



Programme "Prevention of and Fight against Crime"
European Commission Directorate General Justice Freedom and Security



Save the Children
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JUST

Juvenile Justice

Development of child rights
based methods of intervention
to prevent juvenile crime
and promote reintegration
of young offenders.

Italy, Greece, Romania.

JLS/2008/ISEC/AG/097

Manual for trainers

[Manual no. 3]

In partnership with:



Ministero della Giustizia
Dipartimento per la Giustizia Minorile



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Introduction

JUST project is aimed at strengthening the prevention of and fight against juvenile crime, through the development of horizontal methods founded on a child rights based approach. More specifically, it is intended to develop child rights based and multi-disciplinary methods of intervention to prevent juvenile crime, involving young offenders coming from new EU Countries and Non-EU Countries, focusing specifically on child recidivism and promoting social reintegration of young offenders. It also aims to strengthen the knowledge and professional skills of public and private actors (such as, juvenile justice services, law enforcement officials, the judiciary, institutions, NGOs) engaged in prevention and reintegration work in order to guarantee a better protection of children and their rights.

Aim of the Manual

This Manual for trainers aims to provide a guidance in the organization of a training on the juvenile justice system focusing in particular on methods of intervention for the prevention of recidivism and for the promotion of the reintegration of juveniles in conflict with the law, paying special attention to foreign children, to encourage the development of an effective juvenile justice system that safeguards the rights of the child and leads to the use of diverse approaches at all stages and by all actors.

The Manual also tries to provide practical programmatic approaches to juvenile justice, starting from the most effective methods of intervention, to prevent offending and re-offending. It will focus on specific training modules to ensure that from the moment of arrest children are dealt with in accordance to international standards.

How to use the Manual for trainers

The trainer's Manual contains guidelines for planning a participatory and learner-centred workshop.

The Manual for trainers is divided into 3 chapters:

Chapter 1: Basic principles on management training.

Chapter 2: Methodology, tools for a methodological approach by the trainer. The training makes use of a wide variety of methodologies to keep participants involved and to encourage thinking on how the particular content applies to their specific country situation. Methodologies include:

- *large and small group exercises*
- *role-plays*
- *presentations*
- *case studies*
- *quizzes and other games.*

Chapter 3: Training modules.

To allow trainer's flexibility in designing the workshop agenda, the modules are divided into sessions and each session plan is written as a "stand-alone" instruction that allows you to distribute the appropriate section of the training materials to the appropriate resource person. Each session includes a purpose, activities and estimated timings.

Target audience

The Manual for trainers is addressed to any person, from the public and private sector, responsible to the trainee actor and practitioner, working with children in conflict with the law. This Manual has been developed as part of the "JUST" programme implemented by Save the Children Italia to sensitize and strengthen the capacity of the various actors involved in the area of juvenile justice, in particular in Italy, Greece and Romania, the partner countries of the programme.

Training objectives

- ▶ To present the methodology and approach that should be used in the training activities.
- ▶ To familiarize practitioners and actors with international and national standards adopted in the field of juvenile justice with respect to children who come into conflict with the law.
- ▶ To facilitate the exchange of experiences between stakeholders working with children in conflict with the law.
- ▶ To facilitate the implementation of the method of intervention based on the child's rights.

Chapter I

Basic principles of management training

Introduction

This chapter aims to present guidelines and criteria useful, before, during and after the training.

SESSION I **Criteria to organize the agenda**

Before the training

In designing the training, given time constraints, you may need to be selective with the materials used. The way the Manual is presented in modules and sessions allows the facilitation team to select the most appropriate areas based on the perceived needs and experience of the participants.

1. Selection of participants

Adult learners need knowledge that is relevant to their work situation and therefore it is important to add regional and country-specific examples. The objectives for each module are set out explicitly, but it may be necessary, in view of the specific needs of participants, to identify further aims or learning points. These should be as practical and action-oriented as possible. To guarantee a good variety of ideas and experiences try to ensure that a group consists of approximately 24 participants (a minimum of 15 and a maximum of 30 participants) from the target group, for this training.

2. Pre-training questionnaire

Once participants have been selected, you should send out a questionnaire, at least two weeks ahead of the workshop, to determine their knowledge and experience of topics that will be covered in the programme, and their motivations for attending the workshop (see Annex). This will assist you in ensuring that the overall design of the programme will meet the learning needs and knowledge gaps of the participants. It is important to ensure that all participants arrive at the workshop with at least a basic knowledge of some of the concepts, to be covered in more depth, during the training programme. This is particularly important if participants have diverse experiences of the subject. It also encourages participants to contribute problematic experiences and examples for discussion during the training.

3. Need assessments

Adults are active learners, who learn best, when the context of the training is close to their own work. This implies that we need to use methods that allow participants to internalize their learning through active involvement and participation. Facilitators

should use methods that allow participants to build up on their rich past experiences and discuss real-life problems. They should encourage participants to think for themselves and adapt and learn new skills and knowledge in complex and dynamic situations.

4. Identification of training team

(organizer, trainer-facilitators or resource persons-experts)

The training team is made up of workshop organizer/planners, facilitators and resource persons. Each one has a distinct role.

The *workshop organizer/planners* are in charge of the training preparations and content. They adapt the objectives, select the participants, send out the pre-workshop questionnaire and based on the results, design the agenda, select and prepare the venue, identify and brief the facilitator and resource persons. They should have some level of experience with juvenile justice systems and what potential participants need to know about the subject.

The *facilitator* is responsible for the process of the training. A facilitator does not need to be an expert on the content. He/she is responsible for the design of each session, adapting it to meet the needs and experience of the group, and encouraging a good interactive methodology and active participation from them.. The selection of the facilitator is crucial for the success of the training.

The *resource persons* are the content experts. They do not have to possess training or facilitation experience, but it is useful if they do. They are responsible for ensuring that the sessions use accurate and relevant materials.

5. Assessment of the target audience

In most workshops there is a diversity of people, whose experiences will help each other to learn. The purpose of bringing everyone together is to maximize learning from each other through the sharing of expertise and experiences. It is important to acknowledge this and explain that even though some people are designated facilitators, or resource persons, every single person in the room is in fact a resource person.

We must remember that the purpose of the workshop is to provide an opportunity for participants to ask questions and share their experience. It is also important to end every day by reflecting on the content and allowing participants to determine what went well and what could be improved.

6. Preparation and availability of training material

It is essential that participants have some training material on the topics included in the training. The most important tool should be the “Manual of the methods of intervention” which includes an exhaustive analysis of the most important methods of intervention in the field of crime prevention and in reducing juvenile recidivism. Every participant should have a copy of the Manual, including some practical examples of experiences with juvenile justice systems in different countries.

7. Selection of a training place/room suitable for the numbers and characteristics of participants

When organizing a training, the selection of an appropriate space should be carefully considered, suitably, a place big enough to host all the participants and in the case of interactive participation of the trainees, which involves some freedom of movement, they will be split into smaller groups, therefore, a space with some separated areas will be necessary in order to allow the group to work privately.

Materials for participants

Welcome letter explaining the purpose of the training

It is important to provide to all participants with a welcome letter explaining the purpose of the training in order to express clearly the aim of the workshop and the learning objectives of the training.

Training agenda

A training agenda is essential because the management of time is one focal point of a training. The agenda should include enough time for discussion and some free time for personal learning and mental renewal.

List of participants and contact details

The list of participants and contact details should be compiled by every participant in the training, to create a connection between all the participants. Contact details are very useful because after the training a document could be sent to all the participants with a report of the training which should be completed and include the feedback of the participants.

Manuals for users and Manual of presentation of methods

The Manual of presentation of methods should be provided to all participants, for a deeper knowledge of the interventions, and the Manual for users, as a guide for an operative implementation in practice.

SESSION 2 Group presentations

During the training: practical suggestions to manage the training

Before determining a mode of presentation, clearly identify the objective which varies depending on the type of module, the duration of the workshop and the characteristics of the participants.

Presentations should:

- ▶ allow individuals to have the opportunity to relate to other participants;
- ▶ allow participants to express themselves freely and use their experience and knowledge.

The trainer should introduce himself in the middle of the presentation of the trainees, not at the beginning, or at the end.

There are many different presentations, some of the most common are:

1. “Presentation” of the six events”

Process:

- ▶ Take a sheet of paper and divide it into six squares.
- ▶ The left brain area (logical, rational) dominant trainees will position their paper in portrait while right brain (abstract and creative) dominant trainees (see the big picture, a sense of anticipation) will position their paper in landscape mode.
- ▶ An important question to ask the group at this point in training is: “Is there anyone here who cannot draw?” If the answer is yes, it does not matter.
- ▶ Those who wish to show their drawings may do so, others may simply describe it. Explain to trainees that the general attitude of some can lead to misconception, these drawings allow everyone to remove prejudice.
- ▶ Make a drawing of either:
 - 6 important events for the trainee to share with the group;
 - 6 things you love;
 - or mix the two previous proposals.
- ▶ Presentation of drawings and their meaning.

2. “False round”

Process:

- ▶ Never get people talking in the order in which they are seated.
- ▶ Conventional method: name, surname, place of where you come from.

Alternative: Define three things that you like, three that you hate and three things you do best.

3. “Style portrait of China”

Process:

- ▶ The trainer asks a question eg: “What would you be if you were a tree / sea / a famous person?”
- ▶ The question must be answered with justification.

4. “Cross-Presentation”

Process:

- ▶ Constitution- small groups of 3 or 4 people.
- ▶ Within each group, people talk and introduce themselves.
- ▶ Determine in advance who is willing to submit.
- ▶ At the end of each presentation, the trainer asks the group who were present, if the presentation was what was required, or if there is something he/she wants to add.
- ▶ Conclusion of presentation.

Always make a conclusion.

Presentation of training objectives

The presentation of a training objective should be clear to all the participants. Usually there are different objectives:

- ▶ General objectives: they are defined by the organization which manages the training and they are expressed in terms of results reached by the organization.
- ▶ Training objectives : they are defined by the project coordinator and his/her team with the technical support of the expertise involved. They are coherent with the general objectives and aim to develop some professional competences of participants.
- ▶ Pedagogical objectives : they are defined by the trainer and include the reliable and observable abilities which the participants should develop after the training and use in their professional life.

