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**ERASMUS+ PATHWAYS FOR CHANGE: RECOGNISING ERASMUS+ AS A TOOL  
FOR RESOCIALISATION IN EUROPEAN CORRECTIONAL INSTITUTIONS**

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**ANALYSIS OF THE RESULTS OF QUESTIONNAIRES  
ADMINISTERED TO YOUNG OFFENDERS AND YOUNG  
OFFENDER INSTITUTIONS ON THE USE OF ERASMUS+**

**AND**

**EUROPEAN SOLIDARITY CORPS PROJECTS IN THE  
EDUCATION AND REINTEGRATION PROCESS OF YOUNG  
OFFENDERS IN TÜRKİYE**

Izmir (Türkiye)

**AUTHORS:**

**Inci Derya YUCEL. Lecturer, PhD\***

**Gorkem YARARBAS. Prof. MD, PhD\***

**Ege University Institute on Drug Abuse. Toxicology and Pharmaceutical Science\***



НАЦИОНАЛНА АГЕНЦИЈА  
ЗА ЕВРОПСКИ ОБРАЗОВНИ  
ПРОГРАМИ И МОБИЛНОСТ



ASSOCIAÇÃO PORTUGUESA  
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# **ANALYSIS OF THE RESULTS OF QUESTIONNAIRES ADMINISTERED TO YOUNG OFFENDERS AND YOUNG OFFENDER INSTITUTIONS ON THE USE OF ERASMUS+ AND EUROPEAN SOLIDARITY CORPS PROJECTS IN THE EDUCATION AND REINTEGRATION PROCESS OF YOUNG OFFENDERS IN TÜRKİYE**

## **INTRODUCTION**

As part of an Erasmus+ project entitled “Erasmus+ Pathways for Change: Recognising Erasmus+ as a Tool for Resocialisation in European Correctional Institutions” [Ref. 2023-3-MK01-KA210-YOU-000171172]. involving three European institutions – EUROPEAN CULTURAL EPICENTER Bitola (North Macedonia - project coordinator). Institute on Drug Abuse. Toxicology and Pharmaceutical Science. Department of Drug Abuse - Ege University (Türkiye) and the Portuguese Prison Education Association (Portugal) – the results of two questionnaires (young adult probationer offenders and staff who work with probationers and prisoners). administered by researchers/members of Ege University between October-December 2024 were analysed. Afterwards. it was decided by the partners that continuing the implementation with 50 more participants at Ege Univ. would make the results more meaningful in general. Thus. the second analysis process was carried out between March-April 2025 and the report was finalized.

The project aims to explore the frequency and importance of Erasmus+ and European Solidarity Corps (ESC) projects in the educational and reintegration processes of young offenders aged 15 to 21.

Since Ege University Institute on Drug Abuse. Toxicology and Pharmaceutical Science provides services for individuals under probation sentence over the age of 18. the

sample consisting of participants between the ages of 18-21 was determined in this survey study.

## PART I

### QUESTIONNAIRE ADMINISTERED TO YOUNG OFFENDERS

#### Methodology

This survey consists of 31 questions categorized into 5 main sections. The Personal Information section includes 4 questions about basic demographic details. The Education and Skill Development section contains 8 questions focusing on the impact of institutional training programs. The Training Program Challenges and Satisfaction section has 9 questions addressing difficulties faced, institutional support, and overall satisfaction. The International Programs and Mobility section includes 3 questions about participation in international projects. Finally, the Erasmus+ and European Solidarity Corps (ESC) section consists of 7 questions exploring awareness, participation, and feedback on these programs.

#### GROUP 1 (Offenders who have probation supervision background)

#### Section 1: Demographic Data

##### *Sample Overview*

Total Participants: 48

Duration of Current Execution: All participants have been in their current period under supervision for 1 year.

Gender Distribution:

Female: 18 participants (37.5%)

Male: 30 participants (62.5%)

### *Age Distribution*

The participants' ages range from 18 to 21 years old. The most common age is 21 years old.

### *Educational Background Before Execution Process*

High School Graduate: 26 participants (54.2%)

High School Dropout: 7 participants (14.6%)

Secondary School Dropout: 6 participants (12.5%)

Pre-License Dropout: 5 participants (10.4%)

### *Key Observations*

The majority of participants (54.2%) had completed high school before starting their current period under supervision.

About 33% of participants had dropped out before completing high school or pre-license education.

The sample includes a higher number of male participants (62.5%) compared to females.

## *Conclusion*

This dataset provides insights into the demographic and educational background of individuals involved in an period under supervision. The majority have completed high school, while a significant portion consists of dropouts. The male-to-female ratio suggests a higher male representation in this sample.

## Section 2: Education and learning environment

### *Training Hours per Week:*

All responses indicate training for more than 6 hours per week, with some responses mentioning 7-13 hours.

### *Available Programmes*

The available training programmes at the institution include:

Substance Abuse Education and Treatment Programmes

Vocational Training Programmes (mentioned in some responses)

### *Skills Improvement Assessment*

(Based on responses to "To what extent have the institution's training programmes improved your skills?"):

The results above shows that while many participants feel that their skills have improved through the training (with a significant number agreeing), a portion of the responses indicates neutral feelings or disagreement regarding the effectiveness of the programmes.

## *Training Programmes Evaluation*

The training program provided valuable learning opportunities in various areas. Participants reported significant improvements in language competence, with 80% agreeing that they could effectively communicate in a foreign language. Mathematical and STE skills were also seen as enhanced by 80% of the participants. However, there was a notable gap in digital competence, with no participants strongly agreeing or agreeing that they could use digital devices effectively. This suggests that digital literacy may require further focus.

In terms of personal and social skills, 80% of the participants believed they had developed the ability to set goals and manage personal growth. Likewise, 80% agreed that they understood their rights and responsibilities as members of society, indicating strong support for citizenship skills. Despite this, entrepreneurial skills received mixed feedback, with only 50% indicating they felt equipped to generate ideas and apply their skills in new contexts. Cultural awareness, however, was another area where 80% of the participants showed improvement, valuing the understanding of different cultures.

The participants faced several challenges during the program. One significant issue was the perception of boring content, with 60% of the participants feeling that the material did not engage them effectively. Similarly, overcrowded or noisy environments also hindered focus for 60% of the group. A lack of individual support from instructors was reported by 60%, which may have contributed to the difficulties in maintaining engagement and satisfaction. Additionally, 40% of participants felt stigmatized or faced peer pressure, and the same percentage expressed a lack of trust in the instructors. These factors potentially impacted the overall learning experience. Furthermore, 40% of the participants found it challenging to connect the skills learned in training with real-life situations.

In terms of physical conditions and resources, the facilities were generally well-received, with participants acknowledging that the environment met the needs for effective learning. Although there were some suggestions for improvement, the available resources were considered adequate for the training's goals.

Overall, participants expressed satisfaction with the training and the learning environment. Many participants suggested focusing on further professional development activities, including job search techniques and additional professional training.

### *Conclusion*

In conclusion the programs had positive impacts on skill development in general but attention to engagement strategies individual support and real-life applicability could help to further enhance the effectiveness of future training sessions.

## Section 3: Support systems

The dataset provided evaluates the levels of support from both family and the organization for an individual's participation in educational activities. The responses are categorized into four levels: "Does not support at all," "Moderately supportive," "Very supportive," and "Good enough." Based on the responses, the following insights can be drawn:

### *Family Support for Educational Activities*

A significant number of individuals report that their family support ranges from "Does not support at all" to "Moderately supportive." Specifically, around 60% of the individuals indicated "Does not support at all" or "Less supportive," suggesting that a large portion of respondents feel a lack of family encouragement. However, 40% of respondents experience "Moderately supportive" family support, and only a small portion felt "Very supportive." This indicates that, while a few individuals feel little to no encouragement from their family, many experience some degree of support. The disparity in family involvement highlights a potential area for improvement, as increased family engagement could positively impact educational outcomes.

### *Organizational Support for Educational Activities*

In terms of organizational support, the majority of individuals report receiving "Moderately supportive" assistance. Around 80% of the respondents selected "Moderately supportive" or "Good enough," while only about 10% experienced "Very supportive" support. This suggests that the organization is, for the most part, offering adequate motivation and encouragement to individuals. However, there is still room for improvement in making the support more consistent and stronger across all participants, as only a small number received exceptional support.

### *Adequacy of Time Allocated for Training Activities*

When asked about the time allocated for training activities, the responses were fairly evenly distributed across "Moderately sufficient" and "Good enough," with approximately 75% of respondents feeling the time allocated was adequate or nearly enough. Around 25% of the responses indicated that the time was either "Less supportive" or "Not sufficient," suggesting that some individuals might still feel that the time dedicated could be either less or more. These responses highlight the varied expectations of participants, indicating a need to better align training schedules with the individual needs and preferences of those involved.

