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#5 NEWSLETTER – RENYO – Winter 2021

Engaging young people in conflict with the law in learning

What's Authentic Inquiry about?

University of Gloucestershire lecturer Tristan Middleton has produced a video giving a brief introduction to the RENYO project and the Authentic Inquiry approach based on choosing a topic of interest for the learner and the production of a final product or artefact with educational value.

Watch the video here: https://www.youtube.com/watch?v=7F3FUfGLXN0

Training educators working with young people in conflict with the law

In the final months of 2020, our partners have been delivering further **training to educators** from a variety of settings, focusing on the RENYO methodology and their ability to use **Authentic Inquiry** with the **young people in conflict with the law with whom they work**. In Sicily, for example, over 40 educators from communities for minors attended the online training with CESIE, who reported interesting exchanges on the challenges faced in engaging young offenders with learning.

Some of the education staff that has been trained undertook **their own Authentic Inquiries** and completed **Case Studies**. The Case Studies allow project partners to develop an understanding of how the educators found the process of completing an Authentic Inquiry and provides useful contextual information about how they will implement it with their young people. The educators produced very diverse artefacts including training material for children, poetry, videos, artistic labs, diaries and even the organization of a fashion show. Here an example from Sicily:

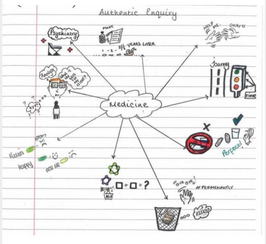
Authentic Inquiries of young people in conflict with the law

The upcoming focus of the project will be the Authentic Inquiries of young people in secure settings, which is a key element. The process of undertaking this journey with the young people will enable project partners to collect valuable data that will provide us with a greater understanding of the engagement of young people with Authentic Inquiry, and find out whether those involved feel they have developed their Learning Power* over the course of the Authentic Inquiry process.

*Learning Power Platform enables the development of awareness, ownership and responsibility for our learning journeys. The eight dimensions of Learning Power are holistic personal qualities which combine thinking, feeling and doing.

In the UK

The initial group of young people in the UK have completed their Authentic Inquiries and have therefore been producing their own Artefacts, as exemplified below:



In Italy

A number of young people have already completed their Authentic Inquiries shedding very positive results. In fact, an educator has shared that after the experience,

"(the young person) was more curious than before; he asked many questions (…). His ability to focus and his interest have improved as well, even if in the first meeting he was seemed less engaged."

In Germany

The first insights about Authentic Inquiry were presented at the Dies Academicus, University of Applied Sciences Dresden. Research projects were presented and discussed with colleagues and students for the entire university including the value of Renyo for social education research.

In Spain

The RENYO project staff is working closely with two juvenile detention centres of Spain. Members of the educational staff from these centres have already been trained and will guide young people with their own Authentic Inquiries in February.

RENYO at policy making level

The University of Gloucestershire team has recently provided a response to an inquiry launched by the Education Committee (UK Government) in relation to prison education. The aim of the inquiry is to find out whether those held in secure settings are receiving a suitable education, and how they can ensure education within the prison system delivers the skills needed by employers. Within the response, they covered topics such as 'the purpose of education in prisons', 'how successful participation can be incentivised in prisons' and 'how well additional learning needs are met by the prison education and youth custody systems'. The Authentic Inquiry method utilised in RENYO was referenced, with the authors suggesting the purpose of education in prison must not just play the role of transmitting knowledge and skills but has to have a more transformative effect.

Coming next

Partners will conclude their piloting sessions with young people on Authentic Inquiry and use all the data, feedback and case studies collected to produce the RENYO Research Report.

Visit our Facebook page or Website to find out more.

www.renyoproject.eu

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