

The Environment Encouraging “Something to Do”, Being Lively, in Juvenile Correctional Facilities, Case Study: Juvenile Vocational Training Center, Thailand

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Abstract

Young generation is always important for the future. With the limited of experience and maturity, they occasionally make a mistake. In the developing country as Thailand, number of teenagers in juvenile correctional facilities is a serious problem. This qualitative study was conducted to understand the life in Juvenile Vocational Training Centers (JVTC) in Thailand and important factors of environmental design of JVTC. Twelve days participatory observation in fifteen JVTC conducted the considerations of personal context and circumstance. Typically, the activities in JVTC focus on rehabilitation programs which are boring for juveniles. Most of them ignore the program by various reasons. The result of study showed that juveniles cannot be rehabbed efficiently if they feel depressed. And they cannot feel lively if they are not secured. Clear environment is proposed to ensure that all juveniles can be always noticed by others for safety. Being lively, juveniles need to have “Something to do”. The study has strongly recommended that 1) natural environment (such as pond, soil, and big tree) and 2) everyday environment (such as garage, street vender, and local meeting point) are key elements for them to start creating activities in JVTC. The environment with a good combination of these two elements is significant for juveniles to mean their future living in centers. “Something to do” in this case, could be considered as driving force, upon them to be away from worry and be lively then they can realize the future opportunities and also the benefit of rehabilitation programs.

Keywords: Experience Design, Driving Force, Juvenile Detention, Correctional Facility, Rehabilitation

Introduction

Juvenile correctional facilities under the control of the Department of Juvenile Observation and Protection, Ministry of Justice, Thailand, consisted of three types, as Juvenile Observation and Protection Center, Juvenile Observation and Protection Center with Remand Home, and Juvenile Vocational Training Center (JVTC). The main purpose of these centers is to provide the treatment and rehabilitation programs to juvenile offenders. However, current situation showed that there are rapid development of law such as classification process, the changes of social and economy as well as the rehabilitation programs. In the international level, family right and children right should be highly concerned and protected. These developments have highly effected to the development of the activities, classes and treatment of juvenile.

In Thailand, Department of Juvenile Observation and Protection (DJOP) has focused on promoting the children right and welfare and strengthening family and society institute. DJOP also works on criminal and family cases including governance supervision, rehabilitation, protection and other assistance services as well as follow up and evaluation of the cases. In 2017, there are 44 Juvenile Observation and Protection Centers, 33 Juvenile Observation and Protection Centers with Remand Home, and 19 Juvenile Vocational Training Centers including 8 Special Juvenile Vocational Training Centers. According to the development above, one of DJOP policies is to develop the environment for three types of juvenile correction to appropriate with the external changes. DJOP also would like to deeply understand the driving force which could encourage juvenile to be ready to get rehabilitation program. This idea has been support by Vimolsiddhi, Butsakorn, and Sivaporn (2011) who confirmed that environment can both encourage and prevent human behaviors, especially territoriality, personal space behaviors. The study was conducted by the interdisciplinary team including DJOP staff, design researchers, architects, interior architects, and designers to ensure that every aspects of life in juvenile correctional facilities are clearly understood. Design opportunities were classified and discussed with juvenile, staff in juvenile correctional facilities as well as the management team of DJOP. Finally, the study would suggest the significant factors of environment design to improve the juvenile living quality and enhance the efficiency of rehabilitation program.

Literature Review

Research Design

The study aimed to classify the stakeholder, such as juvenile, staff, and visitors and understand the factors effecting to behaviors. This study was conducted under constrains of DJOP policy, treatment procedure of JVTC staff, and the context of use of each correctional facilities. Data collection was focused on first-hand data from user interview and observation to ensure that real users' requirements were delivered. These requirements were systematically analyzed. Pattern and case study development were bought to be the analysis framework for this project.

Methodology

According to the study was focused on understanding reality and design opportunities classification. Qualitative research methodology was brought to reach the insight of users.

Ten interviews of management team of Ministry of Justice and DJOP were conducted to understand the future vision and Management context such as;

1. Current Situation of Correctional Facilities
2. Policy and Vision of Future Correctional Facilities Development
3. Treatment Procedure Development
4. Policy Problem of Facilities Renovation
5. Sample and Site Identification

Participatory observation was considered as an important tools to understand the life in juvenile correctional facilities and context of uses such as;

1. User persona
2. Users Behavior Typology
3. Factors Driving Behavior Change
4. Interaction of Users and Facilities
5. Effect Created by inappropriate Facilities

Four researcher assistances were sent to Fifteen JVTCs and stayed there Fifteen days in each JVTC and three hundred interview of juvenile and One-hundred and twenty interviews of staffs were conducted.

