Empowering Partnership as Resocialization Form of Juveniles Subject to Delinquency: Findings of Empirical Research

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Abstract

Juvenile delinquency is part of general delinquency, one of the reasons of adult criminality. The holistic analysis of the reasons and characteristics of this social and legal phenomenon creates premises for its understanding and allows creating new more effective preventive programmes. One of them is educational activity taking place in the partnership between a juvenile (juveniles) subject to delinquency and an educator (teacher); it is considered to be one of the resocialization elements, which contains empowerment potential. The article aims to answer the following questions: can empowering partnership be treated as resocialization form of juveniles subject to commit a crime? What specific features characterize empowering partnership as resocialization form of juveniles subject to commit a crime? The aim of the research is to identify specific features of empowering partnership as resocialization form of juveniles subject to commit a crime.

Keywords: empowering partnership, resocialization, juveniles subject to delinquency.

Introduction

Delinquency is a complicated social and legal phenomenon, the origin of which is addressed by theories of different sciences. According to Tarolla, Wagner and Rabinowitz (2002), juvenile delinquency is part of general delinquency, one of the reasons of adult delinquency as well as one of the social problems that oppresses worst and that conditions destructive emotional, physical and economical outcomes, which a particular community experiences.

Although the extent of juvenile delinquency differs in different countries, the tendencies of growth of this negatively treated phenomenon are more frequently observed. This is a relevant issue globally. Juvenile delinquency is related not only to negative outcomes for juveniles themselves but also for their families and society (Katsiyannis et al., 2008; Geib et al., 2010). According to Jatkevicius (2003), Lelekov and Kosheleva (2008), no country can avoid this phenomenon.

Referring to the data of Lithuanian Department of Statistics (2012), in 2007 juveniles committed 4051, in 2008 – 4325, in 2009 – 4023, and in 2010 – 3589 criminal acts. In 2007 the real imprisonment sentence was served by 192, in 2008 – 200, in 2009 – 188, in 2010 – 158 juveniles. The analysis presented by the Information Technology and Communications Department under the Ministry of the Interior of the Republic of Lithuania (2012) indicates that in 2011 in Lithuania 3296 criminal acts, in the performance of which juveniles are suspected (prosecuted), were inquired. The absolute majority of them (90.5 percent) are boys. The repeated criminal acts were committed by 174 suspected (accused) juveniles.

When comparing the presented statistical data of the latter years, the gradually decreasing number of criminal acts committed by juveniles as well as of juveniles serving real sentence is observed.

However, formal statistics of delinquency cannot precisely reflect all crimes performed in certain territory because a lot of them remain not officially fixed due to different reasons (Giddens, 2005; Kiskis, 2008). The inconsistence of statistical data determines the inadequate understanding of the problem extent and the need for solutions. Tendencies of juveniles’ delinquency increase remain poorly changing. The holistic analysis of reasons and characteristics of juveniles’ delinquency creates premises for deeper understanding of this phenomenon and allow creating of new more effective prevention programmes.

As Gottfredson (2001) (cit. Weerman, 2010) states, the relation between the delinquency of juveniles and the factors of school environment (learning failures, inappropriate teaching methods and so on) has been identified by researches. Mulcahy et al. (2008) notice that frequent failures of organizing, developing and...
assisting the educational process of juveniles serving their sentence create serious problems for the professional working in imprisonment institutions, researchers and imprisoned juveniles.

In juveniles’ justice and in the society the stigmatizing viewpoint to juveniles subject to commit a crime is common. They are often considered to be ‘bad’, ‘selfish’, ‘incorrigible’. The offered educational solutions of this problem are often understood too narrowly, rudely. For example, the attitude that, when applying pedagogical abilities and competences, specialists ‘having rendered’ necessary information will teach juveniles to behave properly in the society prevails. Such understanding of education is influenced by the gap between educational practice and theory ground in the context of this topic. Unidirectional presentation of information is named teaching (a provider of information – an authority, and a recipient of information – a juvenile who has to accept and apply the information), in other words, it should be called educational dominance⁴; it is ineffective and often ignored in the subculture of juveniles subject to delinquency due to their unwillingness to accommodate to positions of a subordinate and an authority. The possible alternative is education during the service of one’s sentence, in the context of empowering partnership⁵ when an educator and a learner (in this case – a juvenile subject to delinquency) have equal status – both of them are active partners in the educational process.

It is probable that the application of empowering partnership principles when educating juveniles subject to commit a crime would in turn serve as their resocialization form.

