

KAUNAS UNIVERSITY OF TECHNOLOGY

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**SOCIOEDUCATIONAL FEATURES OF SPECIALISTS'
ACTIVITY IN RESOCIALISATION OF
JUVENILE DELINQUENTS**

Summary of the Doctoral Dissertation

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KAUNO TECHNOLOGIJOS UNIVERSITETAS

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**TEISĖTVARKOS PAŽEIDIMUS PADARIUSIŲ
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SOCIOEDUKACINIAI YPATUMAI**

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Introduction

Research and reasoning of the scientific problem. Phenomenon of resocialisation appears when a person's psychosocial development has already been socially unsuccessful (Merkys, 2002) and most often it is referred to the performance of judicial institutions, social services or help for convicts. In this work the process of resocialisation is also referred to a certain social group, that is *juvenile delinquents who performed violations of law*. According to Lithuanian Criminal Law (1996) they are defined as children suspected in law violations or adjudged guilty.

Resocialisation of juvenile is an actual object of social research. Foreign countries experience in the area of resocialisation¹ of juvenile delinquents is rich and multisided. Juvenile delinquents often occur in the reach of law, educology, psychology, medicine and other sciences, however discussions are the most active while the phenomenon of resocialisation is analysed in the context of justice (Mathiesen (1990, 1999); Cornel, Maelicke, Sonnen (1995); Muncie (2000); Cullen, Gilbert (1982); Byrum, Thompson (1989), Faucault (1998), Gilligan (2002), Schwartz (2000), Shoemaker (1990), Matza (2004) and others). In Lithuania the most active discourse on juvenile resocialisation from the point of view of the public, media is observed in justice as well (Justickis, 1993; Dapšys, 1994; Gečėnienė, 1999; Vileikienė, Sakalauskas, 2000; Michailovič, 2001; Gečėnienė, 2002; Urmonas, 2002 and others). The questions referring to criminal activities are often addressed only to judicial institutions, however their possibilities in the areas of educating children and their families, reducing unemployment, social, health care, resocialisation and the like (eliminating the causes and conditions for offence) are limited. According to Dobrinin (2000), the problem of juvenile justice should not be considered only by law as it is the problem of society and it has to be solved by political, economical and social measures first and only after that – by punitive measures. This approach is proved by national as well as international documents.

Juvenile resocialisation in the context of socioeducology with the focus on social work importance in juvenile resocialisation process was investigated by Katajeva (1997), Henkes (2000), Galaguzova (2000) and others; Johnson (1995), Levin (1998), Sekowska (1998), Johansen, Rathe, Rathe (1999), Pytka (2000), Gottfredson (2001) and others place emphasis on educational aspect of resocialisation; institutional aspect of juvenile

¹ The objective to return a juvenile back to social life is treated in different ways, thus alongside with the concept of resocialisation (which is rather new in Lithuania's public policy) similar processes are understood: rehabilitation, integration, reeducating, development, prevention etc.

resocialisation was researched by Fein (1990), Podgorecki (2002), Waugh (2003). In Lithuania there is a lack of such research. Juvenile criminality was investigated from the *psychological point of view* (Valickas, 1993, 1997; Juodraitis, 1998, 2002; Suslavičius, 1999 and others), *sociological* (Drakšienė, 1991; Dapšys, 1993, 1994; Babachinaitė, 1996), *pedagogical* (Rupšienė, 1995, 1996, 2001; Targamadžė, 1997, 1999; Kvieskienė, 1999, 2000; Dereškevičius, Rimkevičienė, Targamadžė, 2000 and others). Recently studies of interdepartmental work groups have appeared, highlighting socio-demographic characteristics². Lithuanian scientists prepared several studies directly investigating resocialisation of juvenile delinquents, with the application of resocialisation means on them due to criminal laws (Jurgelaitienė, 2001; Michailovič, 2001)³. Research results according to Zdanevičius (2001) are not valid and serve as the means to make impact on political decisions. Experts mainly use statistical data concerning criminality and its control which is usually manipulated by the state bureaucrats and representatives of social sciences (Zdanevičius, 2001). An exhaustive work on juvenile resocialisation is the study „Juvenile resocialisation“ (2002). Socioeducational aspect of the problem was analysed by Tiurinas (1996), Piliponytė, (2000), Baltrukonis, Kalendra, Šuksteris, (2001), Dermontas (2001). The object of their research was resocialisation of individuals serving their sentence. It was secret and due to this was not dealt with. At present the majority of delinquents are not sent to prison for violations of law and order and there is very little attention for them. Most often the problems are only named by politicians, in media, at scientific level they stay in conference materials and are not developed up to analytical level.

Having assessed the fact that Lithuania's experience in the area of resocialisation of juvenile delinquents is much less than in foreign countries due to various reasons, when analyzing other countries experience it is essential to determine general tendencies and possibilities of implementing their good practice (nowadays international and national documents have to be coordinated so it is impossible to analyze juvenile resocialisation in isolation from other countries). *Thus modern expressions of social policy, focusing of foreign scientists on modern socioeducational impact in juvenile*

² Prevention of children and youth non occupation, 2000; Juvenile having committed felony: psychological and social peculiarities, 2000 and others.

³ Michailovič, I. (2001) Applying the means of resocialising juvenile included into the Criminal Law (Doctor's dissertation, Vilnius university, 2001); Jurgelaitienė, G. (2001). Prevention of recidivist criminality (Doctor's dissertation, Vilnius University of Law, 2001); Gečėnienė, S. (2002). Impact of Criminal justice on a juvenile personality (based on example of custody imprisonment) (Doctor's dissertation, Vilnius University of Law, 2002).

resocialisation and their projection to Lithuania is forming a new concept (which has to be proved) about juvenile resocialisation as a socioeducational phenomenon.

On the other hand, social phenomenon of each country (in this case it refers to juvenile delinquents) is individual, determined by the country's historical development, political, socio-economical, legal systems, national-ethnic and other peculiarities and due to this, experience and practice of one country can not be transferred to the other mechanically. Research of juvenile resocialisation abroad may be used as fundamental cognition, for comparative analysis, but the choice should be made considering peculiarities, political priorities, place and time in each particular country (Pieters, 1998). One should consider the attitudes in a particular society, determination and real possibilities to change situation. Seeking to look at the social phenomenon and problems in the context of rapidly changing social, economical conditions, values; seeking to form political strategy, directions and system of means adequate to the problems; seeking to give up old stereotypes especially those promoting regression and passiveness coping with life problems it is vital to assess the situation of a particular country and a particular period adequately. With regard to the above mentioned ideas, having assessed the researchers' work in the area of juvenile resocialisation it has to be stated that *there is a shortage of research ensuring the possibility to formulate a modern strategy of juvenile resocialisation, provoking theoretical discussions and grounding methodological aspects of the phenomenon-the is the need to forecast the assumptions of juvenile resocialisation.*

In order to perform an effective social policy with respect to young people who performed law violations, the position that they need care and help does not mean delinquents are less responsible, it means *a society is more responsible* (this responsibility is reinforced by decreasing educational power of a family). This position is expressed by specialists, working directly with juvenile and are involved in effective and coordinated juvenile resocialisation. Many foreign scientists (Pytko, 2000; Galaguzova, 2000; Gottfredson, 2001; Podgorecki, 2002 and others) analyzing juvenile resocialisation did not avoid discussions about specialists' activity, however considering the principle of a particular country and particular time period it is essential to assess socioeducational activity peculiarities of juvenile resocialisation specialists in the context of Lithuania, to reveal possibilities and restrictions of this activity. *This aspect of juvenile resocialisation is comparatively new, it has not been investigated by Lithuanian scientists, thus revealing socioeducational activity peculiarities of specialists dealing*

with resocialisation of juvenile delinquents may be named an actual problem of educology.

This dissertation deals with a complex problem of juvenile resocialisation, finding answers to actual scientific issues, which make the **base of a scientific problem**:

- What aspects characterize juvenile resocialisation as a socioeducological phenomenon?
- What basic assumptions determine juvenile resocialisation with regard to socioeducational activity?
- What system of characteristics, criteria and indicators would ensure revealing socioeducational activity peculiarities of specialists?
- What are socioeducational activity peculiarities of specialists dealing with juvenile resocialisation and what obstacles of the activity exist?

The research object – activity of resocialisation specialists dealing with juvenile delinquents who performed violations of law, its socioeducational peculiarities.

The research aim reveal and justify socio-educational activity peculiarities of specialists dealing with resocialisation of juvenile delinquents who performed law violations.