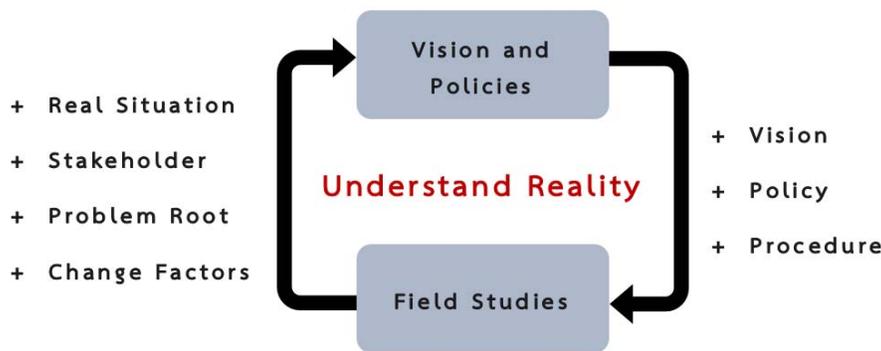


Figure 1: This is an image.

Each interviews and observations were systematically scheduled. The information from each interviews and observations could be cross-checked for data confirmation and exploration. All information were concluded and displayed in various frameworks and models. **Patton, M. Quinn (1990) used the symbolic interactionism theory which is emphasize on understanding and interpretation process of interaction between people and symbols.** This idea was developed to be visualization of diagraming, mapping, and also experience map for co-creation workshops with juvenile in selected correctional facilities. The co-creation were arranged in the last week of participatory observation. The researcher assistances in each site were assigned to conduct the workshop in casual atmosphere. The workshops were conducted with the small group of juvenile. They were encouraged to express what they actually want and problem of living in the facilities. The co-creation workshops were focused on characteristic matching and classifying potential design opportunities of environment encouraging them to be more secure and comfort then be ready to involve in provided rehabilitation programs.



Figure 1: Co-Creation Workshop with Juvenile in JVTC

However to ensure that the ideas and concept from co-creation workshops with juvenile will be carried to the final design and real facilities. The workshop with the management team of DJOP including deputy director general, inspection-general, directors of juvenile vocational training centers, were arranged for the following objectives.

1. Data Confirmation
2. Solution Classification
3. Solution Identification

In the workshop, the participants discussed and did brain-storm to build the direction of core concept of facility development. These are to help developing the result, from co-creation workshops with juvenile, to be the core concept of future juvenile correctional facilities design.



Figure 1: Workshop with Management Team of DJOP

Conclusion

The interviews of Juveniles showed that the changes of social context significantly affected to their lifestyle in juvenile correctional facilities. Since traditional education environment has not worked well in the social, there is highly potential that the traditional rehabilitation programs and activities have not been efficient too. Most of them reflected that the rehabilitation programs and daily activities inside the facilities are not much different from what they do outside, except the limited space. Most of the facilities provided them the “school environment”. It is actually the environment they are trying to escape. One of juvenile gave the example of environment and experience design: the mechanical workshop in the school and correctional facilities deliver big different experience comparing to a small local garages outside. This could be explained that small workshop plays symbolic aspect to juveniles (Vimolsiddhi, Butsakorn, and Sivaporn, 2011). The juvenile who is taking care of gardening in one facility, mentioned that he does not like to garden at school but gardening at his home is acceptable. He gardens at the facility because he has to stay here. While a group of juvenile in the facility in the central of Thailand are full of willingness to repair the bicycles of staff and community nearby but they have never been happy in the official mechanical workshop class. They mentioned that they already understand all the knowledge taught in the class.

The interviews of staff showed that it would be much better if environment are design to support the security system. Many staff mentioned that the children right is very important even though when juvenile is escaping. Controlling juvenile is much more sensitive than controlling adult. Staff have to be very carefully enforce the rule in the facility. In this case, many staff believe that environmental design, such as security wall, electric fence, can help to prevent escapade but these kind of ideas are conflict with the concept of children right. While another staff presented the interesting idea to prevent escapade. He mentioned that normally some juvenile decides to escape especially in the first three months. Therefore, he is careful not to make pressure to this group of juvenile. These juvenile need something to do but it must not be a lesson and classes. Many time, he leaved these juvenile with sport program on television and nature environment. The observation showed that juvenile with television stayed with television as much as they can. They did not interact much with others juvenile but they did not create any problem. On the other hand, juvenile, in the nature environment, took a few days for doing nothing. However, they got gradually involve with the nature environment. They normally start from general tasks such as unconsciously interacting with terrain until complicated task such as framing and gardening. The observation also confirmed that the juvenile, who stay in the facilities where mainly provide hard scape, got very less idea of activity at free time comparing to the juvenile who stay in the facilities where are full of green space.