Most analysed different aspects of empowerment, partnership, juvenile delinquency, resocialization in various contexts. The importance of empowerment in different environments and situations that are often related to environs of personal development was highlighted by different researchers: Juceviciene and Lipinskiene (2001), Lipinskiene (2002), Lorion and McMillan (2008), Monnickendam and Berman (2008) and others. The aspects of empowering partnership in education were analysed by Brown, McWilliam and Ward-Griffin (2006), Juceviciene (2007), Miller and Curpen (2009), McPhee (2009), Reid and Reid (2009) and others. The reasons for juvenile delinquency, its prevention possibilities, problems of a personality subject delinquency were analysed by Cepas (1989), Michailovic (2001), Gecenie (2002), Jatkevicius (2003), Kvesienkiene (2005), Zukauskiene (2006, 2007), Rohall, Milkie and Lucas (2007), Babachinaite (2002, 2008), Sorie, Hagen and Ogden (2008), Skiecevicius, Leluiiene and Zydziuinaite (2010) and others. Merkys, Ruskus and Juodraitis (2002), Liaudinskiene (2005), Liaudinskiene and Leluiiene (2007), Alifanoviene and Sapelyte (2009), Lengvinas (2009), Lengvinas and Grosas (2010) and others analysed the peculiarities resocialization of juveniles who made law violations. Karabanow and Clement (2004) analysed empowerment aspects (including educational) that possessed preventive impact upon delinquency. However, until present the research, in which empowering partnership would be the research subject related to juvenile delinquency, and, in particular, treated as resocialization⁶ form of juveniles subject to delinquency, has not been carried out.

The article aims to answer the following questions: can empowering partnership be treated as resocialization form of juveniles subject to commit a crime? What specific features characterize empowering partnership as a form for resocialization of juveniles subject to delinquency? The aim of the research is to identify peculiarities of resocialization form of juveniles subject to commit a crime.

The article consists of three parts. The first part presents the essence and characteristics of empowering partnership as a resocialization form. The second part disloeses the methodology of the empirical research. The third part presents the research findings and discussion.

Empowering partnership as resocialization form: essence and characteristics

As in this article empowering partnership is considered a resocialization form of juveniles subject to delinquency, it is important to highlight essential aspects of the concepts of empowerment in partnership and resocialization. It should be pointed out that the resocialization process is complex and treated not unambiguously. Different authors emphasize different resocialization aspects. Michaiilovic (2001), Liaudinskiene (2005), Liaudinskiene and Leluiiene (2007), Prakapas and Katinaite (2008), Mesioniene (2009) and others state that there is no generally accredited definition of resocialization.

⁴ The research performed by Lengvinas (2010) revealed that most teachers working at juveniles’ penitentiaries thought that a teacher had to be the supporter of hierarchical communication.

⁵ Nightingale (1894, p. 2, cit. Attewell, 2010) used the term of empowering partnership when speaking about the persons in community who needed one or another assistance. She expressed the essential idea of empowering partnership – the work not ‘for’ but ‘together’ with a person by the following statement: ‘We do not have to speak for them or instead of them, we have to speak together with them’. Tanner (1990, cit. Gillespie, 2001, 2005), when speaking about empowering partnership in educational context, states that in the partnership teachers and pupils become collectively learners, get involved into open dialogue and share responsibility for learning and development. Empowering partnership changes the status of both teacher and learner (the one who is empowering and the one who is empowered). In this article empowering partnership is considered as a dynamic strategy of education of juveniles subject to delinquency, which possesses resocialization potential and which refers to the application of principles of involvement, collaboration, parity, mutuality, partnership, justice, respect, responsibility, openness, trust in educational process.

⁶ In the laws and legal acts valid in the Republic of Lithuania the concept of resocialization is often enough used, but is treated ambiguously. ‘The Programme for Social Adaptation of Convicts and the Persons Freed from Imprisonment Places for 2004-2007’ approved by the Government of the Republic of Lithuania (Žin., 2004, No. 23, 709) foresees that until the beginning of 2008 constantly to implement the policy of the resocialization of convicts and persons freed from imprisonment places considering continuity principle – to decrease the possibility for them to repeat commitment of a crime. Or the Programme of Juveniles’ Justice for 2011-2013 (Žin., 2009, No. 110 – 4664), defines resocialization as ‘the return of person’s social status and value orientations by purposeful social, pedagogical, psychological, educational or other means in order to integrate the person into society’.
Liaudinskaite (2005), Liaudinskaite and Leliužė (2007) in detail conveyed the essence of resocialization of juveniles subject to delinquency. According to the authors, first of all resocializations aims to deflect a juvenile from unlawful activity not through a penalty or isolation, but through timely assistance – effective impact – appropriate supervision. It is defined as complex, integral process with unlimited possibilities to act, containing the content of the entire programme, the essence of which is repeated integration of an individual into society (the return of a delinquent person into socially accepted life). Essential components justifying juveniles’ resocialization – humanity, involvement, economy, care, assistance, education, responsibility, possibility, correction and development.

