



eduPRIS



4.1 NATIONAL STRUCTURED PUBLIC HEARINGS OF THE STATE OF EDUCATION AND LIFELONG LEARNING PATHWAYS FOR MINORS AND YOUNGSTERS INTERACTING WITH THE CRIMINAL CORRECTIONAL JUSTICE



Uniwersytet Papieski
Jana Pawła II
w Krakowie



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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

Structured Public Hearing

9th March 2022

Sassari, Italy

MINUTES

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



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Place and date: Sassari (Italy), 9 March 2022 from 10:00 a.m. to 1:00 p.m.

Organization: Department of Human and Social Sciences, University of Sassari

Title: EDUPRIS - The possibilities of the future and the possible future: from instruction to learning

Participants:

- Dr. Gianluca Guida, Director of the Penal Institute for Minors of Nisida (Naples)
- Prof. Filippo Sani, Associate Professor and Pedagogue, University of Sassari (Sardinia, Italy)
- Dr Stella Di Tullio D'elisiis, Psychologist, Regina Coeli District House in Rome (Lazio, Italy) and Regional Superintendency of Penitentiary Administration of Lazio, Abruzzo, and Molise (Italy).
- Prof. Filippo Dettori, Associate Professor (UNISS), pedagogue and Honorary Judge at the Juvenile Court of Sassari (Sardinia, Italy)
- Dr. Gabriella Serra, Responsible for the legal-pedagogical area of the Penal Institute for Minors of Quartucciu (Cagliari), Referent for the training area
- Dr. Giuseppina Manca, Researcher and pedagogue, University of Sassari
- Dr Carla Sorace, Psychologist and Honorary Judge of the Juvenile Court of Rome (Lazio, Italy).

The 9th March 2022 the University of Sassari organised a structured public hearing organised.

The event aimed to initiate a discussion, with various experts, on the state of education and learning pathways for minors and young adults in penal institutions.

The event involved several experts working in various capacities with children and/or young adults in the context of criminal justice and juvenile justice.

The discussion with and between the experts provided a rigorous picture of the state of the art in education and learning paths for minors and young adults within the criminal justice system. It was possible, in fact, to highlight, also from a pedagogical point of view, both the virtuous processes and the weaknesses of the system of the current Juvenile Penal Institutes (IPM) located throughout Italy.

With the law on the criminal trial of juvenile offenders, Presidential Decree 448/1988¹ and Legislative Decree 272/1989², Italy has placed itself at the forefront of European countries in terms of juvenile criminal legislation. The *rationale of the law* is based on the residual nature of prison and, therefore, on the need not to interrupt ongoing educational processes. For this reason, it is

¹ D.P.R. 22 settembre 1988 n. 448 “Disposizioni sul processo penale a carico di imputati minorenni” (Presidential Decree 448/1988 - Provisions on the criminal trial of juvenile offenders)

² Decreto Legislativo 28 luglio 1989, n. 272 “Norme di attuazione, di coordinamento e transitorie del decreto del D.P.R. 448/1988 recante disposizioni sul processo penale a carico di imputati minorenni” (Legislative Decree 272/1989 - Implementing, coordinating and transitional provisions of Presidential Decree 448/1988 Provisions on the criminal trial of juvenile offenders)

possible to promote pedagogical strategies aimed at using the prisoner's mistakes as engines of change and personal emancipation. In this regard, it is necessary to facilitate and assist the formation of *empowering* dynamics through a variety of strategies.

Thanks to these laws, over the years, there has been a virtuous proliferation of initiatives and projects in Juvenile Penal Institutions by the third sector that have undoubtedly influenced the quality of life in prison. These experiences have been able to take place also thanks to the culture of the latest generations of directors of the institutions, who have advanced concepts of criminal law, especially in terms of restorative justice. While appreciating the goodness of these initiatives, it is also necessary to recognize some of their shortcomings: they are mostly theatre projects or food preparation workshops. On the contrary, it would be essential to give greater encouragement to playful competition, using games that help work on self-esteem and personal identity, and sometimes on the collective identity and sense of continuity of those taking part.

To defeat or at least mitigate the logic of total institution it is necessary to "reason more *ad personam*", in the direction already taken by some IPM in Italy. It is precisely the perspective of Presidential Decree 448/1988 and Legislative Decree 272/1989 that allows this orientation, which is mainly favoured by the relatively low numbers of IPMs. Of course, some problems remain and are not easy to solve, such as those related to young people responsible for particularly serious crimes against the person or multiple offences or, again, characterized by oppositional attitudes such as to jeopardize the complexity of social relations within the IPM. We should also add the presence of aggression or simple quarrels that can always occur, as well as what is still, even today, a difficult topic to deal with, that of sexuality, knowing that many of these young people are already parents. The answer to these problems is not simple but can be found in the good practices that current legislation allows. For example, the separation of minors and young adults who are allowed to remain in IPM until the age of 25 if they have committed crimes as minors. Other positive elements are the absence of uniforms on the staff of the IPM, a small sign of proximity that together with others can contribute, slowly and in the long run, to mitigate the rigors of the institution.

Despite these strengths, in many cases IPM still responds to the mechanisms of the total institution and thus to the hetero directed organization of temporality which is an obstacle to the autonomous capacity to determine the future. The mechanism of infantilization that intrinsically pervades any total institution closely follows. Unfortunately, not only in Italy, but these inflexible mechanisms are also often combined with the tendency to hit a wide range of marginality, made up of low levels of literacy, processes of social and cultural victimization, lack of support networks. This stigmatization of marginality and diversity affects, as is well known, ethnic groups which, in fact, are present in large numbers in the IPM. This is a real "structural discrimination", which has systemic features, i.e., it is the expression of a social and regulatory system which, starting from the school, is blind and impervious to the needs of minorities.

In the prison context, the possibility to undertake training can be an important tool. The challenge is to ensure that offenders have access to training and professional paths that do not bind them further to paths of "low prestige and social recognition". Starting from these assumptions, the

objective of any intervention in this field should be to promote education and training pathways oriented to support minors and/or young adults in achieving their educational goals, in planning their future and in building aspirations where aspirations are not cultivated, often precisely because of rigidity and prejudices of the system.

Most of the time, those passing through penal institutions, especially juveniles, have not had the opportunity to equip themselves with the tools such as education and training to change their world. The possibility that the "restriction" in the Institution provides them with that opportunity is the task of adults, also to give meaning again to the time of detention: no longer as time taken away from life but as an opportunity to build a new life. From the discussion, it emerged that it is important to plan learning and training pathways that focus not only on content, but on the meaning of what is learned, the meaning that the person gives to it and how the person relates it to his or her life. This is the basic problem with all learning pathways: too often it is taken for granted that those who study know exactly why they do it and what it is for.

Particularly within justice systems, it is not enough to propose learning pathways aimed at filling the previous gaps, characterized by programs of compulsory education aimed at filling the gaps of return illiteracy (and sometimes also outgoing illiteracy, i.e., that knowledge that is lacking despite the acquisition of a qualification). All this learning is aimed at "knowledge" in general, to allow a minimum of personal autonomy. In this way, we try to limit the risks of early school dropout, which leads to a voluntary exit from the educational circuit, and which constitutes the "hunting ground" of organized crime. Vocational training, aimed at future job placement. They often lead to low-profile, fragile, and temporary jobs that do not actually guarantee a real social role. It is not enough to acquire "know-how", but it is also necessary to perceive oneself in the role of a worker, i.e., a member of an organisation with a role, skills, and responsibilities. Transformative learning (Mezirow, 2003), i.e., learning that can affect one's point of view and able to affect behaviour, capable of confirming one's point of view and creating patterns of action and behaviour that are different from the past. These are the most desirable but complex behaviours: they involve higher order cognitive functions and require an interpretation of behaviour to go beyond impulsive action. Therefore, they often produce disorientation because they lead to a reflection on oneself, on one's choices and finally to a rethinking of the self, to a revision of the past (not to a denial of it, which would be impossible) to open to new, unprecedented, and totally unknown perspectives.

Learning becomes transformative not in relation to specific contents but in relation to their meaning, starting from the analysis of previous behaviour that has followed tacit, unconscious, sedimented patterns, until it is confronted with new perspectives of action. In this way, the meaning attributed to learning changes radically: it is no longer utilitarian and expendable only in the immediate future, but capable of modifying one's "knowing how to be" in the long term. Therefore, transformative learning aims at changing the perspective of meaning of one's actions also to free oneself from previous convictions and certainties, often matured in contexts of illegality and criminality.



For learning to be truly meaningful it is necessary to start with the specific person to whom it relates, as true learning is never a solitary experience but is co-constructed in relationship. Learning could be transformative if:

- produces evolution and change
- changes self-perception
- activates problem solving strategies
- significantly changes the perspective of the meaning of action
- implements empathy and acceptance of others' needs.

These are all very important objectives in education, but obviously special attention must be paid to changing relationships in an increasingly violent and individualistic society. It is essential, then, that educators help minors/young people to answer questions such as: "who am I?", "what do I expect from others?" "At the same time, educators will have to review some educational guidelines, i.e., think about what messages the children have received, also in the educational sphere, e.g.: "do you have to be the best or do you seek the best to fulfil your life? ", "are you competing or are you growing? ", "must you become like the winners, or must you become yourself to the best of your ability? ", "Should you not make mistakes, or can you learn from your mistakes? ".

Transformative learning always questions the need and pushes to look for new answers, not immediate, not utilitarian. It tries to change the approach with the need itself, it pushes to put oneself in play, to give new meanings to one's actions, to meet/listen to the interlocutor, to cover the weight of one's actions on others. Knowledge comes from sharing with the other person and his own world and then returning to reflect on oneself. If learning has these characteristics, it will help children to become protagonists of reality against all forms of dependence or subjection, in increasing autonomy as they progressively move away from adult supervision. This will also implement the ability to cope with negative events through self-produced solutions and not thanks to the intervention of others. This means enhancing the agentiveness of the individual in training and freeing him from dependence.

The encounter between school and prison shows, however, sometimes many criticalities and the need for alternative solutions emerges. The comparison with some operators working with minors in penal institutions points out, among the criticalities, the continuous tour over of people in prison and this often makes it difficult to set up stable and homogeneous class groups, as well as to build stable and trusting relationships.

The psychological, physical, and emotional state of the young people is another of the difficulties noted, in particular: the stress of the context of imprisonment, the uncertainty of the legal position, the lack of motivation to study and attend training offers, learning difficulties that are not always diagnosed.

The preparation of the teachers, their ability to manage small groups and to find different and flexible teaching methods, was one of the elements highlighted by the operators that would require special attention when meeting these two contexts, school, and prison.

On the other hand, the construction of educational projects that focus on the positive aspects and resources of young people, as well as on their involvement as protagonists of their own education and therefore of their future, was found to be among the necessities for promoting change. However, this is only possible if we adults also change the way we look at prison: no longer a “school of crime” but a “school of legality and opportunities for change”.

Starting from the awareness that the choice of educational tools depends strongly on the criminal justice and penitentiary policies and practices in each country, it would be desirable to explore a potential unified approach at European level to ensure quality to all the educational experiences that a juvenile and/or young adult offender lives within the justice systems. So which way should we go to try to achieve these goals?