Most of staff agreed that activities during free time are very important. First three month in the facilities is considered as critical time for juvenile. Most of them are still shock and be confused. As new comer of the society, juveniles, especially teenagers, need to be accepted by the community (Manoch L., Thanita H., Nida L., 2012). However, in JVTC, if the new comer does not know some of juvenile inside before, it is very difficult to get accepted to be a part of society. Many time they get depressed. If juvenile have “something to do” during free time, the opportunity of being depressed could be decreased. However, “something to do” in this case, must not be activities or tasks of rehabilitation programs. One of staff mentioned that the best “something to do” is the activity or task that is created by juvenile. His personal observation confirmed that natural environment is much more high performance to encourage

juvenile to have their own activity that school environment. In addition, it is still important that nature space should be clean and clear. Clear environment could reduce the stress and pressure of staff who take responsibility for safety and security.

Co-creation workshop also delivered the deep understanding of how they consider the environment. "Think out loud" made researchers understand the reasons behind requirement. A group of juvenile mentioned that the most favorite activity is taking a bath but it's time is extremely limited. A sporty group also said that normally classes are in the morning and they get free time in the afternoon. In fact, to avoid strong sun light in the afternoon they could do outdoor activities just thirty-fourth minutes in the evening. It is quite clear that juvenile who do not live in urban area, are very good in interacting with natural environment but urban juvenile did not show the benefit of creating free time activities in the school environment.

Juvenile, in the co-creation workshop, reflected that the size of workshop is very significant to their perception. Normal size of workshop in school or university is too big for them. The smaller one is better to make them feel more comfort. Dividing space might create an opportunity to add more sub-contents which are better to touch juvenile. They also mentioned that if they can access they workshop after classes, they can do something they love as they are outside.

As the learning space should become more inclusive toward activities, staff, and students as well as administrative support staff (Temple P., 2014). Workshop with DJOP management team was very important. The result of workshop with management team focused on security and rehabilitation program. Natural environment is acceptable but it needs to be under control, for example, the depth of pond, and the size of shrub. The main idea is to design the nature element to support the security system. Most of directors reflected worry of smaller workshop because human resource is always problem of DJOP. However, the idea of "friends teach friends" was mentioned and considered as high potential solution. One of JVTC model, bicycle fixing station was raised as good example. This JVTC opens a part of workshop for juvenile to fix the bicycle for JVTC staff and community nearby. This idea was confirmed by the observation. Juvenile who worked in the bicycle fixing station are happy to do this unofficial classes and feel that they can also contribute to others.

Focusing on the living in JVTC, activities at free time is very importance. DJOP provides variety of courses and classes including special workshop or events for juvenile to attend and learn. However, quality of them are depend on performance of management. Some JVTC is fully supported by big space and building but number staff does not meet the standard. That is why they cannot operate class well. Most of juvenile in JVTC have got more free time but there is not much to do. Panichkul, N., (2012), recommended to started from questioning which rely on community. Helsinki Design Lab is an example of how design solve problem in big city throughout the simple questions such as how to create a recreational space for elder people and kids in snow town. This case study gave the idea of simple question, Is there any "something to do" during free time? The analysis strongly recommended that natural environment can fully support this idea. Juvenile can be more relax when they are surrounded by nature. The observation shoed that they naturally interacted with nature such as a part of tree or water in a pond. Moreover, some of them created more complicated task such as sport, game, farm, and garden. Once they have more interactions with the space, the sense of belonging will be developed. According to the public space as school or JVTC, developing sense of belonging is very importance. Sense of belonging does not benefit just to take care of space but it can make juveniles feel comfortable at the places.

The interview with management team of DJOP showed that all of JVTC have been designed by traditional concept. The reference is educational environment. In fact, most of juvenile in JVTC are students who do not live school. Architects might carry this idea to be a part of their researches. "What is their everyday activities outside?" is an interesting question for beginning. They might not want to go to school but it is just six to eight hours per day. In JVTC, juveniles have to spend twenty-four hours at here. The environment would consider space and atmosphere of everyday activities for them. This idea might explain the reason of why they prefer small workshop for their "bicycle fixing station" rather than the big workshop provided by JVTC. The everyday activities in free time could make juvenile enjoy. DJOP and JVTC can take benefit from this insight to design the program and environment to help juvenile to assimilate to rehabilitation program and rules of JVTC.

Based on the insight of study, "something to do" is considered as important tool to make juvenile be lively at JVTC. Traditionally, JVTC has been design under the concept of educational environment. The ideas of natural environment and everyday activities could be carried to consideration of concept generation. Although, JVTC provides very good rehabilitation program to juvenile. It will not be any benefit if juvenile are not comfort and willing to learn. Environment is actually powerful to drive human behavior. "Something to do" would be good strategy to encourage juveniles to lively interact with environment, other juveniles, and staff. These interactions can smoothly bring them into the small social in JVTC.

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