In this article resocialization is considered as the process, during which it is pursued for active involvement of a juvenile subject to commit a crime into educational activity in order to ease his / her integration after the education, responsibility, possibility, correction and development.

According to Liaudinskaite (2005), Liaudinskaite and Leliužė (2007), educational activity is one the most important elements of resocialization. In the resocialization process, the educational aspect stresses the inevitability of educational impact and juvenile’s participation in different educational programmes. Kalendra (2006) also points out the importance of educational activity in the resocialization process. With reference to premises for continuous education and learning of the people sentenced by imprisonment in Lithuania, he notes that resocialization is the way of permanent learning and self-education, which induces more effective process of returning to normal life on the outside. Gerber and Fritsch (1995), Harr (1999), Tracy, Smith and Steurer, (1998) cited in Brewster, Sharp (2002) consider educational activity as one of the most efficient means that weaken manifestations of repeated delinquency in future. As Liaudinskaite (2005) points out, educational activity is an empowering factor, which provides individuals with non-asocial perspective of their development.

Educational activity in the resocialization process of a juvenile is inevitable. Merkys, Ruskus and Juodraitis (2002) point out the holistic nature of resocialization and education processes. Due to frequency and intensity of the contacts with a juvenile, educational institutions, especially schools play a particularly important role. The most important function of educational activity, according to Liaudinskaite (2005), is to actively and alongside effective educational means participate in resocialization in order to develop new skills and thus positively influence juvenile’s change. As Jovaisa (2001, 2007) notes, a school is the place where resocialization can be take place.

In the context of this article it is important to emphasize the means of resocialization, which are applied under the conditions of isolation by revealing the aspects of the activity of the educational institution, which is functioning in juveniles’ correctional institutions, and the need for empowering partnership as the form of resocialization of juveniles subject to commit crimes. The time of imprisonment is the period when juveniles, together with qualified specialists, can learn alternative strategies of behaviour, which they either have not acquired or they are not adequately used and do not provide the expected benefit. Prakapas and Kunigyte (2005) note that usually resocialization means are applied too late, i.e. when the person having formally served the sentence leaves the custodial place. Penitentiary institutions theoretically should perform not only the function of imprisonment but also apply certain means for the change of delinquent behaviour or rehabilitation. Thus it is practical to apply resocialization means in penitentiary institutions when a person still is isolated from society. Carizosa and Poertner (1992, cit. Karabanow and Clement, 2004) note that the best way to avoid the problems related to ‘street youth’ is their teaching and empowerment.

The importance of specialist assistance7 in empowerment processes is emphasized by Knowles (1970, 1975, cit. Zepke and Leach, 2002), Kolb and Stuart (2004), Reid and Reid, (2009). Referring to these authors, the youth has to get a lot of possibilities for practice of problem solution, which transfer them into the role of active decision makers.

In the process of empowering partnership when working together with a qualified specialist (in this case – a teacher), juveniles can be provided with the conditions to acquire lacking skills, at the same time not to take away the possibility to remain active personal decision makers. As Murphy (2002) points out, the role of an active decision-maker is important when creating empowering partnership strategies is also one of the the successful principles of resocialization. Liaudinskaite (2005), referring to different authors, notes that in most cases resocialization is hardly possible or almost impossible to implement compulsorily. It would contradict the very idea of resocialization. First of all, the consent of a participating person is necessary.

McWilliam et al. (2003), Brown, McWilliam and Ward-Griffin (2006), Colvin (2007), Cantero (2010), when speaking about implementation of resocialization process among people subject to commit a crime and their empowerment, point out the principles important for empowering resocialization – parity, mutual respect, trust-based relationship, tolerance to different true-life experiences. According to the authors, in implementing resocialization initiatives, it is important to pay attention to the aspects of equal relationship and respect when working with a person subject to commit a crime. Mesoniene (2009) also notes that only harmonious relations among

7In the context of this work – assistance of teachers working in juveniles’ imprisonment places.
people participating in resocialization process can ease its effective implementation.

