

ERASMUS+ KA3 Education, training and lifelong learning as dynamic interventions to promote inclusion and common values in correctional justice for minors and young adults with educative challenges 612205-EPP-1-2019-1-RO-EPPKA3-IPI-SOC-IN

ERASMUS+ KA3

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

NEEDS ANALYSIS INTERVIEWS: FINAL REPORT

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INTRODUCTION

This report describes the results of the needs analysis interviews for the project “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 - EDUPRIS”, presented into the Erasmus Plus program, approved by the European Parliament and Council with EU Regulation 1288/2013.

The objective of the interviews was to identify the different needs of an educator/trainer/teacher who works with young adults and/or young offenders, starting from the survey on the work experience of each respondent. In particular, the interviews were divided into two main parts. The first concerned general information, such as age, education, work and years of service, participation in training courses funded/not funded by the employer and the number of young adults or young offenders with which the



respondent works. In the second part, concerning work experience, the aspects we wanted to investigate were: what it is important for an educator/trainer/teacher to know and what skills it is important to possess when working with young adults and/or young offenders; network; knowledge of programs, projects or services aimed at reducing or preventing drop-out education of young adults and/or juvenile offenders; the techniques, methods and/or programs that the respondents apply in their work and how these can be improved; the strengths and weaknesses of their workplace.

The interviews were administered by individual project partners and in total we were collected 16 interviews.

ANALYSIS PROCEDURE

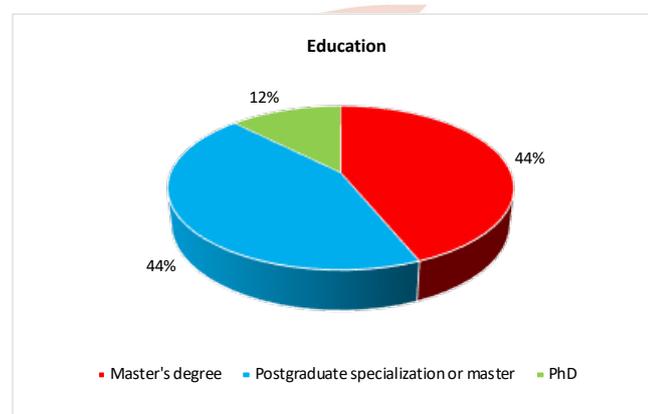
The analysis process involved two phases: 8 of 16 interviews were analysed and macro-categories of answers have been created for each question so that the answers of the different interviews could be classified within them. Later, the answers from the 8 missing interviews were analysed according to these categories identified. During this second phase, some of the answers were not placed in the identified categories, therefore, we proceeded to modify them until we found categories that satisfy every aspect that emerged during the interviews.

RESULTS

First part – general information

The average age of respondents is 41,5 years, with a minimum age of 25 and a maximum age of 57.

As you can see from **figure 1**, 44% of the respondents have a level of education equal to the university degree, another 44% have a postgraduate or master's degree and the remaining 12% have the researcher title (PhD).



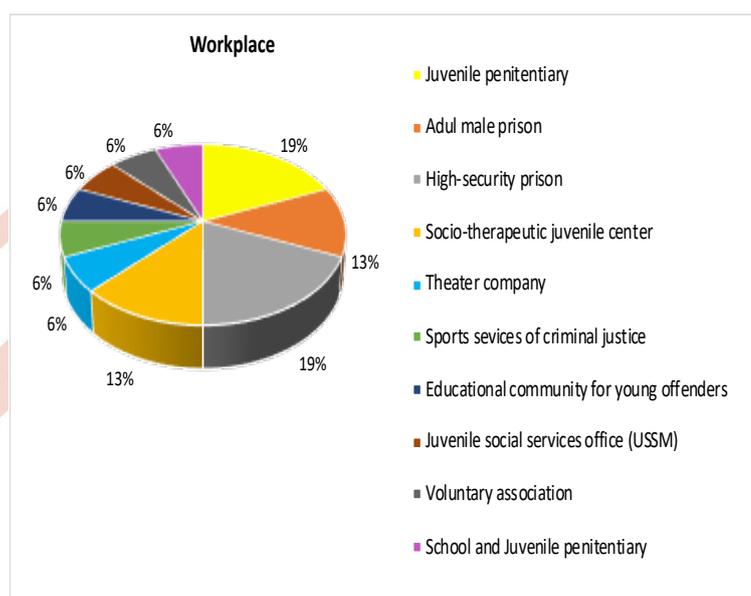
Pic. 1 – Degree of education of respondents