Give the opportunity for participants to share their experiences and open a discussion

As already stressed, it is fundamental to give the opportunity to the participants to share experiences and open discussions, because a training is an opportunity to exchange knowledge, update information and discuss practical experiences on a specific subject. In order to keep the attention of the trainees, an appropriate amount of time should always be dedicated to allow a debate on the argument.

Selection of training materials from the Manual of users and the Manual of presentation of methods

Most of the time the training cannot include a comprehensive analysis of all the methods of intervention because of the limited time, or simply because the target audience is more interested in some subjects rather than others. Therefore it is essential to select the most appropriate material to be used in the training, according to the target audience and the modules selected.

To give to participants copies of the Manual for users and the Manual of presentation of methods, copies of the presentation in power-point, copies of suggested materials and reading

As we have already mentioned, during the training, the participants should receive a copy of the Manual for users and the Manual on methods of intervention, with some extra material prepared for the training such as: exercises, power point presentations, case laws to be studied and other useful resources.

Evaluation activities

To ensure that the workshop effectively meets the needs of participants, it is important to continually monitor the proceedings through a system of participant feedback. This also encourages a sense of participation in the outcome of the workshop. If the feedback indicates that adjustments should be made to the workshop structure (e.g. slowing the pace of the sessions, or using fewer presentations), they should be made as soon as possible by the workshop facilitators.

An evaluation form should be prepared for use at the end of the training. This will provide valuable feedback on the value of the course for participants and show possible areas which could be modified in future workshops. Moreover, a daily feedback mechanism should be implemented and the trainers be asked to complete an evaluation module at the end of the training to evaluate the quality of the training (see annexes).

Finally, a training completion certificate should be presented to all participants at the end of the workshop (see annexes).

SESSION 3

After the training:
participant's
feedback
and evaluation
activities
(from the trainers
and
the participants)

Chapter II

Methodology and tools for a methodological approach by the trainer

Methodological Objectives

- ▶ *The ability to transmit a methodological know-how for juvenile justice operators with an interactive approach;*
- ▶ *Taking into consideration the composition of the training group.*
- ▶ *Identify and propose the best methods of intervention according to the purpose of the training.*
- ▶ *Use real cases to simulate different types of intervention.*
- ▶ *Be able to manage a role game.*
- ▶ *Create the conditions for effective team work.*

The objectives should be clearly formulated to allow an evaluation of the knowledge acquired. At the end of the session every participant should reach the methodological objectives.

The objectives should be determined according to the capacity and to the level of knowledge of the trainees. The trainer will work with mixed groups, and the level will vary according to the knowledge of the participants.

- *Beginner: able to reproduce what he/she learnt*
- *Intermediate: able to adapt the objective to a particular situation*
- *Advanced: able to create.*
- *Master: expert.*

An objective can be divided in sub-objectives and their determination will create the progressive pedagogical itinerary. The pedagogical itinerary is important to identify the objectives of the participants, in order to be aware of where they started from and where they are going. It is divided into sequences to determinate the intermediate objectives and facilitate the learning.

Methodology

Different techniques should be used including creative and interactive ones, in order to achieve the pedagogical objectives with an interactive participation of the juvenile justice operators. The trainer is a learning facilitator who respects the opinions of the participants and helps the circulation of experience within the work group. The training material should be pertinent and demonstrate the pedagogical objectives formulated. A good methodology includes a variety of different training techniques.

The proposed methodology should facilitate the sharing of the knowledge of the trainer with that of the participants.

The most adequate methodological techniques should be implemented in three ways :

1. concrete induction
2. abstract deduction
3. concrete application

It is the quality of the preparation of the pedagogical tools and the material provided for the participant, that allows it to adapt to the reality of the group during the training. Every day, after training, it is important to adjust the programme as necessary, in light of what happened during the previous training day. The trainer should prepare plans for his/her actions: identify the target group, the purpose intended by the training and identify international standards and good practices in the juvenile justice system. Each goal is divided into sub-goals to achieve, through progressive teaching, the final objective.

A trainer should always:

- ▶ respect the principle of equality;
- ▶ share good practices and experiences based on the trainer's experience;
- ▶ avoid standard "lectures" or "conferences". Presentation with direct training techniques should be alternated with interactive training methods;
- ▶ use concrete examples. For each session, the trainer should choose an exercise proposed in the materials provided, or she/he can invent one, or ask the participants to invent one;
- ▶ encourage discussions and an active participation of the trainees, leaving enough time for debate.

Adults learn:

- ▶ if they understand;
- ▶ if the training is directly related to their daily activities;
- ▶ if they receive, accept and include learning objectives;
- ▶ if they act and undertake;
- ▶ if the trainer knows how to use the effects of success and failure;
- ▶ if they feel part of a group;
- ▶ if they are willing to participate.

The trainee should be the actor of learning through his/her:

- ▶ involvement;
- ▶ active participation;
- ▶ valuation;
- ▶ direct experience;
- ▶ customized relationship;
- ▶ planning the results to be achieved;
- ▶ listening.

For a good training course:

- ▶ always introduce experts;
- ▶ introduce the topic of his training;
- ▶ affirm the objectives before any exercise;
- ▶ any session must finish with a conclusion or evaluation;
- ▶ learning from the exercise.

Training techniques

The most common methodological approach can be direct training techniques or active training techniques. In training adults, priority should be given to an inductive approach and active methods.

This does not release the trainer's responsibility (ability to lead a group, to produce results and competence in the group).

With an audience of adult trainees, the trainer must move from inductive to the deductive method, he/she starts from the concrete, the known, experience and practice, then goes to the abstract and theory and returns to the use and practice.

I. Direct training techniques

They aim to provide the knowledge and the information directly. With direct methods or passive, the participants listen, repeat, and remember. They are students. The trainer gives them his/her knowledge. It does not necessarily require the trainees' participation. They can sometimes even feel bothered by issues that distract them from the trainer demonstrative scheme.

Distraction and lack of motivation of the trainees are most frequent.

Learning is primarily intellectual, and it is easier to learn at home, alone, rather than in groups. These methods in order to be effective require great skill from the trainer. This training formula, has no immediate direct link with the everyday working practice of trainees.

ADVANTAGES

- ▶ Quickest method of giving information.

DIFFICULTIES

- ▶ To evaluate the learning of the group
- ▶ To monitor that the training objectives are accomplished

A. Presentations and discussions

A 20-minute presentation, with precise information on a well-identified subject, can reach objective knowledge. Then, an informal discussion would clarify the unclear points and a debate could be launched using prepared questions (adopting an interrogative method).

Following the presentation and subsequent discussion, the facilitator should be able to summarize the interventions. The panel discussions allow direct exchanges between members of the training group, expert trainers and participants. This approach

is especially effective when each speaker has only a discrete knowledge of the subject. The trainer should moderate the discussion, encourage participation, discussion and summarize the outcome of the debate.

B. Brainstorming

Brainstorming can generate many ideas quickly. It allows the facilitator to access the skills and knowledge that exist in most groups and enhance the creativity and synergy that occurs when participants work together. It is not a discussion, but rather an opportunity for participants to think out loud.

The process usually involves posing a specific question and asking participants for their 'off the top of the head' responses, limited to one or two words. As participants make their suggestions, the facilitator records them on a flip chart or whiteboard. No attempt is made, at this stage, to reorganize or explain the suggestions – the intention is to encourage creative or innovative thinking. Ask a negatively phrased question e.g. "What's wrong with our current juvenile justice system?" when you want the participants to analyse an issue where the causes have not yet been defined, ask a positively phrased question to generate creative solutions e.g. "How can we increase our resources?"

It is important that the facilitator does not interfere in the process, by interjecting suggestions, or ideas that may come from other workshops, or from the objectives established for the session. Those can all be brought up later, during the discussion. For brainstorming, the facilitator is merely responsible for posing the question in the first place, encouraging responses and recording them without judgement or comment. Once the ideas are out in the open for everyone to see, there may be a discussion in small groups or in the plenary, on how to put the ideas into practice.

Do not let the brainstorming continue for too long, as the participants' concentration will start to wane after approximately 10-15 minutes.

Tips for brainstorming include:

- ▶ mingle with participant groups one by one;
- ▶ encourage all participants to contribute, but don't force them, allow them to reflect on their contributions and come back to them;
- ▶ encourage participants to reformulate and explain any unclear ideas;
- ▶ record actual words;
- ▶ let people talk;
- ▶ no idea is a bad idea.

2. Active training techniques

Participatory techniques allow the trainees to participate actively in their training through a collegial approach, interactive, practical, flexible and varied. Effective training requires the involvement of practitioners in the process, to enrich their experience and create an interesting and useful course. Without an alternation of work in sub-groups and large groups, there is no active method.

Active methods are those which allow students to participate actively in their training, as opposed to passive or guideline methods, that require a learner's readiness to receive knowledge.

With the active method, the trainee acts and enters into direct relationship with what the trainer seeks to master, sharing with the other trainees, knowledge and experience. Through this, students are more motivated. Active learning can be cognitive, emotional and practical.

Participants and trainers are mutually developing new experiences. Their relationship is a collaboration

ADVANTAGES

- ▶ Release the trainer from speech.
- ▶ Put the trainee in an active position.
- ▶ The evaluation of the learning is precise

DIFFICULTIES

- ▶ It is a longer technique in terms of time
(4 or 5 times longer than direct techniques)

A. Mix

Mix is an active technique for providing knowledge that helps to synthesize the information held by the group: a subject is divided into sub-questions and each one is freely discussed in a sub-group, where one participant is designated as reporter for each question. Then, the reporter of every sub-group, on a specific sub-question, together with the other sub-group, summarizes the responses and the result is exposed to the whole group and then discussed and validated by the participants.

B. Metaplan

Similar to brainstorming, this method uses post-it stickers. Post-it with different colours are distributed to different sub-groups and the different colours can be attributed to each group or each question. Each sub-group agrees on the answers to write on the post-it. Then the post-it with the answers are collected by the trainer and stuck on a white board in groups of answers to analyse the responses of the sub-groups on a specific issue. This method allows a better management of large-group treatment responses.