The results of the empirical research by Prakapas and Katinaite (2008) revealed that most imprisoned persons possessed expressed educational needs and the vision how to meet them. Liaudinskaite (2005) also points out that, considering the characteristics of juveniles subject to commit crimes, the need for individualised and modified education is evident. Roming (1978), cited in Sutton (1999) considers individualised teaching as one of effective methods when working with juveniles subject to delinquency.

Although this article does not get deeper into the methods of teaching individualization and differentiation, but main principles of individualised and differentiated learning (mutually formulated goal of education process; maintenance of parity-partnership relationship in education process; consideration of individual features of a particular pupil; adjustment of learning content and methods to a particular person and so on) reflect essential ideas of empowerment in partnership and resocialization process. The above-mentioned principles are particularly important considering the aspects of education of juveniles subject to delinquency and strengthens the possibility to implement empowering partnership as resocialization form in the education of juveniles subject to delinquency. In the process of individualised and differentiated learning empowering partnership can also contribute to the formation of positive viewpoint of juveniles’ subject to delinquency in respect of teachers and teaching process. Thus individualised and differentiated teaching based on empowering partnership would serve as the form of resocialization of juveniles subject to commit crimes.

According to Siauciukeiene (1997), the principle of learning individualization expresses general orientation to an individuality and, first of all, refers to individual’s cognition permitting to understand them as personality and influence them. Teaching differentiation, according to the author, can be understood as concretizing teaching individualization. As Siauciukeiene, Visokiene and Talijuniene (2006) point out, the system of differentiated teaching is based on parity interaction between an educator and a learner through individual viewpoint and approach to each learner by considering their personal features and differences; it ensures different ways of teaching individualization expression. By means of this system, attempts are also made to create conditions for further partnership collaboration and decision-making of teaching participants. When learning, pupils collaborate, share their experience, have no doubts, do not compete but strive for well developed awareness of individual and general goal. Duobliene (2006) and Fine (2003) also point out the profits of collaboration and learning; the authors relate person’s development to successful changes.

The implementation of differentiated teaching is inseparable from flexibility and dynamics of the educational process. These aspects are essential when speaking about application of empowerment in partnership, pursuing to resocialize juveniles subject to commit a crime; they also reflect the main ideas of empowering partnership and resocialization.

Thus the application of the strategy of empowering partnership, which distinguishes in the characteristics of general empowerment plan formulation together with the person to be empowered, of planning education process considering individual features of a learner, formation and maintenance of equal parity relationship in the education process, provision of knowledge necessary to control life situation and so on, in the context of juveniles’ education resounds essential principles of the wider construct – resocialization (integration, exploitation of possibilities, consulting in solving problems, assistance in a crisis situation – in order to acquire education, assistance in repeated socialization, development of motivation to integrate into public life, decrease of stigmatization and so on). The character of these principles is common to characteristics of person’s empowerment, and the latter is inseparable from partnership relationship. Considering the above-mentioned characteristics, empowering partnership should be treated as one of the resocialization forms of juveniles’ subject to delinquency.

Research methodology

The method of the research sample selection criterion sampling. The research sample consisted of two groups of respondents. The first group of the respondents – 16 – 19 year old boys (sometimes until the age of 21st) who are inmates of institutions performing custody and imprisoning juveniles in Lithuania; 15 respondents belonging to this group were interviewed. Their average age is 17.5 years. The freedom of the research participants is limited by the court sentence due to the committed crimes of different degree. The imprisonment time – from 0.5 to 3.5 years. Juveniles’ education – from 5 to 12 years of comprehensive education. One of the criteria of the research sample was that juveniles serve their imprisonment repeatedly; it was chosen in order to avoid inaccuracies and manipulations. The second group of the respondents were the teachers of the comprehensive school functioning in juveniles’ imprisonment place, who directly take part in education process of juveniles’ subject to commit a crime. The work experience of the five respondents interviewed is from 2.5 to 12 years. The distribution of the respondents according to gender: 1 male, 4 females.