Research objectives:

1. Reveal juvenile resocialisation as a socioeducational phenomenon.
2. Justify specialists' activity as an assumption for juvenile resocialisation.
3. Design a theoretical model of juvenile resocialisation.
4. Specify characteristics, criteria and indicators of the research of socioeducational peculiarities in specialists' activity.
5. Diagnose socioeducational peculiarities of specialists in the areas of law and education when dealing with juvenile resocialisation.

Dissertation research **theoretical background**:

- **Modern humanistic theory** (Lepeškienė, 1996; Berger, Luckman, 1999; Joyce, Calhoun, Hopkins, 1999; Johansen, J. Rathe, R. Rathe, 1999; Stæfeldt, Mathiasen, 1999; Teresevičienė, Gedvilienė, 2003), it means that humanistic model serves as a theoretical background in organizing social activity – resocialisation process. The dissertation is single-mindedly based on humanistic education and the paradigm of social integration. The idea of resocialisation implicating a humanistic approach is opposed to the idea of punishment and social isolation.

- Theoretical position is based on the **concept of social education** (Jucevičienė, 1997; Leliūgienė, 1998; Hegstrup, 1997) defining theoretical background for human development, expressing the need for wider profile

specialists able to integrate the systems of social care, casework and education into a whole.

- **Systematic performance theory** (Senge, Levin, Parsons, 1974; Wagner, 2003) states, that different functions of a system have to be carried out to make the system functional and its impact effective.

- **Ecological systems perspective theory** (Germain, Gitterman, 1995; Smirnova, 1996). It is the way of understanding people and their environment as a system in a certain cultural and historical context. An individual and environment can be fully understood only when considered in their interrelation. Components of the system are interdependent and influence each other directly or indirectly.

- **Social pathology theory**. This theory highlighting obvious influence of society changes on criminality (Vatter, Silverman, 1986), is used to justify juvenile resocialisation as a socioeducational process.

- **Risk factors theory** (Cantril, 1965; Yalom, 1985; Foucault, 1998) states, that having reduced or eliminated risk factors positive changes become possible, that is having reduced the impedimental factors for resocialisation process more effective results can be expected.

Dissertation research **methodological background:**

- *Qualitative content analysis concept* (Mayring, 2000, 2001; Žydzīūnaitė, 2002, 2003). Qualitative content analysis is based on a systematic step by step approach - 1) multiplex reading of a text; 2) distinguishing manifesting categories and subcategories and proving them by evidence extracted from the text; 3) interpreting categories with subcategories included.

- *Hermeneutics methodological concept* (Mickūnas, Stewart, 1994; Dahlberg, Drew, Nyström, 2001; Grondin, 2003): Hermeneutics is based on three rules - text interpretation is carried out in its own context; mental „movement” is realized among its parts towards the whole and back, interpreter has to understand the author of the text through the text itself.

- *Concept analysis conception* (Walker, Avant, 1995; Meleis, 1997): concept analysis is the process including consecutive stages: identification of concept dimensions and components; comparing the concept to other similar concepts identifying similarities and differences; defining concept objectives (what is considered and what is not considered a concrete concept).

Dissertation research done applying the following **research methods:**

- *Scientific literature analysis*. Semantic-conceptual analysis of the resocialisation concept was done. Multidisciplinary character of resocialisation was revealed, highlighting socioeducational aspects of juvenile resocialisation and projecting problem areas in juvenile resocialisation.

Specialists' activity is justified as an assumption of juvenile resocialisation, identifying the main directions of juvenile resocialisation, of juvenile resocialisation were highlighted. The main activity guidelines for specialists as impact initiators in the process of juvenile resocialisation were distinguished and a theoretical model of juvenile resocialisation was designed, characteristics, criteria and indicators of specialists' socioeducational activity peculiarities research were justified.

- *Document content analysis.* Analysis of documents regulating juvenile justice (in a broad sense) expanded the conception about care of juvenile delinquents in the world context and Lithuania and emphasized orientation to the paradigm of social care and education. In the course of work international documents and acts of the Republic of Lithuania were analyzed as well as statistical data juvenile criminality provided by the Department of Informatics and Communication at the Ministry of the Interior.

- *Questionnaires in written.* The author of the dissertation designed and used a questionnaire on activity expression peculiarities for the specialists of justice and education working directly with the juvenile delinquents. It is based on the Juvenile resocialisation theoretical model designed by the author. The questionnaire contains 28 questions, out of which 9 are open. 310 respondents working directly with the juvenile delinquents were questioned. Research was carried out in April-May 2004, specialists of justice and education from 7 Lithuanian towns participated in it. The survey helped to identify socioeducational activity peculiarities of justice and education specialists dealing with juvenile resocialisation.

- *Qualitative content analysis.* Answers to open questions were analyzed on the basis of the tradition of qualitative content analysis and phenomenology and hermeneutics methodological elements connector allowing to justify objectively the data of quantitative diagnostics.

- *Sociometry.* Inter-institutional network of different professions representatives involved in resocialisation of delinquent juvenile. Cooperation network is divided into four specific subgroups with their characteristics presented. Essential parametres of inter-professional cooperation network – integrity and conciseness are assessed.

- *Statistic analysis of the research data (done applying SPSS 10.0 for Windows program for statistical data processing).* Descriptive statistics was applied: absolute calculations and percentage rates, mode, median, calculations of medium and standard deviations. Correlation rates were calculated and analyzed. Factorial (taking Cronbach α ratio, applying the method of the main components and VARIMAX rotation with Kaiser standardisation) and cluster analysis were performed seeking to reveal

socioeducational activity peculiarities of specialists dealing with juvenile resocialisation and identify obstacles.

Theoretical significance and scientific novelty of the dissertation research is characterized as follows:

- Volume of resocialisation concept is expanded analysing resocialisation in the context of related concepts; highlighting its multidisciplinary character and forecasting resocialisation problem areas.
- Juvenile resocialisation is defined as a socioeducational phenomenon, determining the main elements of juvenile resocialisation and proving the significance of socioeducational activity.
- Specialist activity is justified as an assumption for juvenile resocialisation, having determined major tendencies, proved specialists as impact initiators in resocialisation process and identified socioeducational peculiarities of specialist activities.
- Designed and proved a theoretical model of juvenile resocialisation.
- Socioeducational activity peculiarities of specialists dealing with juvenile resocialisation research methodology based on the system of criteria and indicators was formed.

Practical significance of the scientific research:

- Designed methodology for research of juvenile resocialisation peculiarities can be used while analyzing in complex and evaluating peculiarities of juvenile resocialisation from different aspects.
- Designed original methodology for research of juvenile resocialisation peculiarities can be applied by researchers in order to identify activity socioeducational peculiarities of resocialisation specialists.
- Considering socioeducational activity possibilities and restrictions of juvenile resocialisation specialists, it can be stated that research results (approach to resocialisation paradigm orientation as activity principles are highlighted; expression of specialists' professional competences in real practice of juvenile resocialisation is diagnosed; specialists' professional partnership peculiarities with the emphasis on obstacles in inter-institutional cooperation and cooperation with representatives of juvenile network is defined; professional activity directions of specialists dealing with juvenile resocialisation are formulated and activity restrictions are described while resocialising juvenile; different levels of obstacles faced in resocialisation practice are determined) bear important practical aspect in optimizing juvenile resocialisation.
- Identified socioeducational activity peculiarities of specialists provide the possibility of improving the programs for training and qualifying specialists.

- Scientific-information assumptions for the development of juvenile resocialisation process from the point of view of specialists' activity is created.

Dissertation structure and volume. Work contains introduction, four parts, recommendations and the perspectives of further research, general conclusions, list of literature and annexes. Work volume is 222 pages, list of literature includes 209 resources, list of documents – 41.

