



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

## Development Of Policy Action Recommendations Based On The Evidence Built In The Project – WP6



European Interaction Guidelines for  
Education Professionals when working with Children in Juvenile Justice Contexts  
No. 562146-EPP-1-2015-1-PT-EPPKA3-PI-FORWARD



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## Foreword

These policy action recommendations have been developed by the partners involved in the implementation of the project *European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Contexts*, project no. 562146-EPP-1-2015-1-PT-EPPKA3-PI-FORWARD, co-financed by ERASMUS + Programme.

ERASMUS+ is the EU programme for Education, Training, Youth, and Sport (2014- 2020). This research publication has been accomplished during the project lifetime, implemented with financial support of the European Commission by the Erasmus + Programme.

EIGEP Project (more details on [www.eigep.eu](http://www.eigep.eu)) is co-financed by the European Commission under the “ERASMUS + K3 Further Looking Cooperation Projects”. It brings together state and private actors from education, justice, community and business, with the purpose of experimenting community-based solutions in assuring quality education processes within juvenile justice settings.

This report only reflects the views of the partners involved into unfolding the project *European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Contexts*, considering the context existing throughout the entire project implementation. The report was coordinated by Lucia Petrescu and Gabriela Soreanu from the Romanian National Prison Administration (ANP), with the cooperation of the following co-authors:

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## Background

European Interaction Guidelines for Education Professionals when working with Children in Juvenile Justice Learning Contexts – EIGEP – is a prospective project that seeks to:

- identify
- test
- develop
- assess

innovative approaches in the field of education, training and youth, seeking to reform educational policies.

This project targets the educational area, seeking to reduce disparities, in the learning outcomes, of children and young people who are inserted in the Juvenile Justice System, compared those in the regular education system.

EIGEP project aims to develop the following Working Packages:

- WP1 – Management and Coordination
- WP2 – Quality Assurance
- WP3 – Policy Context Analysis in Juvenile Justice Education
- WP4 – Grass-root Level Education Professionals Analysis in Juvenile Justice
- WP5 – Development of Learning Tools Resources to Bridge the Policy Context and the Learning Context
- **WP6 – Development of Policy Action Recommendations Based on the Evidence Built in the Project**
- WP7 – Dissemination and Exploitation of Results for Policy Making

After capturing a national and European portrait of the education in juvenile justice public policy and the current situation of the educational chain results (WP3), the partnership developed a European Framework of Key Competencies for Professionals working on Juvenile Justice Contexts, assuring a European common language (WP4). Within WP5 the development of an online self-assessment tool took place, aiming at identifying its strengths and bringing awareness of the needed competencies when teaching within Juvenile Justice contexts.

The main objective for WP6 was the development of policy-based recommendations based on the evidence collected thorough the project's life span.

## WP6 – Development of Policy Action Recommendations Based on The Evidence Built in the Project.

Within this WP the partnership translated into the public policy language the work developed in EIGEP and educated the policy makers through a number of meetings, at national and European level, on what is the situation in juvenile justice education, why it needs addressing, what are the current threats and what are EIGEP proposed tools. Initially, individual experts gave their feedback and solutions, institutions provided good practice examples and EIGEP partners conducted national structured public hearings (United Kingdom, Portugal, Lithuania and Romania). Subsequently, national level policy makers were engaged in EIGEP activities, European policy makers kept in contact with each of the project partners (through WP 7 activities) and with the consortium as a whole.

The following activities were foreseen in this Working Package:

1. Develop an understanding of the context within which decisions are made for policy and practice for the main topic areas: importance of adapting education to the special context of juvenile justice and specific professionalisation of education staff that delivers inside the juvenile justice system. The context understanding was established by the work done in WP 3 and WP4 and also by applying surveys to relevant European key players.
2. Identify evidence for interventions in the two topic areas that are relevant as good examples, from the partner countries and from Europe. Also include preliminary data from the usage of the training tool developed inside the project.
3. Develop a number of statements regarding where the evidence seems to point at.
4. Develop recommendations that can support the implementation of evidence into actions.
5. Run in each partner country a workshop with policymakers, practitioners and researchers to filter and adapt the recommendations. – ½ day event with 15 stakeholders. In this activity will be used the methods delivered by P7 ABCDCS UK, with their monitoring and assistance for all partners.
6. Run by the WP leader, in Romania, a second workshop with policy makers, but this time at European level, inviting 2 stakeholders / country from 4 partner countries outside of the partnership. The participants will represent policy makers from Justice and from Education and they will analyse in what way they can improve juvenile justice education by using the results of the EIGEP project.