- Always start from the knowledge of the person (educating), his/her needs, potential and interests so that his/her story is not just a burden of mistakes but a suitcase to be opened to bring out only the best.
- Teaching them to read and/or re-read the context from a variety of perspectives.
- Placing them in different contexts than those they have already experienced could really help them acquire a new identity.
- Helping them to reflect on the concept of well-being and then helping them to seek it (a priority objective of restorative justice) by starting from a reconstruction of their relationships with others but also with themselves, making it clear that it is not just a question of economic well-being but of relational well-being, which is only possible through positive interdependence with others.
- Offering tools and knowledge that can be used in several contexts
- Offer them meaningful meetings with authoritative adults and reflect on the models used by young people: fashion bloggers? footballers? VIPs? Or even worse: violence and crime, where the winning model is only the strongest?
- The search for different teaching methods is closely linked to the preparation but also to the ability and creativity of the teacher, as well as to the flexibility of the projects for the pupils, which must never disregard the personal history of the learner.
- The dialogue with the judicial authority: complex and narrow in a framework that is legal, though more possibilistic for minors. Sometimes what one thinks is not feasible precisely because of the framework in which the school and prison meet. It would be desirable and useful for the educational component to be involved in the dialogue, especially when important decisions are taken.

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**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**

PUBLIC HEARINGS REPORT

**organized on June 10, 2022 at 11:30-14:00
ul. Bernardyńska 3, Auditorium**

Edited by: Bożena Majerek & Justyna Janik

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).



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TOPIC OF THE MEETING

One of the significant problems arising in the process of juvenile education, social rehabilitation and post-penitentiary assistance for people who settle prisons is the neglect or underestimation of the role and place of the family. For this reason, the main topic around which the public debate was organized was: *The importance of the family in the process of rehabilitation and post-penitentiary assistance. Educational context.*

In order to conduct a multifaceted discussion and analysis of the problems related to this issue, representatives of 11 different social rehabilitation institutions were invited to the meeting. All persons to whom the inquiry was sent in the form of an e-mail accepted the invitation. The event was also promoted by:

- posters exposed in the UPJP2 buildings (available in attachment);
- publishing information on UPJP2 Facebook:
<https://www.facebook.com/UPJP2/posts/pfbid02qqZTG1Z5qaSzmuPtFm1LkwDLXvoU5AHKgZz9kctVmEG1da4Tpu6XNdi2AGmivfQ3l>;
- sending official invitations to selected organizations (e.g. available in attachment).

ORGANIZERS AND PARTICIPANTS

The organizer of the meeting and the person conducting the discussion was prof Bożena Majerek - head of the Department of Social Rehabilitation and Prevention of the Pontifical University of John Paul II in Krakow.

The expert debate was attended by:

1. Karolina Chabińska - educator at the Remand Center in Kraków,
2. Barbara Dunikowska - the family in a form of foster care,
3. Honorata Harsche-Zarzeczny - employee at the MONAR Addiction Treatment, Therapy and Rehabilitation Center and in the Małopolska PROBACJA Association (post-penitentiary aid),
4. Filip Kaszyński - educator and therapist at the Youth Socioterapy Center,
5. Katarzyna Kutek-Sładek PhD - head of the rehabilitation department at UPJP2,
6. Natalia Marszałek - educator at St. Louis Care and Educational Institution,



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7. Marta Michałek - a member of the Probation Court Service Team at the District Court in Oświęcim,
8. Barbara Sordyl – Lipnicka PhD - social worker and lecturer at UPJP2,
9. Ewelina Startek - employee at the PROBACJA Association in Małopolska (post-penitentiary assistance),
10. Agata Świdrak - educator at the Remand Center in Kraków,
11. Paweł Witek PhD - social curator and lecturer at the Academy of Humanities and Economics in Łódź

A total of 40 people participated in the meeting, including: educators and employees of schools and social rehabilitation institutions and students of UPJP2.

PRE-MEETING ACTIVITIES

In order to properly organize and promote the public debate, the following activities were undertaken:

1. Development of the main theses and leading questions in the debate issues;
2. Interviews 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. Developing the agenda of the meeting;
5. Conducting a promotional campaign for the debate (FB, posters);
6. Organization of the hall, sound equipment, catering and promotional materials;
7. Organizing a study visit to the Remand Prison in Krakow for UPJP2 rehabilitation students;
8. Promotion of the EDUPRIS project during a study visit to the Remand Center in Kraków;

AGENDA



- 11:30 - 11:35** Greeting the meeting participants
- 11:30 - 11:50** EDUPRIS – presentation of the project aims
- 11:50 - 12:50** Work with the family in selected social rehabilitation centers and institutions.
Discussion and recommendations for solutions
- 12:50 - 13:05** Coffee break
- 13:05 - 13:45** Inter-institutional cooperation in the inclusion of families in the process rehabilitation and post-penitentiary assistance.
Discussion and recommendations for education
- 13:45 - 14:00** Information point - the opportunity to get acquainted with educational tools developed as part of the EDUPRIS project

MEETING SUMMARY

During the meeting, the following topics were discussed:

I. Work with the family in selected social rehabilitation centers and institutions

1. What is the role of the family in the process of social rehabilitation and post-penitentiary assistance?
2. How is the cooperation with the family in selected social rehabilitation centers and institutions?
3. What problems can be identified in work / cooperation with the family in the process of rehabilitation or post-penitentiary care?
4. What support do families need in the context of problems requiring social rehabilitation or post-penitentiary interactions?

II. Cooperation between institutions in the scope of including the family in the process of social rehabilitation and post-penitentiary assistance

1. How is the cooperation between institutions in the field of family inclusion in the process of social rehabilitation / post-penitentiary assistance?



2. What problems can be identified in the organization and course of cooperation between institutions in the field of family support in the context of social rehabilitation and post-penitentiary assistance?
3. What examples of good practices have been developed in the field of cooperation with the family in the course of the process of rehabilitation and post-penitentiary assistance?
4. What systemic changes should be introduced to improve the organization and course of interinstitutional cooperation in the field of family support in the context of rehabilitation and post-penitentiary assistance?

III. Recommendations for the education of rehabilitation educators

What elements of knowledge and skills should be developed in the process of educating educators?

KEY POINTS

1. The family is the basic social group, which on the one hand is responsible for the emerging problems of minors, often deepening the process of pathologization and demoralization, and on the other hand, it can (and should) constitute the basic protective and strengthening factor in the process of their rehabilitation.
2. In the process of social rehabilitation and post-penitentiary assistance, there is no place and space for systemic interactions undertaken for the benefit of the families of prisoners and people leaving prison.
3. In the current social rehabilitation system, the child is often excluded from the family environment because there is an insufficient number of facilities located in the vicinity of minors. Unfortunately, along with the placement of minors in institutions, often many kilometers away from the family home, family relationships are significantly hampered or even impossible.



4. There are no institutions for daily stay of minors that would enable cooperation with the family (only 8 in Poland).
5. The lack of proper relations with family members deepens the process of the juvenile's social maladjustment.
6. The low level of social and parental competences of parents of children and adolescents staying in care and educational and social rehabilitation facilities requires constant cooperation and undertaking numerous activities in order to identify emerging problems and conduct systematic education in this field.
7. Lack of care and support for families, especially children of prisoners (in Poland, about 130,000 children are witnesses of a parent's arrest!). Few associations and foundations are trying to fill this gap by taking appropriate measures for the benefit of the families of minors and adults placed in rehabilitation facilities and imprisoned.
8. Lack of any systemic actions taken for children whose parents are serving a sentence of imprisonment (How to protect a child before, during and after serving a prison sentence?).
9. Few associations and foundations undertake projects to improve parental competences among people in prison.
10. Lack of clear delineation of roles, powers and competences of people working with minors in the field of cooperation with the family.
11. Lack of developed and established clear and unambiguous procedures in the process of rehabilitation.
12. The duplication of competences and powers as well as the lack of inter-institutional cooperation means that about 14 different institutions and specialists have contact / supervision / care for minors in the rehabilitation process.
13. Lack common space and developed procedures for interdisciplinary cooperation in the process of rehabilitation.



14. Lack of supervision of employees of aid institutions results in frequent professional burnout and a sense of being lost and threatened in unclear procedures.

15. Bureaucracy as a factor of professional burnout.

16. In educating students of rehabilitation, attention should be paid to practical preparation for the profession and the ability to establish and maintain cooperation with various institutions.

17. Students were encouraged to undertake voluntary activities in partner rehabilitation centers.

18. Students of Family Science were asked to join various activities, such as conducting classes, workshops, training in extending parental competences for people in prisons and families of minors covered by the rehabilitation process.

LIST THE DOCUMENTS GENERATED BY THE MEETING

1. Attendance list
2. Post-meeting official letters to the specialists

PLEASE EXPLAIN THE MEDIA INVOLVEMENT AND THE PUBLICITY CREATED

1. Debate recording made by Radio UPJP2
2. Posting information about the debate on the FB

<https://www.facebook.com/UPJP2/posts/pfbid02tqe9T4bqfJAASQ6w1ArCba99gGChJ4FZhZ13iKiN9CqCEqBEytJrfsbk6bC6GEQ2l>

WHAT ACTION PLANS OR FOLLOW-UPS HAVE BEEN CREATED

1. It was established that the Pontifical University of John Paul II in Krakow, as a consultation point, may undertake the organization and coordination of cyclical meetings of social rehabilitation institutions and centers in order to establish more effective interinstitutional cooperation in the field of care and support for minors, persons placed in prisons and their families.



2. More active and systematic involvement of students in the field of Rehabilitation and Family Sciences in the process of educating minors and inmates, as well as supporting their families, was declared.
3. An application was made for the creation of a reliable, central information system on the situation of minors and persons imprisoned in prisons.
4. It was proposed to increase the number of day care facilities for minors, which would be located close to the place where minors live and thus allow for systematic contact with the family.
5. A request was made for a more effective and wider offer in the field of prophylaxis, correction of incorrect parental attitudes and development of an appropriate level of social and parental competences among juvenile families and inmates.
6. In order to introduce system changes, a letter should be prepared for local authorities acting in the field of social policy.

OVERALL CONCLUSIONS

The conducted public debate turned out to be a very important undertaking, during which many important problems in the process of social rehabilitation of minors and prisoners were identified, effective systemic solutions were proposed, while initiating further actions to improve interdisciplinary cooperation.



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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

PUBLIC HEARINGS REPORT

organized on October 18, 2022, at 09:30-13:00

Youth Prison Establishment Leiria

Organised by:



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TOPIC OF THE MEETING

According to the study carried out in 2020 by the Directorate General for Reinsertion and Prison Services (Direção-Geral de Reinserção e Serviços Prisionais. (2021). *Relatório de Atividades e Autoavaliação 2020*) it was found some barriers to education in the prison context. These barriers were identified by trainers and teachers, and can be summarised as following: the lack of modernized and qualified resources to support the pedagogical activities, the low levels of attendance, motivation, and persistence in the educational path; lack of incentives for attending school/training activities, the lack of physical conditions for educational purposes, the hindered cooperation between the entities involved, and between prison officers and social reintegration technicians.

This structured public hearing seeks to bring together in debate the various stakeholders on the theme "The Education policies in the prison context in perspective: a joint reflection for specific policies", allowing to deepen knowledge on the subject through oral and written presentations, and discussion in a public forum.

For a multidisciplinary approach to the problem presented, stakeholders interested in the themes of youth education and justice were invited.

The event was promoted through :

- Preparatory meeting between the Youth prison establishment (Leiria) and Aproximar, Crl (06/09/2022).
- Formal invitations.
- Flyers.
- Dissemination on Social Networks (Facebook and Instagram).

ORGANIZERS AND PARTICIPANTS

Aproximar was responsible for the organization together with the Youth prison establishment Director and the person responsible for conducting the debate was Mrs. Rita Lourenço, Head of the Criminal Justice System Unit of Aproximar, Crl.