The analysis showed that the respondents have different professional role. In fact, among the respondents there were:

- One high school teacher;
- Four teachers in prison;
- One Chief Operations Officer (COO) of sports services of criminal justice;
- One teacher at school and in prison;
- One superior technician of reeducation in juvenile prison;
- One tutor educational activities in juvenile prison;
- One theatre company director;
- One psychologist in high-security prison;
- One social worker in high-security prison;
- One educational officer in high-security prison;
- One director of socio-therapeutic juvenile center;
- One socio-therapist educator;
- One solidarity centre director;
- One professional educator for young offenders;
- One pedagogist of social justice service for minors.

Regarding the workplace of the respondents, the graph (Pic. 2) shows that:

3 of 16 respondents work at high-security prison (18,75%); 2 of 16 work in an adult male prison (12,5%); 1 other in a theatre company, 1 other at sports services of criminal justice, 1 other at the office of social services for minors (USSM) and other 1 of 16 respondents work within a school and in a juvenile penitentiary (6,25%); 2 of 16 work in a socio-therapeutic youth centre (12,5%); 1 of 16 respondent work in a voluntary

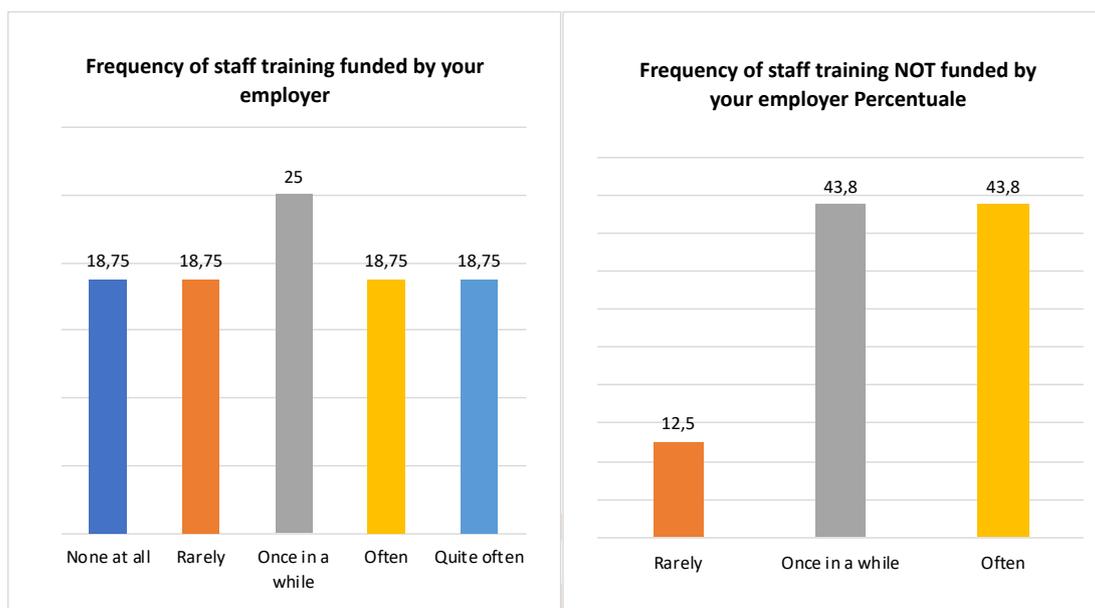


Pic. 2 – Workplace of respondents

association and 1 other in an educational community for young offenders (6,5%); finally, 3 of 16 respondents work in a juvenile penitentiary (18,75%).