Content of the Dissertation

Introduction

1. Juvenile resocialisation as a socio-educational phenomenon

- 1.1. Semantic – conceptual analysis of resocialisation concept
- 1.2. Multidisciplinary character of resocialisation
- 1.3. Socio-educational aspects of juvenile resocialisation
- 1.4. Problem areas of juvenile resocialisation

2. Specialist activity as a prerequisite for juvenile resocialisation

- 2.1. Essential directions of juvenile resocialisation
- 2.2. Specialists as impact initiators in the process of juvenile resocialisation
- 2.3. Theoretical model of juvenile resocialisation
- 2.4. Specialists' socio-educational activity peculiarities research characteristics, criteria and indicators

3. Socio-educational activity peculiarities of specialists dealing with juvenile resocialisation research organization and methods

- 3.1. Research into specialists' activity socio-educational peculiarities organization logics
- 3.2. Research methods of activity socio-educational peculiarities of specialists dealing with juvenile resocialisation
- 3.3. Research into specialists' activity socio-educational peculiarities volume and geography

4. Socio-educational activity peculiarities of specialists dealing with juvenile resocialisation research results and interpretation

- 4.1. Resocialisation concept from the specialist point of view
- 4.2. Expression of specialists' professional competences
- 4.3. Peculiarities of specialists' professional partnership
- 4.4. Peculiarities of specialists' professional activity: individuality, flexibility
- 4.5. Professional activity trends of specialists: characteristics and orientations
- 4.6. Research generalization and discussion on socio-educational activity peculiarities of specialists

Recommendations and further research perspectives

Conclusions

Literature

List of documents

List of scientific publications with regard to dissertation

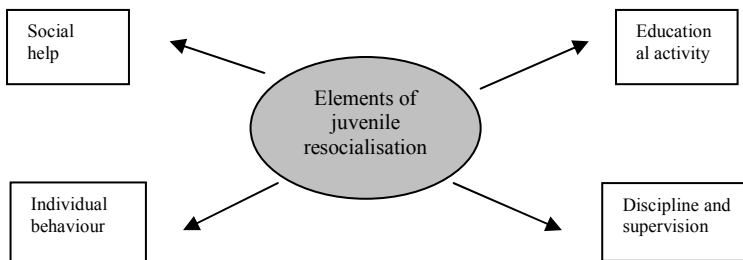
Annexes

Short description of the dissertation content

In the dissertation **introduction** the subject relevance is highlighted, research scientific problem, research object, objective and goals are justified, research theoretical and methodological attitudes are presented, research methods described, dissertation research theoretical significance and novelty revealed, practical significance is proved and the list of publications supplied.

Unit 1. Juvenile resocialisation as a socio-educational phenomenon

1.1. sub-unit „Semantic-conceptual analysis of resocialisation concept“. On the basis of the works of foreign and Lithuanian authors presented in the resume introduction, semantic-conceptual analysis of the resocialisation concept is presented. Having evaluated all theoretical experience, the major *elements of juvenile resocialisation* are determined (see picture 1).

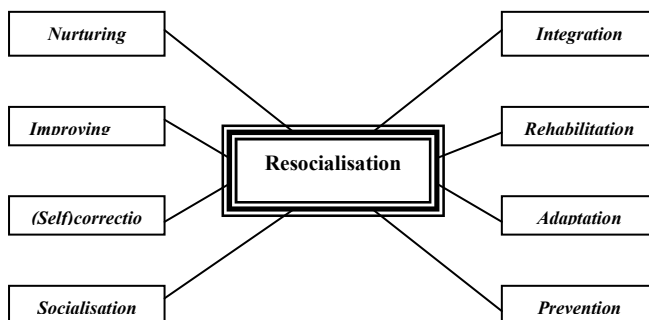


Picture 1. Elements of juvenile resocialisation (Liaudinskienė, 2002)

Individual behaviour is explained as an individual subject position and activity when changing one's behaviour, so that it did not contradict to accepted norms in the society. *Via social help it is important* to eliminate social problems as an obstacle in resocialisation process, thus creating conditions for the subject's prosperity in the wanted direction. *Educational activity* as the means of empowering individual, disclosing non asocial development prospects, with the help of effective tools provide a subject with new skills. The element of *discipline and supervision* is realized through obligatory keeping up of set order. Coordinated expression of all

elements in order to achieve successful juvenile involvement in a society makes the essence of juvenile resocialisation.

This sub-unit reveals the relationship between *resocialisation concept and other related terms* and the conclusion is drawn, that resocialisation as an extremely complex concept, best reveals the peculiarities of becoming a personality in modern society (see picture 2).



Picture 2. Terms related to resocialisation (Liaudinskienė, 2004)

1.2. sub-unit highlights a multidisciplinary character of resocializacijos.

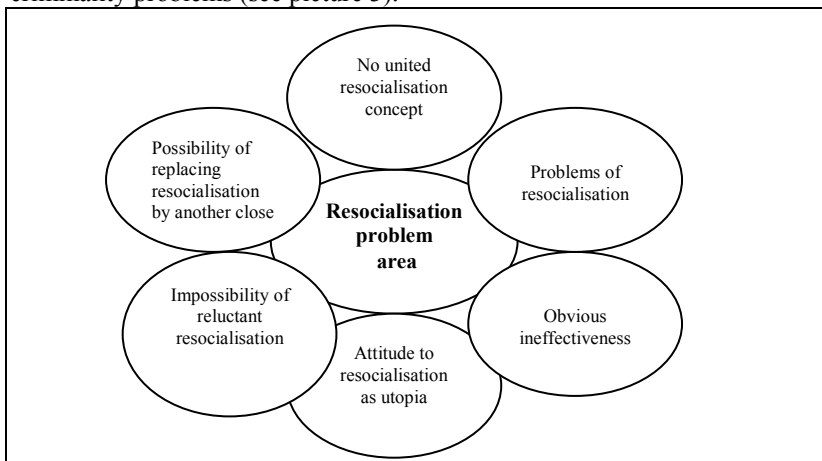
Different approaches to resocialisation process are possible: educological (e.g. educational influence in resocialisation process), social care (e.g. society help while resocialising), psychological (e.g. peculiarities of personality formation), medical (e.g. prevention of dependence illnesses), sociological (e.g. changes of formal criminality rates), historical (e.g. organizing resocialisation in the course of time), political (e.g. society attitudes towards resocialisation), ethnological (e.g. resocialisation process in different cultures), economical (e.g. resource allocation for resocialisation process), philosophical (e.g. the substance of resocialisation), criminological (e.g. legal regulations of resocialisation process).

1.3. sub-unit focuses on juvenile resocialisation socio-educational aspects.

First of all the social conventionality of juvenile criminal behaviour based on *social problems*, emphasized by many scientists is described – they could be named as oriented to *problems in a family, schooling troubles and poor material conditions*. The state position with regard to all these social problems is disclosed: *basic statements of children rights protection are included in many normative acts, however factual situation of juvenile rights makes the need of specific social care important*. In this context of social risk, the concept *socially disabled children – that is children, who appeared in insecure social environment and due to their*

physical, psychical and social immaturity are not able to use their rights, thus appearing in a remote position from social and economical values. This concept describes the areas, which fill in the life of „risk” children and naturally integrate criminal behaviour: alienation in a family, harmful habits, poor catering, bad feelings, influence of asocial group, addictions, not learning, unemployment, criminality, non occupancy, poverty. Victimological aspect of juvenile who performed violations of law and order determines, that *educational activity is considered to be the most important intervention in resocialisation. Social impact is expressed through activity providing help for an individual, groups or communities, strengthening and revitalizing their abilities of social functioning and creating favourable conditions in order to achieve these goals (Leliūgienė, 1997); educational activity is expressed through education and self-education (Jucevičienė, 1997).* Educational activity in resocialising juvenile becomes important due to a prevailing nurturing attitude towards children in a society – it is believed, that young people have to be nurtured as they are not mature.

1.4. sub-unit presents a **foreseen problem area in juvenile resocialisation** and on the grounds of these discussions it is stated, that juvenile resocialisation should be considered an appropriate way of solving juvenile criminality problems (see picture 3).



Picture 3. Area of resocialisation problems (Liaudinskienė, 2003)

Unit 2. Specialist activity as a prerequisite for resocialisation.

In 2.1. sub-unit on the basis of primary and secondary information, **the major tendencies of juvenile resocialisation are described** and on that ground the main prerequisites of juvenile resocialisation – that is: state