## Methodology

The policy action recommendations presented in this document, were developed based upon the results obtained within Working Package 3, namely the research study “*Brief comparative analysis on the interaction between juvenile justice and education systems in 4 European Countries*” and the conclusions achieved during the Structured Public Hearings, performed in each partner country. This set of activities allowed the partnership to explore potential starting points in reforming the way education is being delivered in Juvenile Justice.

Given this, **WP6 focused on the organisation of workshops**, targeted at policy makers, practitioners and researchers, **to filter and adapt the recommendations outlined in the previous Working Package (WP3)**. Furthermore, a five-question survey was prepared and filled in by relevant stakeholders (namely: prison and probation services) to grasp the main priorities in the juvenile justice education sector, throughout Europe.



## Main Findings

### Policy Proposals resulting from WP3

#### Recommendation n° 1: Investment in education is one of the most important priorities for social integration of young offenders

Sub-recommendations	Policy proposals at national level
<p>1.1. Wider education and vocational training offered to young offenders can reduce recidivism and contribute to their social integration.</p>	<p>A more individual approach to cater for the needs of the young person reflecting individual learning styles and needs is recommended.</p> <p>Tailored education courses dependent on length of sentence are advocated.</p> <p>Youth lead programmes enabling young people to take more ownership and responsibility of their learning are proposed amongst the suite of provision.</p> <p>Promote peer mentoring, or projects that enable youth to apply their learning to real life contexts or conduct their own research into issues that are impacting on their lives which can:</p> <ul style="list-style-type: none"> <li>- build confidence,</li> <li>- empower young people to build their own knowledge,</li> <li>- improve understanding of how their learning has practical application and meaningful outcomes for them.</li> </ul> <p>Careers guidance needs to be clearly integrated into provision and in a timely fashion married up with release planning.</p>
<p>1.2. Education in closed contexts (over-security) is not an adequate environment to learn; education should be done with some degree of freedom.</p>	<p>Shorter sessions and more variety in curriculum delivery are needed.</p> <p>Introduction of remediation programmes that seek to address existing attitude and buy-in should be part of the induction processes.</p> <p>Increased opportunities for a range of learning experiences.</p> <p>Provide environments that are supportive, nurturing and motivating.</p> <p>Provide better opportunities in the community such as use of Further Education Colleges and training providers.</p>
<p>1.3. Alternative learning environments should be adopted.</p>	<p>Develop a more individual approach to cater for the needs of the young person.</p>

Sub-recommendations	Policy proposals at national level
	<p>Introduce shorter lessons.            Develop more practical lessons based on life skills.            Offer physical activities.            Deliver practical activities useful for independent living.            Vary individual and group activities.            Provide a variety of settings and learning styles.            Provide better opportunities in the community such as use of Further Education Colleges and training providers.</p>
<p><b>1.4.</b> There should be adopted measures to respond for young offender that have special educational needs and disability (SEND).</p>	<p>Teachers need further training to recognise and support the psychological needs of these children and their cognitive maturation, managing violent behaviours.            Children in care need identified support mechanisms.            A Special Educational Needs Co-ordinator is recommended for attachment to each institution.</p>
<p><b>1.5.</b> For scholar success and yet social integration, in many cases, there should be a more therapeutic approach to education in youth custody, namely in psychotherapy, psychiatry and so on.</p>	<p>Therapeutic programmes should be delivered along with education to help young people develop a positive attitude towards education and build confidence in their abilities.            Young people should be empowered to take responsibility of their own education. A recommendation is a peer education approach.            Provision of information from professionals such as Educational Psychologists should be made available when young people enter the system. Those delivering education need to be given information about their SEN and learning styles to tailor content and delivery style to maximise engagement.</p>
<p><b>1.6.</b> It is necessary to work on the methodologies rather than on abstract contents.</p>	<p>A coherent data gathering and sharing system needs to be introduced – professionals on the outside lose track of what happens with the young people when they are in the secure estate, and professionals inside have little access to information about the young people (YP) when they start working with them. Information exchange flow and procedures needs to be rectified. A single body should be made responsible for this.            We recommend:</p> <ul style="list-style-type: none"> <li>- A student passport (electronic database containing information on each YP which all professionals can access / add to</li> </ul>