From the data on the years of service of the respondents at their workplace, it emerged that the average is about 12.6 years of service, from a minimum of 1 year to a maximum of 32 years; the number of young adult and/or juvenile offenders with which respondents work, the average is about 78.7 from a minimum of 3 to a maximum of 550 young adult and/or juvenile offenders.

Finally, about participation in training courses funded by your employer (**Pic. 3**), 3 of 16 respondents never participate (18,8%), other 3 of 16 rarely participate (18,8%), 4 of 16 once in a while participate (25%), 3 of 16 often participate (18,8%) and other 3 of 16 quite often participate (18,8%). Instead, participation in training courses not funded by your employer (**Pic. 4**), 2 of 16 respondents rarely participate (12,5%), 7 of 16 once in a while participate (43,8%) and other 7 of 16 often participate (43,8%).



Pic. 3 – Staff training funded by your employer

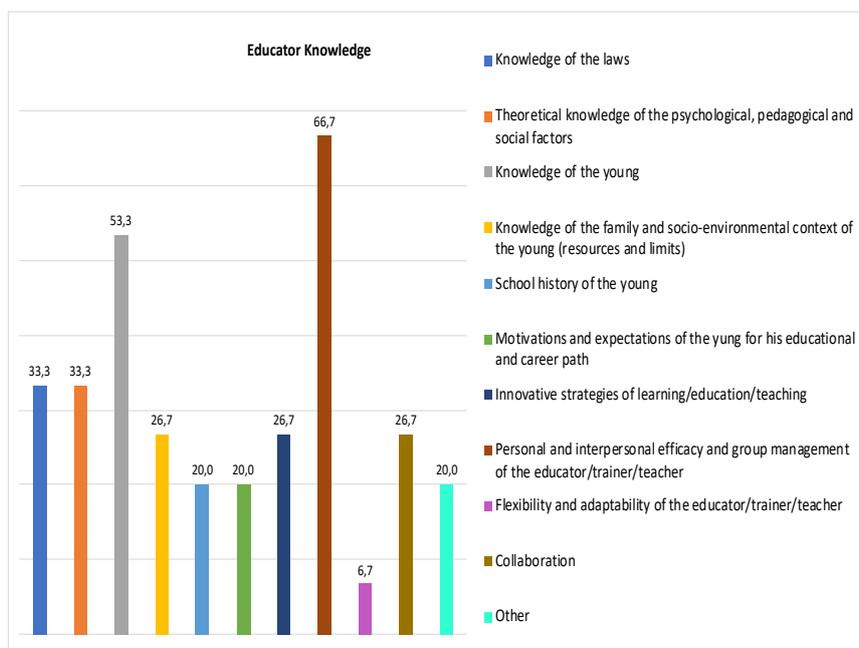
Pic. 4 – Staff training not funded by your employer

Second part – work experience

In the second part of the interviews, the aspects we wanted to investigate were the work experiences of the respondents. To carry out the analysis of the second part of the interview, the macro-response categories were created. Through a definitive analysis grid, the presence or absence of the category was reported in the answers given by the individual respondents and the response rates indicate the presence of the category in the answers of the interviews.

The first categories were created to analyse what it is important that an educator/trainer/teacher knows and what skills it are important to possess when working with young adults and/or young offenders. As can be seen from the analysis below, the categories of responses identified for both of these aspects will be repeated.

As for the educator's knowledge, as you can see from **figure 5**, 9 response categories have been identified: looking at the graph, knowledge of the laws is present in 33.3% of the interviews and therefore consequently not present in 66.7%; the theoretical, psychological, pedagogical and social knowledge of the educator/trainer/teacher is present in 33.3% of interviews



Pic. 5 – Educator knowledge

and not present in 66.7%; the knowledge of the young is present in 53.3% of the interviews and not present in 46.7%; the knowledge of the family and socio-environmental context of reference of the young was present in 26.7% and not present in 73.3%; the knowledge of school history is present in 20% of interviews and therefore absent in 80%; innovative strategies for learning / education / teaching is present in 26.7% and not present in 73.3%; good level of personal and interpersonal efficacy and good group management skills was present in 66.7% of interviews and not present in 33.3%; flexibility and adaptability present in 6.7% and not

present in 93.3%. With knowledge of the laws we mean the importance of knowing the functioning and the rules of the legal and juridical-juvenile system.