### *Frequency of Receiving Constructive Feedback*

The majority of respondents (around 85%) report receiving constructive feedback from the execution institution "Most of the time." This is a positive sign that the educational institution is providing regular feedback, which is essential for continuous improvement in educational processes. However, the 15% who reported not always receiving feedback might point to occasional gaps in the consistency of feedback provided to all individuals. This suggests an opportunity for institutions to refine their feedback systems to ensure all individuals receive the support necessary for growth and development.

## Conclusion

The report indicates that while there is moderate support both from family and the organization, there is significant improvement, especially in terms of increasing the level of support from family members. Approximately 60% of respondents felt that family support was lacking, and only a small number reported receiving "Very supportive" assistance from either source. The adequacy of time allocated for training and the frequency of feedback are relatively satisfactory, with 75% of participants expressing satisfaction. However, variability in responses suggests potential areas for refinement in training schedules and feedback systems. Overall, the data underscores the importance of strong, consistent support systems from both family and organizations to ensure optimal participation and development in educational activities.

## Section 4: Nature of projects/activities

### Participants' Perceptions of The Effectiveness of Training Programmes

The responses to the survey show a generally positive evaluation of the training programmes. When asked to rate the effectiveness of the training on a scale of 1 to 10, the majority of respondents rated them positively, with 78% giving scores of 7 or higher. The average rating was approximately 7.6, indicating that most participants found the training to be moderately to highly effective. This reflects the overall satisfaction with the quality of training provided during their time at the institution.

### Instructor Trust and Knowledge Mastery

In terms of instructor trust, an overwhelming majority (88%) of respondents indicated that they completely trust their instructors' knowledge and mastery of the subject matter. This high level of confidence suggests that students feel well-supported by their instructors and have confidence in their expertise.

## Lecture Interest

With regard to the interest level of the lectures. 64% of respondents found them to be very interesting. while 35% found them only a little interesting. A mere 1% of participants found the lectures not interesting at all. This suggests that while the majority of students engage positively with the material. there is a significant portion who feel the lectures could be more engaging.

## International Exposure and Study Abroad Programs

In regard to international exposure. none of the respondents reported having participated in a project or activity with young people from other European countries within their own country. and none had participated in a study abroad programme. This lack of international experience is echoed by the responses to the questions about the Erasmus+ and European Solidarity Corps (ESC) programmes.

## Awareness of Erasmus+ and ESC Programs

A significant 80% of respondents had never heard of the Erasmus+ programme. and none had participated in it. Similarly. 90% of participants were unaware of the ESC programme. and none had been involved in any ESC projects. These findings suggest that there may be a lack of awareness or opportunities for students to engage in these European mobility and solidarity initiatives.

## Preferred Project Activities

When asked about the types of project activities they enjoy the most. vocational training emerged as the clear favorite. with 90% of respondents choosing it as their preferred activity. Non-formal education activities such as workshops. seminars. and cultural exchanges received some attention. with 7% of responses. while formal education (school classes) and entrepreneurship activities were much less popular.

## Conclusion

Overall the responses highlight positive feedback regarding the training programmes and instructors, with most students expressing trust in their instructors and interest in the courses. However the data also point to a lack of exposure to international programmes like Erasmus+ and ESC, which could be areas of improvement for the institution in terms of awareness and engagement.

## Section 5: Importance and impact of projects

There were no responses for Section 5, which focuses on the importance and impact of Erasmus+ or ESC projects. This suggests that either participants were unaware of the questions or did not engage with them, possibly indicating a need for more effective communication or a clearer explanation of the survey's purpose.

## Section 6: Suggestions and final remarks

There were no responses provided for this section. Therefore, no additional comments were shared by participants regarding their experiences with Erasmus+ or ESC projects that were not already addressed in other parts of the survey.

## GROUP 2 (Offenders who have prison background)

### Section 1: Demographic Data

#### *Sample Overview*

Total Participants: 52

Duration of Current Execution: All participants have been in their current period under supervision for 1 year or more.

#### Gender Distribution:

Female: 1 participant (1.9%)

Male: 51 participants (98%)

#### *Age Distribution*

The participants' ages range from 18 to 21 years old. The most common age is 21 years old. 1.92% of them is 18 years old; 1.92% of them is 19 years old; 3.84% of them is 20 years old; 92.3% of them 21 years old.

#### Educational Background Before Execution Process

Primary School dropout: 1 participant (1.9%)

Primary School Graduate: 2 participants (3.8%)

Secondary School Dropout: 2 participants (3.8%)

Secondary School graduate: 10 participants (19.2%)

High School Dropout: 8 participants (15.3%)

High School Graduate: 23 participants (44.2%)

Pre-License Dropout: 1 participant (1.9%)

Pre-License Graduate: 1 participant (1.9%)

License Graduate: 4 participants (7.6%)

### *Key Observations*

The majority of participants (44.2%) had completed high school before starting their current period under supervision.

About 17.2% of participants had dropped out before completing high school or pre-license education.

The sample includes a higher number of male participants (98%) compared to females.

### *Conclusion*

This dataset provides insights into the demographic and educational background of individuals involved in an period under supervision. The majority have completed high school, while a significant portion consists of dropouts. The male-to-female ratio suggests a higher male representation in this sample.

## Section 2: Education and learning environment

### *Training Hours per Week:*

All responses indicate training for more than 6 hours per week, with some responses mentioning 7-13 hours.

### *Available Programmes*

The available training programmes at the institution include:

Substance Abuse Education and Treatment Programmes

Vocational Training Programmes (mentioned in some responses)

### *Skills Improvement Assessment*

(Based on responses to "To what extent have the institution's training programmes improved your skills?"):

32% of the participants stated that they were undecided about whether the training they received during the implementation process improved their literacy skills.

69.2% of the participants stated that they were undecided about whether the education they received during the period under supervision improved their math skills.

59.6% of the participants stated that they were undecided about whether the training they received during the period under supervision improved their digital skills.

32.6% of the participants stated that the training they received during the period under supervision improved their social skills. but 34.6% of them were undecided about this issue. This shows that there may be differences in personal perceptions.

38.4% of the participants stated that the education they received during the period under supervision improved their citizenship skills.

57.6% of the participants stated that they were undecided about whether the education they received during the period under supervision improved their entrepreneurial skills.

67.3% of the participants stated that the education they received during the period under supervision improved their cultural awareness and expression skills.

### *Training Programmes Evaluation*

9.6% of the participants suggested receiving education or vocational training. In addition, 55.7% of the participants suggested that trainings on addiction prevention should continue.

25% of the participants expressed their expectations for sports activities.

Although very few, they stated that they need volunteer work (7.6%), art activities (3.8%), hobbies (1.9%) and job finding techniques (3.8%) trainings.

### *Conclusion*

In conclusion, participants generally preferred vocational trainings. It was concluded that this was due to the fact that the participants were from the young population and needed to strengthen their financial independence for the future.

## **Section 3: Support systems**

The dataset provided evaluates the levels of support from both family and the organization for an individual's participation in educational activities. The responses are categorized into four levels: "Does not support at all," "Moderately supportive," "Very supportive," and "Good enough." Based on the responses, the following insights can be drawn:

### *Family Support for Educational Activities*

Very supportive 53.8%

Moderately supportive 17.3%

Less supportive 5.7%

Does not support at all 23%

53.8% of the participants reported family support as “very supportive”. In addition, around 28.7% of individuals reported being “Not at all supportive” or “Less supportive”, indicating that a significant number of individuals felt a lack of family encouragement. However, 36% of respondents experience “Moderately supportive” family support and a significant number feel “Very supportive”. This suggests that a large proportion of respondents receive little or no encouragement from their families, but many receive some degree of support. The disparity in family involvement highlights a potential area for improvement, as increased family involvement can positively impact educational outcomes.

### *Organizational Support for Educational Activities*

In terms of institutional support, the majority of individuals reported receiving “Moderately supportive” assistance. 67.3% of the respondents selected the “Very supportive” option, while 25% selected the “Moderately supportive” support. This shows that the organization mostly provides sufficient motivation and encouragement to individuals.

### *Sufficiency of the Time Allocated for Training Activities*

The participants were asked about the adequacy of the time allocated for the trainings they attended in the organization. Accordingly, 51.9% of the participants stated that it was “moderately” sufficient. 48% of the participants answered “good enough”.

These responses highlight the different expectations of the participants and indicate that training programs need to be better aligned with the individual needs and preferences of the people concerned.

