



# Renyo

Re-engaging young offenders with education and learning

# skills4youth.eu

## PARTNERS



**Coordinator:**  
Dr Adeela ahmed Shafi  
**University of Gloucestershire**  
United Kingdom  
[www.glos.ac.uk](http://www.glos.ac.uk)



**Jearni Ltd**  
United Kingdom  
[www.jearni.co](http://www.jearni.co)



**Private Fachhochschule Dresden gGmbH**  
Germany  
[www.fh-dresden.eu](http://www.fh-dresden.eu)



**CESIE**  
Italy  
[www.cesie.org](http://www.cesie.org)



**Fundacion Diagrama Intervencion Psicosocial**  
Spain  
[www.fundaciondiagrama.es](http://www.fundaciondiagrama.es)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Renyo

Re-engaging young offenders with education and learning

# RENYO - Re-engaging young offenders with education and learning

## skills4youth.eu



Co-funded by the  
Erasmus+ Programme  
of the European Union

## THE RATIONALE OF THE PROJECT



In many EU countries, for young people aged 10-17 years who have been incarcerated, **re-offending rates are high.**

Further to this, as many as 9 out of 10 young offenders leave school early, having dropped out of education prior to being incarcerated.

**Young offenders** are also likely to be **marginalised and socially excluded** when back in the community, particularly as they are likely to have less training or educational opportunities.

This makes employment opportunities more limited.

## THE AIM

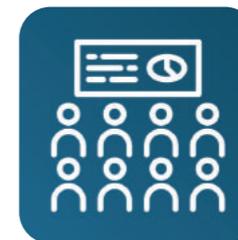
The aim of RENYO is to **enhance educators' capability to re-engage young offenders with education and learning** whilst in secure custodial settings in 4 partner countries in the EU (United Kingdom, Italy, Germany, Spain). This involves **training education staff** in secure custodial settings to use "Authentic Inquiry" as an intervention to enrich their repertoires in learning design.

"Authentic Inquiry" is an intervention designed to **build personally relevant knowledge** which is useful in **education.**

## THE OBJECTIVES

- 👤 **Enhance educators' capability to re-engage young offenders** with education and learning whilst in secure custodial settings.
- 👤 Train education staff in secure settings to engage young offenders with education through the use of "**Authentic Inquiry**".
- 👤 Develop improved practice around a **digital learning infrastructure** so changes are more likely to sustain beyond the lifespan of the project.
- 👤 Write a **research paper** sharing the outcomes and learning to support dissemination and sustainability.

## THE ACTIVITIES



### Training:

a training programme to train the trainers in partner countries in implementing locally relevant versions of "**Authentic Inquiry**" methodology for use in secure education settings.



### Platform:

a digital infrastructure which facilitates learners' journeys (both education staff and young offenders).



### Research:

analysis of the quantitative and qualitative indicators about changes of education staff capabilities in understanding and responding to the young people's educational needs.