For example, some respondents replied that it is important for an educator to "know the laws", "to know the juvenile legal system", "to know the legislation". The response frequency was found in 5 of 16 respondents (33,3%) in this category.

Similarly, for the theoretical, psychological, pedagogical and social knowledge of the educator/trainer/teacher, that is the knowledge of risk behaviours, deviance and life cycle phases, the response frequency was found in 5 of 16 respondents (33,3%). For example, some respondents replied that it is important "the knowledge of age-related problems", "the knowledge of psychological and pedagogical concepts", "the knowledge of addictions".

The knowledge of the young indicates the importance of knowing its characteristics: age; personological characteristics (cognitive deficits-personality - behaviour -psychopathology); needs and emotions; motivations and expectations regarding his life in general; life skills; personal interests/hobbies/passions; value system. In this category, the frequency of responses was "age and hobby", "They are people who want to be heard and generally feel marginalized by society", "to know and understand their needs, the environment from which they come and the values that underestimated their education", "to know if they have an addictions history, psychiatric history and/or cognitive deficits", "to know if there is motivation for change", "future plans". The frequency of these responses was found in 8 of 16 respondents (53,3%).

Regarding the knowledge of the family and socio-environmental context of reference of the young, and the resources and limits of these contexts: the frequency of responses was "existence of environmental support - family and friends", "knowledge of the resources that can be activated in the socio-environmental context of the young". These answers were found in 5 of 16 respondents (26,7%).

About the knowledge of school history of the young and his motivations and expectations about his educational and career path, both categories were present in the answers of 3 respondents (20%). With school history of the young we mean the level of education, the presence of failures and/or school dropout. For example, knowledge of academic history, academic title and literacy level. About motivations and expectations of young about his educational and career path, the answers were "motivation for the course", "topics of interest", "the reason why they are forming", "training requirements". 4 respondents (26,7%) indicated that it is important for the educator knows and uses innovative strategies for learning/education/teaching choices based on the type of training that could change their lives.

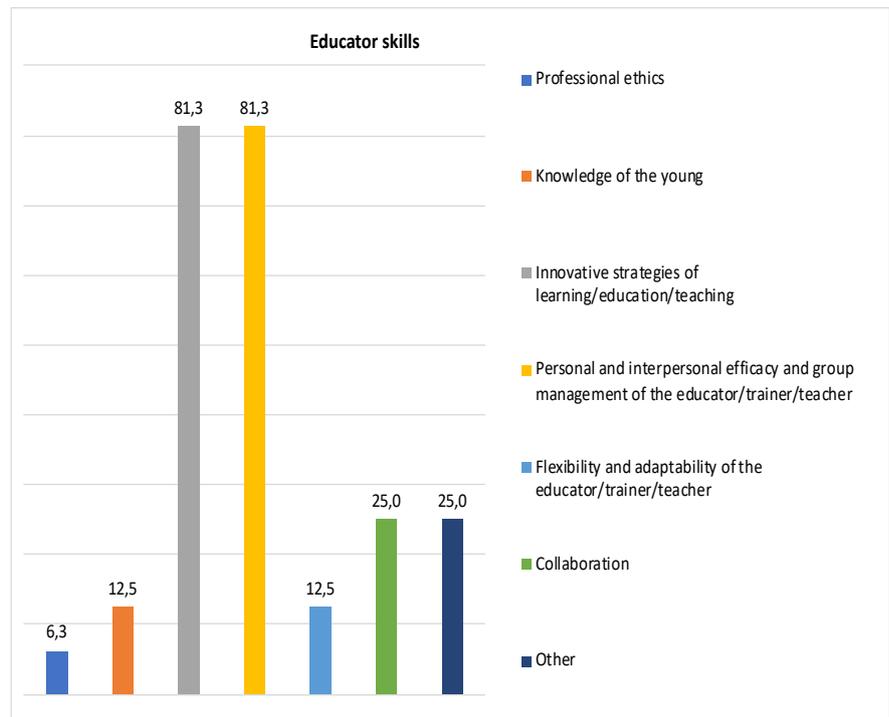
For example, respondents indicated “social skills training”, “strategies to replace aggressive behaviour”, “frequently change homework”, “interactive lessons”.