The research data collection instrument was a semi-structured interview. The list of questions for the first group of the respondents (juveniles) consisted of 30 questions and situations, which were divided into 11 thematic groups (the ability of juveniles subject to

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8 Referring to Clause 1 of Article 81 in the Criminal Code of the Republic of Lithuania: ‘The convicts, who turn 18 years old and who apparently begin to improve, in order to consolidate their improvement results, can be left until the end of their imprisonment in the juvenile prison, but not longer than they become 21 year old’ (Valstybės žinios, 2002-07-19, No. 73-3084). In the context of this article, a person from 19 to 21, who serves sentence in one of the institutions performing custody and imprisoning juveniles in Lithuania, is treated as a juvenile because he committed the crime when being 14-18 (i.e. being a juvenile).
delinquency to acquire necessary knowledge; motivation for learning of juveniles subject to delinquency; an authority for a juvenile subject to delinquency; individual and group learning; attractiveness of a school; teaching individualization and differentiation; relationship with teachers; juveniles’ interrelationship in the classroom; trust among juveniles subject to delinquency; strict requirements in teaching process; teaching based on principles of empowering partnership). The list of questions for the second group of respondents (teachers) consisted of 13 thematic groups (characteristics of juveniles subject to delinquency, resocialization potential of a school; trust in a teacher; juveniles’ viewpoint to learning; coherency between knowledge and authority; aspects of rationality of juveniles subject to delinquency; motivation for juveniles’ learning; particularity of teaching of juveniles subject to delinquency; teaching individualization and differentiation; competition in the process of learning; individual and group teaching; application of empowering partnership principles; assistance of an imprisonment institution; personal viewpoint of teachers); in total – 31 question and situation. If necessary, additional purposeful questions were given. The method of data analysis was content analysis. All activities of the performed research were based on generally accepted principles of research ethics. Referring to Zydziunaite (2007), these principles include the right to be unimpaired, the right not to be exploited, research usefulness, relationship between risk and benefit, respect for person’s dignity, justice, privacy and confidentiality.

Research results

During the data analysis 61 cluster has been extracted. Some of them presented in this article directly disclose the specific features of empowering partnership as the form for resocialization of juveniles subject to delinquency.

Features of empowering partnership as resocialization form – juveniles’ viewpoint

‘Assistance in the learning process’. With reference to assistance in the learning process, imprisoned juveniles point out implicit assistance to each other in different situations of learning. In most cases assistance is willingly accepted. In exceptional cases their wish to help can depend on their mood. The answers of the research participants revealed that in certain cases the assistance of classmates in the learning process encouraged learning and served as the possibility for adjustment to the friends having the authority. Assistance to a friend can be related to the question whether a juvenile understands the subject he is learning: in separate cases juveniles help only their most close friends, i.e. the ones they spend most time with.

‘Reaction to a strict requirement’. In the situations when teachers strictly require something juveniles implicitly perform their assignments only in exceptional cases (e.g. in order to avoid penal sanctions harmful for a juvenile). Juveniles respond to strict requirements of a teacher if they understand that a particular assignment is given wishing them well. Assignments are also performed if the requirement is ‘very strict’. However, in many cases, when teachers strictly require something, juveniles subject to delinquency behave conversely – they do not respond to the requirement.

‘Conditions for implementation of teacher’s requirement’. For juveniles subject to delinquency to do what the teacher has asked asked, the latter should draw on professional competence – clearly deliver the teaching material in the language understood for pupils. The respondents point out the importance of parity relationship, which would create conditions for the performance of the assignment given by the teacher: unemotional, equal communication; identification of pupils’ needs in common discussion as well as readiness to render good-natured assistance.

‘Individualization and differentiation factors in education of juveniles subject to delinquency’.

The principles applied in teaching of the juveniles serving their sentence’. By means of presented simulation model and when analysing the situation in the comprehensive school functioning in the imprisonment place, opinions of the juveniles differed. The respondents pointed out the features characteristic of different teaching methods. To the principles of empowering partnership method the respondents attributed learning in groups, equal communication, teaching comprehensible for juveniles, abstract features of parity relationship. The research participants also recognise the features characteristic of a traditional school: too abstract explanations, emphasis on individual work, undisputable presentation of assignments, abstract features of traditional teaching. Some juveniles who took part in the research pointed out the features of both parity relationship based and of traditional teaching characteristic for teaching at the imprisonment place. According to the juveniles, this depends on the teacher of a particular subject.

‘The choice of teaching based on the principles of empowering partnership’. All juveniles who took part in the research, referring to different arguments, would choose learning in the classroom, in which the principles of empowering partnership are applied. The respondents welcome parity relations in communication, possibility to learn in group, premises for easier learning. The participants of the research also expressed their critical viewpoint towards group work, which was partly related to pupils’ wish to avoid work, possibilities to cheat (Table 1).
The choice of teaching based on principles of empowering partnership