The debate was attended by the following professionals:

1. Joana Patuleia - Director of the Leiria Youth prison establishment,
2. Florbela Valente - General Board of Education (Direção Geral dos Estabelecimentos Escolares, DGestE),
3. Pedro Morouço - Polytechnic Institute of Leiria,
4. Manuela Raimundo – Directorate General for Reinsertion and Prison Services (Direção Geral de Reinserção Social e Serviços Prisionais DGRSP)

The public hearing was attended by 36 people including professionals from different organisations, such as:

Directorate General for Reinsertion and Prison Services;

Prison Establishments (Caldas da Rainha; Castelo Branco;Guarda, Leiria, Vale Judeus; Alcoentre; Viseu; Torres Novas)

Centro Protocolar para a Justiça / Protocol Center for Justice

School clusters;

Emotional school;

Musical Artistic Society of Pousos



PRE-MEETING ACTIVITIES

In preparation for the public hearing, the following activities were carried out:

1. Selection of the theme and date for the public hearing:
2. Preparation of the list of potential stakeholders and the Committee of Experts.
3. Agenda Definition.
4. Dissemination of the event.
5. Organization of the room, equipment, catering, and educational material.

AGENDA

<u>09h30 – 09h45</u>	Opening	Joana Patuleia - Leiria Youth Prison Establishment
<u>09h45 – 10h00</u>	Presentation of Aproximar, Crl and the Edupris project (Public Hearing objectives and work dynamics.	Rita Lourenço – Aproximar, CRL
<u>10h00 – 10h25</u>	Model of Collaboration between the Ministry of Justice and the Ministry of Education.	Manuela Raimundo – Directorate General for Reinsertion and Prison Services
<u>10h25 – 10h45</u>	Initial and Continuing <u>Teachers’</u> training	Florbela Valente - General Board of Education
<u>10h45 – 12h15</u>	Dynamics for analysis of educational policy measure.	Rita Lourenço – Aproximar, CRL
<u>12h15 – 12h55</u>	Results Debate and discussion session	Professor Dr. Pedro Morouço- Polytechnic of Leiria
<u>12h55 – 13h00</u>	Closing and lunch	EPL-J Aproximar



MEETING SUMMARY

During the meeting, the following topics were addressed:

I. Introduction to Edupris Project - Public Hearing Objectives and Work dynamics

1. Who is Aproximar, Crl
2. EDUPRIS Project - Context, Objectives, Tools and Results
3. Presentation of the Question of Debate - *How to improve the quality of the Educational System in the Justice context?*

II. Collaboration Model between the Ministry of Justice and the Ministry of Education

1. Role of Directorate General for Reinsertion and Prison Services (Direção Geral de Reinserção e Serviços Prisionais DGRSP) in the enforcement of the right to education.
 - 2. Presentation of data related to the performance of Directorate General for Reinsertion and Prison Services and General Board of Education (Direção Geral dos Estabelecimentos Escolares – DGestE);
3. Need to update training legislation

III. Initial and continuing training of teachers

KEY POINTS

1. It is important to look at the school in a more creative way and to be able to consider each individual and its characteristics.
2. The training should be designed according to the needs presented. For example, in the case of the prison population, it makes sense that the training is double-certified and should be adapted to the sentence length.
3. Teachers should have a continuous training plan with dynamic processes in order to be able to motivate prisoners as this is a crucial factor for success. Account must be taken of the challenges and stereotypes that can be developed and to adopt good practices for the existing context.
4. It is important to create a "Profile of the teacher in a prison context" by giving them justice and education skills.

5. The bureaucratic part such as the situation of the documentation of prisoners may be speeded up by registering them on the SIGO platform.

IV. Debate and discussion session

After analyzing the results of the dynamics presented, the ideas presented by the speaker were:

1. **It is important to take into mind the tools that enhance skills and for this it is important to change the teaching perspective.** It is not enough to say *that we need more computer equipment, but to understand how we can use it to increase the skills of our target audience.* It is very necessary to equip the rooms with better technological equipment, however, teachers are not prepared to use technology and are not prepared to change their *modus operandi*.

There's a lot you can do with technology to captivate a class, but you need to know how to use it.

2. **Training sessions should be short and objective.** Their theme should be specific and direct empowering the trainee for change and leading to thinking. Interventions must be dynamic and inclusive training. It is necessary to specify the areas and to separate the objectives of the training. The habit is 35 hours of training, but what is needed in a training is that "pull the trigger", and that the person is *engaged* and willing to know more. People need to come home willing to talk and learn more about the topic they are learning. The long hours that are held in training, promote the loss of interest on the part of the participants, because it is difficult to stay focused.

The solution can be through the definition of specific objectives, and practical strategies. Produce more modules, but less time consuming, trying to divide the themes. It is also important among the different professionals that they share their good practices, exchange experiences and thus it is possible to value and share knowledge. In teaching, there is a tendency to "transfer" knowledge. However, it is necessary to start thinking of knowledge as a **sharing**. Sharing knowledge generates more knowledge, rather than simply transferring what we know to the next person. It is very important to value synergies between entities and organizations.

In conferences, with various entities and different forces, it is relevant to share what has been spoken among all.

Although much of the education necessarily comes from books, it is important to look at education in a **broader sense**, involving physical, mental, social education. Knowledge may come from books, but it also comes from other domains, and in specific populations it is very relevant to denote this difference. Soft **skills**, for example, are increasingly relevant, but little taught.

Finally, the need for dynamism in teaching and to find practical tools for teaching to be made easier was highlighted. In addition, it is also important that teachers and students feel **integrated** into the teaching process.

Next steps (when applicable):

Sharing of a document with the main findings of the hearing, as well as relevant discussions that have arisen.



LIST OF DOCUMENTS GENERATED BY THE MEETING

1. Attendance List
2. Certificates
3. Results of the dynamics carried out.
4. Assessment Questionnaires

PLEASE EXPLAIN THE MEDIA INVOLVEMENT AND THE PUBLICITY CREATED

Posting information about the debate on the FB

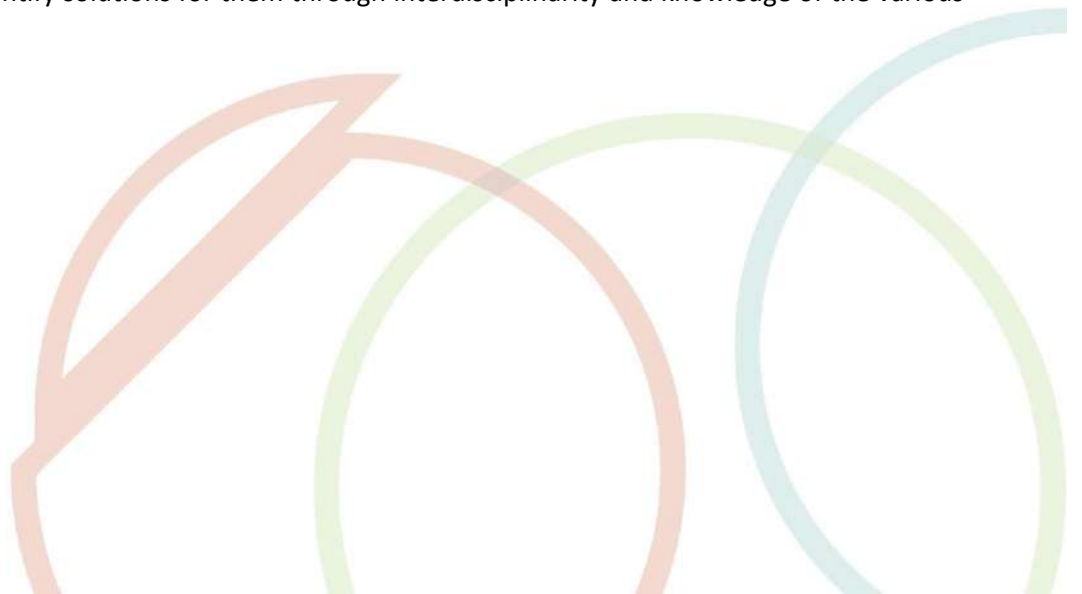
<https://www.facebook.com/Aproximar/photos/pcb.2361348480720877/2361346114054447/>

WHAT ACTION PLANS OR FOLLOW-UPS HAVE BEEN CREATED

1. Meeting with the Ministry of Education (DGestE) to present EDUPRIS methodology & how to better collaborate to implement some recommendations (namely the teachers training).
2. Training of teachers in the EDUPRIS methodology
3. National Conference

OVERALL CONCLUSIONS

Public hearing was important to map the different constraints existing in the educational system in a prison context, as well as to identify solutions for them through interdisciplinarity and knowledge of the various professionals.



PARTICIPANTS' SATISFACTION

The participants' satisfaction assessment aims to understand the degree of adequacy of the event to the needs of organizations and participants, considering the following parameters: event agenda; management and organization, facilities and equipment, speakers, overall assessment and recommendation or not of the event.

Of the 36 participants, 25 answered the evaluation enquiry applied online and in person, and 2 did not complete the parameters of the global evaluation and recommendation of the event.

4.1 Evaluation of the Event Agenda parameter

This parameter has four indicators: adequacy to your expectations, adequacy to the objectives of the event, usefulness for your personal training and applicability to your work context.

Therefore, the evaluation that the participants attributed to this parameter (Figure 1) was positive, and most participants evaluated the agenda of the event between "Very Good" and "Good".

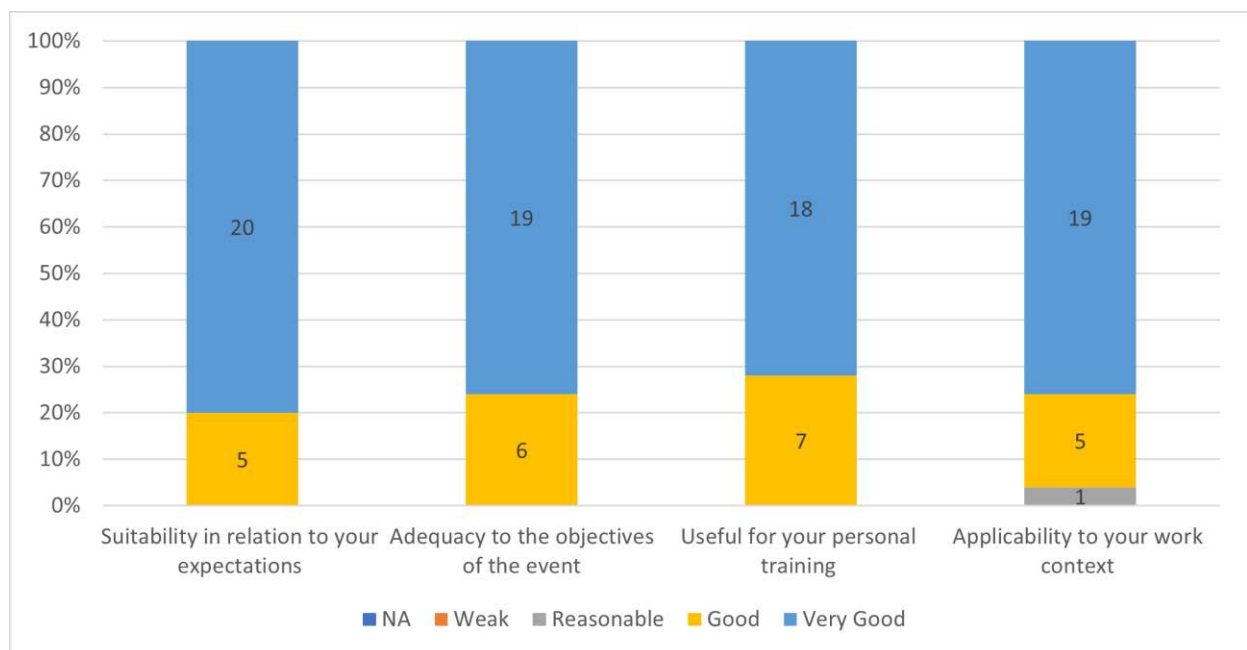


FIGURE 1 - ASSESSMENT RESULTS REGARDING THE EVENT AGENDA

4.2 Evaluation of the Management and Organization parameter

This parameter was divided into four indicators: ease of contact with the event’s organizing team; availability of the event organizing team; proper clarification of doubts and problem solving; proper action in solving problems.