More than half of the respondents, in particular 10 to 16 (66,7%), consider it important for an educator/trainer/teacher who works with young adult and/or juvenile offenders, have a good level of personal and interpersonal efficacy and good group management skills. This response category includes aspects such as self-efficacy, self-esteem, empathy, relational, communicative and listening skills. The frequency of responses was “self-confidence”, “empathy, respect, humanity, recognition”, “having good conflict management skills and good working skills with the group”, “awareness that they can change their lives and reintegrate into society but that the result of education is not immediate”. 1 of 16 respondents (6,7%) considers it important that an educator “has the will to adapt to the demands and to work effectively”, that is to be flexible and able to adapt to the context and to the different situational requests. 4 respondents (26,7%) indicated that it is important for the educator collaborate with their colleagues and with the reference institutions. In fact, some respondents replied that it is important “cooperation with institutions and local institutions”, “always work in collaboration with all departments of the prison”, “working in a team with other specialists who interact with young offenders”.

Finally, in the "other" category we have included answers that did not fall into the previously discussed categories (3 of 16 respondents; 20%): for example, “when to call it a day”, “be on your guard”, “take care of ourselves”.



As for the educator's skills, as you can see from **figure 6**, 8 response categories have been identified. From this graph it emerges that respect for moral principles is present in 6.7% and not present in 93.3% of interviews; the knowledge of the young is present in 12.5% of interviews and not present in 87.5%; innovative strategies for learning / education / teaching and good level of personal and interpersonal efficacy and good group management skills are both present in 83.3% and not present in 16.7%; flexibility and adaptability is present in 12.5% of interviews and not present in 87.5%; Intra-institutional and inter-institutional collaboration and the reference environment of the young is present in 25% and not present in 75% of the interviews.



Pic. 6 – Educator skills

One category represents the area of professional ethics and 1 of 16 respondents (6,3%) believes that it is important for an educator/trainer/teacher to respect the moral principles, that is “respect professional ethics and prosocial moral principles” relating to professional activity.

Also, here, for 2 of 16 respondents (12,5%) the knowledge of the young, that is his personological characteristics (cognitive deficits, personality, behaviour, psychopathology), family history and his motivations and expectations for his life in general, are an important aspect. For example, respondents indicated that one should “know the history of the prisoner's life, not his criminal past, but his family history and understand their expectations” and “always ensure that screening of cognitive/learning problems has been completed, read and planned”.

The elements that emerge most of all in the interviews represent the ability of the educator/teacher/trainer who works with young adult and/or juvenile offenders to use innovative strategies for learning/education/teaching and the importance to have a good level of personal and interpersonal efficacy and good group management skills. In fact, 13 of 16 (83,3%) respondents believe these are fundamental skills.

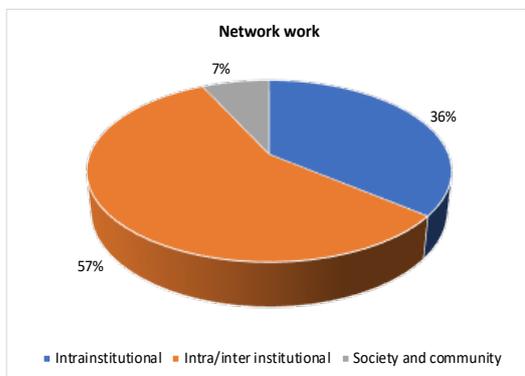
Within the first aspect we find the educational style, the teaching/training/learning methods and techniques, the alternative teaching/training/learning strategies, the active involvement of the young in his path, the life skills education and the teaching of social norms, such as basic skills that an educator is needed to possess. For example, in this category, the frequency of responses was “use positive reinforcement frequently”, “organize and support activities to increase awareness of their strengths and talents and outreach activities through which the young person can recognize their mistakes”, “design with them and involve young in the construction of their rehabilitation plan”, “make learning fun, energetic and always connected to the young person's life and the way it will help them”, “training of emotional intelligence, transversal skills and communication skills”, “use alternative educational methods” and “involve them in voluntary, tourist and sports activities”.

