



**The 3rd WORLD CONGRESS
on PROBATION
JAPAN 2017**

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世界保護観察会議

Japan and Romania

Our current hosts at the CEP General Assembly in Bucharest, 2016



Developing Civic Education for Juveniles in Romania and Issues of Moral Reasoning

Mary Anne McFarlane

United Kingdom

(Session 12 Development of Policies and Practices V)

Romania-Norway (Rogaland)-UK partnership

- Overall aim was to strengthen capacity of Romanian Probation Service
- Building on Romanian Civic Education Framework, written by Ministry of Education and Scientific Research and the Ministry of Justice
- Call for experts to develop a national short civic education programme for minors sentenced to non-custodial educational measures
- Developed and piloted in 2015-16
- UK Experts, Mary Anne McFarlane and David Atkinson, worked with Romanian expert team headed by Evelina Obersterescu.

The UK-Romanian team



The Programme (CEP) under Law 253/2013

- A non-custodial educational measure
- Targeting first time or less serious minors before the court
- Short: less than 4 months, and only 8 hours per month (32 hours)
- 3 components:
 - Legal
 - Moral reasoning
 - Community project

Some Challenges

- CEP was only a brief intervention/managing expectations
- Some minors attained adulthood while awaiting sentence
- We preferred group work approach BUT
- Rural areas and low numbers required one to one application as well

Eastern Romania



Mountains and towns



Bucharest



Further challenges

- CEP was **not** an accredited programme/behaviour change programme, BUT
- The legal description seemed to imply behaviour change
- Variation in the **profile of minor** and **length of order**, so a modular approach was required
- This enabled officers to choose elements from the 3 components

A 13 week programme was developed

- Interactional style of teaching, leadership
- Many practical activities
- Based on available theories such as brief intervention, desistance and motivational interviewing.
- Use of volunteers and inclusion of volunteer handbook
- Many handouts and exercises
- Poor Little Snail cards
- Matrix for a wide range of community projects, ranging from writing a letter to undertaking a local project
- Emphasis on praise and acknowledgement of achievement

13 week programme; content

Sessions 1 and 2

- Starting from the individual, their offence (legal aspects and victim) and home situation (Blue Circles)