Therefore, the evaluation that the participants attributed to this parameter (Figure 2) was positive, and most participants evaluated the management and organization between "Very Good" and "Good".

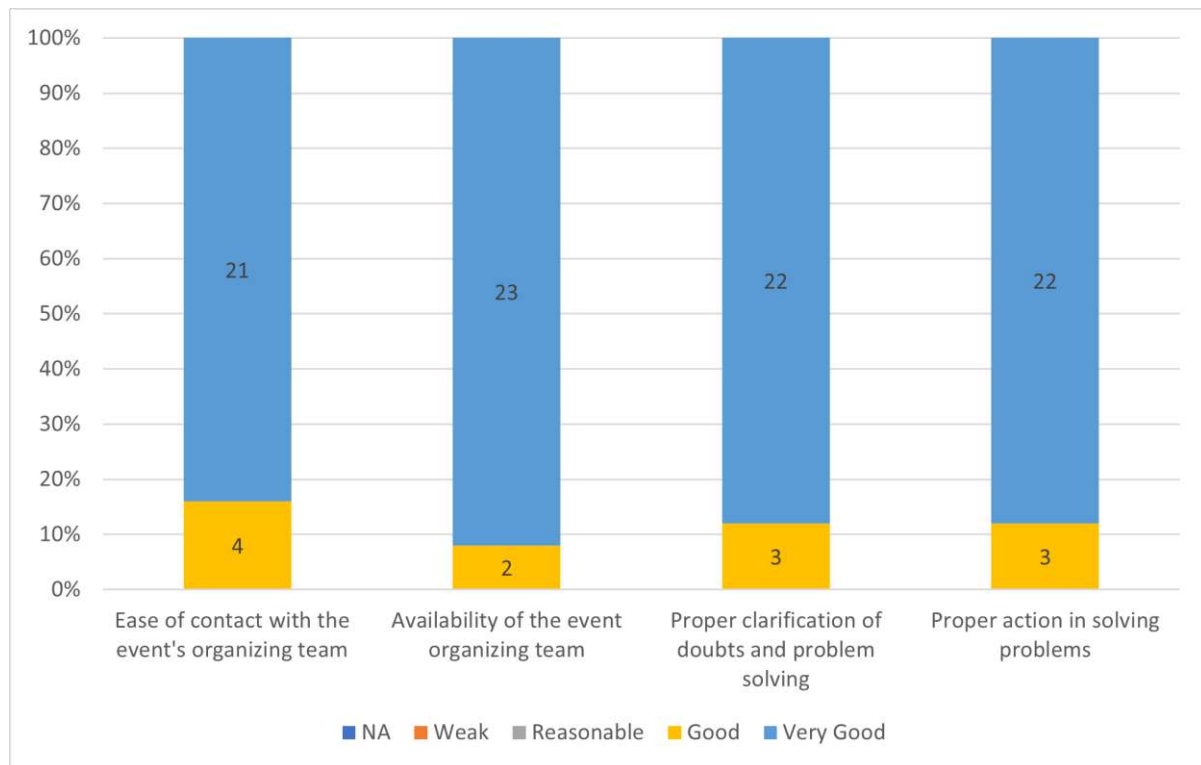


FIGURE 2 - ASSESSMENT RESULTS REGARDING THE MANAGEMENT AND ORGANIZATION

4.3 Evaluation of the Facilities and Equipment parameter

In this parameter, five domains were analyzed: Location and accessibility; Adequacy of space to the event; Adequacy of resources and equipment used; Access to the Digital Distance Communication Platform and Quality of distance session mediation.

This parameter recorded positive reviews with almost all the responses with "Very Good" and "Good". The indicators "Access to the Digital Distance Communication Platform and Quality of distance session mediation" had a reasonable rating of 48%.

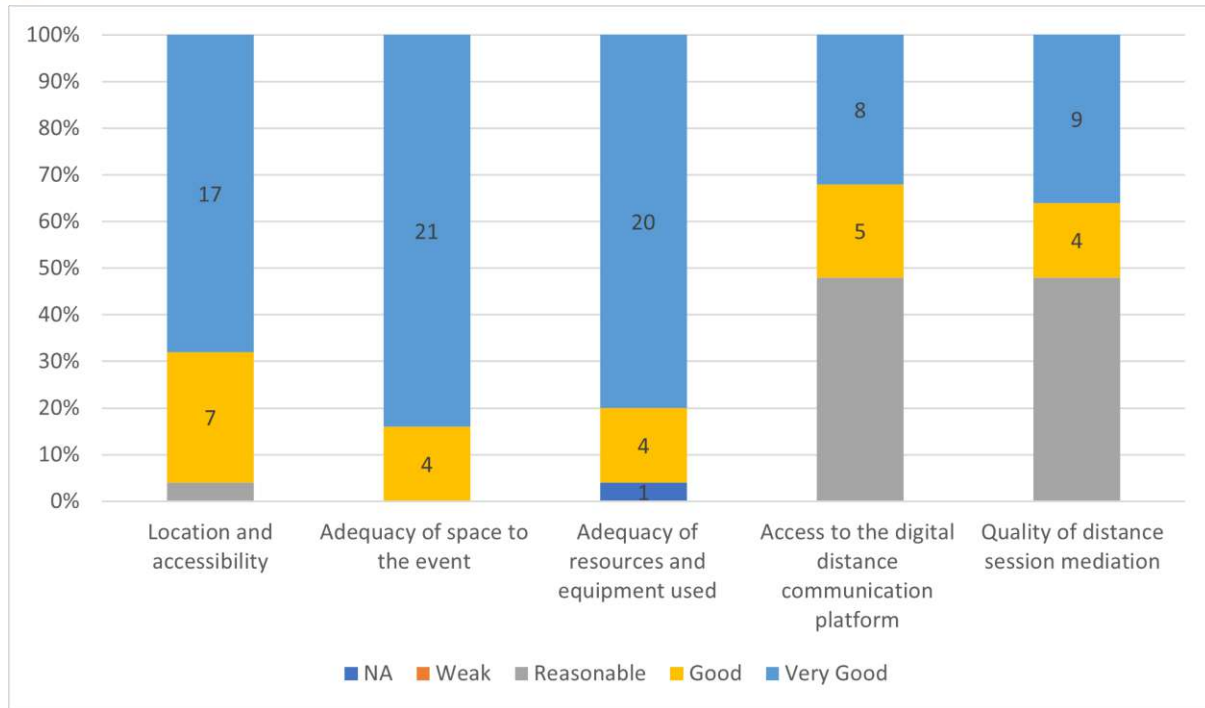


FIGURE 3 - ASSESSMENT RESULTS REGARDING THE FACILITIES AND EQUIPMENT

4.4 Evaluation of the Speakers parameter

In this parameter, the following indicators were evaluated: Domain of the contents treated; Use of clear and accessible language; Ability to stimulate the participation of participants in the event; Use of dynamics/activities appropriate to the learning process and time management.

It is safe to say that the participants were satisfied with the performance of the speakers, evaluating it as "Very Good" and "Good", and only one participant evaluated as not applicable the indicator of "Use of dynamics/activities appropriate to the learning process" (Figure 4).



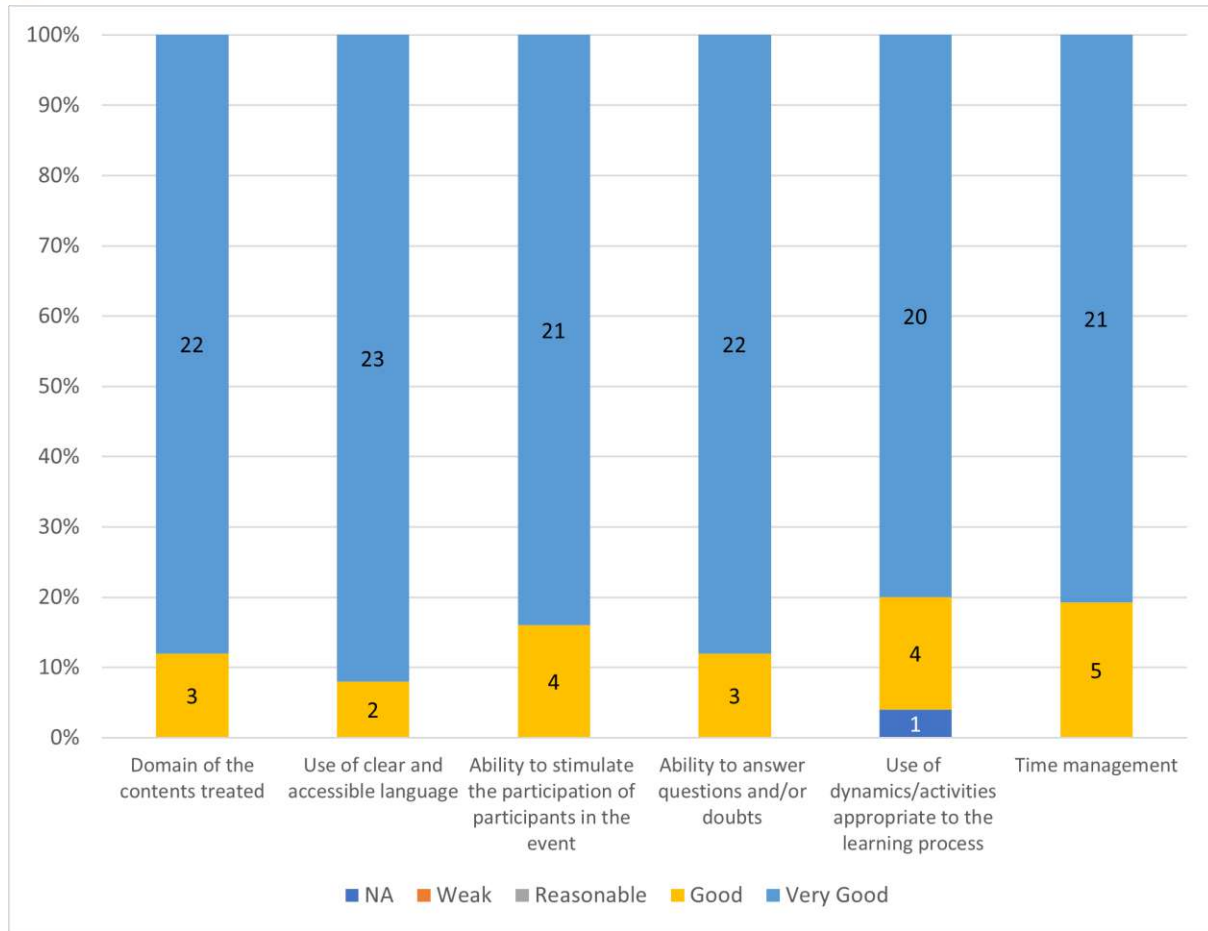


FIGURE 4 - ASSESSMENT RESULTS REGARDING THE SPEAKERS

4.5 Evaluation of the Global Assessment parameter

This parameter was evaluated in four dimensions: Realization of expectations; Adequacy of the topics dealt with to their level of knowledge; Acquisition of new knowledge and skills and overall satisfaction.