### *Frequency of Receiving Constructive Feedback*

The majority of participants (40.3%) reported receiving constructive feedback from the implementing organization “Most of the time”. This is a positive sign that the training organization provides regular feedback, which is essential for continuous improvement in the training processes. Moreover, 28.8% responded “always”. However, 11.5% reported that they never receive positive feedback and 19.2% reported that they rarely receive feedback. This may indicate that there are occasional gaps in the consistency of feedback provided to all individuals. This presents an opportunity for organizations to improve their feedback systems to ensure that all individuals receive the necessary support for growth and development.

### *Conclusion*

The report shows that while there is a very/moderate level of support from both the family and the institution, there is a significant gap for improvement, especially in terms of increasing the level of support received from family members. Although 53.8% of the respondents reported family support as “very supportive”, 46% of the respondents felt that family support was lacking. Considering that a significant portion of the participants need family support, it is concluded that there should be educational

programs that include families. By supporting the participation of families in these studies, participants can adapt to their rehabilitation faster.

Overall, the data underlines the importance of strong, consistent support systems from both families and organizations to ensure optimal participation and development in educational activities.

## Section 4: Nature of projects/activities

### Participants' Perceptions of The Effectiveness of Training Programmes

The responses to the survey show a generally positive evaluation of the training programmes. When asked to rate the effectiveness of the training on a scale of 1 to 10, the majority of respondents rated them positively, with 84.6% giving scores of 7 or higher. The average rating was approximately 7.9, indicating that most participants found the training to be moderately to highly effective. This reflects the overall satisfaction with the quality of training provided during their time at the institution.

### Instructor Trust and Knowledge Mastery

In terms of instructor trust, an overwhelming majority (86.5%) of respondents indicated that they completely trust their instructors' knowledge and mastery of the subject matter. This high level of confidence suggests that students feel well-supported by their instructors and have confidence in their expertise.

## Training Interest

Regarding the interest level of the trainings. 51.9% of the participants found the trainings very interesting. while 48% found them somewhat interesting. This shows that the majority of the students had a positive interaction with the materials. but a significant number of them thought that the trainings could be more interesting.

## International Exposure and Study Abroad Programs

Regarding international experience, none of the respondents reported having participated in a project or activity with young people from other European countries in their home country and none reported having participated in a study abroad program. This lack of international experience is echoed in the responses to questions about the Erasmus+ and European Solidarity Corps (ESC) programs.

## Awareness of the Erasmus+ and ESC Programs

All respondents (100%) had never heard of the Erasmus+ program and none had participated in it. Similarly. 100% of respondents were unaware of the ESC program and none of them had ever been involved in an ESC project. These findings suggest that there may be a lack of awareness or opportunities for students to participate in these European mobility and solidarity initiatives.

## Preferred Project Activities

When the participants were asked about the types of project activities they enjoyed the most. vocational training stands out as the preferred activity for 11.5% of the participants. Formal education (school courses) also stands out with 88.4%.

## Conclusion

Overall, the responses highlight positive feedback on the training programs and trainers, with the majority of students expressing trust in their trainers and interest in the courses. However, the data also indicates a lack of interest in international programs such as Erasmus+ and ESC, which could be areas for improvement for the institution in terms of awareness and engagement.

## Section 5: Importance and impact of projects

There were no responses for Section 5, which focuses on the importance and impact of Erasmus+ or ESC projects. This suggests that either participants were unaware of the questions or did not engage with them, possibly indicating a need for more effective communication or a clearer explanation of the survey's purpose.

## Section 6: Suggestions and final remarks

There were no responses provided for this section. Therefore, no additional comments were shared by participants regarding their experiences with Erasmus+ or ESC projects that were not already addressed in other parts of the survey.

# PART I - KEY FINDINGS, RECOMMENDATIONS AND CONCLUSION

## Key Findings:

**Demographic Overview:** The majority of participants have completed high school (44.2%). while a significant portion consists of educational dropouts (about 17.2%). There is a higher male-to-female ratio. with 98% male participants.

**Training Program Impact:** The participants reported positive results in cultural awareness. entrepreneurship and soft skills. However. there was a gap in math. digital competence and entrepreneurship and 23% of the participants felt the content was boring. Factors such as overcrowding. insufficient support. distrust of authority. stigmatization also affected participation.

**Support Systems:** Family support was strong for 53.8% of participants. and organizational support was moderately positive. Time allocated for training was mostly sufficient. though some participants felt adjustments were needed.

**Training Program Effectiveness:** The participants rated the training as moderately effective. with 86.5% trusting their instructors' expertise. However. training interest levels were divided. indicating some need for more engaging content.

**International Exposure:** None of the participants had exposure to Erasmus+ or ESC programs. and there was a general lack of awareness about these initiatives.

## Recommendations:

**Increase Family Support:** Address the lack of family support by engaging family members more actively in the education process. which could positively affect participants' overall learning experience.

Enhance Engagement and Content Delivery: Revise the training content to make it more engaging and ensure it connects better with participants. Consider reducing distractions caused by overcrowded environments and ensuring better individual support from instructors.

Focus on Digital Competence: Introduce more focused training in digital literacy to address the gap observed. as it is increasingly essential in both personal and professional development.

Developing training for reading comprehension and interpretation: Although all participants have basic reading and writing skills. there is a need to work on developing advanced reading comprehension and interpretation skills. In this direction. it is important to develop non-formal education methods and apply them to the target group.

Improve Feedback Systems: Ensure that all participants consistently receive constructive feedback to support continuous improvement and professional growth.

Raise Awareness and Involve in International Programs: Increase awareness and facilitate participation in international initiatives like Erasmus+ and ESC. as these could provide significant developmental opportunities for participants.

## Conclusion

The survey reveals that while the training programs have positively impacted participants' skills in certain areas. there are several areas for improvement. These include boosting family and organizational support. enhancing the engagement and relevance of training content. and providing more exposure to international opportunities such as Erasmus+ and ESC programs. Addressing these issues will likely improve the overall effectiveness and success of the programs. helping participants achieve better educational and personal outcomes.

## GROUP 3 (All participants (group 1 + group 2))

### Section 1: Demographic Data

#### *Sample Overview*

Total Participants: 100

Duration of Current Execution: All participants have been in their current period under supervision for 1 year.

Gender Distribution:

Female: 21 participants (21%)

Male: 79 participants (79%)

#### *Age Distribution*

The participants' ages range from 18 to 21 years old. The most common age is 21 years old. 9% of them is 18 years old; 11% of them is 19 years old; 12% of them is 20 years old; 68% of them 21 years old.

Educational Background Before Execution Process

Primary School dropout: 1 participant (1%)

Primary School Graduate: 2 participants (2%)

Secondary School Dropout: 8 participants (8%)

Secondary School graduate: 10 participants (10%)

High School Dropout: 12 participants (12%)

High School Graduate: 55 participants (55%)

Pre-License Dropout: 7 participants (7%)

Pre-License Graduate: 1 participant (1%)

License Graduate: 4 participants (4%)

### *Key Observations*

The majority of participants (55%) had completed high school before starting their current period under supervision.

About 19% of participants had dropped out before completing high school or pre-license education.

The sample includes a higher number of male participants (79%) compared to females.

### *Conclusion*

This dataset provides insights into the demographic and educational background of individuals involved in an period under supervision. The majority have completed high school. while a significant portion consists of dropouts. The male-to-female ratio suggests a higher male representation in this sample.

## Section 2: Education and learning environment

### *Training Hours per Week:*

All responses indicate training for more than 6 hours per week. with some responses mentioning 7-13 hours.

### *Available Programmes*

The available training programmes at the institution include:

Substance Abuse Education and Treatment Programmes

Vocational Training Programmes (mentioned in some responses)

### *Skills Improvement Assessment*

(Based on responses to "To what extent have the institution's training programmes improved your skills?"):

32% of the participants stated that the training they received during the period under supervision improved their literacy skills. but 32% stated that it did not improve their literacy skills in the opposite way. In other words. it can be said that they did not participate in the content of the training on reading and writing skills.

46% of the participants stated that they were undecided about whether the education they received during the period under supervision improved their math skills.

57% of the participants stated that they were undecided about whether the training they received during the period under supervision improved their digital skills.

54% of the participants stated that the education they received during the period under supervision improved their social skills.

53% of the participants stated that the education they received during the period under supervision improved their citizenship skills.

75% of the participants stated that they were undecided about whether the education they received during the period under supervision improved their entrepreneurial skills.

53% of the participants stated that the education they received during the period under supervision improved their cultural awareness and expression skills.

### *Training Programmes Evaluation*

25% of the participants suggested receiving education or vocational training. In addition, 56% of the participants suggested that trainings on addiction prevention should continue.

16% of the participants expressed their expectations for sports activities.

Although very few, they stated that they need volunteer work (2%), art activities (2%), hobbies (2%) and job finding techniques (2%) trainings.