Sub-recommendations	Policy proposals at national level
	<ul style="list-style-type: none"> <li>- Case workers in secure estate have conversations as a matter of requirement with family/school last attended/social services about young people they are about to work with.</li> <li>- Introduction of Educational Psychologist’s assessments on entrance and exit from the secure estate, setting educational / development targets.</li> </ul>

### Recommendation n° 2: The importance of non-formal informal education

Sub-recommendations	Policy proposals at national level
<p><b>2.1.</b> There should be greater concern with informal education: a domain where there is lack of investment.</p>	<p>Qualified teachers should be used throughout the secure estate.            Softer skills should be an inherent part of curriculum delivery.            One to one tutoring should be introduced at induction.            Lessons should be more interactive and enjoyable.            There should be a varied curriculum offer and extra support in the classroom where needed.            Address staff turnover in order to provide staff who can vary the content of their delivery.            Improved teaching areas.            A shorter teaching week to include enrichment.            Enhanced staff development.            Re-engagement of learners in the community.</p>
<p><b>2.2.</b> Non-formal education should complete the schooling – educational process - and should be provided by specialist staff.</p>	<p>A consistent therapeutic approach to support education and life skills in real life contexts should be provided.            Qualified teachers should be used throughout the secure estate.            Deliverers of education and services must engage with the family and education institutions the young person has attended prior to their sentence to obtain information about their learning needs and what experiences may have affected their attitude to learning.            Provide a range of practical and vocational skills to equip them for future employment and life skills.</p>

Sub-recommendations	Policy proposals at national level
<p><b>2.3.</b> Work since the 1st day should be done to empower the young offenders and to work on their autonomy, self-esteem and self-confidence as young offenders need to know themselves (limitations and potentialities).</p>	<p>Remediation programmes that seek to address existing pupil attitude and buy-in should be part of the induction processes.</p> <p>Educators need to be provided with some counselling knowledge to understand cognitive therapies to help reduce negative thought process that leads to certain behaviours (bullying, violence).</p> <p>More therapeutic input around self-esteem, resilience, building character, managing arousal levels, etc. should be introduced.</p> <p>Teaching staff must work as closely as possible with Social Care and Health professionals.</p> <p>Programmes of study should reflect the needs.</p>
<p><b>2.4.</b> Each young person should have his/her own personalized follow-up.</p>	<p>Introduction of a pupil progress passport, or a record of learning, that follows a young person as they enter and leave the system. This record will assess their prior learning, any SEN requirements and mental health needs, background experiences of education and drivers of their offending behaviour, which is reviewed and passed on to support workers, social workers, educators as they move out of their institution into the community.</p> <p>After custody programmes should have an emphasis on recognizing and maintaining emotional and mental health wellbeing.</p> <p>Facilitated future placements should reflect learning styles of the young person many for example are kinaesthetic learners.</p>
<p><b>2.5.</b> There should be education for citizenship.</p>	<p>Introduction of a citizenship module.</p> <p>Introduction of more practical lessons, such as money management filling in forms, applying for jobs/benefits.</p> <p>Introduction of more practical lessons - cooking, sowing, gardening etc.</p> <p>Provision of re-education in offending behaviour.</p> <p>Provide access to higher qualifications providing aspiration.</p> <p>Create better opportunities in the community.</p>