C. Working Groups

The group is divided into sub-groups of 3 or 4 people. Each sub-group is responsible for answering questions or carrying out practical work in a fairly short period of time. Then, the group reconvenes and the spokesmen of the various sub-groups presents the results of their deliberations. All participants can then discuss the response of the sub-group.

D. Case Studies

The case study permits the transfer of methodological expertise. Based on real cases, or at least on credible scenarios, designed around one or several main objectives, case studies allow participants to exercise their professional skills and implement practical solutions based on the Convention on the Rights of the Child. Also, the

case may be submitted in bulk to participants for a complete review, or divided into parts.

If the case used for the exercise is extracted from reality, it can be useful to compare the results of the participants with the real solution of the case.

E. Role Games

The purpose of this method is to encourage the participants to use their knowledge, all their know-how acquired during their professional career in the context of a concrete situation where everyone has a predefined role and can verify his/her competence to handle the situation.

For case studies and role game scenarios it is desirable to;

- ▶ give the case to the trainees in advance, so they have time to read and analyse it;
- ▶ check that students have understood the scenario, the problem and that they know the dynamics of the exercise (be vigilant about the clarity of the instructions);
- ▶ allow the participants to make their own comments and then discuss the trainee's activities in a formal and substantial approach;
- ▶ evaluate the results of the exercise, from the solution found and consider alternative solutions.

Methodology tools

The different training techniques should be implemented with appropriate methodology tools. The most common instruments are:

- ▶ *Whiteboard (to write fundamental concepts in brainstorming).*
- ▶ *Video Projector (for slides in power point presentation).*
- ▶ *CD-ROM, video, other multimedia files...*
- ▶ *Post-it for Metaplan.*
- ▶ *Exercises and case law.*
- ▶ *Role games adaptable to different situations.*

What to do and what not to do

GROUP CREATION

TO DO

- ▶ Be safe
- ▶ Put trainees at ease
- ▶ Keep still
- ▶ Define the rules of the game

TRAINING STEPS

- ▶ Establishment of the Group
- ▶ Everyone looks for their own seat
- ▶ The creation of the group is a social contract based on objectives, agenda and rules

NOT TO DO

- ▶ Be ambiguous

COOPERATION PHASE

TO DO

- ▶ Organize cooperation
- ▶ Facilitate contacts

TRAINING STEPS

- ▶ First contacts and mutual adjustments

NOT TO DO

- ▶ Be aggressive
- ▶ Use Irony

STABILIZATION PHASE

TO DO

- ▶ Recognize the strong personalities
- ▶ Give them a role and space

TRAINING STEPS

- ▶ Strong personalities are looking for a special place which suits them

NOT TO DO

- ▶ Lack of communication between sub-groups
- ▶ Confrontation

GROWTH

TO DO

- ▶ Give help and support

TRAINING STEPS

- ▶ Conditions favourable for visible results

NOT TO DO

- ▶ Focus only on dynamic participants

INTEGRATION**TO DO**

- ▶ Integrate the marginalized

TRAINING STEPS

- ▶ Working in small groups allows more personal interventions

NOT TO DO

- ▶ Exclude some participants

HUMOUR**TO DO**

- ▶ Be informal, amusing and not impersonal

TRAINING STEPS

- ▶ Humour in all its forms can be expressed

NOT TO DO

- ▶ Take yourself too seriously
- ▶ Encourage conflicts

ENTHUSIASM**TO DO**

- ▶ Share the pleasure of working together and achieve the objective

TRAINING STEPS

- ▶ A large amount of energy is necessary

NOT TO DO

- ▶ Lack enthusiasm
- ▶ Focus on a single trainee

END OF SESSION**TO DO**

- ▶ Prepare the outcome
- ▶ Help the participants to project themselves to the near future with a personalised action plan

TRAINING STEPS

- ▶ Each participant returns to his or her daily activity

NOT TO DO

- ▶ Stay in the “illusion of the group”
- ▶ Avoid group dependence

Chapter III

Training Modules

Introduction

This chapter of the trainer's Manual will present 9 modules on the most interesting topics connected with juvenile justice.

Each Module is divided into:

- ▶ Content opening of sessions (a general introduction of the module)
- ▶ General duration/time (estimated duration of the module)
- ▶ General aim (the purpose of the module)
- ▶ Sessions

Each Session is divided into:

- ▶ Goals/Objectives (learning objectives of the session)
- ▶ Duration/Time (estimated duration of the session)
- ▶ Material needed (list of the material required)
- ▶ Methodology (most appropriate methodology instrument)
- ▶ Resources (extra material for more in-depth analysis)
- ▶ Exercises or case studies (practical exercise to ensure active participation)

Index of Modules and Sessions

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Session 2: National juvenile justice in Italy, Romania and Greece

Session 3: Restorative justice

Module 1: Prevention

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Module 2: Criminal responsibility

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Module 3: Judicial process and the deprivation of liberty

Session 1: Appointment of a guardian for unaccompanied or improperly accompanied children

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Session 6: Initiatives of specific support for juvenile offenders with drug and alcohol addiction and mental health disorders

Module 4: Diversion Measure

Session 1: Penal mediation (VOM)

Module 5: Education

Session 1: Adequate educative interventions for the specific needs of children in conflict with the law (flexible models, study grants...)

Session 2: Peer education

Module 6: Reintegration and Aftercare

Session 1: Procedures for regularization and ensuring the legal status

Session 2: Vocational training, vocational orientation and work grants

Session 3: Aftercare

Module 7: Multi Agency Approach

Session 1: Networking

Module 8: Training

Session 1: Training professionals working with children in conflict with the law

Module 9: Evaluation and Research

Session 1: Research and study on the risk of recidivism

Session 2: Monitoring detention conditions of children deprived of their liberty

Session 3: Criteria for the effective collection of data

Session 4: Children's participation (research, consultation...)

MODULE 0 INTERNATIONAL, EUROPEAN AND NATIONAL INSTRUMENTS IN THE FIELD OF JUVENILE JUSTICE

Content: opening of sessions

The present module aims to provide a synthetic and not exhaustive framework of international, European and national dispositions regarding the juvenile justice system, with specific focus on the guidelines on the child-friendly justice and the penitential treatment of children in conflict with the law.

General duration/time:

4 hours or 4 hours 30 minutes (according to the target group's experience)

General aim:

At the end of this module the participants will:

- understand the juvenile justice values and provisions of the Convention on the Rights of the Child;
- understand other international and regional instruments and the provisions of the international rules and guidelines relevant to juvenile justice;
- exchange ideas on how they can be put into practice at national level.

SESSION I Goals/Objectives

International and european framework

Through this session participants should be able to identify the International and European instruments for juvenile justice, with an extra focus on the guidelines on child-friendly justice and the penitential treatment of children in conflict with the law. Furthermore, this session aims to provide an International and European framework based on the main International and European documents, as well as, the most relevant case-laws elaborated in the field of juvenile justice, in accordance with the General Comment n. 10 "Children's rights in juvenile justice" of the Committee on the Rights of the Child.

The International and European frameworks provide the States with more detailed guidance and recommendations to support their efforts to establish a system of juvenile justice administration, in compliance with the CRC and other relevant international documents, as well as a comprehensive juvenile justice policy.

Duration/Time: 1 hour 30 minutes.

Material needed

Module 0, Session I of the JUST "Manual of methods of intervention".

Methodologies

- ▶ Introduce the session objective (5 minutes).
- ▶ Brainstorming on the international instruments of juvenile justice systems (10 minutes).

Steps:

1. Ask participants the question “What are the International instruments of juvenile justice?” e.g. CRC.
 2. As the participants give their responses, ask them to write these down on a whiteboard (remind them to write clearly and use a marker pen).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing instruments.
 4. Encourage the plenary to review the responses.
 5. Keep the boards up and explain that you are now going to look at each of these instruments in more depth and the implementation issues surrounding them.
- ▶ Direct presentation of the most relevant principle of the Convention on the Rights of the Child and other International documents using power point slides (20 minutes)
 - ▶ Match the cards showing the principles and rights, related to children in conflict with the law, to their explanation and related article number. (10 minutes)

Steps:

1. Distribute post-it with the CRC principles and post-it with explanations to each table.
 2. Ask each group to match the principle to the correct explanation and article number.
 3. Ask each group to place their responses on the whiteboard. Once the groups have completed this exercise, request all participants to stand around the whiteboard and ask each group to present their answer.
 4. During the debriefing encourage the plenary to comment on whether they agree with their conclusions before you add your comments and correct any misplaced post-its.
- ▶ Direct presentation of the European documents in the field of children in conflict with the law, using power point presentation (15 minutes).
 - ▶ Case study using a ECHR case law focused on a particular right of the children (20 minutes).
 - ▶ Direct presentation of the guidelines on the child friendly justice, using power point slides (10 minutes).

Resources

- UNICEF & Penal Reform International, *Juvenile Justice Training Manual - Facilitator's Guide and Participant's Materials*.
- Theseus database, *Case law of the European Court of Human Rights relevant to children – 1968-2010* in: http://www.coe.int/t/dg3/children/caselaw/caselawchild_en.asp

Exercises or case studies

- ▶ Prepare a case study, starting from the ECHR case law on children in conflict with the law. In particular choose a fundamental principle from the International documents in the field of juvenile justice. For example a good case law to study could be: *S.C. v. the United Kingdom*, 15 June 2004 on “*Participation of a juvenile in his criminal trial in the United Kingdom*”, concerning the applicant’s inability to participate effectively in his trial, on account of his youth and his low intellectual capacity (violation of Article 6 § 1 of the ECHR).
- ▶ Present the case law, without reference to the ECHR case law.
- ▶ Ask the participants to discuss the case presented and share some conclusions on the possible solution of the case.
- ▶ Refer to the real case law of the ECHR and present the decision to the participants.

Goals/Objectives

SESSION 2

National juvenile justice system

This session aims to provide a general framework on the national juvenile justice system. In particular, it contains a description of the administrative and judicial offices, as well as a short description of the main principle of domestic juvenile legislation with a focus on the principal weaknesses of the juvenile justice system in relation to foreign children or vulnerable group.

Duration/Time: 2 hour or 2 hour 30 minutes.

Material needed

Module 0 Session 2 JUST “Manual of methods of intervention”.

Module 0 Session 2 JUST “Manual for users”

Methodologies

Introduce the purpose of the session (10 minutes).