### *Conclusion*

In conclusion, participants generally preferred vocational trainings. It was concluded that this was due to the fact that the participants were from the young population and needed to strengthen their financial independence for the future.

## **Section 3: Support systems**

The dataset provided evaluates the levels of support from both family and the organization for an individual's participation in educational activities. The responses are categorized into four levels: "Does not support at all," "Moderately supportive," "Very supportive," and "Good enough." Based on the responses, the following insights can be drawn:

### *Family Support for Educational Activities*

Very supportive 27%

Moderately supportive 9%

Less supportive 37%

Does not support at all 26%

A significant number of individuals report that their family support ranges from "Does not support at all" to "Moderately supportive." Specifically, around 63% of the individuals indicated "Does not support at all" or "Less supportive," suggesting that a large portion of respondents feel a lack of family encouragement. However, 36% of respondents experience "Moderately supportive" family support, and important portion felt "Very supportive." This indicates that, while a few individuals feel little to no encouragement from their family, many experience some degree of support. The disparity in family involvement highlights a potential area for improvement, as increased family engagement could positively impact educational outcomes.

### *Organizational Support for Educational Activities*

In terms of organizational support, the majority of individuals report receiving "Moderately supportive" assistance. 58% of the respondents selected "Moderately supportive" 38% experienced "Very supportive" support by the organizational where he/she were under execution supervision. This suggests that the organization is, for the most part, offering adequate motivation and encouragement to individuals.

### *Adequacy of Time Allocated for Training Activities*

Participants were asked how adequate the time allocated for the trainings they attended in the organization was. Accordingly, 57% of the participants answered "good enough". 43% of the participants stated that it was "moderately" sufficient.

These responses highlight the varied expectations of participants, indicating a need to better align training schedules with the individual needs and preferences of those involved.

### *Frequency of Receiving Constructive Feedback*

The majority of respondents (69%) report receiving constructive feedback from the execution institution "Most of the time." This is a positive sign that the educational institution is providing regular feedback, which is essential for continuous improvement in educational processes. Additionally, 15% of them provided "every time" responses. However, the 6% reported that they had never received positive feedback and 10% of them they had feedback rarely. This might point to occasional gaps in the consistency of feedback provided to all individuals. This suggests an opportunity for institutions to refine their feedback systems to ensure all individuals receive the support necessary for growth and development.

### *Conclusion*

The report indicates that while there is very/moderate support both from family and the organization, there is significant gap for improvement, especially in terms of increasing the level of support from family members. 63% of respondents felt that family support was lacking. However, a significant portion of the participants stated that they received family support. Considering that more than half of the participants in general need family support, it was concluded that there should be training programs that include families. By supporting the participation of families in these studies, it can be ensured that the participants adapt faster in their rehabilitation.

Overall, the data underscores the importance of strong consistent support systems from both family and organizations to ensure optimal participation and development in educational activities.

## Section 4: Nature of projects/activities

### Participants' Perceptions of The Effectiveness of Training Programmes

The responses to the survey show a generally positive evaluation of the training programmes. When asked to rate the effectiveness of the training on a scale of 1 to 10, the majority of respondents rated them positively, with 82% giving scores of 7 or higher. The average rating was approximately 7.9, indicating that most participants found the training to be moderately to highly effective. This reflects the overall satisfaction with the quality of training provided during their time at the institution.

### Instructor Trust and Knowledge Mastery

In terms of instructor trust, an overwhelming majority (91%) of respondents indicated that they completely trust their instructors' knowledge and mastery of the subject matter. This high level of confidence suggests that students feel well-supported by their instructors and have confidence in their expertise.

### Training Interest

With regard to the interest level of the trainings, 58% of respondents found them to be very interesting, while 42% found them only a little interesting. A mere 1% of participants found the trainings/courses not interesting at all. This suggests that while the majority of students engage positively with the material, there is a significant portion who feel the trainings could be more engaging.

### International Exposure and Study Abroad Programs

In regard to international exposure, none of the respondents reported having participated in a project or activity with young people from other European countries within their own country, and none had participated in a study abroad programme. This

lack of international experience is echoed by the responses to the questions about the Erasmus+ and European Solidarity Corps (ESC) programmes.

## Awareness of Erasmus+ and ESC Programs

A significant 94% of respondents had never heard of the Erasmus+ programme, and none had participated in it. Similarly, 100% of participants were unaware of the ESC programme, and none had been involved in any ESC projects. These findings suggest that there may be a lack of awareness or opportunities for students to engage in these European mobility and solidarity initiatives.

## Preferred Project Activities

When asked about the types of project activities they enjoyed the most, vocational training stands out as the preferred activity for 51% of respondents. In addition, formal education (school lessons) also stands out with 47%. Non-formal education activities such as workshops, seminars and cultural exchanges, as well as entrepreneurship activities were much less popular with only 2% showing some interest.

## Conclusion

Overall the responses highlight positive feedback regarding the training programmes and instructors, with most students expressing trust in their instructors and interest in the courses. However the data also point to a lack of exposure to international programmes like Erasmus+ and ESC, which could be areas of improvement for the institution in terms of awareness and engagement.

## Section 5: Importance and impact of projects

There were no responses for Section 5, which focuses on the importance and impact of Erasmus+ or ESC projects. This suggests that either participants were unaware of

the questions or did not engage with them. possibly indicating a need for more effective communication or a clearer explanation of the survey's purpose.

## Section 6: Suggestions and final remarks

There were no responses provided for this section. Therefore. no additional comments were shared by participants regarding their experiences with Erasmus+ or ESC projects that were not already addressed in other parts of the survey.

# PART I - KEY FINDINGS, RECOMMENDATIONS AND CONCLUSION

## Key Findings:

Demographic Overview: The majority of participants have completed high school (55%). while a significant portion consists of educational dropouts (about 28%). There is a higher male-to-female ratio. with 79% male participants.

Training Program Impact: The participants reported positive results in cultural awareness. entrepreneurship and soft skills. However, there was a gap in math, digital competence and entrepreneurship and 37% of the participants felt the content was boring. Factors such as overcrowding. insufficient support. distrust of authority, stigmatization also affected participation.

Support Systems: Family support was weak for 63% of participants. and organizational support was moderately positive. Time allocated for training was mostly sufficient. though some participants felt adjustments were needed.

International Exposure: None of the participants had exposure to Erasmus+ or ESC programs. and there was a general lack of awareness about these initiatives.

Training Program Effectiveness: The participants rated the training as moderately effective. with 88% trusting their instructors' expertise. However. training interest levels were divided. indicating some need for more engaging content.

## Recommendations:

Increase Family Support: Address the lack of family support by engaging family members more actively in the education process. which could positively affect participants' overall learning experience.

Enhance Engagement and Content Delivery: Revise the training content to make it more engaging and ensure it connects better with participants. Consider reducing distractions caused by overcrowded environments and ensuring better individual support from instructors.

Focus on Digital Competence: Introduce more focused training in digital literacy to address the gap observed. as it is increasingly essential in both personal and professional development.

Developing training for reading comprehension and interpretation: Although all participants have basic reading and writing skills. there is a need to work on developing advanced reading comprehension and interpretation skills. In this direction. it is important to develop non-formal education methods and apply them to the target group.

Improve Feedback Systems: Ensure that all participants consistently receive constructive feedback to support continuous improvement and professional growth.

Raise Awareness and Involve in International Programs: Increase awareness and facilitate participation in international initiatives like Erasmus+ and ESC. as these could provide significant developmental opportunities for participants.

## Conclusion

The survey reveals that while the training programs have positively impacted participants' skills in certain areas, there are several areas for improvement. These include boosting family and organizational support, enhancing the engagement and relevance of training content, and providing more exposure to international opportunities such as Erasmus+ and ESC programs. Addressing these issues will likely improve the overall effectiveness and success of the programs, helping participants achieve better educational and personal outcomes.

## PART II

The second section of this study focuses on the responses given by the institutions' staff to the second questionnaire. The analysis has been structured into the following sections.

This analysis forms part of a broader Erasmus+ project, entitled "Erasmus+ Pathways for Change: Recognising Erasmus+ as a Tool for Resocialisation in European Correctional Institutions" [Ref. 2023-3-MK01-KA210-YOU-000171172]. The objective of the aforementioned questionnaire was twofold: firstly, to ascertain the frequency with which Erasmus+ and European Solidarity Corps projects are utilised in the education and reintegration process of young offenders (15-21 years old); and secondly, to assess the importance of these projects from the perspective of young offender institutions.

The present study surveyed 100 respondents, including psychologists, social workers, sociologists, execution and protection officers in probation services, prisons,

universities and other related organisations working with offenders with addiction problems.

The questionnaire comprised 38 principal questions. some of which had subquestions. The questionnaire included open. semi-open and closed questions. The questions were divided into nine sections.