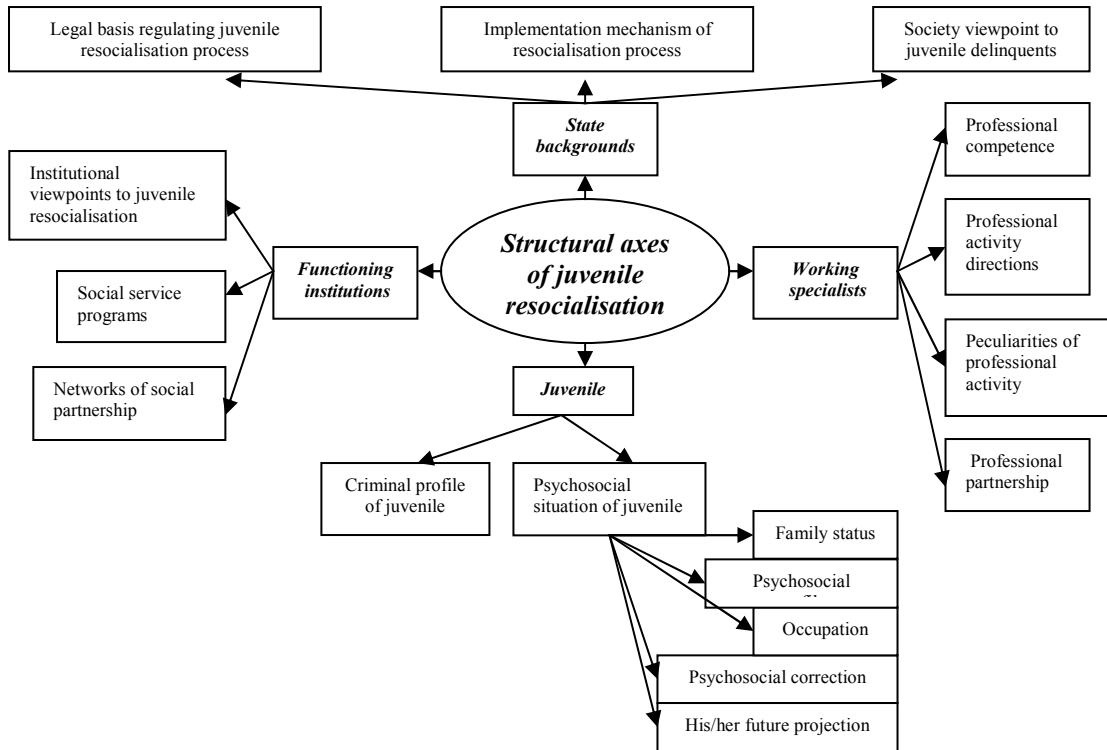
prerequisites, functioning institutions, specialists involved and the juvenile are determined.

2.2. sub-unit. On the ground of scientific literature analysis, documents and other methodological resource analysis, it is justified **that law and education area specialists are considered to be impact initiators while resocialising juvenile:**

- Specialists implement general social policy at a state level.
- Specialists being the source of intellect and being focused on the problems of juvenile resocialisation, are able to draw the attention of publicity, media, state institutions thus contributing to creating outer prerequisites for the resocialisation process.
- Specialists' activity penetrated with humanistic spirit, enables the latter to propagate a new vision of juvenile justice, to facilitate the process of juvenile resocialisation via influencing society attitudes.
- Specialists are authorized to establish effective cooperation with representatives of various institutions, thus seeking to eliminate unwanted behaviour of juvenile.
- In case a family as a natural institution of social control does not function properly, specialists become constructive models of children resocialisation.
- In the context of increasing state role in children education and nurture, specialists perform an important educational and socializing role.
- Specialists create prerequisites for expected positive results via professional management, coordination of actions and single-minded influence on resocialisation process.
- Specialists become responsible for the crisis of values in society – social function is increasing.
- Specialists meeting qualification criteria have potential to foster an individual as well as strengthen family cohesion.
- Specialists are able to offer a wide range of supporting actions for young people.

To sum up, law and education specialists are able to provide timely help, effective impact and relevant care for young people. The main activity peculiarities of the specialists should be mentioned: professional competence, professional activity directions expressed through the principles of individuality, flexibility and professional partnership.

Having mobilized the whole theoretical experience of juvenile resocialisation in the **sub-unit 2.3. a theoretical model of juvenile resocialisation is presented** (see picture 4). However, *three resocialisation levels are distinguished* first of all: **state level, institutional level, personal level.**



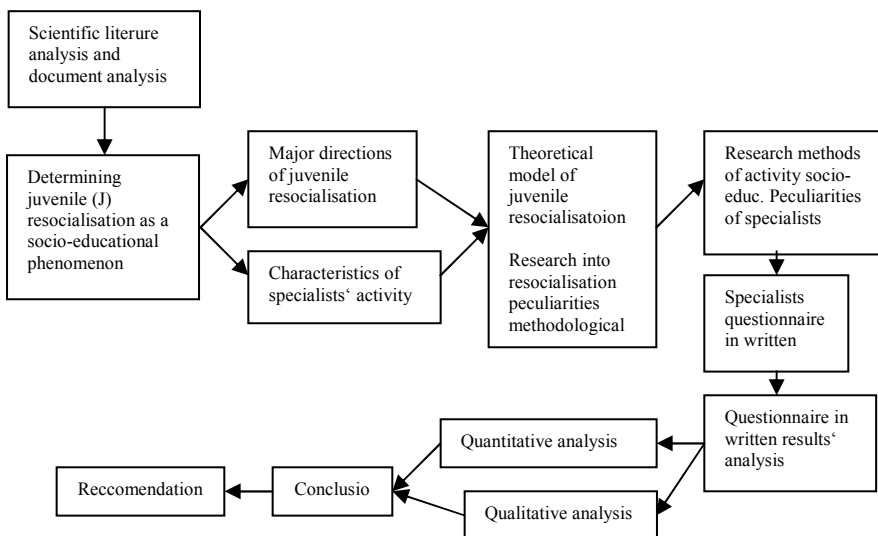
Picture 4. Theoretical model of juvenile resocialisation (G. Liaudinskienė, 2003)

Sub-unit 2.4. presents the system of characteristics, criteria and indicators for researching socio-educational activity peculiarities of specialists. The first element of evaluating professional competences is characterized with the help of the following criteria: *qualification, professional values, views, attitudes*. The second element of professional partnership is characterized by *inter-professional cooperation and keeping up links with juvenile families and relatives*. The third element of professional peculiarities is characterized by individuality and flexibility principles. The fourth element of evaluating professional activity directions is characterized by *social help, psychological correction, educational activity, health care, working skills development program and its monitoring*.

Evaluation indicators based on expression of supporting factors (ideal model concept) and blocking factors (concept to avoid) were identified as well.

Unit 3. Socio-educational activity peculiarities of specialists dealing with juvenile resocialisation research organization and methods.

3.1. sub-unit presents the organization logics of the research into specialists' activity socio-educational peculiarities (see picture 5).



Picture 5. Research into specialists' activity socio-educational peculiarities organization logics (G. Liaudinskienė, 2004)

3.2. sub-unit presents research methods of activity socio-educational peculiarities of specialists dealing with juvenile

resocialisation. In this work data was collected using the method of questionnaire in-written. Dissertation author prepared the questionnaire for the law and education specialists dealing directly with juvenile who performed violations of law and order. The questionnaire contains 7 blocks: *demographical characteristics; specialists' understanding of resocialisation; expression of specialists' professional competence; group of questions seeking to reveal peculiarities of specialists' professional partnership; questions concerning specialists' professional peculiarities such as flexibility and individuality; questions highlighting the directions of specialists' professional activity; questions aiming at determining juvenile resocialisation obstacles with regard to specialists' activity.* The questionnaire contains 28 questions, 9 of them are open. The respondents were given a possibility to express their opinion on the issue: there were 7 questions of this kind. Answers to open questions were analyzed on the basis of the qualitative content analysis as well as on the joint tradition of methodological backgrounds of phenomenology and hermeneutics. Research data was processed with the help of SPSS (*Statistical Package for Social Sciences*, 10.0) software. Alongside with traditional descriptive statistical methods, *factorial* and *cluster* analysis was applied. *Sociometry method was used to reveal interinstitutional links.*

3.3. sub-unit presents specialists' activity socio-educational peculiarities research volume and geography. Selecting respondents for the questionnaire in-written, the criteria were that *specialists have to deal with juvenile who performed violations of law and order.* According to authority character, the main specialities in resocialisation area are: *pedagogues, social pedagogues, social workers, psychologists, specialists of the offices for children rights protection, lawyers, police officers and specialists of penitentiary offices.* Institutions were selected accordingly to these specialists. The research was done in various towns of Lithuania (Kaunas, Marijampolė, Kėdainiai, Raseiniai, Jonava, Kaišiadorys and Prienai) which means that big cities and small towns are included; research volume comprises different specialists; respondents represent different age and work experience with juvenile groups; respondents division according to gender and education corresponds to general tendencies in Lithuania, thus it can be stated that the volume of dissertation research does not deviate from demographical tendencies and corresponds to research objectives and goals.

Unit 4 presents the results of the research into socio-educational activity peculiarities of law and education specialists dealing with juvenile resocialisation. They are generalized in dissertation conclusions and are not presented in the dissertation summary.