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<th>Category</th>
<th>Subcategory</th>
<th>Confirmative statement</th>
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<tr>
<td>Equal, partnership-based</td>
<td>communication</td>
<td>’The second (perfect). Well, the teacher communicates with us as equal to him &lt;...&gt;.</td>
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<td>’&lt;...&gt; That the teacher there communicates, collaborates well; I think it is OK. &lt;...&gt;.</td>
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<td>The teacher as partner, so well here it seems to me it is good, well, it seems to me’.</td>
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<td>’I’d better like when everyone discusses what to do, what to solve &lt;...&gt;.’</td>
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<td>’ Those where the teacher helps and feels equal. &lt;...&gt;.’</td>
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<td>’In the second. Because it would be more pleasant to learn. You communicate with a teacher as equal to you &lt;...&gt;.’</td>
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<td>’&lt;...&gt; the second form. There they explain easier, better explain’.</td>
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<td>LEARNING IN THE SECOND FORM</td>
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<td>’&lt;...&gt; it is more acceptable for me where a teacher behaves with you as with an equal.</td>
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<td>’&lt;...&gt; it is better for me to communicate with a teacher as equal; then I like him more and I will like that teacher and perhaps his subject, at least I’ll try to learn, partly for this teacher... For example, when somebody does something good to me, I somehow feel indebted to that person. Well, I perhaps would try to learn well his subject due to this &lt;...&gt;.’</td>
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<td>Possibility to learn within a group</td>
<td></td>
<td>’&lt;...&gt; it is easier to work there. You don’t understand – they tell how to do, everything &lt;...&gt;.’</td>
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<td></td>
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<td>’&lt;...&gt; all the same there they prepare lessons together...’.</td>
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<td>’&lt;...&gt; if you do not understand something – someone in the group explains &lt;...&gt;.’</td>
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<tr>
<td>Easier learning</td>
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<td>’&lt;...&gt; it is much easier to learn than when the teacher only says what to do’.</td>
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<td>’&lt;...&gt; it is easier to perform assignments in a group’.</td>
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<td>Critical viewpoint to group work</td>
<td></td>
<td>’&lt;...&gt; about small groups – it is not so good there; it seems to me because everyone can copy and you will not learn there &lt;...&gt;.’</td>
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Expression of empowering partnership principles applied in practice

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<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Confirmative statement</th>
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<tr>
<td>APPLICATION OF EMPOWERING</td>
<td>More active involvement into teaching / learning process</td>
<td>’&lt;...&gt; I could say that ‘so and so’, but I like it very much when it comes from them.</td>
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<td>PARTNERSHIP PRINCIPLES</td>
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<td>Well, I say: ‘I have a problem’, I am lost, I do not know how to behave – help me’.</td>
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<td></td>
<td>Consideration of pupil’s emotional state</td>
<td>’&lt;...&gt; And the other, if he has problems with his head, he cannot do it, he could do that assignment, but he is not able. Well, he... Today he has problems. Well, it is not his day [smiles]. He will not do &lt;...&gt;.’</td>
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<td></td>
<td>Encouragement of interest</td>
<td>’&lt;...&gt; And thus you do both the assignments, and crosswords and tests in order to get them involved to the activity’</td>
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<td></td>
<td>Development of partnership relationship</td>
<td>’Aha. It is at us, let’s say that, well... &lt;...&gt; More perhaps you are as partner &lt;...&gt;’</td>
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<td>’&lt;...&gt; I might constantly work like this. &lt;...&gt; either you leave them alone to fight with your assignments, or you have to show them &lt;...&gt; Collaboration is inevitable &lt;...&gt;.’</td>
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<td>’&lt;...&gt; It seems to me that I try to do this way &lt;...&gt;.’</td>
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<td>’&lt;...&gt; from the subject point, very much, well, that we collaborate or not, there we work in groups, but, well, but from the human point, if you, well, put yourself in such a position that you on their level, you do not want to look superior, this is possible &lt;...&gt;.’</td>
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<td>’&lt;...&gt; He himself sees if I am interested in his work, automatically he also becomes interested. He sees that this is important’.</td>
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<td>Importance of teachers’ attitudes</td>
<td>’&lt;...&gt; this again depends on the teacher. I think first of all about them... How they come to the lesson, are they in the mood. Or only, well, how to turn those children into marionettes, well, let’s say – ‘You here go to the left, and now you need to go to the right &lt;...&gt;.’</td>
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<td>Positive influence of previous work experience</td>
<td>’&lt;...&gt; Well but again, first of all, that your fair, well, fair behaviour is with them’.</td>
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<td>Absence of alternatives for partnership</td>
<td>’It seems to me that yes. Ambiguously. Somehow, well, I work with them as with students, this is always so. &lt;...&gt; This can freely be done at school &lt;...&gt;.’</td>
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<td>’&lt;...&gt; You would kill their ‘small sprout to learn’, it is weak yet, but it might happen that it disappears at all...’.</td>
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<td>’&lt;...&gt; Well, if you communicated with them in a different way – they would ‘sit with their teeth backwards’ &lt;...&gt;.’</td>
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<td>’&lt;...&gt; Because if you give what it is not interesting to them, ‘drop from the top’, then they will do nothing and you will not get any result &lt;...&gt;.’</td>
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Features of empowering partnership as resocialization form – teachers’ viewpoint

