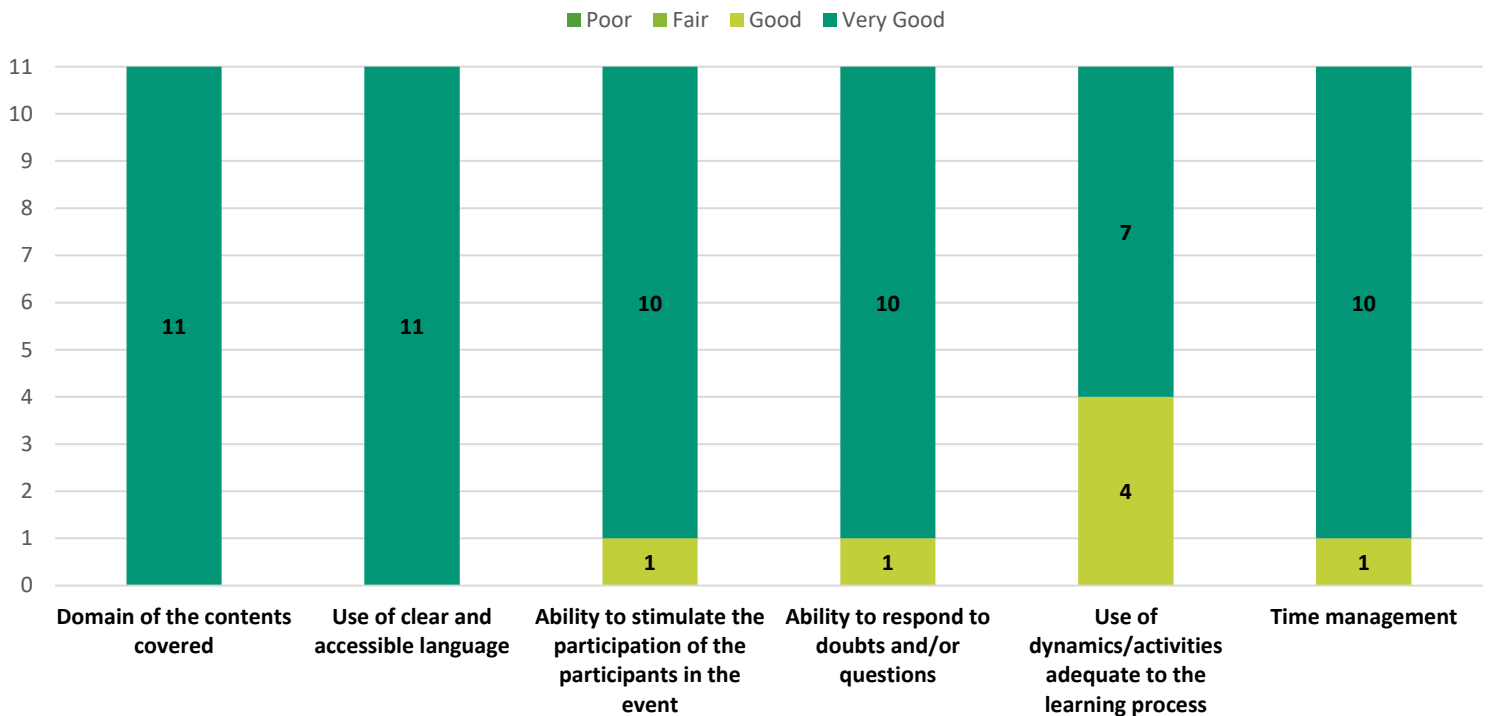
Graphic 5 | Evaluation of the Facilities and Equipment's used during the event

The evaluation of the facilities and equipment used for the Conference was overwhelmingly positive, with the majority of the participants rating them as “Very Good”. This positive assessment reflects the participants with the physical space and resources provided for the event (**Graphic 5**). However, it is important to note that since the event was conducted in a face-to-face format, the evaluation did not encompass access to remote communication platforms or the quality of online sessions.

Speakers

The agenda of the event was assessed based on the following indicators: domain of the contents covered, use of clear and accessible language, ability to stimulate the participation of the participants in the event, ability to respond to doubts and/or questions, use of dynamics/activities adequate to the learning process, and time management.