Conclusions

1. JUVENILE RESOCIALISATION HIGHLIGHTED AS A SOCIO-EDUCATIONAL PHENOMENON.

1.1. Semantic-conceptual analysis of resocialisation concept lets state:

- The conception of resocialisation is not indiscrete. Traditionally resocialisation is related to the performance of legal and social offices, to the help for the sentenced. Theoretical research revealed that there are two essential activity trends: **a)** influences oriented to environment correction, care or support; **b)** the action, directed to a person, as well as the efforts of the individual himself/herself. *Thus resocialisation should be defined as a complex, integrated phenomenon, containing multi-level content aiming at individual's repeated integration into society.*
- Resocialisation concept due to its complexity is often explained through or changed by other concepts: improvement, (re)education, socialisation, (re)integration, (re)adaptation, rehabilitation, prevention. However, these concepts are not as complex and voluminous as "resocialisation" concept, which discloses peculiarities of becoming individual in a modern society in a more holistic and exhaustive way.
- Theoretically the following essential elements of juvenile resocialisation are distinguished: individual behavior, social help, educational activity, discipline and supervision. Their coordinated and correlated expression creates prerequisites for juvenile resocialisation effectiveness.

1.2. Resocialisation process has a multidisciplinary character: different approaches to resocialisation process are possible: educological, social care, psychological, medical, sociological, historical, political, ethnological, economical, philosophical, criminological.

1.3. Revealing essential socio-educational aspects of juvenile resocialisation it came out:

- Foreign and Lithuanian scientists emphasize social determinant of juvenile criminality distinguishing similar social problems, which could be grouped into *family problems, school problems and poor material circumstances*. State policy concerning these social problems is reflected in laws. Essential principles of children's rights are claimed in laws, standards of behavior with children are stated in legal treatises on juvenile criminality. However, factual legal situation of juvenile rights in justice implies the need of specific social care, which can be recognized as a new factor of social risk. The context lets state that *essential intervention while resocialising juvenile is modern, integrated, socio-educational activity aiming at helping an individual to change his/her lifestyle gradually.*

- Prevailing in the society educational attitude to children and youth makes educational activity important in resocialisation process. This attitude implies the possibility of “passing” criminal behavior in the course of time. *School could strategically be an effective place for juvenile resocialisation.* However, its role in the context of delinquent behavior is complicated. –

1.4. The following *problematic aspects of juvenile resocialisation* determined: there is no united “resocialisation” concept; possibility of replacing resocialisation by another close process, impossibility of reluctant resocialisation, attitude to resocialisation as utopia (still), obvious ineffectiveness of resocialisation, problems of legalisation. However, despite the mentioned difficulties causing pluralistic discussions, *resocialisation is considered to be an effective way in solving criminality problems*, as it implies humanistic approach, meets social profitability, reveals inevitability of modern socio-educational approach and self-responsibility, corresponds modern realia of society.

2. SPECIALISTS’ ACTIVITY PROVED AS A PREREQUISITE OF JUVENILE RESOCIALISATION PROCESS

2.1. *The basic directions of juvenile resocialisation are determined: state backgrounds, functioning institutions, operating specialists, juvenile.* These directions have the following characteristics: State backgrounds are characterized by legal basis regulating juvenile resocialisation process; implementation mechanism of resocialisation process; society viewpoint to juvenile delinquents. Functioning institutions are characterized by institutional viewpoints to juvenile resocialisation, social service programs, networks of social partnership. Operating specialists are characterized by professional competence, professional activity directions, peculiarities of professional activity and professional partnership. Juveniles are characterized by their criminal profile, family status, psychosocial profile, occupation, psychosocial correction and his/her future projection.

2.2. *Juridical and education specialists* can provide timely help, effective influence and appropriate care for the juvenile and ***are considered to be impact initiators in juvenile resocialisation process.*** The following activity guidelines of the specialists are pointed out: *Professional competence* defined by qualification, values, attitudes. *Directions of professional activity* in juvenile resocialisation process are defined indicating the main orientation – social help, psychological correction, educational work, development of working skills, health care and supervision. *Peculiarities of professional activities* are expressed via individuality and flexibility

principles. *Professional partnership* is characterized by cooperation with specialists and relations with a client's social network.

3. THEORETICAL MODEL OF JUVENILE RESOCIALISATION IS DESIGNED.

Theoretical model of juvenile resocialisation is constructed on the basis of theoretical resocialisation experience and is divided into three levels: **state, institutional and personal**. The **theoretical model is expressed** in four structural axes of juvenile resocialisation: *state prerequisites, functioning institutions, working specialists and juvenile*. Each axes is broken into exact indicators. On the basis of juvenile resocialisation theoretical model components, the *methodological parameters for research of juvenile resocialisation peculiarities were determined*.

4. SYSTEM OF CHARACTERISTICS, CRITERIA AND INDICATORS FOR THE RESEARCH OF SOCIOEDUCATIONAL ACTIVITY PECULIARITIES OF SPECIALISTS DEALING WITH JUVENILE RESOCIALISATION WAS JUSTIFIED.

On the basis of the characteristics of specialists activity, the following *specialists' activity peculiarities were identified: professional competence, professional partnership, peculiarities of professional activity, tendencies of professional activity*. Each evaluation element characterised by actual (with regard to research goals) dimensions – they are **research criteria**: the element of *Professional competence* is characterised by qualification, professional values, views, attitudes; the element of *professional partnership* is characterised by cross-professional cooperation and links with juvenile families; the element of *professional activity peculiarities* is characterised by expression of individuality and flexibility principles; the element of *Professional activity tendencies* is characterised by social help, psychological corrections, educational activity, health care, working skills development program realization and monitoring.

Evaluation indicators, based on expression of supporting and blocking factors were identified as well. Supporting factors form the concept of an ideal model and its expression, focused on modern activity and help on the basis of humanistic emancipating nurture. Blocking factors make the concept to avoid, its expression focused on old-fashioned activity on the basis of authoritarian nurture.

5. SOCIO-EDUCATIONAL ACTIVITY PECULIARITIES OF LAW AND EDUCATION SPECIALISTS WHILE RESOCIALISING JUVENILE WERE UNCOVERED.

5.1. As a result of qualitative and quantitative research, the concept of resocialisation with regard to specialists was highlighted:

- The concept of specialists reflects essential theoretical ideas of resocialisation; the following activities incorporated into the resocialisation concept are named: education, reintegration, adaptation, socialisation, rehabilitation and nurturing. The first three are „key“ activities.
- *Educational* elements of resocialisation concept (various educational activities, staff development) and *psychological* (motivation, professional inter-relations, upkeep of young people relations with family and community) are prevailing. The least focus was on personnel dealing with juvenile delinquents characteristics and institutional rules.

5.2. Qualitative data analysis determined professional competencies of specialists:

- *Qualification.* Professional competence is an essential parameter and the main qualification element allowing effective work and developing one's activity in the direction of juvenile delinquent resocialisation. Key indicators of professional competence are: *knowledge* in pedagogy/educology, psychology, law; *abilities* and *skills* in conflict management, persuasive communication; expedition, patience, emotional stability, raptness as *personal features* of specialists.
- *Professional values* determining effective resocialisation of juvenile, according to respondents are multiple: *professional development; self-realization; positive socio-psychological climate in the organization; career possibilities in the organization; positive material situation/income; recognition of specialists' competencies; independence.*
- *Attitudes.* Two tendencies came into light: a) the most effective is *juvenile rehabilitation and reintegration* respecting their rights (democratic approach; b) government has the right to intervene into juvenile nurture, impose institutional punishments (autocratic approach).
- Attitude expressing the opinion that responsibility for criminality should be born not only by juvenile delinquents, made the responsibility of *parents, foster-parents, professionals and community* while resocialising juvenile more important. The prevailing approach *supports educational means of impact*, however one of the most actual values still remains *strict punishment and disbelief in juvenile improvement.*

5.3. Results of qualitative and quantitative research demonstrated the following peculiarities of specialists' professional partnership:

- Partnership network in juvenile resocialisation is in the stage of formation, cooperation with the representatives of juvenile social network and interrelations among profession representatives are surface.
- Inter-professional network *key workers* are *pedagogues, police officers, lawyers. Social and penitentiary workers* stand by in the juvenile resocialisation and their participation is rather formal.

- Positive inter-institutional cooperation is determined by *personal features of workers* (e.g. good will, initiative, diplomacy), *competence of an organization and specialists working in it and its continuing development*, *effective information system at institutional and inter-institutional levels*. Barriers in effective inter-institutional cooperation are: lack of help, cooperation and team working an inter-institutional level, absence of value system in an organization (e.g. indifference of organizations, transfer of responsibility on the others).

- Cooperation with the representatives of juvenile network is disorganized due to five main factors oriented to a juvenile family: *parents dissociation from cooperation, duties and responsibilities, parents incompetence in making decisions and evaluating situation, bad or broken relationship between parents and children, negative family models*.

5.4. The results of quantitative research let assess the expression of individuality and flexibility principles in specialists' professional activity:

- Evaluating the attitudes of the researched to the relations with juvenile delinquents, three tendencies were determined: democratic relations, autocratic relations and formal relations based on obedience. The focus being placed on democratic relations, however relations basen on obedience, punishment and stress are faced rather often.