This parameter recorded positive evaluations with results between "Very Good" and "Good". The indicator "Achievement of expectations" had a weak assessment of one participant and the "Acquisition of new knowledge and skills" had a reasonable evaluation of two participants.

As already mentioned, this parameter was not completed by 2 participants.

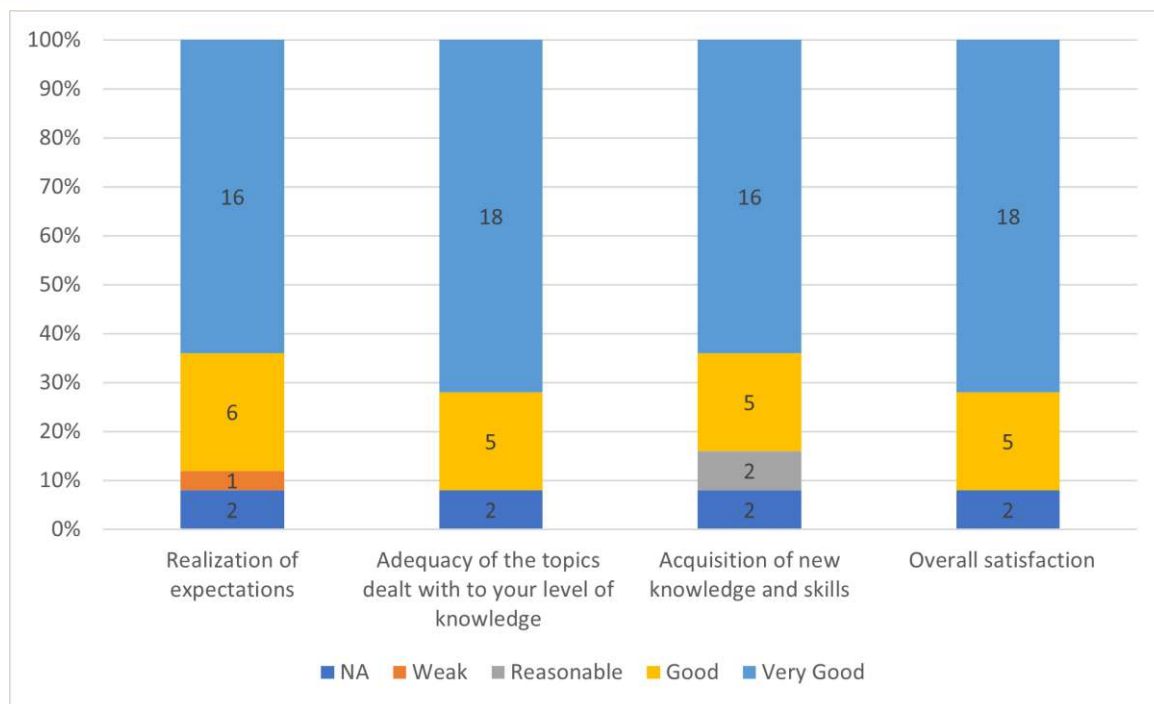


FIGURE 5 – OVERALL ASSESSMENT

4.6 Evaluation of the Event Recommendation parameter

This parameter was completed by 23 of the participants and **all of them recommended the event.**

5. Occurrences

The event started 40 minutes after the set date, taking into account that participants came from different parts of the country and it was necessary to wait for their arrival.



Appendices



 Sistema de Justiça Criminal

CONVITE

18 de Outubro

As políticas de educação em contexto prisional em perspetiva: uma reflexão conjunta para políticas específicas

No âmbito da iniciativa *EDUPRIS: 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*, a Direção-Geral de Reinserção e Serviços Prisionais e a Aproximar gostariam de **Convidar a participar neste evento onde se promoverá uma análise de políticas educativas tendo em conta o contexto único de um estabelecimento prisional.**

O evento está projetado para reunir diferentes profissionais que trabalham nesta área.



Horário: 09h00 – 13h00



Modalidade: Presencial



Localização: Estabelecimento Prisional Leiria - Jovens

INSCREVA-SE AQUI!



Cofinanciado pela União Europeia



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



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Appendice 3 – Group work results

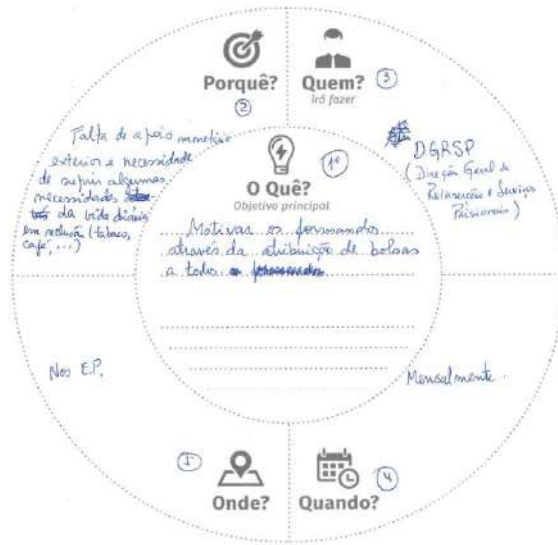


11. Definição da Solução

Ações de Envolvimento

1 2 3 4 5

Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique Porquê? Quem?, Onde?, Quando? e, por último, Como?



6 ^{1º} Enquadramento legal.
 ^{2º} Contemplar no orçamento de estado.
 Como?
 Atribuição de bolsas em todo o ensino profissional.
 Divulgação da formação realizada por quem concluiu, por via da imprensa.

Investimentos e Ganhos

Ganhos

- Menos absentismo e abandono
- Aquisição de competências essenciais à reinserção na sociedade.

Investimento

- Valorização Pessoal e Académica



	(Pouco Urgente)	(Urgente)	(Muito Urgente)
Necessidades	+ dinheiro + envolvimento ativo Reforço do material informático	> envolvimento ativo mas sem as outras possibilidades de utilizar o digital	Reclusão/ Fermadas
Grupo-alvo	Alunos Solteiros		Abandono/ Absentismo
Consequências	Componente monetária Incentivos ativos Atribuição de bolsa a todos	Falta de resultados (ao nível da aquisição de competências e consequente participação/ de motivação)	> envolvimento ativo mas sem as outras possibilidades de utilizar o digital



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Ações de Envolvimento

1 2 3 4 5

Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique Porquê?, Quem?, Onde?, Quando? e, por último, Como?

Porquê?

A DECSP ADESSA CADA 10Z + EM ANOS DARES/PROJETOS ARTISTICOS DE MEDIA/LONGA DURADA QUE RESULTAM EM APRENDIZAGEM

MAS NÃO SÃO CERTIFICADAS (ATE ~~COMO~~ COMPE TÉCNICAS) MÓDUS DIFERENCIAIS DAS CSK CONTRA PAIS, ENJE SCHULEN

FAZÊ NAS E PEDAGOGIA É TRANSFORMADA VALORIZAÇÃO DAS AÇÕES.

NOS EP NA DECSP/NO ME/NO HTSS JEEP

O Quê?

Objetivo principal

CERTIFICAÇÃO DAS COMPETÊNCIAS ARTÍSTICAS E TÉCNICAS ARTS

Quem?

- A ENTIDADES FORMADORAS

- AS ENTIDADES DO GOVNO (MUNIC NO EDUC/ JUSTICA)

- POLITICAS EDUCACION

Como?

Investimentos e Ganhos

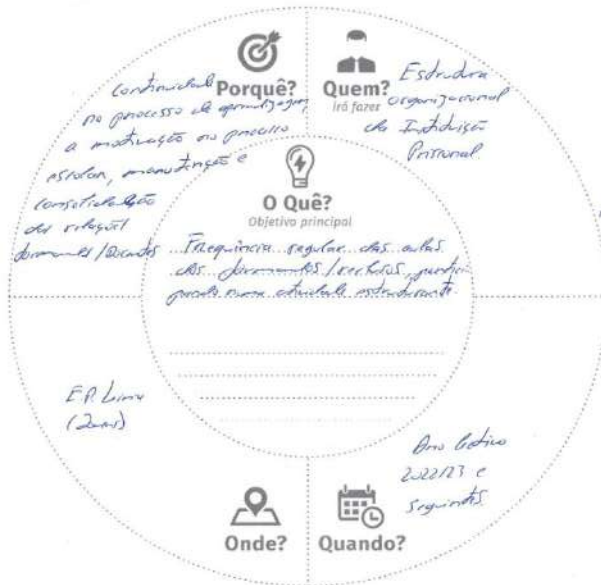
	<p>ATUALIZAÇÃO DA LEGISLAÇÃO EM VIGOR</p> <p>INICIATIVAS TECNOLÓGICAS</p>	<p>FINANCIAMENTO QUE PERMITA CONTINUIDADE</p> <p>ESTUDOS LONGITUDINAIS SOBRE O IMPACTO DA INTERV. EDUC. FORMATIVA EM</p>	<p>CERTIFICAÇÃO DAS COMPE. ARTÍSTICAS</p> <p>UFCD. PARA PREVENTIVOS (OCUPAC. RES. PREV.)</p>
Necessidades	<p>INTER-MUNICIPAL</p> <p>TRAB. EM REDE ENTRE MUNICÍPIOS</p> <p>→ POLITICAS EDUCATIVAS</p>	<p>GOVNO</p> <p>• POLITICAS EDUC.</p> <p>• ACADÉMIA</p> <p>• RESULTADOS</p>	<p>RECURSOS</p> <p>• PROD. EDUCATIVAS INOVADORAS</p>
Grupo-alvo	<p>IMPEDIR O DESENV./IMPLEM. DE NOVAS LEGISLAÇÕES EDUCATIVAS</p>	<p>INTER-MUNICIPAL</p> <p>CONVÊNIO</p> <p>• TRABALHO NAS ESCOLAS QUE REALMENTE FUNCIONA</p> <p>- ESCOLAS FOLCLÓRICAS ERRÁTICAS E POUCO CONSISTENTES</p>	<p>• ABSORTISMO</p> <p>• DESCONTINUAÇÃO EDUCATIVA</p> <p>• FALTA DE OCUP. BTL</p> <p>• PERDA DO OPORTUNIDADE IMPORTANTE</p> <p>• EDUC. FORMAL/ NÃO ALTERNATIVAS</p>
Consequências			

11. Definição da Solução

Ações de Envolvimento

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Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique **Porquê?**, **Quem?**, **Onde?**, **Quando?** e, por último, **Como?**



Como?

Com frequência as atividades geracionais em vez de atividades excessivas, com papel fixo do corpo de grande potencial nos espaços de formação e de corpo docente em ensino presencial.

Investimentos e Ganhos

Maior envolvimento no processo educativo e melhoria visível, aumento do número de alunos / formandos envolvidos.
Redução de interrupções técnicas ou avia no tratamento presencial.