The questionnaire was administered in the Macedonian language. anonymously. during the months of September. October and December 2024 and as a second analysis period during March-April 2025. both online and in person. using Google Forms but mostly in written formats. Of the respondents. 12 completed the questionnaire online via Google Forms. while 88 respondents completed the questionnaire in written form.

### *Methodology*

The present study is founded upon a research question embedded in the Erasmus+ project. which was presented at the commencement of this study and is entitled "Erasmus+ Pathways for Change: Recognising Erasmus+ as a Tool for Resocialisation in European Correctional Institutions" [Ref. 2023-3-MK01-KA210-YOU-000171172].

The study is based on analytical procedures designed to address each of the 38 questions and 2 sub-questions. combining both quantitative and qualitative approaches as appropriate. The questionnaire was administered in paper format and Google forms between October-December 2024 and as a second data collection period between March-April 2025 to 100 staff members from different correctional institutions (prisons. probation services) around Türkiye.

## Section 1: Information on the institution

The participants in the survey are affiliated with the Directorate of Probation and prisons (Closed Penal Institutions, Open Penal Institutions, and Juvenile and Youth Closed Penal Institutions) that are located in Izmir city in Türkiye, reflecting a diverse representation from different correctional settings. A smaller group of respondents is from universities, indicating some academic involvement in the study. This distribution highlights the focus on individuals within the probation and penal system, with limited engagement from educational institutions.

The total number of staff respondents in this dataset is 100, of which the majority were affiliated with the Directorate of Probation (37 respondents), followed by penal institutions (54 respondents). A smaller group represented other organizations (9 respondents). This institutional distribution reflects the primary engagement of the project with correctional service providers in the field.

The roles most frequently represented in the survey include psychologists, social workers, enforcement and protection officers, and educators. These professionals play a critical role in rehabilitation, psychosocial support, and behavioral monitoring. Their insights form a rich basis for understanding institutional capacities and needs.

## Section 2: Staff training and professional development needs

The organization's support for in-service training activities appears to be very high, with most participants indicating that the organization strongly encourages and facilitates such activities. However, a smaller portion of respondents feel that support is more moderate, suggesting that there may be some limitations in the availability or accessibility of training opportunities for all staff members.

In terms of continuing professional development opportunities, the most common training opportunities mentioned are workshops and seminars, with over half of the respondents noting these as available. Online courses and webinars also stand out as flexible and accessible options, with about 25% of respondents taking advantage of

these. Other development opportunities, like formal education programs, are less frequently mentioned, indicating that these may be less widely offered or pursued.

Regarding the frequency of participation in training activities, most staff members report attending training sessions on a regular basis, such as every four months or more frequently. However, a significant portion of staff members participate in training only once or twice a year, pointing to potential gaps in continuous learning opportunities.

When evaluating the impact of training activities, most respondents report a significant positive effect on their ability to work with young offenders. Training activities such as workshops, seminars, and mentoring programs seem to have made a considerable difference, particularly in improving communication skills, counseling techniques, and understanding of current laws. However, a smaller group feels that the effect has been more moderate or even minimal, indicating that the training may not have uniformly addressed all aspects of their professional development or may have had limited applicability to their specific roles.

In conclusion, while training opportunities are generally available and well-received, the overall impact and frequency of participation vary across the staff, with some individuals benefiting significantly from the programs while others may require additional support or resources to fully take advantage of these opportunities.

### *Comparison of Institutional Support for Staff Training and Development*

This section presents a comparison of how staff from probation services and prison institutions perceive their organisation's support for in-service training and professional development. The findings highlight important differences in institutional culture and priorities related to staff capacity building.

| Support Level         | Directorate of Probation | Prison Institutions |
|-----------------------|--------------------------|---------------------|
| Moderately supportive | 25 institutions          | 49 institutions     |
| Very supportive       | 10 institutions          | 1 institutions      |
| A little supportive   | 2 institutions           | 4 institutions      |

The results suggest that probation institutions demonstrate a stronger internal commitment to staff development, with a notable portion (27%) describing their organization as 'very supportive'. In contrast, this level of enthusiasm is reported by only one prison institution. Most prison staff describe their environment as 'moderately supportive', which may reflect bureaucratic hurdles, resource limitations, or a narrower focus on routine operations. These insights indicate that efforts to improve the quality and accessibility of training in prison settings may require structural support and increased managerial engagement.

### Section 3: Programmes (rehabilitation, resocialization and reintegration)

The rehabilitation, resocialisation, and reintegration programs implemented within institutions span a wide range of intervention areas. Most prominently, Substance Abuse Education and Treatment programs were reported by 18% of staff, reflecting the high incidence of addiction-related issues among the target population. Life Skills and Personal Development programs (12%), Cognitive-Behavioral Therapy (10%), Anger Management (9%), and Alcohol Addiction Treatment (8%) were also widely cited. These offerings indicate that institutions are attempting to address both psychological and behavioral dimensions of offender rehabilitation.

Formal and vocational education initiatives each accounted for 15% of institutional activity. These programs are vital for equipping young offenders with credentials, technical abilities, and a sense of routine that facilitates post-release reintegration. However, only 10% of staff indicated that Psychological Resilience Training—one of the most impactful types of programming—was widely adopted, suggesting that high-value interventions remain underutilized in some contexts.

Evaluation of these programs varies greatly across institutions. Some employ structured pre- and post-assessments or use participant feedback forms. Yet nearly

45% of the institutions do not implement any formal criteria to evaluate program effectiveness. This lack of standardisation presents a serious gap, as it hinders the ability to measure outcomes, adapt methods, and demonstrate success in rehabilitative interventions.

## Section 4: Educational programmes - technology and resources

Institutional staff have demonstrated interest in a wide array of professional development areas.

Technological infrastructure and access to educational tools vary significantly between institutions. Around 50% of the staff consider the available technological resources—computers, tablets, smart boards—to be adequate. However, 35% remained neutral and 15% explicitly indicated the resources were inadequate. This disparity may point to infrastructural inequalities, regional limitations, or resource allocation issues.

When asked about internet access, the majority of respondents acknowledged that while institutions technically provide connectivity, it is rarely authorised for learning purposes. This limitation significantly affects digital literacy and the ability to integrate digital education into rehabilitative work. Roughly 75% of respondents stated that even where access exists, it is restricted or non-educational in nature. In contrast, only a small subset indicated any regular use of the internet for academic or skill development activities.

In addition, qualitative responses highlight repeated demands for better digital tools, increased access to e-learning platforms, and the inclusion of career-relevant, web-based programs. Staff also call for increased professional development in digital pedagogy to better support young offenders in the digital age.

### *Comparison of Technology and Internet Access Between Probation and Prison Institutions*

This section compares the responses of probation and prison staff regarding access to internet and digital learning tools by young offenders. The findings reveal consistent restrictions across both settings. though some differences in frequency and purpose of use are noted.

| Access Level                         | Directorate of Probation | Prison Institutions |
|--------------------------------------|--------------------------|---------------------|
| Yes, but not for 'learning' purposes | 31 institutions          | 45 institutions     |
| No                                   | 2 institutions           | 7 institutions      |
| Yes, every month.                    | 2 institutions           | 0 institutions      |
| Yes, rarely.                         | 1 institutions           | 1 institutions      |
| Yea, every month.                    | 1 institutions           | 0 institutions      |
| Yes, every week.                     | 0 institutions           | 1 institutions      |

The data shows that in both probation and prison institutions. the most common response was that internet access is available. but not for educational purposes. This indicates a shared limitation in enabling digital learning environments. Probation institutions displayed slightly more flexibility. with a few reporting monthly access for educational use. whereas prison institutions almost entirely lack structured use of the internet for learning. These patterns suggest a need to revise institutional policies and invest in infrastructure that supports secure. educationally focused digital access.

#### Conclusion-1

The institution's staff have shown a strong interest in professional development. with key focus areas including psychotherapy training. therapy programs. motivational interviewing techniques. and crisis intervention. This indicates a commitment to improving rehabilitation efforts through specialized training.

Rehabilitation. resocialization. and reintegration programs cover diverse areas. with Substance Abuse Education. Cognitive-Behavioral Therapy. and Vocational Training

among the most commonly implemented. While most programs are rated as moderately effective, some, like Psychological Resilience Training, are considered highly effective, whereas others, such as communication skills training, have mixed evaluations.

Program success is assessed using various methods, including pre- and post-tests, participant reports, and verbal feedback. However, a major challenge remains the lack of standardized evaluation criteria, with nearly half of responses indicating no clear measurement system. Addressing this gap could enhance the institution's ability to track progress and improve outcomes for young offenders.