Direct presentation of the Italian Juvenile Justice System using power point presentation (30 minutes or 1 hour).

Role Game (50 minutes)

Steps:

1. Simulate a case of foreign children in conflict with the law and the whole process with the administrative offices of the Italian Juvenile Justice System.
2. Divide the group into sub-groups representing the different administrative offices. Participants should have a different role from the one they have in real life.
4. Starting from the arrest, the participants should follow every step of the children in conflict with the law in the criminal circuit, up to their exit from the juvenile justice system.
4. At the end of the role game the facilitator should encourage and stimulate a debate on the main weaknesses of the Italian Juvenile Justice System in relation to foreign children, using a power point presentation (30 minutes).

Focusing in particular on:

- ▶ the regularization of foreign children;
- ▶ the age assessment procedure;
- ▶ the transfer of foreign children;
- ▶ alternative measures and 'double track' system;
- ▶ the lack of juvenile penitentiary rules.

Resources

- AA.VV., *European Juvenile Justice Systems*, G. Giostra - V. Patanè, Giuffrè, 2007.
- A. Pennisi (a cura di), *La Giustizia Penale Minorile: formazione, devianza, diritto e processo*, Milano 2004.

Exercises or case studies

Role game (this should be adapted to different national legislation and include extra information).

Abebe is a child from Ethiopia. He arrived illegally in Italy from Lampedusa on March 2009 as an unaccompanied minor. In September 2010 he was arrested in Rome for drug dealing. He has no documents with him, attesting his age, nor a fixed residence in the territory. The Rome I.P.M. was, at that time, overcrowded.

Goals/Objectives

This session aims to present the key concept related to the restorative justice, with a particular focus on the crime prevention, in order to provide a general introduction to the more specific session dedicated to the penal mediation

At the end of this session the participant will understand the key concepts in restorative justice and will know the most important recommendations from the European and international organisms; they will distinguish between restorative and retributive justice; they will analyze some good practices to develop a restorative approach.

Duration/Time: 1 hour and 30 minutes.

Material needed

Module 0, Session 3 del "Manual on methods of intervention".

Methodologies

- ▶ Introduce the purpose of the session (10 minutes).
- ▶ Brainstorming on the concept of *diversion* (10 minutes)

Steps:

- I. Ask to the participants: "When a crime is committed, what should be done to ensure that justice has been done? What does it mean 'to make justice' for the victim, for the community and for the family of the victims?"

SESSION 3

Restorative justice

2. Collect the comments of the participants, the facilitator should take note on a whiteboard (remember to write in clear letters, using a marker).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing instruments.
 4. Encourage the plenary discussion to review the responses.
- ▶ Direct presentation of the key concepts on restorative justice focusing on the benefits for the child, on the benefits for the society, on the economic benefits and on the potential risks of diversion using a power point presentation (30 minutes).
 - ▶ Definitions and differences between retributive justice and restorative justice (15 minutes).
 - ▶ Analyze the restorative approaches, the operative procedures and the objectives of the different approaches (mediation victim-offender/familiar/community reparative boards (25 minutes).

Resources

- UNICEF & PRI, *Juvenile Justice training manual* – Module 3: Diversion and Restorative Justice.
- Ministero di Giustizia Italiano – Dipartimento di Giustizia Minorile – Ufficio IV del Capo Dipartimento, *Restorative Justice and Crime Prevention. Presenting a theoretical exploration, an empirical analysis and the policy perspective. Final Report of the European Project Restorative Justice and Crime Prevention*, 2010, in: www.giustiziaminorile.it
- Ferrer Marta, *The world moves around restorative juvenile justice*, in “European Forum for Juvenile Justice”, 2010.
- Ceretti A., *Mediazione*, in AA.VV., “Il processo penale dei minori: quale riforma per quale giustizia, Centro di studio e di ricerca sulla Giustizia Minorile”, Università degli studi di Macerata, Giuffrè, Milano 2004, p. 91 ss.
- www.restorativejustice.it

Exercises or case studies

Discussion on the restorative justice (optional).

Scenario:

Leonard is a 15 years old boy. He attended the school until 12 years old and did not finish the studies. He never met his father and the mother is disabled. He has 4 brothers, all younger than he. Leonard helps his mother in taking care of the brothers. He would like to find a job, but he cannot because of his low professional training and skills. A day, on mother's request, he went to a supermarket to buy some food for dinner. He bought some products but he also stole some chocolate and soft drinks. Leonard is apprehended by the security guards and taken to the Central Police Station.

Discussion:

What is the harm resulting from the crime? What needs to be done to make it right or repair the harm and who is responsible for this repair?

MODULE 1: PREVENTION

Content: opening of sessions

The present module is focused on the prevention of juvenile delinquency, a fundamental point of any juvenile justice programme. According to UN General Comment n. 10 “a comprehensive policy for juvenile justice must deal with, among its core elements, the prevention of juvenile delinquency”. Particular emphasis should be given to prevention policies that facilitate the successful socialization and integration of all children, including foreigners. Therefore prevention programmes should focus on the support for vulnerable families, the involvement of schools in teaching education about legality, and give special care and attention to children at risk. Also, the research conducted within the JUST project, showed that prevention is fundamental to reduce the risk of recidivism.

General duration/time: 5 hours and 30 minutes.

General aim

At the end of this module the participants will:

- ▶ be aware of the importance of the prevention for vulnerable children;
- ▶ learn the difference between street education and outreach interventions;
- ▶ analyse different mediation approaches (social, scholastic, family);
- ▶ understand the importance of the intervention to reduce the school drop-out.

Goals/Objectives

This session aims to promote informative, educative and recreational activities on the street, in order to reach the children directly, in the territory where they spend most of their time. Street education and outreach are both a great chance to reach children on the road, to create contact with them and to work in the secondary prevention field, continuing a relationship with juveniles in exit from the juvenile justice institutions of the penal circuit.

Duration/Time: 2 hours.

Material needed

Module 1 Session 1 JUST “Manual of methods of intervention”.

Module 1 Session 1 JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Theoretical presentation on street education and outreach interventions, explanation of the differences between street education and outreach, through direct presentation,

SESSION 1

Street education/
outreach

brainstorming or using a power point presentation. It should be interesting to analyse good practices implemented in the national territory (1 hour).

- ▶ Role game: simulation of different street educative interventions (45 minutes).

Steps:

1. Divide the participants into work groups.
 2. Every work group will be a street educative team made up of 4 people with different roles: an educator, a cultural mediator, a legal consultant and a peer
 3. Distribute the cases prepared with different kinds of street educative intervention
 4. Each team should simulate an intervention for each case and the intervention procedure should be noted.
 5. Each group presents the steps of its own intervention to the plenary audience, explaining the reasons for the decisions taken and if necessary the trainer will fill in any gaps.
- ▶ Group discussion and shared experiences of the participants in the outreach and street education fields (15 minutes).

Resources

- www.sanluigitorino.wordpress.com/strada/zone-di-intervento-e-progetti – some interesting activities in the street education field implemented in Turin, Italy.
- http://images.savethechildren.it/IT/f/img_publicazioni/img58_b.pdf – the experience of Save the Children Italia in the field of the outreach intervention (pages 11-12).

Exercises or case studies

Role game exercises.

The trainer should prepare at least 3 different cases of vulnerable children on the street who should be targeted for an outreach intervention. Give the participants some precise information on the condition of the children, which could be helpful for an active intervention of the whole outreach team.

Example: “During a night out, on the Salaria street in Rome, the outreach team see a young girl, apparently a minor from Eastern Europe, walking on the street with a provocative dress, but obviously afraid. How would the team approach her? What should they suggest to her?”.

SESSION 2 Goals/Objectives

School mediation/ family mediation

Mediation is a procedure that aims to solve conflicts by the intervention of a professional, neutral and impartial third party to facilitate the negotiation between the parts for a specific solution to the problem.

Mediation is an important method in many different contexts of everyday life: family, scholastic, sanitary, juridical and social. Each area of intervention requires specific competences, with a precise definition. In this session we will focus on school mediation and family mediation.

Duration/Time: 2 hours.

Material needed

Module 1 Session 2 JUST “Manual of methods of intervention”.

Module 1 Session 2 JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Meta plan exercise on the differences between the different kind of mediation, school mediation and family mediation (30 minutes).

Steps:

1. Divide the group into two sub- groups.
 2. Give to every sub-group two blocks of post-its with different colours. One colour will be for cases of school mediation and the other for cases of family mediation.
 3. Ask participants of every group, to write on the post-it, the main differences between the two cases considered.
 4. Participants of each group post on the whiteboard the post-it separated by colours.
 5. Ask a representative of every group to explain the differences posted by their group.
 6. Encourage the plenary to review the responses and to identify any missing differences.
 7. Analyse the responses of the sub-groups on the differences between the two different cases and use this information to start a direct presentation
- ▶ Direct presentation of the key concept of social mediation, with a special focus on cases of mediation with foreign children, using power point slides (45 minutes).
 - ▶ Analysis of good practices implemented at national level (30 minutes), with a special focus on mediation with foreign children.
 - ▶ Group discussion and shared experiences of participants in school and family mediation (10 minutes).

Resources

- <http://www.schoolmediation.com/> – link to an interesting English website on school mediation.

Goals/Objectives

This session aims to ameliorate the instruction for the first infancy, implement an attractive instruction and a professional training, develop the scholastic orientation, in practice, to activate the preventive devices to address the juvenile towards a successful formative path, in order to reduce the school drop-out.

Duration/Time: 1 hour 30 minutes.

SESSION 3

Intervention to prevent school drop-out

Material needed

Module 1 Session 3 JUST “Manual of methods of intervention”.

Module 1 Session 3 JUST “Manual for users”.

Methodologies

- Introduce the purpose of the session (5 minutes).
- Direct presentation of the key concept of school drop-out and of the most efficient intervention to prevent school drop-out using power point slides (45 minutes).
- Analysis of good practices implemented at national level (20 minutes).
- Group discussion and shared experiences of participants in interventions to prevent school drop-out (20 minutes).

Resources

- OCSE, *Motivating Students for Lifelong Learning*, Paris, 2000.
- Eurydice, *Measures Taken in the Member States of the European Union to Assist Young People Who Have Left the Education without Qualifications*, Office for Official Publications of the European Communities, Luxembourg, 1997.