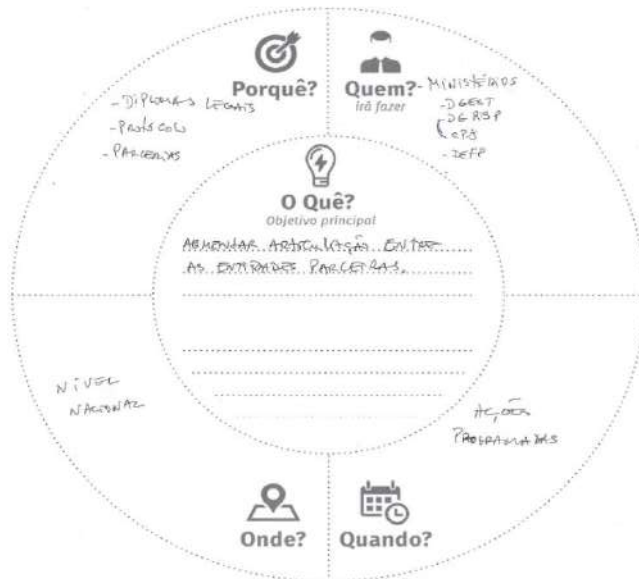
	(Pouco Urgente)	(Urgente)	(Muito Urgente)
Necessidades	<p>POUCO URGENTE</p> <ul style="list-style-type: none"> Equip. fixo de grande potencial em contexto de educação / formação A formação do equip. seja consistente com o contexto de formação de pessoas 	<p>URGENTE</p> <ul style="list-style-type: none"> Maior oferta de cursos EFP de alta qualidade Formação do equip. pedagógico 	<p>MUITO URGENTE</p> <ul style="list-style-type: none"> Maior participação a longo prazo nas ações de desenvolvimento em termos das medidas cobradas A formação do equip. seja consistente com o contexto de formação de pessoas
Grupo-alvo	<p>Grupo EFP</p> <ul style="list-style-type: none"> Grupos Personal PNL PERSONAL 	<p>Redução da 16 aos 21 anos</p> <ul style="list-style-type: none"> Jovens em contexto pessoal 	<p>Redução da 16 aos 21 anos</p> <ul style="list-style-type: none"> Jovens em contexto pessoal
Consequências	<p>Consequências</p> <ul style="list-style-type: none"> Consistência da aquisição de competências educativas Redução do tempo docente 	<p>Consequências</p> <ul style="list-style-type: none"> Obtenção de melhores resultados / resultados e motivação Justiça de intervenções, acompanhamento e maior sucesso no trabalho de ensino 	<p>Consequências</p> <ul style="list-style-type: none"> Maior motivação do aluno educativo e de adaptação ao novo contexto e das ações educativas (alunos / pessoal) Maior motivação e sucesso de docentes através EFP

11. Definição da Solução

Ações de Envolvimento

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Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique Porquê? Quem?, Onde, Quando? e, por último, Como?



Como?

• Trabalho Colaborativo

Investimentos e Ganhos

Investimentos

- Reuniões Periódicas
- Monitorização de Atividades

Ganhos

- Eficiência nos Serviços
- Articulação (Horizontal)



eduPRIS

	(Pouco Urgente)	(Urgente)	(Muito Urgente)
Necessidades		Formação Contínua	Articulação dos Sistemas
Grupo-alvo		- Docentes	Motivação
Consequências		- Maior a ligação de parceiros locais - Maior dinamismo - Formação específica e plurivalente e exclusiva e em próprios EPs	- Não aquisição de competências - Desperdiço de recursos

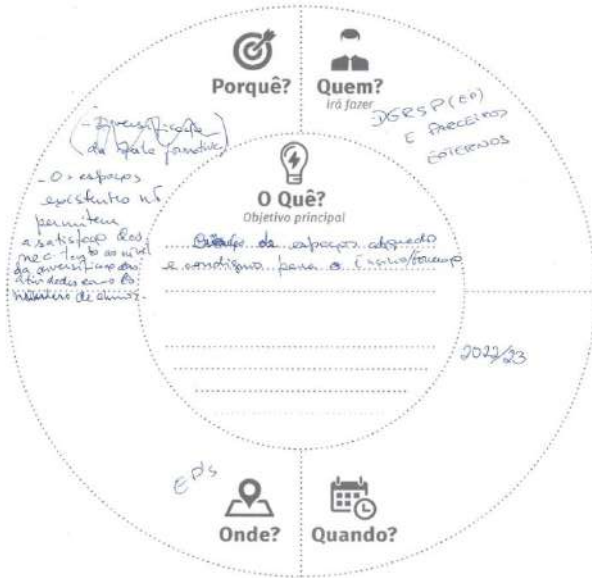


11. Definição da Solução

Ações de Envolvimento

1 2 3 4 5

Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique **Porquê?**, **Quem?**, **Onde?**, **Quando?** e, por último, **Como?**



Como?

→ Apresentação do projeto de Projeto e ambiente as mec. administrativas aos Serviços da DORSP para avaliação e aprovação do processo para fins de financiamento.

→ Acesso a unidade do pessoal

Investimentos e Ganhos

→ Melhorias condições de trabalho

→ Melhor resposta às necessidades dos alunos

→ Diversificar oferta educativa

↓

Motivação / ↑ Competências escolares/formação dos alunos

↓

Facilita o acesso a meios sociais



	(Pouco Urgente)	(Urgente)	(Muito Urgente)
Necessidades	- Adaptação do currículo aos tempos de aula de forma a obter melhores resultados - Formação de professores	- Exatidão acompanhamento de formação de professores - Melhorias	Motivação / Formação de professores Estratégias/adequadas estratégias
Grupo-alvo	- alunos - docentes	- TPA escolares	- Corpo docente - Alunos
Consequências	- Não há alteração do currículo - Não há melhoria das condições de ensino	Dificuldades de aprendizagem - Insatisfação com o processo de ensino e aprendizagem - Diminuição de produtividade	- Troca de ideias - Não há melhoria das condições de ensino - Aumento da motivação - Melhorias na formação de professores - Acesso a meios sociais - Melhorias do ambiente de trabalho

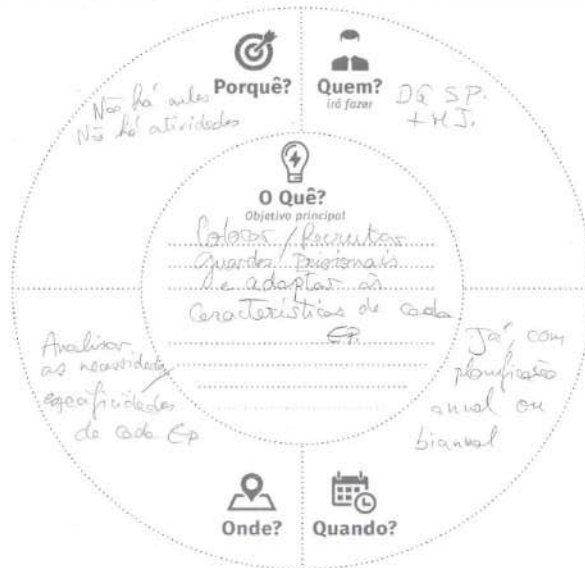


11. Definição da Solução

Ações de Envolvimento

1 2 3 4 5

Escreva a sua possível solução (O Quê?) ao problema no centro. Depois, identifique **Porquê?**, **Quem?**, **Onde?**, **Quando?** e, por último, **Como?**



Como?
 - Maior flexibilidade
 - Formação contínua
 - Trabalho em equipa

Investimentos e Ganhos
 - Equipa multidisciplinar
 - Atividades a fazerem em grupo
 - Certificação dos recursos



	(Pouco Urgente)	(Urgente)	
Necessidades	- Equipamento Informático	Motivação dos Reclusos Jovens	- Recursos humanos - corpo de Guardas Prisionais Espaço + Equipamentos adequados Motivação
Grupo-alvo	- Reclusos	- Reclusos - Docentes - Técnicos - Guardas	DG RSP
Consequências	- Atualizações de conhecimentos	- obtenção de competências e certificações a Saída!	- Não Realização de Atividades

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

Public Hearing Event Report
16th September 2022

MEH held a public hearing event at Liverpool University, 20 participants were in attendance all of whom are senior leaders, key influencers of change within the University. The event began with an introduction into Merseyside Expanding Horizons, who we are and what we do and how we can provide support to the university.

We then introduced Edupris as a project, aims and objects and the methodology including displaying the game and how it can be used within an education and justice setting. After experiencing the game we had an open floor discussion to determine how the university and its emerging professionals could make best use of the game and how it could inform their practice going forward.

Feedback from the game included:

- Robust tools to plan for the future
- Excellent facilitator notes for the educator,, easy to follow and implement
- Appreciate the ability to implement over time and revisit



- The quality of the game will make a participant feel considered, that they are worthy of such a quality resource
- This game could trigger aggression, uncomfortableness and reinforce a lack of family connection such as playing board games in the home or not as the case may often be.

This process stimulated healthy debate in relation to the challenges facing educators within a justice sector. Suggested challenges include:

- The lack of appetite to take up a career in criminal justice
- The disconnect between education and prison reform
- The lack of digital support in prisons
- Poor infrastructure to deliver mainstream education
- Often educators are not employed by prisons so difficult to manage
- There is a need for specialist training when working with trauma informed approaches to education, it is not one size fits all

During this public hearing, it was agreed by the University that Merseyside Expanding Horizons would continue to deliver webinar workshops to students in the field of Education, Justice, Criminology, Psychology and Medical Students to support the Edupris Methodology but to also increase the opportunity for effective change within the criminal justice sector. The University additionally expressed their interest in remaining informed about the project development to consider when developing their processes for the next academic year.

We ended the public hearing with an exchange about how Education and Justice can work better together to be effective agents of change for the benefit of offenders and society as a whole. Recommendations included:



- A more joined up service and shared communication platform so there is a shared knowledge of updates
- Improved rates of pay to encourage into the profession
- Bespoke training packages for educations supporting venerable individuals
- Running education in prisons like a school rather than a “prison school”
- Societal attitude change to prison reform, “it is hard to be proud of working in justice, because of the public perception”

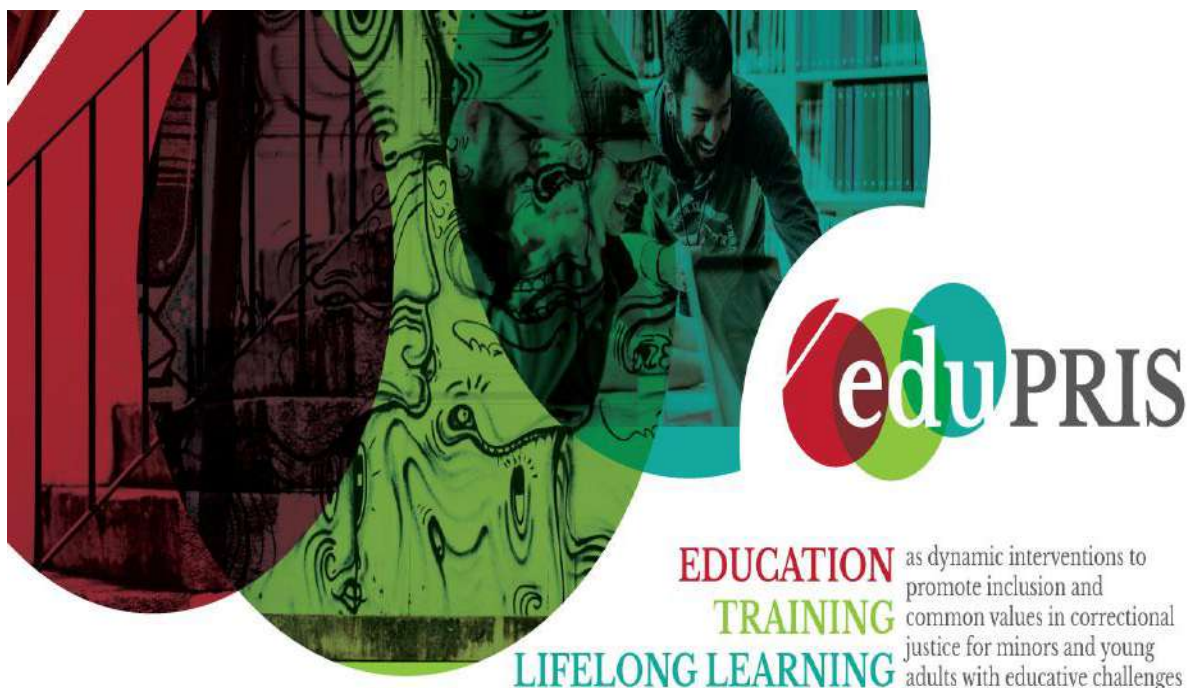
The public hearing event has secured a lasting relationship with Liverpool University, one that was not in existence prior to the EDUPRIS project. This event has provided an action plan moving forward which will involve over 500+ professionals of the future, which lends itself wonderfully to upscaling the project.