Evaluation of Speakers Performance



Graphic 6 | Evaluation of Speakers performance

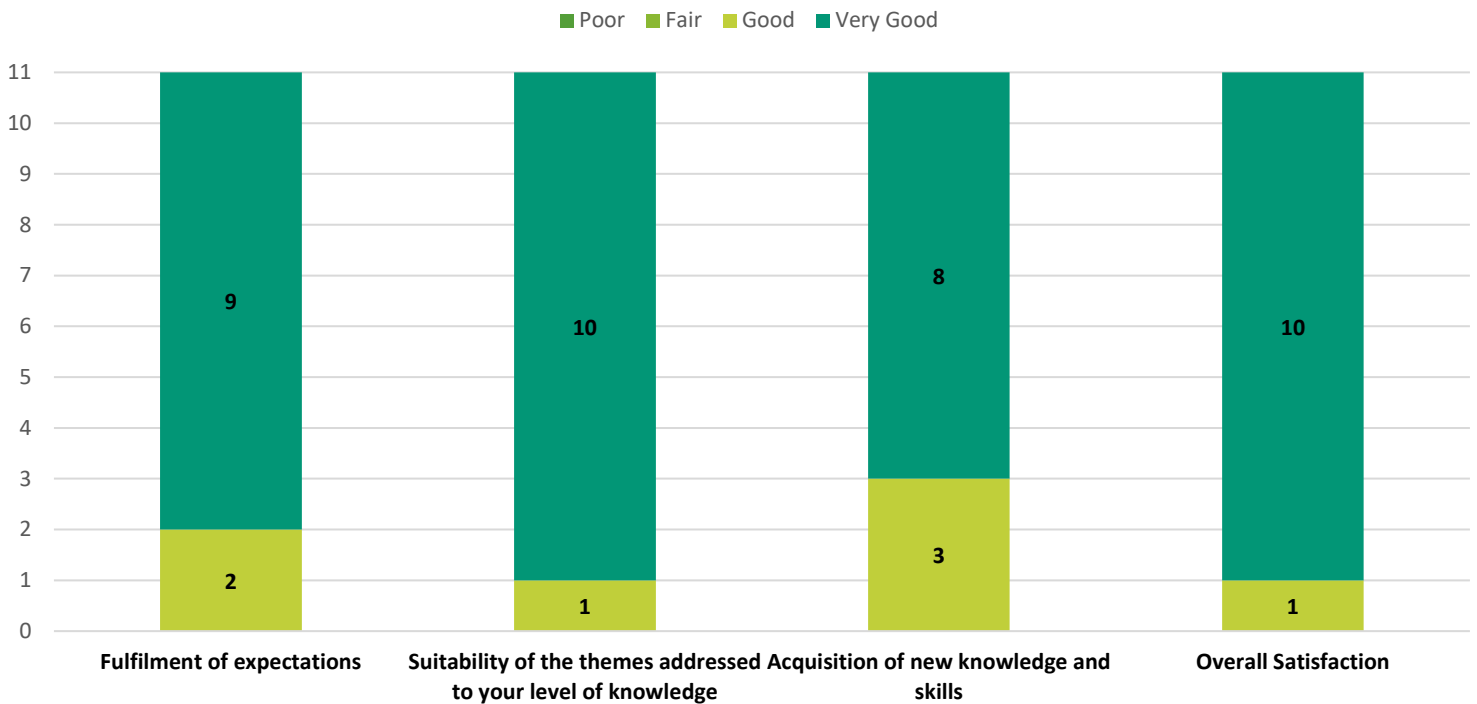
Regarding the speakers’ performance, the majority of participants rated it as “Very Good”. This positive feedback reflects the participants’ satisfaction with the quality of the presentations and the speakers’ ability to effectively deliver the content (**Graphic 6**). The speakers’ domain regarding the contents covered in their presentations was one of the key indicators that stood out in the evaluation. Participants appreciated the speakers’ knowledge and expertise, which enhanced the credibility and relevance of the content presented.

Another critical aspect that received unanimous feedback was the speakers’ use of accessible language. The speakers’ effective communication skills helped create an inclusive and engaging learning environment, ensuring that all participants felt included and valued.

Overall Satisfaction

The agenda of the event was assessed based on the following indicators: Fulfilment of expectations, suitability of the themes addressed to your level of knowledge, acquisition of new knowledge and skills, and overall satisfaction.

Participants' Overall Evaluation



Graphic 7 | Participants' Overall Satisfaction with the Event

The questionnaire also included a more generalized parameter at the end to evaluate the overall satisfaction of the participants with the event. The overall evaluation of the Conference was exceedingly positive, with the majority of participants rating it as “Very Good” (**Graphic 7**). This positive feedback indicates that the Conference successfully met the expectations of most attendees. The participants found the topics addressed during the event to be highly relevant and aligned with their professional knowledge and expertise.

The positive evaluation suggests that the conference effectively catered to the needs and interests of the participants. The Conference provided a platform for in-depth discussions, sharing of best practices, and exploration of emerging trends and challenges within the field of education in prison environment and the Criminal Justice System.

By aligning the topics with the participant’s existing knowledge and professional backgrounds, the event created an engaging and meaningful learning experience.

Attachments

Attachment 1. Agenda of the Event

Programa Erasmus+ - KA3
Número da Iniciativa: 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN

Promovido por:

ENCONTRO FINAL

Dia 27/04

Agenda

- 10:00** — **Encontro - Estabelecimento Prisional do Linhó**
Acolhimento pela Direção
- 10:30** — **Visita às instalações de ensino do Estabelecimento Prisional do Linhó**
Visita guiada com apresentação de projeto educativo em simultâneo / Q&A
- 11:30** — **Saída para o Estabelecimento Prisional de Sintra**
- 12:00** — **Visita às instalações de ensino do Estabelecimento Prisional de Sintra**
Visita guiada com apresentação de projeto educativo em simultâneo / Q&A
- 12:30** — **Encontro do Grupo no Edifício Rumos de Futuro**
Apresentação da Aproximar e iniciativas na área da Educação
Apresentação do EDUPRIS e principais resultados
- 13:15** — **Almoço - Edifício Rumos de Futuro**
Oferta Aproximar - registo obrigatório:
<https://forms.office.com/e/ZhCrgaSS5z>
- 14:00** — **Atividades de Grupo - Partilha de Experiências e Práticas**
- 16:00** — **Avaliação | Encerramento**

A Conferência Final do EDUPRIS irá decorrer em Português (PT)

Clique aqui para se registrar

| abril 2023 | | | | | | |
|------------|----|----|----|----|----|----|
| D | S | T | Q | Q | S | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

Data suscetível a alterações. Para mais informações:
contacto@aproximar.pt or (+351) 211 336 681

Attachment 2. Photographic Record





www.edupris.eu



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication under the project EDUPRIS 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.