MODULE 2: CRIMINAL RESPONSIBILITY

Content: opening of sessions

The principles of the identification of the criminal responsibility and the assessment of the procedures of the age, represent a fundamental point, both to guarantee an individualized project of reintegration of the children in conflict with the law and to protect the child from contact with the penal system

General duration/time: 1 hour.

General aim

At the end of this module the participants will:

- ▶ understand the key concept of international documents on the minimum age of criminal responsibility (MACR);
- ▶ identify the most appropriate procedure in order to assess the MACR.

Goals/Objectives

According to the international documents, the age of criminal responsibility for juveniles should not be fixed at an age level which is too low, bearing in mind the development of the child and the emotional, mental and intellectual maturity. This session will focus on the most appropriate assessment procedures of minimum age of criminal responsibility.

SESSION I

Assessment
procedures
of age

Duration/Time: 1 hour

Material needed

Module 2 Session 1 JUST “Manual of methods of intervention”.

Module 2 Session 1 JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concept on the minimum age of criminal responsibility and on different MACR at national level using power point slides (15 minutes).
- ▶ Group discussion on the MACR and age procedures (10 minutes).
- ▶ Direct presentation of the good practices and weakness of the age assessment procedures using power point presentation (20 minutes).
- ▶ Group discussion and shared experiences of the participants on the age assessment procedures (10 minutes).

Resources

- http://images.savethechildren.it/IT/f/img_pubblicazioni/img133_b.pdf “I minori stranieri in Italia - l’esperienza e le raccomandazioni di Save the Children”, 2nd annual report, 2010, pagg. 43-46.

MODULE 3: JUDICIAL PROCESS AND THE DEPRIVATION OF LIBERTY

Content: opening of sessions

In the context of criminal proceeding and during the deprivation of liberty, according to international and European standard, the juvenile justice system should provide children in conflict with the law with every appropriate initiative in order to ensure them a fair treatment and trial. The present module describes some of the possible methods of intervention that could practically promote an effective fair treatment and trial of the child, especially considering the specific situation of the children deprived of their liberty and the need of social reintegration when leaving the criminal circuit.

General duration/time: 4 hours and 30 minutes.

General aim

- ▶ At the end of this module the participants will;
- ▶ understand the importance of the presence of a guardianship;
- ▶ learn about the fundamental role of the cultural mediation with foreign children;
- ▶ know the social mediation interventions and the practical applications of it;
- ▶ realize the importance of a free legal consultant in the penal institution for children deprived of their liberty;
- ▶ focus on specific initiatives supporting children with drug and alcohol addiction, psychological disorders and psychiatric problems.

SESSION I Goals/Objectives

Presence of a guardianship

Guardianship means exercising the authority of supervising children unaccompanied or improperly accompanied on their way to the promotion of their interests, both in the field of penal system and to adult process. The guardian provides long term continued care and he is responsible for the participation in the penal proceedings, for the mental and physical well-being of the child as well as for the development of the child's personality. The guardianship aims to help children to exit from the penal circuit and to support and promote his/her reintegration and to make children independent at the age of majority.

Duration/Time: 1 hour.

Material needed

Module 3 Session I JUST "Manual of methods of intervention".
Module 3 Session I JUST "Manual for users".

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concept on the presence of a guardianship using power point slides (40 minutes).
- ▶ Group discussion and shared experiences on the good practices related to the presence of a guardianship (15 minutes).

Resources

- www.engi.eu – European Network of Guardianship Institutions.

Goals/Objectives

The linguistic-cultural mediation, in the field of juvenile justice, aims to promote inter-cultural dialogue and communication between children involved in criminal proceedings and all juvenile justice system personnel and operators in charge of their care. In this context, linguistic-cultural mediation represents an essential tool in order to ensure to foreign children the same treatment reserved to national juveniles, according to the general principle of equality. At the same time, it permits to ensure an effective participation of the children to criminal proceeding, helping the child to exercise his/her right to be heard and informed.

Duration/Time: 1 hour.

Material needed

Module 3 Session 2 JUST “Manual of methods of intervention”,
Module 3 Session 2 JUST “Manual for users”

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Brainstorming on the linguistic-cultural mediation (10 minutes).
Steps:
 1. Ask participants the question “What is the linguistic-cultural mediation and what should a linguistic-cultural mediator do?”
 2. As the participants give their responses, ask them to write them down on a whiteboard (remind them to write clearly and to use a marker pen).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing instruments.
 4. Encourage the plenary to review the responses, integrate with some missing elements and use the result of the brainstorming to start the direct presentation.
- ▶ Direct presentation of the key concept on the linguistic-cultural mediation and on the role of the cultural mediator using power point slides (30 minutes).
- ▶ Group discussion and shared experiences on the good practices related to the cultural mediation (15 minutes).

SESSION 2

Presence
of a guardianship

Resources

- R. Rossolini, *Minori immigrati in istituto penale: proposte educative ispirate al principio dell'ibridazione culturale*, in "Minori Giustizia", p. 130.

SESSION 3 Goals/Objectives**Social mediation**

Social mediation is a form of social action, implemented at local and community level, it aims to facilitate communication and interaction and to transform and redefine social relationships. In the field of the juvenile criminal justice, social mediation can play an important role intervening in those contexts that are outside the mandate of the more traditional operator. The social mediator should ensure an effective participation of the children to criminal proceedings, helping the child to exercise his right to be heard and informed, supporting family assistance and participation during criminal proceedings.

Duration/Time: 2 hours.

Material needed

Module 3 Session 3 JUST "Manual of methods of intervention".

Module 3 Session 3 JUST "Manual for users".

Methodologies

- Introduce the purpose of the session (5 minutes).
- Direct presentation of the social mediation interventions, also using a power point presentation and analysing the main contents of social mediation (role of social mediator, differences between the social mediation and other kinds of mediation, etc..) (45 minutes).
- Case study on social mediation (20 minutes).
Steps:
 1. Divide the group into work groups.
 2. Distribute the cases prepared with different social mediation interventions
 3. Every working group should answer all the cases with a written description of the most appropriate social mediation intervention.
 4. Every group presents to the plenary audience their intervention, explaining the reason for the decisions and eventually with the integrations provided by the trainer.
- Presentation of good practices on social mediation implemented in the territory, with a focus on social mediation with foreign children (30 minutes).
- Group discussion and shared experiences of the participants (20 minutes).

Resources

- Nicosia, *La mediazione sociale come prevenzione al degenerare dei conflitti e risposta alla domanda di sicurezza*, in:
http://www.ristretti.it/areestudio/territorio/alba/mp_medsociale.pdf

- IOM - International Organization for Migration, *What is social mediation? Basic Information on mediation*, 2004, in:
http://iom.fi/files/Publications/2006/lets_talk_brochure_english.pdf

Exercises or case studies

Case studies should represent different social mediation interventions for an active participation of the trainees. Some examples of case studies on social mediation are: Leonard is a Roma child. He is 16 years old and has been arrested and taken to C.P.A. On entrance, the operators realized that this is the third time

- ▶ Leonard has been admitted in C.P.A. and in all the previous cases, he has been released without any pre-trial custodial measure. Leonard lives in an unauthorised Roma camp without any services. He does not know how to explain where the camp is sited and does not remember the phone numbers of his parents.
- ▶ Samira, 16 years old, is a Bosnian Roma born in Italy in detention in IPM for theft. Her final sentence is for 4 months. Before entering in I.P.M. Samira was in C.P.A. and some Save the Children operators met her. Samira's family refuses to visit their daughter in I.P.M.

Goals/Objectives

The aim of the free legal consultant is to provide a concrete reply to the difficulties of the juveniles, to help them understand the juridical universe, a complex system frequently modified, giving some child friendly tools to explain the children's rights and the juvenile legislation. Furthermore, regarding migrant children, free legal consultants could also have another relevant aim: he/she could support children in the procedure for regularization and ensure a legal status. In this way, legal consultants could provide children with general and comprehensive support, including information both on juvenile criminal and immigration law.

Duration/Time: 45 minutes.

Material needed

Module 3 Session 4 JUST "Manual of methods of intervention".

Module 3 Session 4 JUST "Manual for users".

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concept on the free legal consultant in the penal institution, using power point slides (25 minutes).
- ▶ Group discussion and shared experiences on the good practices related to the free legal consultant in the penal institution (15 minutes).

SESSION 4

Free legal counselling

Resources

- ▶ Save the Children periodically publishes a newsletter with updated information on the migration law, that can be of interest, for the regularization of the foreign children. For more information, please see:
http://legale.savethechildren.it/spip.php?page=courrier&id_courrier

SESSION 5 Goals/Objectives

Initiatives of specific support for juveniles with drug and alcohol addiction, psychological disorders, and psychiatric problems

There is growing evidence arising from scientific research and juvenile justice professionals, in which many young offenders involved in juvenile justice system, have symptoms of mental disorders and serious drug use problems. To date, it is fundamental to understand what the obligation of the juvenile justice system is in order to treat juveniles with mental health and drug and alcohol problems and which treatments are possible for addressing those problems, and when the juvenile justice system is able to meet those needs.

Duration/Time: 1 hour.

Material needed

Module 3, Session 5, JUST “Manual of methods of intervention”.
Module 3, Session 5, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes)
- ▶ Direct presentation of the key concept on the initiatives of specific support for minors with drug and alcohol addiction, psychological disorders, and psychiatric problems using power point slides (40 minutes)
- ▶ Group discussion and shared experiences on the good practice related to the initiatives of specific support for minors with drug and alcohol addiction, psychological disorders, and psychiatric problems (15 minutes)

Resources

- Dipartimento Giustizia Minorile – Ministero di Giustizia, *I nuovi fenomeni legati all'abuso di sostanze psicotrope in ambito penale minorile nuove droghe, alcool e psicofarmaci*, Verona 2007.
- I. Mastropasqua, (a cura di) *Condotte suicidare: un'analisi nel sistema degli Istituti penali minorili*, Quaderni dell'Osservatorio sulla devianza minorile in Europa, Dipartimento per la Giustizia minorile, Centro Europeo di Studi di Nisida, Roma, 2010.
- A. Maggiolini, A. Ciceri, C. Pisa, S. Belli, *Disturbi psicopatologici negli adolescenti sottoposti a procedimenti penali*, in “Infanzia e Adolescenza”, vol. 8, n. 3, 2009, pag. 139-150.
- N. Petruzzelli, A. Bellomo, B. Solarino, F. Scapati, M. Ferretti, I. Berlingero, D. Lonigro, I. Grattagliano, *Fattori di rischio criminologico e disagi psicosociali nella immigrazione minorile*, in “Jura Medica”, n. 1-2007.