- Evaluating attitudes to activities meant for juvenile delinquents, some contradictions came into light: essential statements of respondents *emphasise differentiation according to abilities*, on the other hand dissociation from individual approach and unified activity was obvious. Thus, it can be stated that *working with juvenile delinquents the principles of individuality and flexibility were applied only to some extent*.

- The results of empirical research let supplement the indicators of professional activity peculiarities, presented in the theoretical part – they are *multiprofessional team working*, which is considered to be the prerequisite to apply the principles of individuality and flexibility effectively.

5.5. Results of quantitative and qualitative research let distinguish the following activity directions of professionals working with juvenile delinquents:

- Most often realized are activities oriented to a *delinquent*, less often – to his/her *family*. Methods used for behaviour correction of delinquents are development of *social skills, behaviour therapy*, less often used is the method of *family psychotherapy correction*.

- *Educational activity* is considered the most important and realised through *nurture, general education, psychological help* the most important form being *communication*. In additional education specialists act as

intermediaries informing juvenile about possible additional activities. The least realized activities are *health care skills* and *vocational training*.

- *Cooperation network in the process of formation* are determined, especially in the areas of social care and legal consultation.
- The most active specialists in the process of resocialisation are pedagogues and the „key“ environment is school and lessons. Thus, it can be stated that *the most important role in juvenile resocialisation falls on a school and specialists working in it*.
- **Empiric research let identify barriers in juvenile delinquents resocialisation at five levels:** 1) *family* (parents unemployment, recession from child's upbringing, absence of relations between parents and children); 2) *personal level of a juvenile* (his/her unwillingness to undertake personal responsibility, poor learning motivation); 3) *educational institution level* (poor vocational educational, school recession from children's out-of-school activities, low school authority); 4) *society level* (negative society attitude to juvenile delinquents, change of values, negative mass media influence); 5) *state policy level* (absence of united juvenile resocialisation system and infrastructure for juvenile resocialisation, lack of inter-institutional work based on cooperation and team working). The mentioned barriers are considered to be the basic complex activity directions of specialists working with juvenile delinquents.

Results of the research are presented in the following publications:

Scientific publications meeting the requirements of Science Council of Lithuania:

1. Abromaitienė, Laima; Liaudinskienė, Gitana. Consequences of family violence on social adaptation of children in a secondary school // *Socialiniai mokslai*. ISSN 1392-0758. Kaunas: Technologija. 2004, nr. 3(45), p. 18-26.
2. Liaudinskienė, Gitana; Leliūgienė, Irena; Abromaitienė, Laima. Resocialisation of juveniles as organised social educational process // *Socialiniai mokslai*. ISSN 1392-0758. Kaunas: Technologija. 2003, nr. 1(38), p. 93-99
3. Liaudinskienė, Gitana. Resocialisation Barriers of Juvenile Delinquents // *Socialiniai mokslai*. ISSN 1392-0758. Kaunas: Technologija. 2005, 1(47), p.41-54.

International conferences:

1. Liaudinskienė, Gitana, Leliūgienė, Irena. Resocialisation pedagogy germs in Lithuania // *Higher and secondary education cohesion: traditions and changes of educational content and didactics*. IX International conference reports. ISBN 9955-516-36-4. Vilnius: VPU. 2003, p.52-60.

2. Liaudinskienė, Gitana, Leliūgienė, Irena. Juvenile resocialisation – anachronism, utopia or challenge for modern social sciences? // *Lithuanian higher education: diagnosis and prognosis*. International conference report materials. ISBN 9955-09-650-0. Kaunas: Technologija. 2003, p. 333-349.

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1989–1994 Teacher of Lithuanian language and literature (Šiauliai University, Faculty of Philology).

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Since 2003: expert of various programs; „Children and teenagers criminality prevention“, „Organizing summer rest for children“ and others (Kaunas city Council, Department of education and nurture, Department of social care).

Teisėtvarkos pažeidimus padariusių nepilnamečių resocializacijos specialistų veiklos socioedukaciniai ypatumai

Reziumė

Nusikalstamo elgesio eliminavimo būdų paieška, Vakarų Europos valstybių patirtis, nuorodų, išdėstytų tarptautiniuose dokumentuose, paisymas, nepatenkinama Lietuvos padėtis nepilnamečių nusikalstamumo atžvilgiu ir kt. lėmė *Nepilnamečių kriminalinės justicijos reformą*, kurios vienas iš pagrindinių tikslų – „**sukurti tokią baudžiamosios justicijos sistemą, kuri siektų jaunuolių resocializacijos, būtų orientuota į paramą ir supratimą**“ (Nepilnamečių kriminalinės justicijos reformos koncepcija, 1998, p. 41). Resocializacijos idėjos kontekstualizavimas naujose nepilnamečių teisinėse traktuotėse ne tik įtvirtina demokratinės valstybės nuostatas bei atliepia šiandieninės Lietuvos realijas bet reiškia, kad praktiškai realizuojamos naujos socialinės paradigmos – kad vaikų ir jaunuolių perauklėjimo teorinis pagrindimas ir praktinė veikla orientuojama į teigiamas asmenybės savybes stimuliuojančios aplinkos kūrimą bei edukacinius poveikius, kad dėmesio centre atsideria jaunų asmenų gerovė nuo pat ankstyvos vaikystės. Taigi humanizuojama bei modernizuojama nepilnamečių justicijos sistema, implikuodama svarbius įvairių mokslo sričių tyrinėjimus, įgalina daugelio sričių specialistus dalyvauti teisėtvarkos pažeidimus padariusių nepilnamečių resocializavime, pirmiausia

sureikšminant socioedukacines poveikio priemones, nes nepilnamečių nusikalstamumas tiesiogiai susijęs priežastiniu ryšiu su rimtais teisėsaugos, socialinės, edukacinės veiklos trūkumais (Justickis, 1993; Valickas, 1997; Dobryninas, 2002).

Resocializacijos fenomenas išskylantis tuomet, kai asmens psichosocialinė raida jau susiklostė visuomeniškai nepalankiai (Merkys, 2002), dažniausiai siejamas su teisingumo bei socialinių tarnybų veikla arba su pagalba nubaustiesiems. Šiame darbe resocializacija taipogi siejama su tam tikra socialine grupe, t.y. *teisėtvarkos pažeidimus padariusiais nepilnamečiais*.

Nepilnamečių resocializacija – aktualus socialinių tyrimų objektas ir užsienio šalių patirtis nusižengusių nepilnamečių resocializacijos⁴ srityje yra gausi ir daugiaaspektė. Dažnai nusižengę nepilnamečiai atsiduria teisės, edukologijos, psichologijos, medicinos ir kt. mokslų dėmesyje, tačiau ryškiausias diskusijos pastebimos žvelgiant į resocializacijos fenomeną justicijos kontekste (Mathiesen, 1999; Cornel, Maelicke, Sonnen, 1995; Muncie, 2000; Cullen, Gilbert, 1982; Byrum, Thompson, 1989; Faucault, 1998; Gilligan, 2002; Schwartz, 2000; Shoemaker, 1990; Matza, 2004 ir kt.) Lietuvoje Nepilnamečių resocializacijos diskursas, sulaukiąs aktyvaus visuomenės, žiniasklaidos susidomėjimo, taip pat labiausiai išvystytas teisėje (Justickis, 1993; Dapšys, 1994; Gečėnienė, 1999; Vileikienė, Sakalauskas, 2000; Michailovič, 2001; Gečėnienė, 2002; Urmonas, 2002 ir kt.). Ir nors neretai klausimai, susiję su nusikalstama veikla, adresuojami tik teisėsaugos institucijoms, jų galimybės vaikų ir šeimų švietimo, socialinės, sveikatos apsaugos ir resocializacijos, nedarbo mažinimo ir panašiose srityse yra ribotos. Anot Dobrynino (2000), nepilnamečių justicijos problema negali būti adresuojama vien teisėsaugai, nes tai, visų pirma, yra pačios visuomenės problema, kuri turi būti sprendžiama politinėmis, ekonominėmis ir socialinėmis priemonėmis ir tik paskui – baudžiamosiomis. Tokią poziciją patvirtina tiek nacionaliniai, tiek tarptautiniai dokumentai.