‘Aspects of teaching with the potential of resocialization’. Referring to the answers of the teachers who took part in the research, a school can weaken negative and strengthen positive characteristics of the behaviour of juveniles subject to delinquency by pedagogical means: teachers’ efforts; system of stimulation; teacher-pupil communication; maintaining the uniform style of teaching; encouragement of juveniles’ occupation; paying more attention to pupils; trying to understand imprisoned juveniles.

‘Expression of learning among classmates’. The research participants point out that the imprisoned juveniles constantly learn from each other in the classroom. Often such learning manifests by copying from a friend, or classmate.

‘Reaction to an order’. The teachers state that pupils’ reaction to an order distinguishes in situational dependence. In certain cases pupils implicitly follow teacher’s orders. Some imprisoned juveniles react to orders negatively. The teachers have faced cases when a teacher strictly required something and juveniles’ astonishment took place – they did not believe that the teacher was able to do this. According to the teachers, negative reaction of juveniles can be avoided by escaping conflict situations, by motivating juveniles through constructive communication.

‘Discussion about curriculum issues’. Some teachers discuss curriculum issues together with the juveniles. However, most research participants distinguished the interferences, which burden common discussion on this issue. Main difficulties, which the teachers face, are as follows: juveniles’ unwillingness to work, necessity to consider the curriculum requirements, shortcomings of material facilities, the lack of pupils’ competence to choose as well as the necessity for teacher’s interference.

‘Factors of teaching individualisation and differentiation’. The respondents, with reference to consideration of juvenile’s wishes, interests, needs, learning abilities, motivation, distinguished the particularity of teaching individualization and differentiation, as well as difficulties of application of these methods as well as the feeling of disability against ‘the system’. Teaching individualization and differentiation is performed by collaboration of a teacher and pupils; by adjusting to the situation in the classroom; by searching for different teaching methods. The teachers who teach imprisoned juveniles consider their mood, wishes, learning motivation, abilities. The research participants also presented the difficulties of their practical activity, which hindered individualizing and differentiating the teaching of the juveniles subject to commit a crime. This is the limited time of a lesson (considering that at the same time the teacher works with the pupils from several different forms); difficulties of ‘one-form’ school; absence of understanding of juveniles’ duty to work. It should be pointed out that among the teachers who took part in the research the feeling of disability against ‘the system’, i.e. the belief that they cannot change anything, manifests.

‘Practical expression of application of empowering partnership principles’. The research participants apply the following principles of empowering partnership in the teaching process of the juveniles subject to commit a crime: by more actively involving juveniles into teaching/learning process, by considering pupil’s emotional state, by inducing juveniles’ interest, by developing partnership relationship. The teachers point out the importance of teacher’s attitudes in forming the teaching based on empowering partnership principles. Also the positive experience of the work based on these principles. It is important to mention that some teachers do not imagine the teaching of juveniles subject to delinquency without applying empowering partnership principles (Table 2).

‘Personal opinion about the education based on empowering partnership principles’. The teachers who participated in the research expressed their positive disposition towards the education based on empowering partnership principles, which is grounded by antagonism against ‘standard’ learning. Also the research participants expressed the need that teaching of juveniles subject to delinquency is constantly based on these principles. Some respondents were not certain about this, which is related to the fear of changes in ‘the system’.

‘The attitudes of authority in the aspect of application of empowering partnership principles’. The teachers who participated in the research assume that the institution’s authority would positively accept and assistance the implementation of the above-mentioned strategy. The respondents base their opinion on the strong attention of the authority paid to the school and promotion of innovations. The respondents named the lack of financial resources, problems of ‘one classroom’ school, too little attention of the authorities, the problem of criminal subculture castes as possible difficulties important for the implementation of this strategy.

‘The need for additional resources for the implementation of the principles of empowering partnership’. The respondents elaborated additional means necessary for the implementation of the teaching based on the principles of empowering partnership. This is financial stimulation, individual need for communication with a pupil, acquisition of teaching means, necessity of trainings for teachers; close collaboration of specialists of different fields, who work in the juvenile imprisonment institution.