MODULE 4: DIVERSION MEASURE

Content: opening of sessions

Many international documents set out the importance to promote diversion options (or discontinuation of proceedings) aimed “at preventing juveniles from entering the criminal justice system” (par II.2, R(87)20) or at trying juveniles “as rapidly” as possible (par. III.4 R(87)20).

Consequently diversion measures should be a very important module of every training in the field of juvenile justice crime prevention.

General duration/time: 1 hour and 30 minutes.

General aim

At the end of this module the participants will:

- ▶ learn about the fundamental role of the diversion measure for children in conflict with the law;
- ▶ learn about national legislation framework providing the victim-offender mediation (VOM);
- ▶ focus on the positive impact of the VOM mediation in the context of the juvenile justice system, offering further opportunity to prevent children from the traditional trauma and stress caused by normal criminal proceedings.

Goals/Objectives

The purpose of penal mediation (or victim-offender mediation, VOM) is to propose a model of conflict resolution other than the traditional judicial process, through the implementation of measures aiming more at creating social relationships than searching for the legal truth. Unlike traditional criminal trial, VOM is characterized by the confidential nature of the debate and the neutrality of the location in which it takes place.

Duration/Time: 1 hour and 30 minutes.

Material needed

Module 0, Session 3, JUST “Manual of methods of intervention”.

Module 4, Session I, JUST “Manual of methods of intervention”.

Module 4, Session I, JUST “Manual for users”.

SESSION I

Penal mediation (VOM)

Methodologies

- Introduce the purpose of the session (5 minutes).
- Direct presentation of the criminal mediation as a diverse method of intervention using power point slides (30 minutes).
- Group discussion on the criminal mediation (15 minutes).
- Direct presentation of the good practice implemented at national level in the field of criminal mediation and the results obtained with special focus on VOM mediation with foreign children (30 minutes).
- Shared experiences of the participants in the field of criminal mediation (10 minutes).

Resources

- Ministero di Giustizia – Dipartimento di Giustizia minorile, *La giustizia minorile in Italia*, del IV Ufficio del Capo Dipartimento – Studi, Ricerche e Attività Internazionali – Centro Europeo di Ricerche di Nisida – Osservatorio e banca dati sul fenomeno della delinquenza minorile in Europa, disponibile su: www.giustiziaminorile.it/rsi/pubblicazioni/Restorative_Justice_and%20Crime_Prevention_Final%20report_2010.pdf
- G. Giostra – V. Patanè, *European Juvenile Justice Systems*, Giuffrè 2007, p. 243.
- A. Ceretti, *Mediazione*, in AA.VV., “Il processo penale dei minori: quale riforma per quale giustizia”, Centro di studio e di ricerca sulla Giustizia Minorile, Università degli studi di Macerata, Giuffrè 2004, p. 91 ss.
- G. Mannozi, *La Giustizia senza spada*, Giuffrè, 2003, p. 44.
- J. Morineau, *Lo spirito della mediazione*, Franco Angeli, 2000, p. 111.

MODULE 5: EDUCATION

Content: opening of sessions

According to the international standard, education is vital for the rehabilitation of the children in conflict with the law, detained in penitentiary structures, also to promote prevention of relapse. Consequently education is essential at every step of the proceeding to facilitate reintegration into society.

General duration/time: 2 hours.

General aim:

At the end of this module the participants will:

- ▶ analyse the most appropriate educative proposals for the specific needs of children in conflict with the law;
- ▶ understand the importance of children's participation and all the different approaches.

Goals/Objectives

According to the Beijing Rules, efforts shall be made to provide juveniles, at all stages of the proceedings, with the necessary educative support such as; school attendance, education or vocational training, employment, or any other assistance both helpful and practical, in order to facilitate the rehabilitative process. The present method aims to provide adequate educative intervention for the specific needs of minors in conflict with the law, with different interventions depending on the target of the students, in order to ensure a concrete reinsertion of the juveniles into society.

Duration/Time: 1 hour.

Material needed

Module 5, Session I, JUST "Manual of methods of intervention".

Module 5, Session I, JUST "Manual for users".

SESSION I

Educative proposals suitable for the specific needs of children

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Brainstorming the adequate educative proposal for the specific needs of foreign children in conflict with the law (10 minutes).

Steps:

1. Ask participants: “Which is the most appropriate educative proposal for the specific needs of foreign children in conflict with the law?”
 2. As the participants give their responses, ask them to write them down on a whiteboard (remind them to write clearly and to use a marker pen).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing instruments.
 4. Encourage the plenary to review the responses, integrate with some missing elements and use the result of the brainstorming to start the direct presentation.
- ▶ Direct presentation of the key concept on the method using power point slides (30 minutes).
 - ▶ Group discussion and shared experiences on the good practice related to most appropriate educational methods (15 minutes).

Resources

- For more information on the educative method of intervention it is possible to consult the international documents, such as The Beijing Rules and the UN Convention on the Right of the Children. At European level relevant resources are the Council of Europe Recommendations n. R(87) 20, n.(88)6 and (08)11.

SESSION 2 Goals/Objectives**Peer education**

Peer participation is considered by literature to be one of the most important methods of intervention in the educational context. Prevention and education cannot be based exclusively on the information of the ‘scholastic’ knowledge of the consequences of irresponsible behaviour. It is necessary to develop an integrated strategy of training and information that also considers the complexity of the recent learning proceedings. Peer education is an educative strategy that aims to activate a natural exchange process of emotions, experiences and knowledge from a few members of the group to other members with a peer status; this intervention activates a global communication process, with a deep and intense experience.

Duration/Time: 1 hour.

Material needed

Module 5, Session 2, JUST “Manual of methods of intervention”.

Module 5, Session 2, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concept on the children’s participation using power point slides (30 minutes).
- ▶ Presentation of “JUST a Game”, the role game developed from the children’s consultation within the JUST programme or other good practices related to children’s participation (15 minutes).
- ▶ Group discussion and shared experiences on other good practices (10 minutes).

Resources

- In Italy, recently “Save the Children” released an analysis of the methodology of the work and of the good practices in child and adolescent participation, for more information please visit:
http://images.savethechildren.it/IT/f/img_pubblicazioni/img127_b.pdf
- <http://www.unicef-irc.org/publications/pdf/insight6.pdf> “Promoting children’s participation in democratic decision-making”, Gerison Lansdown’s fundamental document published by UNICEF “Innocenti Research Centre”

MODULE 6: REINTEGRATION AND AFTERCARE

Content: opening of sessions

According to international standard “all children should benefit from arrangements designed to assist them in returning to society, family life, education or employment after release. Procedures, including early release, and special courses should be devised to this end. Competent authorities should provide or ensure services to assist juveniles in re-establishing themselves in society and to lessen prejudice against such juveniles. These services should ensure to a certain extent that the juvenile is provided with suitable residence, employment, clothing and sufficient means to maintain him or herself upon release, in order to facilitate successful reintegration. The representatives of agencies providing such services should be consulted and should have access to juveniles while detained, with a view to assisting them in their return to the community”.

General duration/time: 3 hours and 30 minutes.

General aim

At the end of this module the participants will:

- ▶ learn about national legislative provisions on the administrative procedure for regularization of the foreign children and young adults in the territory;
- ▶ identify the best instruments to promote the reintegration of children in conflict with the law through vocational training, vocational orientation and work grants;
- ▶ understand the importance of aftercare programmes in the context of children’s reintegration.

SESSION I

Administrative procedure for regularization

Goals/Objectives

Procedures for regularization and ensuring legal status are considered essential in order to develop a successful and effective project of reintegration. The perspective of being deported, once a child has turned eighteen years of age, or once the penal measure is concluded, risks nullifying any chances of success of the educational project developed and implemented by juvenile justice social services. This session aims to define the different national administrative procedures for the regularization of foreign young adults.

Duration/Time: 1 hour and 30 minutes.

Material needed

Module 6, Session I, JUST “Manual of methods of intervention”.

Module 6, Session I, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the national legislation and the administrative procedures for regularization of young adults using power point slides (45 minutes).
- ▶ Simulation exercise on the administrative regularization (25 minutes).

Steps:

1. Present to the participants the prepared exercise.
 2. Divide the group into sub-groups and ask every group to analyse which solutions are available for the regularization on the territory, according to the current national legislation.
 3. A representative of every group should present their conclusions on the case.
 4. Encourage an open debate on the topic.
- ▶ Group discussion and shared experiences on the national administrative procedures for regularization (15 minutes).

Resources

- F. Nicodemi, P. Bonetti, *Misure di protezione sociale*, Scheda pratica (aggiornata al 03.09.2009), in www.asgi.it/home_asgi.php?n=documenti&id=1073
- S. Fachile, *Il permesso di soggiorno per motivi umanitari ex Art. 18 co. 6 T.U. Immigrazione. Un importante strumento di tutela per le persone straniere che scontano una pena*, p. 4, disponibile sul sito: www.ristretti.it/areestudio/stranieri/iniziative/permesso.htm

Exercises or case studies

Scenario: Mohamed is a 17 year-old from Lybia who arrived in Lampedusa on the 31st of March 2011. He is unaccompanied and has no passport. What are the procedural steps for immediate administrative regularization on the territory? When Mohamed is 18 years old, will it be possible to convert his permit to stay, according to the current legislative provision?

Goals/Objectives

This session aims to analyse the vocational training, vocational orientation and work grants, important tools to guarantee a correspondence between the juvenile's professional aspiration and the job market's needs. A work grant is essential for successful reintegration of children into society and to avoid recidivism. Moreover it aims to facilitate the entrance of juveniles in conflict with the law into the job market, ensuring remunerated labour.

Duration/Time: 1 hour.

Material needed

Module 6, Session 2, JUST "Manual of methods of intervention".

Module 6, Session 2, JUST "Manual for users".