Nepilnamečių resocializaciją socioedukacinės veiklos erdvėje tyrinėjo: Katajeva (1997), Henkes (2000), Galaguzova (2000) ir kt. akcentuodami socialinio darbo svarbą nepilnamečių resocializacijoje; Johnson (1995), Levin (1998), Sekowska (1998), Johansen, Rathe, Rathe, (1999), Pytka (2000), Gottfredson (2001) ir kt. reikšmina resocializacijos edukacinį aspektą; institucinį nepilnamečių resocializacijos aspektą tyrinėjo Fein (1990), Podgorecki (2002), Waugh (2003). Lietuvoje stokojama tokio pobūdžio mokslinių tyrimų. Nors nepilnamečių nusikalstamumas tirtas

⁴ Siekis nusikaltusį nepilnamečių grąžinti į socialiai priimtina gyvenimą vadintinas nevienareikšmiai, todėl greta sąvokos *resocializacija* turimi omenyje panašūs procesai: nepilnamečių rehabilitacija, integracija, perauklėjimas, pataisymas, prevencija ir pan.

psichologiniu (Valickas, 1993, 1997; Juodraitis, 1998, 2002; Suslavičius, 1999 ir kt.), sociologiniu (Drakšienė, 1991; Dapšys, 1993, 1994; Babachinaitė, 1996), pedagoginiu (Rupšienė, 1995, 1996, 2001; Targamadžė, 1997, 1999; Kvieskienė, 1999, 2000; Dereškevičius, Rimkevičienė, Targamadžė, 2000 ir kt.) požiūriu, tačiau tenka konstatuoti, kad pastarieji mokslininkai analizuoja tik fragmentinius nepilnamečių resocializacijos aspektus. Pastaruoju metu pasirodė tarpžinybinių darbo grupių studijos, kuriose ryškinamos socialinės-demografinės nusikaltusių nepilnamečių charakteristikos⁵. Lietuvos mokslininkai yra parengę keletą studijų, tiesiogiai nagrinėjančių nusikaltusių nepilnamečių resocializaciją, taikant jiems baudžiamajame įstatyme numatytas resocializacijos priemones (Jurgelaitienė, 2001; Michailovič, 2001). Prie išsamių veikalų, sietinų su nepilnamečių resocializacija, galėtume priskirti studiją „Nepilnamečių resocializacija“ (2002), taip pat socioedukacinį resocializacijos aspektą nagrinėjo Tiurinas (1996), Piliponytė, (2000), Baltrukonis, Kalendra, Šuksteris, (2001), Dermontas (2001). Tačiau jų tyrimo objektas, ilgą laiką dėl slaptumo visiškai nenagrinėtas, buvo bausmę atliekančių asmenų resocializacija. O esamu metu didžioji dalis teisėtvarkos pažeidimus padariusių nepilnamečių nebaudžiami realia laisvės atėmimo bausme. Ir pastarieji sulaukia labai riboto dėmesio.

Taigi viena vertus, įvertinus tai, kad Lietuvos patirtis nusižengusių nepilnamečių resocializacijos srityje yra gerokai mažesnė nei užsienio šalių, reikšminga analizuojant kitų šalių patirtį šiuo klausimu išvelgti bendrąsias tendencijas bei numatyti gerosios patirties pritaikymo galimybes (beje, šiais tarptautinių ir nacionalinių dokumentų derinimo laikais nepilnamečių resocializacijos, vykstančios Lietuvoje, negalima traktuoti izoliuotai). *Taip šiuolaikinės socialinės politikos raiška, užsienio mokslininkų akcentuacijos į modernų poveikį – pirmiausia socioedukacinį – nepilnamečių resocializacijoje bei jų projekcija į Lietuvą formuoja naują sampratą, reikalingą pagrįsti, apie nepilnamečių resocializaciją kaip apie socioedukacinį reiškinių.*

Antra vertus, kiekvienos šalies socialinis reiškinytis yra individualus reiškinytis, nulemtas tos šalies istorinės raidos, politinės, socialinės-ekonominės sistemos, teisės sistemos, nacionalinių-etninių ir kitų ypatumų, todėl mechaniškai perkelti vienos šalies praktiką bei patyrimą kitai šaliai yra neperspektyvu. Nepilnamečių resocializacijos tyrimai užsienyje gali būti naudojami fundamentaliai pažinimui, lyginamajai analizei atlikti, o bet kokią pasirinkimą turi lemti kiekvienos konkrečios šalies ypatumai, politiniai prioritetai, vieta ir laikas (Pieters, 1998). Negalime neivertinti ir konkrečios

⁵ Vaikų ir jaunimo neužimtumo ir nusikaltimų prevencija, 2000; Nepilnamečiai padarę sunkius nusikaltimus: psichologiniai ir socialiniai ypatumai, 2000 ir kt.

visuomenės požiūrio bei nuostatų keisti situaciją turėjimo ir, žinoma, realių šalies galimybių. O sparčiai besikeičiančių socialinių, ekonominių sąlygų, vertybių fone siekiant pažvelgti į socialinį reiškinį ir problemas; siekiant formuluoti problemoms adekvačią politikos strategiją, kryptis ir priemonių sistemą; siekiant atsisakyti senų stereotipų, ypač tų, kurie skatina regresiją ar pasyvumo nuotaikas įveikiant gyvenimiškas problemas, *itin svarbu adekvačiai įvertinti konkrečios šalies, konkretaus laikotarpio situaciją*. Atsižvelgiant į išdėstytas mintis bei įvertinus nepilnamečių resocializacijos srityje atliktą tyrėjų įdirbį tenka konstatuoti, kad *trūksta tyrimų, kurie įgalintų formuluoti šiuolaikinę nepilnamečių resocializacijos strategiją, kurie keltų teorinius nepilnamečių resocializacijos svarstymus, numatytų nepilnamečių resocializacijos prielaidas, pagrįstų metodologinius reiškinio aspektus*.

Siekiant vykdyti veiksmingą socialinę politiką teisėtvarkos pažeidimus padariusių nepilnamečių atžvilgiu, požiūris, kad jauniems žmonėms pirmiausia reikalinga priežiūra ir pagalba, nereiškia, kad nusikaltusieji yra mažiau atsakingi, bet pabrėžia, kad *visuomenė yra daugiau atsakinga* (šią atsakomybę sustiprina ir šeimos ugdomosios galios silpnėjimas). Tokia pozicija pirmiausia išreiškiama įvairių specialistų, tiesiogiai dirbančių su nepilnamečiais, efektyvia ir koordinuota veikla resocializuojant nepilnamečius. Ir nors daugelis užsienio mokslininkų (Pytko 2000; Galaguzova, 2000; Gottfredson 2001; Podgorecki 2002 ir kt.) kalbėdami apie nepilnamečių resocializaciją neišvengė specialistų veiklos aptarimo, tačiau paisant *konkrečios šalies, konkretaus laikotarpio* principo, aktualu įvertinti nepilnamečių resocializacijos specialistų veiklos socioedukacinius ypatumus Lietuvos kontekste, atskleisti šios veiklos galimybes bei ribotumus. *Šis nepilnamečių resocializacijos aspektas yra palyginti naujas, Lietuvos mokslininkų netyrinėtas, ir nepilnamečių resocializacijos specialistų veiklos socioedukacinių ypatumų atskleidimą galime įvardinti kaip aktualią edukologijos mokslo problemą*.

Taigi šiame disertaciniame darbe sprendžiama kompleksinė nepilnamečių resocializacijos problema, atsakant į aktualius mokslui klausimus, sudarančius sprendžiamos **mokslinės problemos pagrindą**:

- Kokie aspektai charakterizuoja nepilnamečių resocializaciją kaip socioedukacinį reiškinį?
- Kokios pagrindinės prielaidos sąlygoja nepilnamečių resocializaciją socioedukacinės veiklos požiūriu?
- Kokia charakteristikų, kriterijų bei indikatorių sistema įgalintų atskleisti specialistų veiklos socioedukacinius ypatumus?
- Kokie nepilnamečių resocializacijos specialistų veiklos socioedukaciniai ypatumai ir kokie egzistuoja veiklos trikdžiai?

Objektas – teisėtvarkos pažeidimus padariusių nepilnamečių resocializacijos specialistų veiklos socioedukaciniai ypatumai.

Tikslas – pagrįsti ir atskleisti teisėtvarkos pažeidimus padariusių nepilnamečių resocializacijos specialistų veiklos socioedukacinius ypatumus.

Tyrimo uždaviniai:

- Išryškinti nepilnamečių resocializaciją kaip socioedukacinį reiškinį.
- Pagrįsti specialistų veiklą kaip nepilnamečių resocializacijos prielaidą.
- Suformuoti nepilnamečių resocializacijos teorinį modelį.
- Išryškinti specialistų veiklos socioedukacinių ypatumų tyrimo charakteristikas, kriterijus ir indikatorius.
- Diagnozuoti teisės saugos bei švietimo specialistų veiklos socioedukacinius ypatumus resocializuojant nepilnamečius.