Sessions 3 and 4

- Moral questions and dilemmas

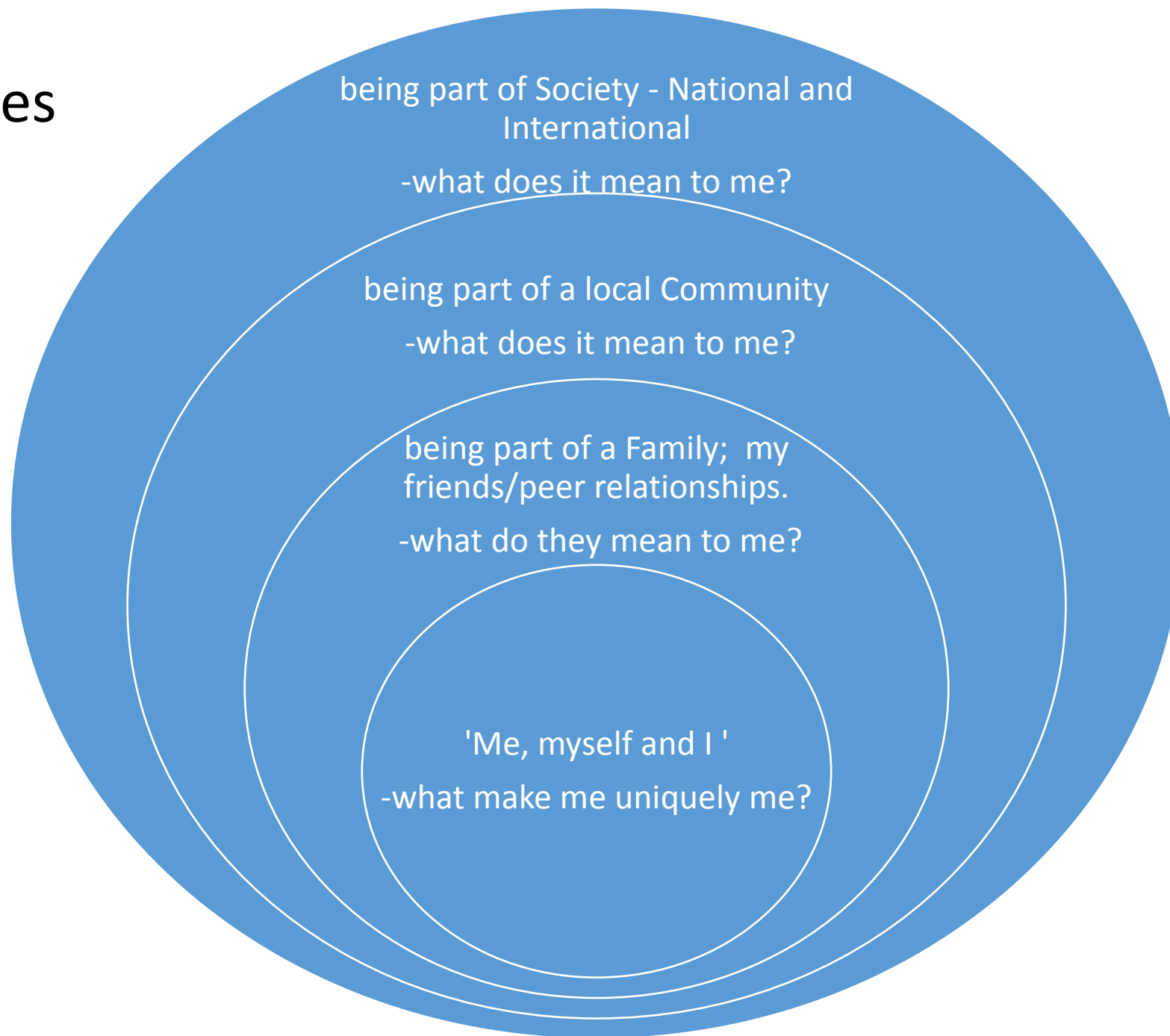
Sessions 5 and 6

- Legal roles at court
- National and international laws, human rights

Session 7.

- Problem solving

Blue Circles Diagram



Programme content (2)

Sessions 8-11

- Community project
(setting up, implementing and recording, evaluating/reporting)

Sessions 12 and 13

- Review of achievements, awards and future plans

Implementation

- Piloted in 5 probation offices across Romania-helpful feedback, officers able to adapt in different circumstances
- Low numbers but moving stories-impact of community project
- Trained the trainers
- Supported the staff training
- Full roll out in 2016
- Colleagues say that it is being used successfully but no formal evaluation yet. Anecdotaly it appears to have had some impact, given that it is just a brief intervention.

Thoughts, particularly after UK/US recent voting decisions

- The power of the image and the story (facts do not always speak for themselves), particularly on marginalised groups in society
- Moral reasoning evolved to further our social agendas, to justify actions and to defend tribes-builds a story
- Intuitions come first, (reasoning after)
- Intuitions spring from our world view
- Profound differences between these views (political, religious, cultural)
- Strategic reasoning comes later, post hoc- it's fiercely defended

Questions about moral reasoning and decisions

- How to “teach” moral reasoning? Start from the individual?
- How do we close the gap between a minor’s initial impulse/intuition and their making a lawful decision?
- Do we need to spend more time helping them identify their own moral view of the world? (Goldstein triggers)
- Can we think of other, non-verbal approaches to achieve this, e.g. drawing, mime, music, photos?

Questions (2)

- Should we be explicit in the programme about differences between moral views due to conservative/liberal/rural/urban/education/age factors?
- What is the impact of culture, e.g. loyalty to family or tribe?
- How do we handle our own intuitions?
- How far can you take brief interventions?

質問ですか？
Shitsumondesu ka?

ありがとうございました
Arigatōgozaimashita