The data below consists of responses to three key questions regarding educational resources for young offenders in an institution. The variables extracted from the dataset are:

Adequacy of Technological Resources (Categorical: "Adequate", "Neutral", "Inadequate") – Measures how sufficient the available technology (desktops, laptops, tablets, etc.) is for educational programs.

Internet Access and Frequency of Use for Learning (Categorical: "No", "Yes, but not for learning purposes", "Yes, rarely", "Yes, every month", "Yes, every week") – Identifies whether young offenders have access to the internet and how often they use it for learning purposes.

Additional Resources Needed (Qualitative/Open-ended) – Lists recommendations and suggestions for improving educational programs, including areas such as technology, therapy, employment, and vocational training.

Adequacy of Technological Resources - The responses indicate a mixed perception of technological resources. A majority (about 50%) rated them as adequate, suggesting that most institutions provide sufficient access to desktops, laptops, and other digital tools. However, 35% were neutral, and 15% found the resources inadequate, highlighting concerns about disparities in access and quality across institutions. This

suggests that while technology is available. it may not always be effectively utilized or equally distributed among all young offenders.

Internet Access and Usage for Learning - A significant trend in the data reveals that while internet access exists in most institutions. it is rarely used for learning purposes. The respondents stated that access is available but not for educational activities. implying restrictions on internet usage. Some of their responses indicated no internet access at all. while only a few mentioned occasional learning-related usage. This highlights a critical gap in digital education opportunities. suggesting that either policies restrict learning-focused internet access or there is a lack of structured digital education programs.

Additional Resources Needed- A recurring theme in the responses is the need for specialist support. therapy programs. and employment-focused training. Many respondents called for expert supervision and continuous training for professionals working with young offenders. particularly in forensic psychology. crisis management. and group therapy. Additionally. there was strong advocacy for increased therapy programs. focusing on trauma rehabilitation. addiction recovery. and violent behavior management. Another key concern was the lack of vocational training and employment opportunities. with suggestions to introduce more workshops and practical learning programs to help young offenders transition into the workforce. Some responses also mentioned the need for better access to digital learning tools. such as online courses and open internet access for educational purposes.

## Conclusion-2

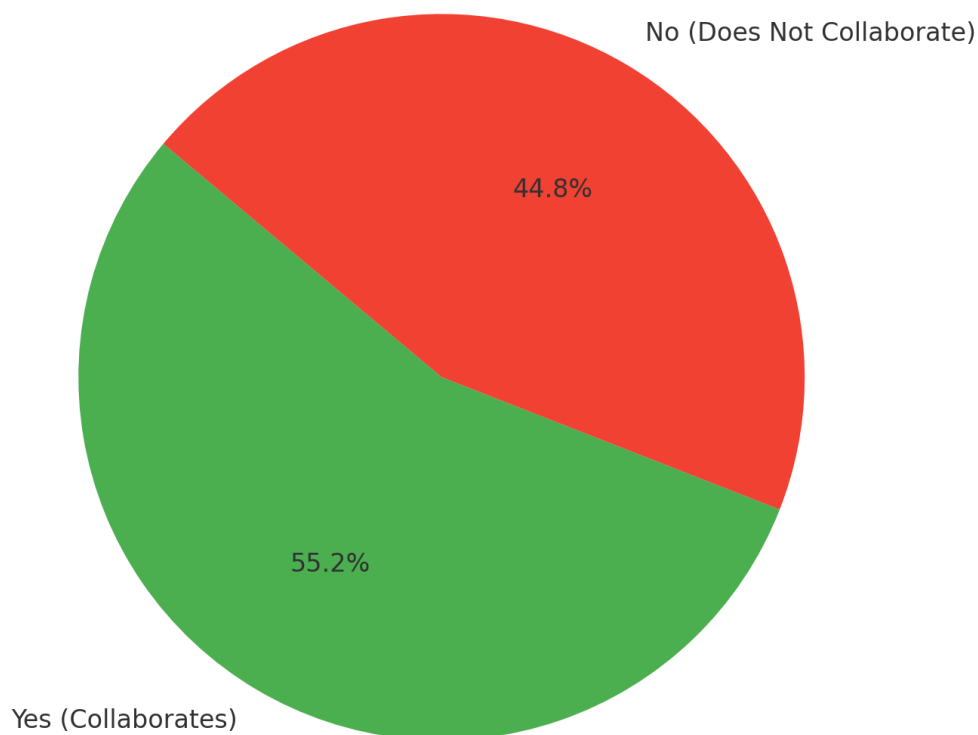
The data suggests that while technological resources are generally considered adequate, their integration into educational programs is lacking. Internet access is available but underutilized for learning, indicating a need for policy changes to promote digital education. Furthermore, specialist training, therapy programs, and vocational opportunities are key areas that require enhancement to improve the overall educational experience for young offenders. Addressing these concerns could significantly contribute to their rehabilitation and reintegration into society.

## Section 5: Collaboration with foreign organisations

The data indicates that a majority of institutions (60%) do not currently engage in collaborations with foreign organizations on educational programs. Only 40% report active involvement in such initiatives, highlighting that international partnerships remain limited within the Turkish correctional and probationary system.

Among the non-collaborating institutions, the most frequently cited barriers include language difficulties, a lack of awareness or institutional knowledge about partnership opportunities, and budgetary constraints. These factors were consistently reported across several institutions and underscore systemic limitations rather than disinterest. Additionally, issues such as regulatory restrictions, short stays of young offenders, and bureaucratic complexity emerged as recurring structural barriers.

The pie chart below (Figure 1) illustrates the proportion of institutions that collaborate with foreign organizations on educational programs. This analysis is based on the responses provided to question 19.



*Figure 1. Collaboration with foreign organisations*

As shown, 55.2% of institutions reported collaboration, while 44.8% reported no collaboration.

Despite these challenges, institutions that wish to collaborate identified strong interest in areas such as:

- Rehabilitation programs and
- Staff training and professional development.

with nearly all of the non-participating institutions emphasizing these priorities. Secondary areas of interest included research exchange, best practices sharing, digital innovation, and youth mobility or exchange schemes.

In contrast, among the collaborating institutions (40%), the most common partners were:

- Higher education institutions (e.g., universities).
- Vocational training centers, and
- Non-governmental organisations.

Other partnerships were formed with youth development institutions, rehabilitation centers, and, to a lesser extent, private sector entities.

Reported benefits of such collaborations included:

- Improved reintegration outcomes for young offenders.
- Enhanced staff capacity and morale through exposure to new techniques, and
- Access to diverse professional networks and innovative methodologies.

However, even institutions already involved in collaborations noted several ongoing difficulties, including:

- Staff shortages and high turnover.
- Lack of dedicated funding for international initiatives.
- Short duration of execution periods for young offenders, making sustained engagement difficult, and
- Insufficient internal communication strategies to disseminate collaboration opportunities.

Some institutions attempted to mitigate these limitations through direct partnerships. participation in networking platforms. or engagement in pilot projects. yet around 30% did not indicate any clear strategy. pointing to a lack of structured planning in overcoming these challenges.

In summary. while a portion of institutions successfully engage with foreign partners and report clear institutional benefits. systemic limitations. lack of visibility. and inconsistent strategic planning continue to prevent broader participation. There is a clear and pressing need to support non-participating institutions through:

- Awareness campaigns.
- Capacity-building training. and
- Institutional matchmaking efforts tailored to rehabilitation and professional development domains.

*Comparison of Foreign Collaboration Between Probation and Prison Institutions*

This section compares the levels of collaboration with foreign organisations between staff working in probation services and those in prison institutions. The data reveals notable differences in the rates of participation in international educational initiatives. suggesting structural and operational contrasts between the two settings.

| Collaboration Status | Directorate of Probation | Prison Institutions   |
|----------------------|--------------------------|-----------------------|
| Yes                  | 19 institutions (51%)    | 14 institutions (26%) |
| No                   | 18 institutions (49%)    | 40 institutions (74%) |

The data indicates that probation institutions are more engaged in international collaboration. with over half reporting current partnerships. In contrast. only one-quarter of prison institutions collaborate with foreign organisations. This disparity likely reflects differences in institutional flexibility. access to external networks. and