Discussion

The answers of the research participants revealed that a school can contribute to resocialization of juveniles subject to commit crimes by different ways. As Jovaisa (2001, 2007) points out, the school is the place where resocialization could be implemented.

The research disclosed that in most situations juveniles subject to commit crimes consider collaboration aspects in learning process positively. According to Fullan and Hargreaves (1991, cit. Duobliene, 2006), collaboration is the inseparable part of person’s learning. Knowles (1970,
1975, cit. Zepke and Leach, 2002) directly relates the possibility to collaborate to the achievement of learning control.

When preparing a lecture and conducting it, most teachers consider juveniles’ possibilities, wishes, needs, interests. In common discussion with pupils they consult and together solve the process of each lesson, the content of teaching. Others present assignments of learning not considering juveniles’ interests, i.e. without discussing. The rejection of the principles of individualization and differentiation partly confirms the research finding of Lengvinas (2010) that the educational relation based on authoritarianism, which still prevails in comprehensive schools functioning at custodial places of juveniles.

When analysing received data of the research, the disclosed wish of juveniles based on different arguments to learn in the classroom, in which empowering partnership principles would be applied resound the thought of Cook-Sather (2002, p.10, cit. Reid and Reid, 2009) that when schools consider learners’ needs, pupils not only feel more involved into learning process but also take more responsibility for their learning. Learning starts to be understood not as ‘something is done for them’, but as ‘something what they do themselves’. Also Fine (2003) states that the change of the power ‘for somebody’ into the power ‘together’ induces the emergence of collaborative relations, which finally determine positive results of educational attempts.

When forming empowering partnership in the process of education of juveniles subject to commit crimes, it is important to consider different life experiences of juveniles as well as their learning needs (McWilliam et al., 2003; Colvin, 2007); it is necessary to give time to create equivalent, partnership, trust-based relationship (Falk-Raphael, 1996, cit. Brown, McWilliam and Ward-Griffin, 2006). The empirical research disclosed that some part of these essential principles characterising empowering partnership is episodically (in some cases – constantly) applied in educating juveniles subject to commit crimes.

Alifanovienė and Sapelytė (2009) point out that constant pressure of authorities of correctional institutions for juveniles as well teacher’s supervision is felt.

The research disclosed the opposite tendency to the statements by the above-mentioned authors – the institution performing imprisonment sentence develops assistance to the education of the juveniles subject delinquency benevolently and by different means. This difference can be related to the changes in the institution’s managers.

Conclusions

- Empowering partnership in educational environments and self-education environments, which is created in the relationship of a competitive specialist with juveniles subject to delinquency, gives them alternative ways and strategies of their behaviour, which often are unknown or unacceptable. The performance of learning assignment together with a juvenile as with equal learning partner facilitates the education of imprisoned juveniles. In this way juveniles themselves take greater control of their learning process, feel more responsible for it, forms positive viewpoint towards the person (persons) who teaches. The character of resocialization principles is common to the characteristics of person’s empowerment, and the latter is inseparable from partnership relationship. Empowering partnership should be treated as one of resocialization forms of juveniles subject to commit a crime.

- The empirical research revealed that in most cases the juveniles performing the custodial sentence were ready to help each other in their learning process without reservation – they consider collaboration positively. And on the contrary – a strict requirement of a teacher lives to see a negative reaction of the juveniles subject to commit a crime. In order to avoid it, teachers use different methods. One of them is formation of parity and cooperation relationship. The application of teaching individualization and differentiation principles in the education process of juveniles subject to commit crimes depends on the individual choice of a teacher. The research results disclosed the positive viewpoint of both the teachers and the juveniles sentencing the imprisonment to the education based on empowering partnership principles. Some part of the teachers point out the necessity of the application of these principles in the process of the education of juveniles subject to commit crimes. The manifestations of ambivalent viewpoint among teachers are to be related to the fear in the ‘system’ of changes. It has been determined that the institution performing the imprisonment sentencing of the juveniles performs it by improving the process of education of juveniles subject to delinquency by including a positive viewpoint to innovation implementation.

References

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P. Skiecevičius, I. Leliūgienė. Empowering Partnership as Resocialization Form of Juveniles Subject to Delinquency: Findings of Empirical Research


P. Skiecevičius, I. Leliūgienė

Įgalinant partnerystė kaip nusikalstų linkusių nuostatų realsociolizavimui. Empirinio tyrimo rezultatai

Santrauka


**Raktiniai žodžiai:** galinančios partnerystės, resocializacija, nusikalsti linkę paaugliai.