Within the second aspect we find self-efficacy, self-esteem, empathy, relational, communicative and listening skills. For example, respondents said it is important “be empathetic, listen and not be judgmental”, “value them as people”, “understand their needs and expectations”, “manage the group to facilitate inclusion”, “determine the boundaries in the relationship but build proactive relationships, “be assertive”, “know your limits” and “communicates clearly avoiding inconsistencies”. For 2 of 16 respondents (12,5%), another skill that an educator/teacher/trainer should possess is “have the ability to deal with and resolve unexpected events” and “be able to adapt in educating according to the interests and the material that students choose”, that is ability to adapt to the context and to the different situational requests.

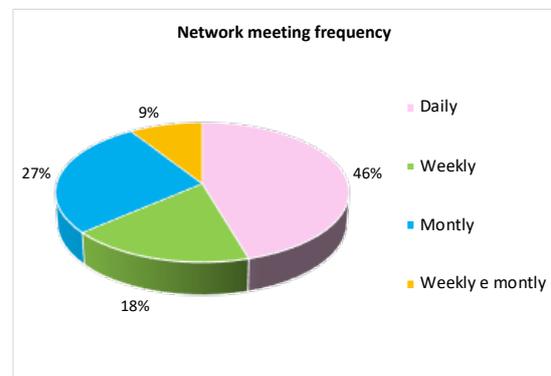
Intra-institutional and inter-institutional collaboration and the reference environment of the young are considered important skills that an educator/teacher/trainer should possess for 4 respondents (25%). In fact, the respondents replied that it is important in working with young and/or young offenders, “the articulation with the group of trainers and other activities in prison”, “create/value a support network among family, school and all local institutions that could be involved” and “ability to network and team”.

Finally, also here we included the “other” category. In fact, 4 of 16 respondents (25%) said that “raise questions and problems related to the reality of life”, “act on the level of exploration of knowledge”, “mitigate the need for staff” and “disconnect at the end of the day”, as important aspects of the skills of an educator/trainer/teacher.

Another aspect that was considered fundamental to investigate in the interview was to know if the interviewee in his work collaborates with his colleagues and/or other institutions and, if present, what type of collaboration and how often these meetings take place (**pic. 7 and pic. 8**). The analysis showed that 1 of 16 respondents (7%) work with the social and community environment; 5 of 16 respondents (36%) work inter-institutionally; 8 of 16 respondents (57%) work intra/inter-institutionally; 2 of 16 respondents did not answer this question. About the question “how often these meetings take place”, in 9% of cases (1 of 16), it takes place weekly and monthly; in 18% of cases (2 of 16) it take place weekly; in 27% of cases (3 of 16), it take place monthly; in 46% of cases (5 of 16) it take place daily; 2 of 16 respondents did not answer this question.