SESSION 2

Vocational training, vocational orientation and work grants

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concepts related to vocational training, vocational orientation and work grants using power point slides (25 minutes).
- ▶ Sharing programmatic experience. Presentation by a vocational training expert of his/her programmatic experience in the vocational orientation field, focusing on the results, challenges and lessons learned. (20 minutes).
- ▶ Group discussion and other experiences on the vocational training, vocational orientation and work grants (10 minutes).

Resources

- ▶ www2.trainingvillage.gr/etv/vetsystems/report/IT_Aug2000_EN.pdf contains a document in English on the vocational training system in Italy.

Exercises or case studies

Presentation of successful programmes on this subject.

SESSION 3 Goals/Objectives**Aftercare**

Without quality aftercare the young people leaving juvenile institutions face failure, recidivism, and more incarceration. Unfortunately, current quality aftercare is in short supply worldwide. Therefore the aim of the session is to provide an adequate after-care service to guarantee a positive return to society, a challenge to the penal system and an indicator of the success of the methodology used for crime prevention and to reduce recidivism.

Duration/Time: 1 hour.

Material needed

Module 6, Session 3, JUST “Manual of methods of intervention”.

Module 6, Session 3, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concepts related to aftercare and other kinds of intervention from the penal circuit to external area using power point slides (25 minutes).
- ▶ Develop recommendations on the factors that a successful aftercare and social reintegration programme should consider (15 minutes).

Steps:

1. Divide participants into five groups.

2. Using their experience, ask participants to develop recommendations of the factors that a successful aftercare programme should consider. (For example, a mechanism which ensures that one approach is not used uniformly for all children).
 3. Ask each group to present their conclusion to the plenary.
 4. Ask one group to feedback to the plenary, asking for points of clarification. The other groups should present any points not yet mentioned.
 5. The trainer should complete the list of issues mentioned by the groups.
- ▶ Group discussion and sharing aftercare experiences (15 minutes).

Resources (extra material for a deeper analysis)

- www.ncjrs.gov/pdffiles1/ojjdp/201800.pdf is the link to a very interesting document on aftercare released in English.
- Altschuler, D.M., Armstrong, T.L., and MacKenzie, D.L. 1999. *Reintegration, Supervised Release, and Intensive After-care* Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programmes, Office of Juvenile Justice and Delinquency Prevention.
- Goodstein, L., and Sontheimer, H. 1997. The implementation of an intensive aftercare programme for serious juvenile offenders. *Criminal Justice and Behaviour* 24(3):332–359.

MODULE 7: MULTI-AGENCY APPROACH

Content: opening of sessions

According to the international standard, children's justice programmes involve a wide range of people from various institutions, government departments and society, including: the police, the judiciary, prison officials, civil society groups and the community, including parents, schools and the peers of children in conflict with the law and the social welfare personnel

The planning of the juvenile justice programmes therefore requires a multi-disciplinary approach.

General duration/time: 1 hour.

General aim

At the end of this module the participants will:

- ▶ understand the importance of the creation of a network and cooperation within the public and private operators of the juvenile justice area;
- ▶ learn about the multi-agency approach and inter-disciplinary interaction.

SESSION I Networking

Goals/Objectives

International guidelines emphasize the importance of inter-ministerial and inter-departmental co-operation in enhancing the administration of juvenile justice as well as in improving the quality of institutional treatment of children in conflict with the law. Therefore this session aims to analyse the importance of networking between different branches of the juvenile justice system in order to intervene with a coordinated multi-disciplinary approach and an inter-disciplinary interaction.

Duration/Time: 1 hour.

Material needed

Module 7, Session 1, JUST "Manual of methods of intervention".

Module 7, Session 1, JUST "Manual for users".

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concepts related to networking, multi-agency approach and inter-disciplinary interaction using power point slides (25 minutes).
- ▶ Sharing programmatic experience. Presentation of a good practice related to the multi-agency approach and networking, focusing on the results, challenges and lessons learned. (15 minutes).

- ▶ Group discussion and shared experiences on the networking and multi-agency approach (15 minutes).

Resources

- www.giustiziaminorile.it/pubbl/metodologie_rete.pdf this document is an interesting article released by the Italian Juvenile Justice Department regarding the best methodologies to create a network.
- www.giustiziaminorile.it/public/news/2009/pea2008.pdf is a link to another publication of the Italian Juvenile Justice Department with an analysis on the network system in the social cooperation.

MODULE 8: TRAINING

Content: opening of sessions

Training is fundamental in every activity, and in particular in the juvenile justice field it is essential to guarantee an appropriate approach to the children. Juvenile justice personnel including all personnel in contact with children in conflict with the law should be qualified and include a sufficient number of specialists, such as educators, vocational instructors, counsellors, social workers, psychiatrists and psychologists. The police should also be specifically instructed and trained and should adopt a non-discriminatory attitude during their contact with children.

General duration/time: 1 hour.

General aim

At the end of this module the participants will:

- ▶ understand the importance of the training of the juvenile justice operators in contact with children in conflict with the law;
- ▶ learn in particular how to train police officers and other juvenile justice operators.

SESSION I

Training professionals working with children in conflict with the law

Goals/Objectives

This session aims to guarantee a high level of professionalism of the personnel in contact with children in conflict with the law. In order to do so, training must be continuous and on a regular basis as well as being constantly updated. It should guarantee an adequate remuneration and a regular careful selection and recruitment in order to assure every rank and type of personnel.

Duration/Time: 1 hour.

Material needed

Module 8, Session I, JUST “Manual of methods of intervention”.

Module 8, Session I, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes)
- ▶ Brainstorming the importance of an updated and regular training for juvenile justice operators (10 minutes)

Steps:

1. Ask participants: “Which are the most important topics to be dealt with during a training for juvenile justice operators?”
 2. As the participants give their responses, ask them to write them down on a whiteboard (remind them to write clearly and to use a marker pen).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing topic.
 4. Encourage the plenary to review the responses, integrate with some missing elements and use the result of the brainstorming to start the direct presentation.
- ▶ Direct presentation of the key concepts related to training professional juvenile justice operators working with children in conflict with law, with a specific focus on the training of police officers using power point slides (30 minutes).
 - ▶ Group discussion on the training in juvenile justice area: good practices, weaknesses and shared experiences (15 minutes).

Resources

- Havana Rules art. 81; European Recc. R(88)6 art. 7

MODULE 9: EVALUATION AND RESEARCH

Content: opening of sessions

According to international standards, “*sanctions and measures designed for children and adolescents are to be developed on the basis of regular research impact, monitoring evaluation. Such evaluation should pay special attention to recidivism rates and their causes*”.

The research activity aims to promote the following subjects:

- ▶ comparative data to evaluate the efficacy of the measures used with children and the risk of recidivism;
- ▶ monitoring detention conditions of children deprived of their liberty;
- ▶ the criteria for the effective collection of data;
- ▶ the perception of the juvenile justice system from the point of view of young migrants and young people belonging to ethnic or cultural minorities

General duration/time: 3 hours.

General aim

At the end of this module the participants will:

- ▶ learn about national and transnational studies focused on the risk of recidivism for juveniles;
- ▶ understand the importance of monitoring detention conditions of children deprived of their liberty;
- ▶ identify effective methods for the collection of data;
- ▶ learn about important participatory techniques.

SESSION I Goals/Objectives

Research and study on the risk of recidivism

Research and study on the risk of recidivism aim to understand the phenomenon of the children in conflict with the law and in particular the failure of the juvenile justice system. Every re-entry of a child into the penal circuit is symptomatic of an unsuccessful result of the reintegration process, to ameliorate the juvenile justice services it is essential to implement studies on the risk of recidivism. Unfortunately researches on this issue are very few at national and international level, therefore it is essential to implement activities that aim to analyse the risk of recidivism.

Duration/Time: 1 hour.

Material needed

Module 9 Session I JUST “Manual of methods of intervention”.

Module 9 Session I JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Direct presentation of the key concepts related to research and study on the risk of recidivism using power point slides (25 minutes).
- ▶ Sharing experiences. Presentation of good practice related to the research and study on the risk of recidivism, focusing on the results, challenges and lesson learned (20 minutes).
- ▶ Group discussion and on the research on the risk of recidivism (10 minutes).

Resources

- Australian Institute of Criminology, (2002), *What works in reducing young people's involvement in crime*, www.aic.gov.au/publications/reports/2002-12-whatworks.html
- Carcach, C., (1999) *Recidivism and the juvenile offender* www.aic.gov.au/publications/rpp/17/index.html
- Publication in English of the results of the "StopCar" transnational research on juvenile recidivism www.giustiziaminorile.it/rsi/pubblicazioni/StopCar-English_email.pdf

Goals/Objectives

According to international standards child detention should be considered as a last resort, consequently close attention should be given to monitoring the condition of children deprived of their liberty. This session aims to analyse the international standards that guarantee adequate conditions of juvenile detention. An independent office should monitor the conditions of juvenile detention.

SESSION 2

Monitoring detention conditions of children deprived of their liberty

Duration/Time: 1 hour.

Material needed

Module 9, Session 2, JUST "Manual of methods of intervention".
Module 9, Session 2, JUST "Manual for users".

Methodologies

- ▶ Introduce the purpose of the session (5 minutes)
 - ▶ Brainstorm on detention conditions of children deprived of their liberty (10 minutes)
- Steps
1. Ask participants: "What are the basic detention conditions of children detained?"
 2. As the participants give their responses, ask them to write them down on a whiteboard (remind them to write clearly and to use a marker pen).
 3. Stand back, ask participants to look at the board and encourage them to identify any obvious missing topic.
 4. Encourage the plenary to review the responses, integrate with some missing elements and use the result of the brainstorming to start the direct presentation.

- ▶ Direct presentation of the key concepts related to monitoring the detention conditions of children deprived of their liberty using power point slides (30 minutes).
- ▶ Group discussion, good practices and shared experiences on monitoring the detention conditions of children deprived of their liberty (15 minutes).

Resources

- ▶ www2.ohchr.org/english/law/res45_113.htm official link to the UN rules on juveniles deprived of their liberty.