Disertacinio tyrimo teorinės nuostatos:

- **Šiuolaikinė humanistinė teorija** (Lepeškieienė, 1996; Berger, Luckman, 1999; Joyce, Calhoun, Hopkins, 1999; Johansen, J. Rathe, R. Rathe, 1999; Teresevičienė, Gedvilienė, 2003), t.y. humanizmo modelis tampa teorine prielaida socialinės veiklos – resocializacijos proceso – organizavimui.
- Teorinė pozicija, grindžiama **socialinės edukacijos samprata** (Jucevičienė, 1997; Leliūgienė, 1998; Hegstrup, 1997), nusakanti teorinius pagrindus žmogaus tobulėjimo preventinės perspektyvos numatymui ir realizavimui, išreiškiant poreikį platesnio profilio specialistų, gebančių susieti socialinės paramos, rūpybos ir švietimo sistemų galimybes į visumą.
- **Sisteminio veikimo teorija** (Senge, Levin, Partsons, 1974; Wagner, 2003) teigia, kad įvairios sistemos funkcijos turi būti atliktos, kad sistema būtų funkcionali, kad poveikis būtų efektyvus.
- **Ekologinė sistemų perspektyvos teorija** (Germain, Gitterman, 1995; Smirnova, 1996). Tai būdas suprasti žmones ir juos supančią aplinką, kaip vieningą sistemą tam tikrame kultūriname ir istoriniame kontekste.
- **Socialinės patologijos teorija**. Šia teorija, akcentuojančia akivaizdžią visuomenės pokyčių įtaką nusikalstamumui (Vatter, Silverman, 1986), remiamasi pagrindžiant nepilnamečių resocializavimą kaip socioedukacinį procesą.
- **Rizikos veiksnių teorija** (Cantril, 1965; Yalom, 1985; Foucault, 1998) teigia, kad panaikinus, sumažinus rizikos faktorius galima tikėtis teigiamų pokyčių, t.y. sumažinus nepilnamečių resocializavimo procesą trikdančius faktorius, galima tikėtis efektyvesnio rezultato.

Disertacinio tyrimo metodologinės nuostatos:

- *Kokybinės turinio (content) analizės koncepcija* (Mayring, 2000, 2001; Žydzūnaitė, 2003). Kokybinė content analizė remiasi sistemišku žingsnių vykdymu - 1) daugkartiniu teksto skaitymu; 2) manifestinių kategorijų bei

subkategorijų išskyrimu ir jų pagrindimu iš teksto ekstrahuotais įrodymais; 3) kategorijų, apimančių subkategorijas, interpretavimu.

- *Hermeneutikos metodologinė koncepcija* (Mickūnas, Stewart, 1994; Dahlberg, Drew, Nyström, 2001; Grondin, 2003): hermeneutika remiasi trimis taisyklėmis – teksto interpretacija vyksta jo paties kontekste; realizuojamas mentalinis „judėjimas“ tarp atskirų dalių link visumos ir atgal; interpretuotojui privalu suprasti teksto autorių per patį tekstą.

- *Koncepto analizės koncepcija* (Walker, Avant, 1995; Meleis, 1997): koncepto analizė yra procesas, apimantis nuoseklias stadijas: koncepto dimensijų ir komponentų identifikavimą; koncepto palyginimą su kitais panašiais konceptais, išskiriant panašumus bei skirtumus; koncepto tikslų apibūdinimą (kas yra ir kas nėra konkretus konceptas).

Disertacinis tyrimas atliktas pasitelkiant tokius **tyrimo metodus**:

1. *Mokslinės literatūros analizė*. Nepilnamečių resocializacija išryškinta kaip socioedukacinis reiškinys bei specialistų veikla pagrįsta kaip nepilnamečių resocializacijos prielaida. Suformuotas nepilnamečių resocializacijos teorinis modelis bei pagrįstos specialistų veiklos socioedukacinių ypatumų tyrimo charakteristikos, kriterijai bei indikatoriai.

2. *Dokumentų turinio analizė*. Nepilnamečių justiciją reglamentuojančių dokumentų analizė papildė sampratą apie teisėtvarkos pažeidimus padariusių nepilnamečių priežiūros tendencijas pasauliniame kontekste ir Lietuvoje bei išryškino orientaciją į socialinės pagalbos bei ugdymo paradigmą.

3. *Apklausa raštu*. Naudotas teisėsaugos bei švietimo specialistų, tiesiogiai dirbančių su nepilnamečiais teisės pažeidėjais, veiklos ypatumų raiškos klausimynas, parengtas pačios disertacinio darbo autorės. Iš viso klausimyną sudaro 28 klausimai, iš kurių 9 – atviri. Apklausta 310 respondentų, tiesiogiai dirbančių su nepilnamečiais teisės pažeidėjais. Tyrime, kuris vyko 2004 balandžio-gegužės mėn., dalyvavo 7-ių Lietuvos miestų teisėsaugos bei švietimo specialistai. Šia apklausa diagnozuoti teisėsaugos bei švietimo specialistų veiklos socioedukaciniai ypatumai resocializuojant nepilnamečius.

4. *Kokybinė turinio (content) analizė*. Atsakymų į atvirus klausimus turinys nagrinėtas, remiantis kokybinės (content) analizės ir fenomenologijos bei hermeneutikos metodologinių nuostatų elementų jungties tradicija.

5. *Sociometrija*. Išryškinti tarpinstituciniai ryšiai iš skirtingų profesijų atstovų pozicijų nusikaltimus padariusių nepilnamečių resocializacijoje.

6. *Statistinė tyrimo duomenų analizė (atlikta taikant SPSS 10.0 for Windows statistinių duomenų apdorojimo programą)*. Taikyta aprašomoji statistika: absoliučių ir procentinių dažnių, modos, medianos, vidurkių ir standartinio nuokrypio skaičiavimai. Vykdyta faktorinė ir klasterinė analizė, siekiant

atskleisti nepilnamečių resocializacijos specialistų veiklos socioeducacinius ypatumus ir išryškinti, kokie egzistuoja veiklos trikdžiai.

Šio disertacinio tyrimo **teorinis reikšmingumas ir mokslinis naujumas** yra charakterizuojamas tokiais aspektais:

- Išplėsta resocializacijos sampratos erdvė analizuojant resocializaciją giminingų sąvokų kontekste, išryškinant multidisciplininį jos pobūdį bei numatant resocializacijos problemų lauką.
- Nepilnamečių resocializacija išryškinta kaip socioeducacinis reiškinys, išskiriant svarbiausius nepilnamečių resocializacijos elementus bei pagrindžiant socioeducacinės veiklos reikšmingumą.
- Specialistų veikla pagrįsta kaip nepilnamečių resocializacijos prielaida, išryškinus esmines nepilnamečių resocializacijos kryptis, pagrindus specialistus, kaip poveikio iniciatorius resocializuojant nepilnamečius, bei numčius specialistų veiklos socioeducacinius ypatumus.
- Suformuotas ir pagrįstas nepilnamečių resocializacijos teorinis modelis.
- Išryškinta nepilnamečių resocializacijos specialistų veiklos socioeducacinių ypatumų tyrimo metodologija, besiremianti charakteristikų, kriterijų ir indikatorių sistema.

Disertacinio darbo praktinis reikšmingumas:

- Parengta originali nepilnamečių resocializacijos specialistų veiklos ypatumų tyrimo metodologija gali būti taikytina mokslininkų, siekiant identifikuoti resocializacijos specialistų veiklos socioeducacinius ypatumus.
- Parengtą nepilnamečių resocializacijos ypatumų tyrimo metodologiją galima naudoti kompleksiskai analizuojant ir vertinant nepilnamečių resocializacijos ypatumus įvairiais aspektais.
- Atsižvelgiant į nepilnamečių resocializacijos specialistų socioeducacinės veiklos galimybes bei ribotumus, teigtina, kad tyrimo rezultatai turi svarbų praktinį aspektą nepilnamečių resocializacijos optimizavimui.
- Išryškinti specialistų veiklos socioeducaciniai ypatumai atveria galimybę kryptingai gerinti šių specialistų rengimo, kvalifikacijos tobulinimo programas.
- Sukurtos mokslinės-informacinės prielaidos tobulinti nepilnamečių resocializacijos procesą specialistų veiklos aspektu.

Disertacijos struktūra ir apimtis. Darbas susideda iš įvado, keturių dalių, rekomendacijų ir tolimesnių tyrimų perspektyvos nusakymo, išvadų, literatūros sąrašo (209 šaltiniai) bei naudotų dokumentų sąrašo (41 šaltinis), priedų. Darbo apimtis 222 puslapiai.

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