Prepared by Stacey Robinson, Psychologist, MEH



The Structured National Public Hearing Report

JUNE, 2022



Co-funded by the
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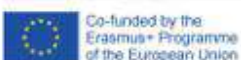
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Florin Lobont (florin.lobont@e-uvt.ro)

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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
Universita Degli Studi di Sassari- UNISS
International Corrections and Prisons Association
Association ARID- ARID
Centrul Pentru Promovarea Invatarii Permanente – CPIP
Pontifical University of John Paul II – UPJP II
Aproximar, Cooperativa de Solidariedade Social, CRL
Merseyside Expanding Horizons – MEH

Authors:

Carmen Baias, PhD
Florin Lobont, PhD, (Co-ordination)
West University of Timisoara- Romania

Acknowledgements

Many thanks to the West University team in involving participants to the structured public hearing conference.

A special thank you to all of the participants who dedicated their time in taking part to the discussion.

Publication date

June 2022



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INTRODUCTION

Most situations that impact the criminality originate from a breakdown of social norms and values. Traditional ways of governing interactions and transitions between family, school, and work are under scrutiny; social relationships that should ensure a smooth developmental process are atomised; lifestyle trajectories are becoming more diversified and less predictable. Children who commit crimes are frequently raised in households experiencing hardships such as poverty, substance misuse, or separation; they may be excluded from school or without a job, and they may engage in risky behaviours such as drug use or prostitution. When these children come in conflict with the law, the primary goal of programmes and services should be to prevent them from reoffending. All the European countries are concerned about youth crime; nonetheless, the issue is typically tackled with punitive measures. Regardless of crime statistics, public and political concern of teenage crime continues to influence policy. The media's reporting of criminality exacerbates the fear of juvenile crime, and as a result, authorities turn to punitive actions especially during economic recessions. As a result, rather of implementing innovative educative measures in improving justice policy, governments choose punishment over achievement.

Risk Factors in the Romanian Juvenile Prison System

In Romania 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 (Graham, 2002, Favarin, 2014, Baias, 2022). More than 20% of the adolescents in the juvenile prison system are missing at least one parent at home; 31% of males and 22% of females declared that they knew at most one of their parents. Those who had at least one parent sentenced to some period of time in prison are also numerous, making up 1/5 of those in the Romanian juvenile prison population.

In addition, more than 26% of females were abandoned or received inadequate parental support/guidance before the time of their incarceration. These children



who lack either parent at home are forced to deal with adverse conditions to a higher degree than those with at least one parent. The rate of neglect is, also, unusually high in males at 68%, more than double the female rate. When screened at their entry into prison, juveniles in the Romanian prison system had a very high risk of presenting various combinations of low self-control, low ability to cope with frustration, lack of empathy, and antisocial behaviour. More than 66% of inmates in the Romanian juvenile prison system display warning signs of “low self-control”, 60% present a low ability to cope with frustration and antisocial personality traits are present in 34% of them.

Most of them grew up in dysfunctional families, have at least one episode of institutionalisation (including foster care or orphanages), experienced neglect, abuse, or were homeless. In addition, those prisoners who have multiple adverse childhood experiences are also at higher risk of having mental health warning signs and dropped out of school earlier than their peers.

Individuals who have experienced domestic violence are also overrepresented in the juvenile system, making up almost a quarter of those incarcerated. The findings indicate that female prisoners are more likely to have experienced episodes of domestic abuse than male prisoners (39.13% and 23.32%, respectively). Domestic abuse in this context included different forms of maltreatment, e.g., physical abuse (assault that may result in physical injury), sexual abuse (assault, molestation, or sexual exploitation), or emotional/psychological abuse (bullying, neglect, isolation, exploitation, or denial of emotional responses).

Also, almost a quarter of the minors detained in the Romanian prison system are illiterate. Furthermore, even though most of the prisoners incarcerated (63%) were 17 years old; not one of them managed to complete their last year of high school, not having finished even the primary school. 94% of them did not complete their compulsory schooling (8 years of education, in Romania). In addition, a low level of education contributed to the prediction of violent behaviour against other inmates or prison staff; being enrolled in high-school contributing to reduce the hazard of violence by a factor of 0.21, or 79% compared with the inmates who are illiterate.

Their income status indicates that more than three-quarters of the minors in custody in the Romanian prison system did not have any source of income, with females being again, the most affected. Nearly 87% percent of the females were completely destitute. Despite the fact that only 0.24% of juveniles were still enrolled in school before prison committal, the unemployment rate prior to conviction has been documented at 99% for both males and females.

Additionally, findings highlight how parental incarceration has a direct impact on further violent behaviour from children, emphasising this passing on of violent behaviour through a social learning process. This result may be explained by the fact that parental incarceration could directly impact a parent's ability to take care of their children due to its economic impact on family life, but it could also transfer antisocial behaviour over time.

It can therefore be assumed that in households where dysfunctional dynamics are present (e.g., substance abuse, parental mental illness, parental marital discord), children could experience stressful situations, observe and interact with role models who are unpredictable, self-preoccupied, withdrawn, inducing them to react accordingly to these chaotic emotional models, and display disruptive methods of coping. The uncertainty and unpredictability of these inadequate parenting practices coupled with the prison environment cause children to discount the benefits of future rehabilitative rewards, since they feel unlikely that they will ever attain any. They may act impulsively when confronted with unreliable circumstances, being less willing to delay gratification. In conclusion, here, the disruptive behaviour of adolescent prisoners leads back to a relational circle that seems to suggest a non-existent parental world, both in terms of support and control, where the parents show complete disinterest in the developmental functions of their child. A framework seems to appear that outlines a serious decline of parental responsibility, which corresponds in the dual concept both as a reference model and as a barrier to overcome for the future. Penalisation has only improved the single effort of deterring, leaving the task of prevention to the free will of subjects. In particular, the criminal justice system for juveniles in Romania highlights a high recidivism rate, an increasing

rate of incarceration, lack of confidence in rehabilitation policies, and a mistrust towards law enforcement. (Graham, 2002, Favarin, 2014).

Teaching and Learning Environment in Juvenile Justice

Learners in justice environment are frequently distinguished by a wide range of individual requirements that necessitate a larger degree of differentiated interventions than wouldn't otherwise be required in regular education institutions. Individual learning discontinuity and fluctuating attendance rates are instances of pedagogical issues. Students in juvenile justice settings are categorised as having emotional disturbances in close to 80% of cases. Managing the 'emotional load,' that the students bring to class, impacts both learner and teacher, and the 'emotional environment' in the juvenile justice classroom is a crucial element affecting teaching and learning. Stabilizing students' emotions and behaviours takes a lot of work so they can start benefiting from the general education. In addition, teachers in prisons have restricted access to internet resources, making it difficult for them to make teaching activities and content up - to - date.

It is a legal requirement - in all project countries and throughout Europe - to provide education for adolescents and young adults involved in juvenile justice. In this context, education includes:

- general education (courses in subjects such as mathematics, sciences, history, geography, foreign languages, literacy, and so on);
- vocational education and training (education and training that aims to equip people with knowledge, know-how, skills, and/or competencies required in specific occupations or more broadly on the labour market);
- non-formal learning including (but not limited to) vocational training activities that do not usually lead to certification, some art and craft activities, and offence-focused programmes to assist prisoners with issues such as anger management, thinking skills, and addictions, as well as preparation for reintegration into society upon release.

The education is one of the most essential priorities for juvenile offenders' social integration. Despite the progress made in understanding the components of offender's education and the settings that can encourage it, educating clients



remains an open challenge that affects all countries throughout the world. Hence, working from the beginning to inspire young offenders' autonomy and resilience in their ecological environment, would be essential, so that, young offenders understand their limitations and potentials, attending appropriate educational programmes that meet their individual needs, developing key competencies and citizenship.

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, within a multidisciplinary approach and promoting the essential role of the educator in criminal correctional justice. Using gaming techniques, EDUPRIS can provide a more accurate and effective way of learning self-management as the main principles of serious games focus on engagement, motivation, and reward from doing and succeeding certain tasks.

These systematic implementations of serious games address, also, social causes of manipulation to which vulnerable people like juvenile inmates are exposed, their social inclusion, and institutional dependence.

Education Interventions Outline

In May 2022, during the National Public Hearing, the team from West University from Timisoara presented the EDUPRIS project and explained how serious games integrate education and psychological support through activities in a gamification context, for example with an alternate reality game (ARG). The researchers explained how players participate in ARGs - interactive fictions based on authentic contexts and events. Players are exposed to a problematic and meaningful situation to deal with, somewhat fantastic, but plausible as it is based on real facts and circumstances. The player is given the opportunity to choose a role to play in order to face this context as a protagonist. The role chosen by the player determines perspectives that the player must adopt, objectives to be pursued, possibilities and resources made available to them to understand "what happens / has happened", identify "what could / should be", and act accordingly, in order to resolve the problematic circumstances, they face. The player then becomes the co-author of an interactive narrative, built through a path of exploration and transformative action. This path requires the



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player to operate mainly in real circumstances, interacting with other players, elements and facts from the "real" world.

The games are 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 "behaviour 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. 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.

As learners, young offenders often display a fragile individuality - as shown above- with low self-control, lack of confidence, and poor skill competencies. Therefore, guided by the educators, the serious games will direct toward the following educational outcomes:

- 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;



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- 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, etc.

Both educators and learners benefit from gamified interventions as, the aim of serious games is to address the requirements of both teaching and learning.

Teacher Oriented Intervention

- This mainly targets prison educators, i.e., the people in charge of teaching and mentoring.
- It consists of learning resources to promote community building, 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 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/or usage of (alternative/limited) resources; (iii) how to combine resources for the common good and a collaborative happy end.

(2) Social space. Community 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);

Young Learner Oriented Intervention

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



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continuous sense of gratification, and new challenges that motivate them to continue to play the 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 learning. 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 EDUPRIS methodology is developed as a progressive learning pathway for re-engaging minors and young offenders with learning, destined for both the learners and 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 developed 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, educators and young offenders with educational challenges can develop critical appraisal, creativity, strategies for learning and development.

SUBJECT / TOPIC OF THE MEETING

The pedagogical innovations of the EDUPRIS project, the major challenges presented by the education and reintegration of juveniles deprived of their liberty, and the need for a special postgraduate programme in correctional pedagogy were the main topics of the public hearing debate.



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ORGANISERS AND PARTICIPANTS

Researchers and professionals in the fields of criminology and psycho-pedagogy, as well as 45 students in fields of education, social work, sociology, and communication sciences, attended the event. Stakeholders from the national penitentiary administration, representatives from the Buzias juvenile education centre, lawyers, members of law enforcement institutions, journalists, and general public were also present.