SESSION 3 Goals/Objectives

Use of effective methods for the collection of data

Data collection is essential to monitor any phenomenon. Statistical data can be analysed to understand the evolution of the juvenile justice system. Therefore it is essential to elaborate precise criteria for collection of data to ensure the information is as realistic as possible. The aim of the session is to identify and select some useful criteria for the collection of data that can be considered reliable and effective.

Duration/Time: 1 hour.

Material needed

Module 9, Session 3, JUST “Manual of methods of intervention”.

Module 9, Session 3, JUST “Manual for users”.

Methodologies

- ▶ Introduce the purpose of the session (5 minutes).
- ▶ Working groups exercise (15 minutes).

Steps:

1. Divide the participants in 3 working groups: one group will focus on the definition of “children in conflict with the law”, the second group will focus on the definition of “children in detention”, the third group will focus on the definition of “ children in pre-trial detention”.
 2. Ask every group to identify the criteria for the collection of the data related to the quantitative indicator of their working group.
 3. Each group should explain to the audience the selected criteria for the data collection.
 4. The trainer should facilitate the debate and fill in any missing criteria.
- ▶ Direct presentation of the key concepts on the effective methods for the collection of statistical data using power point slides (30 minutes).
 - ▶ Group discussion, weaknesses and shared experiences on the effective methods for the data collection (10 minutes).

Goals/Objectives

Since the adoption of the Convention on the Rights of the Child (CRC), children's participation is being highly considered in researches, publications, conferences and concrete projects.

At the end of this session the participants will learn the basic concepts on children's participation and will be able to understand the different levels of involvement of the children in the issues directly related to them.

It will be also presented 'JUST a Game', developed within the JUST programme with an active children's participation.

SESSION 4

Children's participation (research, consultation,...)

Duration/Time: 1 hour.

Material needed

Module 9, Session 4, "Manual on methods of intervention".

Module 9, Session 4, "Manual for users".

Methodologies

- ▶ Introduce the purpose of the session (10 minutes).
- ▶ Direct presentation of the key concepts on children's participation using a power point presentation (20 minutes).
- ▶ Analysis and discussion on the different levels of children's participation in the issues related to them (research, consultation, etc...) (20 minutes).
- ▶ Presentation of "JUST a Game", output of the children's consultation within the JUST programme (10 minutes).

Resources

- Gerison Lansdown, *Promoting children's participation in democratic decision-making*, UNICEF "Innocenti Research Centre" in www.unicef-irc.org/publications/pdf/insight6.pdf.
- http://images.savethechildren.it/IT/f/img_pubblicazioni/img127_b.pdf
- Roger Hart, *Children's Participation*, UNICEF/Earthscan, New York, 1997.
- Henk van Beers, *Children's Participation: Experiences in capacity building and training*, Save the Children Sweden, ISBN 91-89366-96-4, Stockholm, 2002.

ANNEXE I**Trainer's evaluation module**

SUBJECT: Feedback from for Trainers / Experts / Facilitators of Training

DATE OF TRAINING

PLACE

Name

Surname

Affiliation / Association / Cooperative

.....

Role during the training

1. The training aims to enhance the knowledge of legal practitioners in juvenile justice on some methods of intervention that are considered useful to prevent recidivism and to promote the social reintegration of children in conflict with the law, focusing in particular on foreigners involved in the criminal circuit. These objectives have been achieved?

Very much Enough Not enough Not at all

Motivations:

.....

.....

2. What were, in your opinion, the strengths of the training (eg. in terms of methodology, identification of training sessions, session length, level of participation in the session, target of the participants, etc. ..)

.....

.....

.....

3. If you had to organize differently the training session, which organizational aspects would you change (eg. in terms of methodology used, duration of the training session, level of participation in the session, target of the participants, etc. ..)?

.....

.....

.....

4. Which are the training methodology used that you find most useful and effective for the success of the training session? (eg. direct presentation using slides, case studies, role game, presentation of best practices, discussions, etc...)

.....
.....
.....

5. Which study material or additional readings were useful, or would have been useful to have, in the preparation of the training session?

.....
.....
.....

6. Which study material or additional readings were useful, or would be useful, to distribute to the participants during the training?

.....
.....
.....

7. Compared to the organization of the training and its objectives, which suggestions would you give to improve the effectiveness of the training (for example in terms of timing, targets, place of training, choice of training sessions, etc.)

.....
.....
.....

Place and date

ANNEXE 2

Participants' evaluation module

SUBJECT

ASSESSMENT FORM OF TRAINING

DATE OF THE TRAINING

PLACE

Name

Surname

Affiliation / Association / Cooperative

.....

Role

I. Compared to expectations, how do you evaluate the organization of training?

(Fill with a X: 6 = excellent, 5 = very good, 4 = good, 3 = sufficient 2 = poor, 1 = very poor)

	1	2	3	4	5	6
General organization of the program						
Organization and presentation of training sessions						
Quality of the information						
The topics covered in the training sessions have been interesting?						
Quality of study material and additional readings distributed						
Knowledge of the topics covered in training sessions before of the training?						
The training has been an enriching experience?						
The training is functional for your professional work?						
Have the participants been encouraged to participate actively during training?						
Would you recommend the training to other colleagues?						

2. Concerning the experts/trainers, how would you evaluate the training?

Fill with a X: 6 = excellent, 5 = very good, 4 = good, 3 = sufficient 2 = poor, 1 = very poor)

	1	2	3	4	5	6
General quality of the information						
Preparation of the training session and presentation of the arguments						
Motivation to collaborate of the experts/ trainers						
Ability to actively participate						
Knowledge of the subject						
Teaching skills						

3. Which were the strengths and weaknesses of the training program?

.....

4. Which suggestions would you give to improve the quality of the training program?

.....

5. Which training session should be discussed more in depth? There are other methods of intervention that were not included in the training and would be interesting to discuss in another training?

.....

6. Concerning the duration of the training, how would you evaluate it?

Reasonable Too long..... Too short

7. Concerning the place chosen for the training, how do you evaluate it?

(Fill with a X: 6 = excellent, 5 = very good, 4 = good, 3 = sufficient 2 = poor, 1 = very poor)

	1	2	3	4	5	6
Training venue						
Lunch / coffee break						
Logistics services in general						

8. In conclusion, what is the overall final assessment of the training?

- Excellent Very Good Good Sufficient Poor

Place and date

ANNEXE 3

Certificate of participation (example)

Programme "Prevention of and Fight against Crime"
European Commission
Directorate General Justice Freedom and Security

CERTIFICATE OF PARTICIPATION

Si attesta che il/la Sig./ra
This is to certify that Mr./Ms.
on/...../.....,
participated at the training held in.....,
at the
from
until
organized by the project JUST "Juvenile Justice on development of child rights-
based methods of intervention to Prevent Juvenile Crime and Promote re-integration
of young offenders. Italy, Greece, Romania".

Coordinator signature

GLOSSARY AND ABBREVIATIONS

Child: For the purposes of this Manual, the term ‘child’ refers to any person under 18, in line with the UN Convention on the Rights of the Child (article 1).

Children in conflict with the law: means any child who comes into contact with **the law or has** an ‘anti-social’ behaviour or because he or she is considered likely to become involved in crime. In this regard, it is important to bear in mind that an act against the law does not necessarily mean that a person is guilty of an offence. To be guilty, a person must have acted with awareness of what he or she was doing, with intent, and without duress or undue influence.

Juvenile delinquency: refers to the law-violating behaviour of children. **Whether specific behaviour constitutes delinquency** depends on whether a child in conflict with the law could be defined in a national system and whether the law prohibits such behaviour.

Juvenile delinquency could encompass two distinct types of behaviour: criminal activities committed by children and activities prohibited to children but not to adults, also known as ‘status offences’. Status offences are violations of social norms, which apply only to children and only by virtue of their status as children.

Deprivation of liberty: According to international standards (the UN Rules on the Treatment of Juveniles Deprived of Liberty or JDLs), deprivation of liberty means “*any form of detention or imprisonment or the placement of a person in a public or private custodial setting, from which this person is not permitted to leave at will, by order of any judicial, administrative or other public authority.*” All children deprived of liberty have certain rights, but some children’s **centres** clearly do not form part of the juvenile justice system, however defined.

Aftercare: Control, supervision, and care exercised over children after they leave community-based programmes or are released from juvenile facilities. **Aftercare** may include probation, counselling, and enrolment in a community programme, or other forms of treatment. **Aftercare** services are designed to support children’s return to their families and communities and to lessen the chance of **being involved** in trouble again.

Criminal responsibility: The age of criminal responsibility is when a child is held **responsible for his/her own behaviour and can be found guilty in court.**

Juvenile court: A court with authority over cases involving individuals under a specified age, usually 18 years.

Juvenile Justice: Legislation, norms and standards, procedures, mechanisms and provisions, institutions and bodies specifically applicable to juvenile offenders. These are not necessarily framed within a separate juvenile justice system. In the criminal code for example, special provisions may exist for minors, although they are dealt with in criminal rather than juvenile court.

Mediation: An alternative to a court **proceeding, in which, a** neutral person assists two or more people to resolve a conflict and reach a solution acceptable to all sides.

Minimum Age of Criminal Responsibility: The age below which children are not considered to have the capacity to infringe penal law. Note: Penal codes often make exceptions to the minimum age in cases of very serious crimes. Notice should be given to children under the age of minimum criminal responsibility, as the provisions for dealing with such children can be ambiguous, and can lead to abuse.

Recidivism: Repetition of criminal behaviour.

JUST project, coordinated by Save the Children Italy and implemented in partnership with Save the Children Romania, Arsis and the Ministries of Justice in Italy, Greece and Romania, is aimed at strengthening the prevention of and fight against juvenile crime, through the development of horizontal methods based on a child rights based approach. More specifically, it is intended to develop child rights based and multi-disciplinary methods of intervention to prevent juvenile crime.

The present Manual (Manual no. 3) is part of a toolkit that also includes the presentation Manual of methods of intervention (Manual no. 1) and the Manual for users (Manual no. 2). It aims to provide a guidance in the organization of a training on the juvenile justice system focusing in particular on methods of intervention for the prevention of recidivism and for the promotion of the reintegration of juveniles in conflict with the law, paying special attention to foreign children, to encourage the development of an effective juvenile justice system that safeguards the rights of the child and leads to the use of diverse approaches at all stages and by all actors.