Pic. 7 – Network working

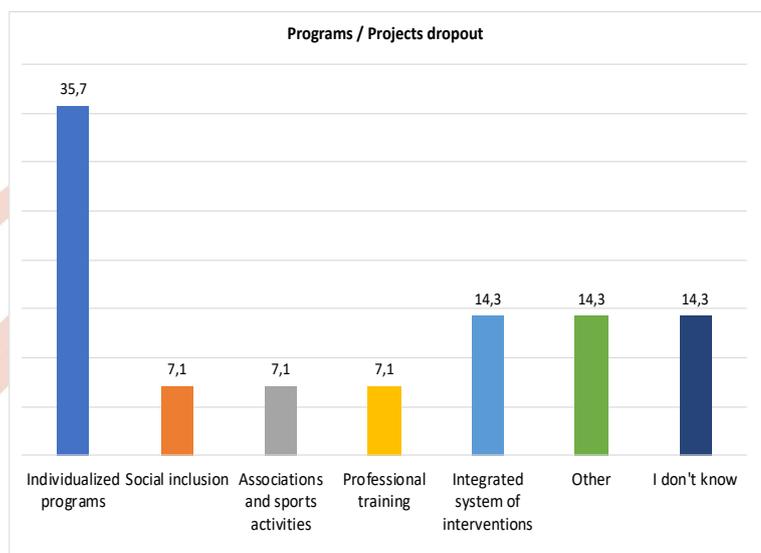


Pic. 8 – Network meeting frequency

Carrying on, the analysis concerned knowledge programs, projects or services that try to reduce or prevent drop out education of young adult and/or juvenile offenders.

Also, here, as you can see from **figure 9**, macro-response categories were created and in particular 7 response categories have been identified.

We found that 5 of 16 (35,7%) know and benefit from this type of programs/projects in their working practice. In particular, they carry out motivational interviews, individualized programs and creation of future projects



Pic. 9 – Programs/projects dropout

with the active involvement of the young. In particular, some of respondents said: “individual motivational interventions aimed at promoting a social and educational re-education path created with and for the young and individual counseling sessions aimed at making young people to acquire autonomy and responsibility”. 7.1% of respondents (1 of 16) know and use: social inclusion programs, in particular “monitoring and action programs to promote social inclusion”; professional training “which also require the fulfilment of compulsory education”; activities related to associations and sport, “not only to ensure that physical and mental health are at the centre, but also to increase the level of education”.

Integrated systems of interventions represent multidimensional interventions, that is individualized paths, interventions of social inclusion, addictions, risk behaviours and deviance. 2 of 16 respondents (14,3%) said that knows and uses “individual teaching programs associated with socio-therapeutic activities, prevention of social exclusion, treatment of behavioural disorders, addictions”.

2 of 16 other respondents (14,3%) say they don't know this type of programs/projects. In the "other" category they have been included answers that did not fall into the previously discussed categories (2 of 16 respondents; 14,3%): for example “a prison school where we implement our program to prevent early school leaving” and “carry out with young people a project that they would like to carry out when they leave school through the creation of clubs of interest in accordance with the interests and rules of the school”. Finally, 2 of 16 respondents did not answer this question.

Regarding the analysis of the question about techniques, methods and/or programs that the respondents use in their work and how these can be improved, it was found that most of the respondents answered the question partially. In fact, only 6 respondents answered the question completely, 9 respondents answered the question in part and 1 did not answer the question. Here too, to analyse the interviews with the answers available, macro-response categories were created. It turned out that the techniques, methods and/or programs most used by respondents when their work with young adult and/or juvenile offenders are: personalized techniques and tools, that is effective and flexible courses that take into account the specific characteristics of the young, by adopting methodologies and educational strategies and/or adequate education for his needs; school manuals and technological tools, for example books, computers, power points, worksheets, audio-visual materials; motivational talks, in order to strengthen the young person's personal motivation and commitment to a specific goal, by facilitating the exploration of the person's own reasons for change, with a view to accepting help; group interventions to promote socialization and social inclusion; mentoring and tutoring, aimed at teaching active educational and professional skills of the young; active involvement of the young in his process of change/learning/education with a view to

cooperative learning through, for example, role-playing and brainstorming; network work with operators, communities and institutions of reference.

Asked how you think these techniques, methods and/or programs can be improved, the need turned out to be: more available tools and more resources, for example technology tools, technical support, internet access, mobile technology, digital education; more intersectoral/sectoral support and cohesion of all the services and all the operators involved; definition and implementation of regularly articulated lines of action; research and monitoring plans to verify the impact of projects on the life of young adult and/or juvenile offenders; more support, training and supervision for all staff working in the field of juvenile criminal justice.