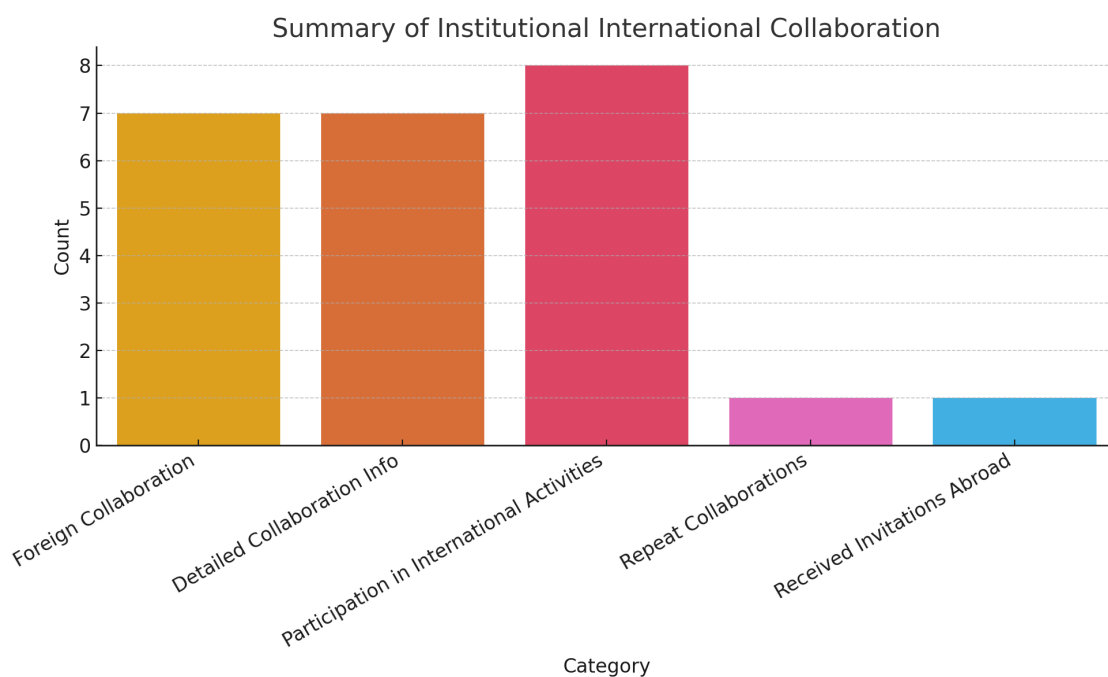
administrative priorities. Prisons may face more rigid procedures or constraints that limit their participation in such programs.

## Section 6: Participation in projects

Staff participation in Erasmus+ and ESC-related projects remains relatively low across institutions. Approximately one-third of respondents report participating in at least one Training Course provided under the Erasmus+ programme within the last four years. Study Visits and Job Shadowing experiences were even rarer, with fewer than 20% reporting any form of participation.

Most participation was concentrated in Key Action 2 (KA2) and Key Action 3 (KA3) categories of Erasmus+, involving partnerships for innovation and policy development. Nonetheless, the overall visibility and uptake of Erasmus+ and ESC projects are lacking, pointing to a need for greater promotion and clearer guidance for institutions.

The Figure 2 summarizes responses to Section 19 regarding institutional collaboration with foreign organizations on educational programs. The bar chart below illustrates key findings across six sub-questions:



*Figure 2. Distribution of staff participation in Erasmus+ project components over the past four years.*

- Foreign Collaboration: 7 institutions
- Detailed Collaboration Info: 7 institutions
- Participation in International Activities: 8 institutions
- Repeat Collaborations: 1 institution
- Received Invitations Abroad: 1 institution

This provides a clearer overview of how institutions are involved in international networks, collaborations, and events.

## Section 7: Nature of projects/activities

Institutional staff were asked to identify which activities young offenders most enjoy and engage in during their time in rehabilitation programs. More than half (51.7%) of the staff indicated that non-formal education activities, including workshops, cultural exchanges, and sports, were the most popular among participants. Vocational training followed closely behind, preferred by 41.7% of respondents, showing a high demand for practical, skill-based learning. Formal education, community service, and entrepreneurship activities were noted far less frequently, reflecting a lesser appeal among young offenders.

The motivations behind young offenders' participation were also diverse. According to staff, the leading drivers were career preparation (30%) and enjoyment or motivation (28.3%). Other significant motivators included physical engagement (16.7%), the desire to make the most of their execution period (10%), and financial incentives (5%). A minority of participants were compelled by institutional pressures or fear of penalties. Only 1.7% expressed no interest in participating at all.

### **Most Preferred Activities**

Staff in prison and probation services thought that young offenders most frequently engage in the following types of project activities:

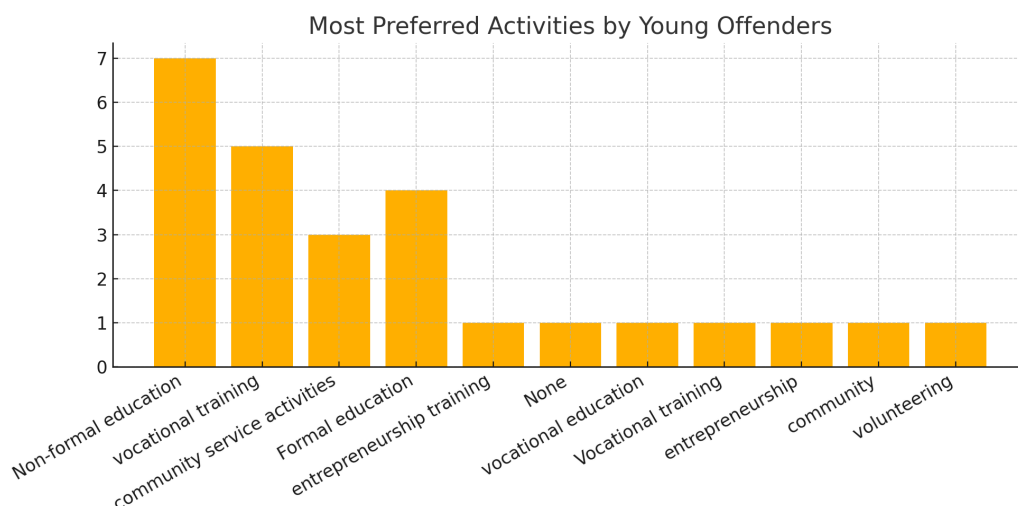


Figure 3. Most Preferred Activities by Young Offenders According to the Staff in Justice System

## Staff Participation in Erasmus+ Programs

Staff involvement in Erasmus+ activities over the past 4 years:

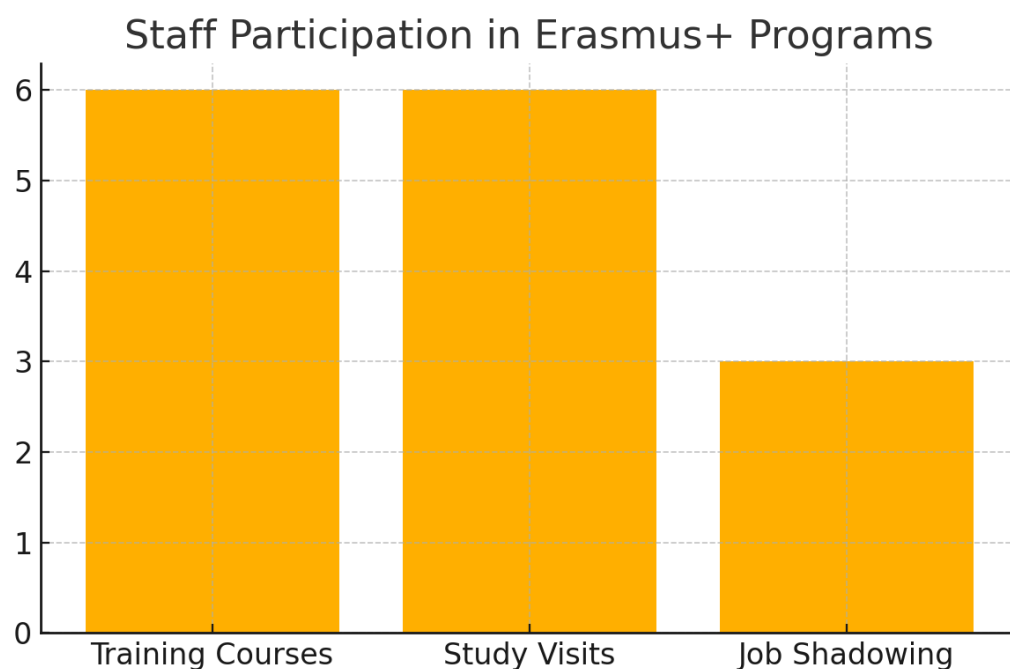


Figure 4. Distribution of young offenders' preferred project activities as reported by staff

- Training Courses: 6 institutions
- Study Visits: 6 institutions
- Job Shadowing: 3 institutions

## Section 8: Importance and impact of projects

This section provides an updated analysis of staff feedback from probation services and prison institutions regarding the importance and institutional impact of Erasmus+ and ESC projects. It includes updated data on satisfaction levels and a corrected account of success stories based only on meaningful entries.