AGENDA OF THE ACTIVITY

The major challenges presented by the education and reintegration of juveniles deprived of their liberty, as well as the need for a special program of penitentiary pedagogy, are just some of the topics that guests and the participating public considered in an interesting, interactive and stimulating debate within the project led by WUT - "EduPris: Education as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educational challenges".

Schedule of the Public Hearing:

11:15 - 11:45: Presentation of the EduPris project - UVT Team (Great Amphitheater)

11:45 - 12:15: Round table with the public - Difficulties and challenges of educating adolescents and young people deprived of their liberty in a Romanian and European context (Great Amphitheater)

Participants: representatives of the EDUPRIS project team, of the Centre for the Promotion of Lifelong Learning (CPIP) Timișoara, of the management of the Buziaș Educational Centre for Juveniles in the Justice System, Timișoara Penitentiary, experts, teachers from the Departments of Education Sciences, Social Assistance and Psychology of UVT.

12:15 - 12:55: Public debate: the opportunity of a correctional postgraduate programme for correctional pedagogy oriented to the education of juveniles deprived of liberty was considered. (Great Amphitheatre)

Participants: members of the EDUPRIS project team, members of the management of the Buziaș Educational Centre for Juveniles in the Justice System,



Timișoara Penitentiary, teachers and students from the Departments of Education and Social Work Sciences and the Faculty of Law of WUT.

12:55 - 13:15: Pause

13:15 - 13:45: Presentation of the proposal-preliminary draft of the postgraduate program of correctional pedagogy - (Room 028)

13:45 - 14:15: Final reflections/conclusions and press conference / statement (Room 028).

MEETING SUMMARY

Project Management

The significance of the project was highlighted by prof. Dr. Florin Lobont the manager, starting with the presentation of the project's partners, project activity and expected results:

"We are a network of European organisations working together to promote education in juvenile settings by directly and actively promoting inclusive learning environments. We strive to improve professional management and education in the juvenile justice system in our countries and at the European level, assisting teachers, educators, and educational institutions in addressing learning disparity from the field of youth criminal justice.

Through this initiative, we aim to create: A practical approach of working with youth in the form of a manual for educators; A support mechanism for teachers and professionals in both justice and education, materials and tools for professional and intra-personal development (i.e., The European Community Passport toolbox); a tool for professionals to place their clients' demands on the public agenda and promote change at the European level, but also to connect education with justice for an inclusive learning environment free of stigma and marginalisation.

We believe, this project, will contribute to: a significant progress in the professionalisation of correctional education and juvenile justice; integrate a culture of lifelong learning into the correctional environment; a measurable improvement in juvenile justice teaching quality and teachers' enthusiasm in working with young juvenile offenders employing learning-oriented methodologies; the professionalization of teachers, who will be better prepared to intervene in juvenile justice institutions from the beginning; improved learning outcomes for young people, more educational opportunities, and pro-social skill stimulation".



Religious Society

In Romania, the religious activity in penitentiaries assists with the social reintegration of inmates by: fostering a dialogue with them from the beginning of their sentence; helping those in need (with clothes, food, etc.); establishing and maintaining links with the support environment (family and parish priests); encouraging the continuation of a spiritually life after release from detention; learning and respecting the positive messages contained in the Bible, all aspects that favour the adoption of a prosocial behaviour and behavioural changes as a result of adopting a respectable lifestyle.

The priest from Arad Penitentiary - who has been invited to participate at the National Public Hearing - stated that the most difficult aspect of carceral education is maintaining consistency.

"On several occasions, the offenders are not available, their priority activities are not always the ones we offer, and as the representative of top management from NAP (National Administration of Penitentiaries) have stated before, we must provide them with as many options as possible, as they should spend a short time in their room of detention. Otherwise, if we don't provide this to them, they'll figure it out on their own, and they don't know how to play.

It would be easier if we seek to give the young people more time outside of the detention room and help them find role models. When young people don't have role models, it's difficult to tell them to follow a pattern. Let us learn to listen to them, as I learnt the first time, I've been in a penitentiary.

We priests, as you know, like to talk a lot and give advice, but we also neglect to listen, and I believe we need to listen more. We require them to adopt role models, however, as the Bible says "It is not the old who is wise, nor the aged who understand what is right", but instead the way someone adapts their behaviour to the events of their life. Thus, the serious games mechanism could offer a suite of opportunities such as: to help youths to develop resilience-conducive skills and venerable life-styles through gamified situations reproducing real-life adversities and, also to engage youths and their families, to promote intergenerational learning and to adopt constructive relationships."



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Ministry of Justice – Education Centre (Buzias)

The delegation from Buzias' Youth Education Centre representing the National Administration of Penitentiaries, highlighted several deficiencies from the current carceral educative measures such as:

- Discontinued follow-up of juvenile offenders after they are released from juvenile detention;
- Inadequate articulation between educational programmes in youth justice system and the general educational system that jeopardises academic continuity when the confinement measure ends, especially for those who do not complete the educational plan (specified curriculum);
- The failure to follow-up with young people after they complete their programme as evidenced in the following paragraph:

"It is really difficult for us to persuade them [clients] of the importance of education. They already display a prejudice and believe that the education is ineffective. And after making them aware of the importance of learning, when they get outside in an unfavourable environment, they have no support to continue, they want to go to school, to continue attending, because we, as a re-education centre, focus on that, and when they get out, they have a problem of disinterest and recidivism, so they leave us... yes, they attend courses at our school, they have a very nice course here, we get to reach our predetermined goals. That's what we'll have to deal with even when they return to prison. And meeting their learning needs by implementing gamified lessons appears to me to be very good, especially at the time of incarceration when they are experiencing emotional shock as a consequence of their deposition, and being assisted in their learning needs by serious games appears to me to be appropriate, and so far, what you have proposed appears to be viable and effective".

Academic Body (WUT)

In conclusion, Professor Dr. Predescu who is teaching "Educational Sciences" at WUT discussed the possibility of a postgraduate programme that would prepare educators to work with juvenile delinquents:

"Everything that has been said was fascinating. I'll merely ask a few questions, i.e., some themes for thought on what we've talked about.

1. At the level of juvenile offenders, is it conceivable to reform the present process of education?

2. *Whether the games are educational or engaging.*

3. *Is there a need for such a curriculum in prison pedagogy?*

What I can tell you is that it is obvious - and everyone has understood - that the system is perfectible and that the system has largely failed to offer a solution since our minors have ended up in this situation (i.e., 50% of minors return in the penal system within 6 months from their release), and that the general education is not adequate in dealing with these child's behavioural and emotional issues. We lack what other states have, such as schools that deal with children with behavioural disorders, to work systematically on this type of program and then as a consequence, children's conduct escalates to a problematic level, so an education program based on serious games would be necessary.

As it is apparent from the discussion, the causes of behavioural problems are multifaceted, encompassing biological, social, and psychological factors. They are far too complicated for a one-size-fits-all approach; therefore, we should consider a few aspects.

1. *At the global level, the current tendency of approaching these youngsters is to focus on their strengths, rather than on their deficits, in order to accentuate what is noteworthy and actively explore areas of resilience.*

2. *An ecological approach, i.e., assuming that they will return to the same environment they arrived from, we should enhance their resilience, i.e., their ability to withstand and resist the adversities that they will face in their environments.*

3. *Approaching the subject in their context, for example as the educators in Favelas worked with youngsters and assisted them in coping with their needs and resources in order to enhance role models.*

Interestingly, everyone believes that play - based learning is implicit since they [clients] are not used to storing and learning large amounts of information, and that their episodic memory will retain what happens in the game through exploration. As such, they will be able to translate a simulated process into reality. The disadvantage is the same as mentioned before, namely, we are not fully aware of the challenges of reality from which the learner emerges, as well as the fact that we have no idea what they will be learning until they are placed in the situation. Serious games are, without a doubt, beneficial in this area, as long as we are targeting key competencies.



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4. A university educator training programme can be integrated with any education programme in the sciences of education as long as it starts with what the educator will need to know and will be able to do in prison. As a result, the correctional pedagogy programme is feasible; the longer it lasts, the better the potential to transmit information and generate benefits. Yes, there is a real need for something like this, but we must consider carefully the implementation model, the needs and behavioural characteristics that are universal to some extent for both children in and out of prison, and those which are specific to the correctional system."

OUTCOMES: Areas of Agreement/Disagreement

Speakers agreed that an educational programme based on serious games as a method of learning would be extremely beneficial, considering that students will be encouraged to make realistic, measurable, and achievable choices while playing the game, which contributes to the development of intrinsically motivated behaviours.

In conclusion, participants taking part in the debate considered an educator's manual including serious games as a great opportunity that would become complementary to the already existing forms of education at the level of correctional pedagogy. It would be a tool available to justice and education professionals, promoting the professional and intrapersonal development of teachers to work in correctional institutions for minors from the moment they start their activities in the correctional system.

KEY CONCLUDING POINTS

Given the differences between prison challenges and those in regular education, it is critical that correctional educators receive corrections-specific training and continuing professional advancement should focus on the difficulties of educating in corrections. It includes managing the first cultural shock of prison life, as well as, filling specific knowledge and skill gaps in areas including communication skills (problem solving, de-escalating, non-verbal communication), understanding human behaviour (addictions, antisocial behaviour, learning disabilities) and/or teaching in heterogeneous classrooms, within the limits of prison classrooms and other concerns (cultural, security, ethical).



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There are now some key recommendations for improving the quality of policy responses in the process of effectively working with learners in the correctional environment.

To begin, those who are likely to have formal contact with minor and young offenders, such as educators and social workers, must be equipped with a solid understanding of the nature of their educational needs, which can arise as a result of childhood victimisation, abandonment, prior institutionalisation, homelessness, antisocial attitudes and values etc., as well as, the necessary skills to make accurate assessments and implement appropriate measures to prevent misconduct and adverse responses.

The educative interventions will be focusing on events around and outside the school and everyday life in their environment and, on developing resilience and confidence to: seek support when appropriate and effectively manage their social interactions; cope with uncertainty and stress; communicate constructively and collaborate in teams; negotiate effectively and express and understand different viewpoints.

Appropriate teacher training in a custodial setting is a requirement that should begin at the time of first recruiting and continue until the retirement. 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 should receive specific pedagogical training to work with minors and/or young offenders.

Game-based interventions can be a practical and effective approach to address these needs, since: (i) games set in meaningful and authentic scenarios can promote the development of resilience-conducive skills and attitudes; (ii) games can engage youths and adults in cross-generational collaborative activities, promoting collective learning, strengthening meaningful relationships, and potentiating learning transfer; and (iii) data concerning how youths play a game can unveil information useful for parents and educators to support youths outside the game



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Finally, correctional pedagogy programmes must be fully integrated into the process of policy making and implemented in the juvenile justice system. Professionals, the public, and the young clients' perspectives should all be considered in this process. It is critical to ensure that professionals delivering education in corrections are linked by a paradigm of interdisciplinarity enhancing clients' communication skills and key-competencies to better manage daily life both within the prison and in preparation for liberation to the community.

LIST OF DOCUMENTS GENERATED BY THE MEETING

- Agenda of the activity
- Participants list
- Newsletter
- Public Hearing Report
- Interview released to the Timisoara Broadcasting Agency
- Certificates of participation

DISSEMINATION, THE MEDIA INVOLVEMENT AND THE PUBLICITY CREATED

https://www.uvt.ro/ro/blog/audiere-publica-pe-tema-educatie-training-si-invatare-pe-tot-parcursul-vietii/?fbclid=IwAR1RpllbjLKFxSwNUVNsIM5UODGpAx2_aYREqbAoV33OE6IEHWsbbZyn3U

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Photo Report



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