The last aspect of the analysis of work experience it concerned the strengths and weaknesses that the respondents find in their workplace. As for the strengths, the aspect present in all the interviews concerns the presence of networking. In fact, each respondent replied that a strength of the workplace is the intra/inter institutional collaboration, characterized by: comparison between colleagues, collaboration between the services involved in taking care of the young, activation and involvement of the community local in the process of social reintegration of the young. Another aspect that emerged as a common strength concerns the presence of competent and specialized staff who have a good level of personal and interpersonal efficacy, good group management skills, empathy, relational, communication and listening skills. Also, aspect that emerged is to offer young the opportunity to learn and improve themselves even in prison, with the aim of offering them the opportunity to reintegrate into society in the future. Finally, the last aspects that emerged are participation in national and international projects and inclusive policy underlying training in prisons.

As for the weaknesses that the respondents find in their workplace, the aspects emerged concern: lack of technological again, little time to deal with all the necessary activities aimed at young offenders, lack of staff and lack of economic funds. Other aspects are the lack of regularly articulated and structured lines of action, old structures and overcrowding of structures with a high number of young people inside prisons. It emerged the lack of regular research and monitoring plans to verify the impact of projects on the life of juvenile offenders once finished the path in prison. Another aspect regards the presence of educational programs which are sometimes too rigid as they are linked to prescriptions of judges that are too stringent and therefore leave little opportunity for movement for educators/teachers/other professionals who work with young offenders. Another weak point regards the little support, training and supervision for all staff working with the young. Finally, as a point of weakness it has shown the difficulty of continuing the work during the health emergency by COVID-19.

These aspects have been summarized in **figure 10** below.

Strengths	Weakness
Presence of networking	Limited resources
Presence of competent and specialized staff	Lack of regularly articulated and structured lines of action
Opportunity to learn of young	Overcrowding of structures
National and international projects	Lack of regular research and monitoring plans
Inclusive policy	Rigid educational programs
	Not enough support, training and supervision
	Old structures
	Covid-19

Pic. 10 – Strengths and weakness

By comparing the data that emerged from the questions on how to improve an educator's work techniques and the weaknesses of the workplace, it is possible to notice a strong commonality among all the elements that emerged.

Conclusions

In terms of conclusions for the report, there are some important aspects that emerged and that need to be mentioned.

For the first thing, we can conclude that the Ministry of Education needs to make efforts on the ongoing training of educators/trainers, namely for those that are providing services in criminal justice sector. This is an important point, because it is fundamental to specify the particularities of prison teaching and how it differentiates from other lifelong learning sectors.

The appropriate training of teachers in prison context is a requirement that should start from the moment of first recruitment and continue until final retirement. The training should focus on rehabilitation, reeducation and reintegration principles, and on the prison security. The professionalization of prison educators working with minors and young offenders and the appropriate training of it in prison context is a requirement that should start from the moment of first recruitment and continue until final retirement. It would be fundamental to have a regular series of opportunities for continuing development for teachers of all ages and all ranks. The ongoing training can support not only the development of new knowledge, but also techniques and competences that can be then used for rehabilitation, reeducation and reintegration. Perhaps, looking back at the writing of the needs analysis interviews, it would have been interesting to ask if the prison educators/teachers/trainers have a pedagogical training and/or some specific pedagogical training to work with minors and/or young offenders, so as to identify the presence or absence of specific training for working with the young, in terms of initial education and also continuing professional development.

Another important aspects that have emerged and that need to be improve are the development of innovative strategies and more presence of technology in the prisons, especially through more funds. It would also be essential to sensitize civil society with regard to juvenile criminal justice, even to stimulate and strengthen its commitment in this field.

One aspect that worries is that although there are numerous recommendations in using alternative measures to detention, especially with minor offenders, there are still many young people who find themselves serving sentences inside prisons. The same, in fact, are very overcrowded and this does not even facilitate the work of educators/teachers/trainers who work with them. Here too there is a need for more resources, both economic and professional, to be invested, as well as raising civil society awareness of juvenile criminal justice, also to stimulate and strengthen its commitment in this field.