### *Satisfaction with Erasmus+ / ESC Participation*

Staff were asked to indicate their level of satisfaction with their institution's participation in Erasmus+ or ESC projects. The results are outlined below:

| Satisfaction Level  | Directorate of Probation | Prison Institutions |
|---------------------|--------------------------|---------------------|
| Satisfied           | 17 staff                 | 25 staff            |
| Neutral             | 13 staff                 | 23 staff            |
| I am very satisfied | 5 staff                  | 3 staff             |
| Not satisfied       | 2 staff                  | 3 staff             |

The data indicates that both probation and prison institutions report predominantly positive satisfaction levels with Erasmus+ and ESC project participation. Probation staff are slightly more likely to rate their satisfaction as 'very satisfied'. while prison staff more often selected 'satisfied' or 'neutral'. This trend suggests that while both sectors recognise value in these projects. probation services may experience more integrated or direct benefits.

### *Verified Success Stories from Erasmus+ and ESC Projects*

Staff were asked to describe success stories they were aware of. This revised analysis includes only responses that contain clear, verifiable descriptions of positive project outcomes.

| Success Story Provided | Directorate of Probation | Prison Institutions |
|------------------------|--------------------------|---------------------|
| No                     | 29 staff                 | 53 staff            |
| Yes                    | 8 staff                  | 1 staff             |

The refined results show that only 8 probation staff and 1 prison staff provided genuinely detailed success stories. Many others entered 'no', 'I don't know', or similar responses that were filtered out to preserve data quality. This highlights both a strong need and opportunity for better institutional practices in capturing, documenting, and sharing success stories from these projects.

## Conclusion

Section 8 confirms that Erasmus+ and ESC projects are generally perceived as valuable by staff in both probation and prison institutions. While satisfaction levels are encouraging, the limited number of concrete success stories suggests that project outcomes may not be sufficiently monitored or communicated. Institutional strategies that encourage storytelling, reflection, and follow-up documentation could enhance the visibility and sustainability of project benefits.

### *Comparison of Verified Success Stories: Probation vs Prison Institutions*

This report provides a direct comparison of verified success stories shared by staff from probation services and prison institutions. Only responses that clearly describe a tangible example of project impact on young offenders have been included in this analysis. This ensures that the findings are based on substantiated and meaningful narratives rather than general statements or blanks.

| Institution Type | Number of Verified Success Stories |
|------------------|------------------------------------|
| Probation        | 8                                  |
| Prison           | 1                                  |

The analysis reveals a significant difference between the two institution types. Staff from probation services contributed a total of 8 verified success stories. compared to only 1 from prison institutions. This may indicate a higher level of project integration. visibility. or staff engagement within the probation sector.

Conversely. the limited number of success stories from prison staff could reflect barriers such as restricted project participation. underreporting. or less institutional focus on documentation and dissemination of project outcomes. This finding highlights a key opportunity for prison institutions to enhance internal communication and evaluation practices in order to fully benefit from Erasmus+ and ESC programme participation.

## Section 9: Suggestions and final remarks

This section summarises the open-ended suggestions provided by staff from various institutional types regarding the improvement of Erasmus+ and ESC project implementation. Participants were invited to propose how such initiatives could better support the education and reintegration of young offenders. The responses were compiled from probation services. prison institutions. and other affiliated organisations.

### *Overall Institutional Participation*

| Institution Type | Number of Staff Who Provided Suggestions |
|------------------|------------------------------------------|
| Other            | 9                                        |
| Prison           | 54                                       |
| Probation        | 37                                       |

As seen in the table above, suggestions were received from all participating institution types. This level of engagement suggests that staff across different contexts recognise the potential of Erasmus+ and ESC programmes and are motivated to contribute to their refinement.

### *Comparison Between Probation and Prison Institutions*

When comparing the two largest contributor groups — probation and prison institutions — we find that 37 probation staff and 54 prison staff provided responses. This indicates a slightly higher participation rate from the prison sector. Both groups actively contributed suggestions for improving educational access, psychological support services, vocational training, and the visibility of Erasmus+ and ESC projects.

While probation staff often focused on the need for mobility and hands-on, skill-based opportunities, prison staff more frequently mentioned structural barriers, short incarceration periods, and the need for simpler procedures to involve youth in international learning initiatives.

## PART II - KEY FINDINGS, RECOMMENDATIONS AND CONCLUSION

### I. Key Findings

#### Section 1: Institutional Profile

The data reveal a strong institutional representation across probation services, various penal institutions, and universities. Notably, 91.2% of institutions serve both male and female offenders. The staff are highly experienced: nearly half (47.4%) have over 10 years of professional experience. The largest occupational groups are Enforcement

and Protection Officers (31%). Psychologists (29.3%). and Social Workers (19%). which reflects the multidisciplinary nature of rehabilitation work.

## Section 2: Staff Training and Professional Development

In-service training is widely supported across institutions. However, a gap exists between access and impact: while workshops and seminars are common, many staff members only attend once or twice a year. Despite this, staff report notable improvements in communication, legal knowledge, and counseling abilities. Institutions show variability in training depth, with probation institutions more frequently described as “very supportive.”

## Section 3: Rehabilitation, Resocialization and Reintegration

Core programs such as Substance Abuse Education, CBT, and Vocational Training are widely implemented. Psychological Resilience Training is praised but underutilized. Evaluation remains inconsistent—although pre/post-test methods are reported, standardised metrics are lacking, limiting long-term impact analysis.

## Section 4: Educational Technology and Resources

While around half of staff find digital infrastructure adequate, internet access is rarely leveraged for educational purposes. Most institutions have policies that restrict online learning. There is a clear desire for greater access to digital resources, especially in probation settings where usage for learning is slightly higher.

## Section 5: Collaboration with Foreign Organisations

Only 40% of institutions engage in international partnerships. Probation services lead this category, while prison institutions report significantly lower engagement. Primary obstacles include language, funding, and staff limitations. Yet, demand is high: institutions not currently collaborating overwhelmingly express interest in partnerships focused on rehabilitation and professional development.

## Section 6: Participation in Erasmus+ and ESC Projects

Participation in Erasmus+ and ESC remains limited. Only 30% of institutions have taken part in Erasmus+, primarily in Key Action 2. Engagement with ESC is particularly low. This suggests a lack of awareness, support, or eligibility understanding, especially among prison institutions.

## Section 7: Nature of Projects and Offender Motivation

Non-formal education activities like arts, workshops, and sports are preferred by 51.7% of young offenders. Vocational training follows closely. Their motivations are career-oriented (30%) or personal (28.3% for enjoyment). Formal education is less appealing. Staff participation in Erasmus+ activities is limited, with only 33.3% attending a course, and even fewer participating in job shadowing or study visits.

## Section 8: Project Satisfaction and Success Stories

Satisfaction with Erasmus+ and ESC is generally positive, especially in terms of networking and knowledge transfer. However, only nine verifiable success stories were identified (eight from probation, one from prison). This indicates a need for more structured reflection, documentation, and internal sharing of positive outcomes.

## Section 9: Suggestions and Final Remarks

All staff contributed suggestions. Key themes included expanding vocational training, increasing awareness of ESC projects, integrating psychological and digital components, and providing more training for staff and inmates. The consistency and volume of feedback suggest strong stakeholder engagement and practical insight.

## II. Recommendations

### A. Staff Training and Development

- Increase Frequency – Offer more regular training cycles. especially for staff attending infrequently.
- Update Content – Include trauma-informed care. aggression management. and motivational techniques.
- Sustain Continuous Learning – Promote professional development tied to emerging practices and research.

### B. Program Quality and Evaluation

- Standardise Monitoring Tools – Develop unified tools for tracking impact of rehabilitation programs.
- Expand Vocational Offerings – Invest in trades and digital skills aligned with labour market needs.

### C. Digital Resources

- Enable Educational Internet Use – Revise restrictive policies to support digital education.
- Bridge Infrastructure Gaps – Ensure equitable access to devices and e-learning platforms.

### D. International Collaboration

- Support Foreign Partnerships – Remove barriers (e.g. language. funding) and provide matchmaking support.
- Strengthen Cross-Border Learning – Leverage Erasmus+ mobility and blended learning formats.

## E. Project Visibility and Engagement

- Raise Awareness – Increase institutional knowledge about Erasmus+ and ESC mechanisms.
- Activate Participation – Motivate staff to join study visits, training courses, and networking events.

## III. Conclusion

The institutions involved in this study represent a highly engaged and professionally diverse group dedicated to offender rehabilitation. While there is encouraging commitment to training, collaboration, and programme development, structural limitations persist—particularly within custodial settings. Reinforcement is needed in the form of clear evaluation methods, better digital integration, and increased access to international cooperation opportunities. The recommendations in this report aim to build on existing strengths while addressing practical gaps. Future initiatives must prioritise adaptability, accessibility, and meaningful engagement at every institutional level.