**Recommendation n° 3: Investment in human resources in juvenile justice systems**

Sub-recommendations	Policy proposals at national level
<p><b>3.1.</b> Investment in education in the juvenile justice system should be done as the disinvestment in the field is visible in the lack of human resources (teacher/trainers and others).</p>	<p>There should be a more therapeutic approach to education in prison.</p> <p>There should be a requirement that a special educational needs coordinator (SENCO) is attached to each institution.</p> <p>All teachers should have good quality training in SEND (Special Educational Needs and Disabilities), Emotional Behavioural Difficulties (EBD,) language and speech, and counselling and have access to work placements in youth offending institutes (YOIs), during/on completion of training</p> <p>Mainstream teachers should be offered opportunities to have placements involving roles educating young offenders.</p> <p>The learning environment needs improving to provide adequate space and resources for the young people.</p> <p>A customized building and a holistic approach to all of the needs on an individual approach is recommended.</p> <p>Better terms and conditions are needed to incentivize teachers to participate and remain in this area of work.</p> <p>Improved use of ICT to assist multiple learning opportunities</p> <p>Educationalists must be equipped to understand social work theorizes, they must consider the feelings of loss and separation that young people feel during their teaching delivery.</p>
<p><b>3.2.</b> Considering the difficulty in working with young offenders due to their personal, social and cultural past (namely emotional, psychological, educational), juvenile justice system should recruit educational staff with the technical knowledge and specific skills profile.</p>	<p>Recruit qualified and experienced teachers with an in-depth awareness of varying needs, special educational needs emotional and social difficulties, trauma, and attachment issues. They should have experience of SEN (Special Education Needs) issues and managing difficult behaviour.</p> <p>Introduce rigorous Continuous Professional Development training.</p>
<p><b>3.3.</b> Motivation and the necessary continuous training should be provided to all staff.</p>	<p>Endeavour to bring more trained teachers into the system.</p> <p>Introduce a rigorous Continuous Professional Development training programme.</p>

Sub-recommendations	Policy proposals at national level
<p><b>3.4.</b> These professionals should have: social skills, empathy, discipline, affectivity, assertiveness, resilience and fairness in their intervention and, yet, capacities for networking with youth specialists and with educational specialists</p>	<p>Continuous Professional Development should include networking skills.            Procedural training is important.            Recruitment processes should be nationally consistent.</p>
<p><b>3.5.</b> There should be a focus on the curricular training of all the staff in the areas demanded by the interdisciplinary nature of the juvenile justice system: sociology, psychology, social work, human rights, individual development, adolescent psychology, communication techniques.</p>	<p>A change in approach is recommended to; focus on psychological, therapeutic approaches that tailor delivery to ensure maximum engagement, investing in the young people so they can have the confidence in themselves to break the cycle of offending.            A widening of the curriculum which is recommended will require recruitment of teachers with a wider skill set.</p>
<p><b>3.6.</b> More investment should be done in different career opportunities and promotion career, not only for teachers but also for all other staff.</p>	<p>Initial Teacher Training should include more SEN content.            Placements should be offered for trainee teachers in the youth justice sector. Placements in Young Offender Institutions should be made available following their Initial Teacher Training, to offer a route in to the system.            The introduction of a formal support mechanism for teachers through teaching assistants with development opportunities embedded for them.</p>
<p><b>3.7.</b> There should be supervision and evaluation of all professionals.</p>	<p>Supervision and evaluation should be in line with other providers of education and assessed through national inspection regime processes.</p>
<p><b>3.8.</b> Teachers, trainers and other staff should also be evaluated by the young offenders.</p>	<p>Development of a young person's voice group in each centre.</p>

### Recommendation n<sup>o</sup> 4: Ensure the transitioning of young offenders

Sub-recommendations	Policy proposals at national level
<p><b>4.1.</b> There should be a lot of communication and clarity when a young offender comes in and moves on.</p>	<p>Introduction of a pupil progress passport, or a record of learning, that follows a young person as they enter and leave the system. This record will assess their prior learning, any SEN requirements and mental health needs, background experiences of education and drivers of their offending behaviour, which is reviewed and passed on to support workers, social workers, educators as</p>

Sub-recommendations	Policy proposals at national level
	they move out of their institution into the community.
<p><b>4.2.</b>The lack of follow-up of young people after finishing their educational measure. There should be continuation in the follow-up of young offenders after youth custody (transitioning).</p>	<p>The introduction of a robust Information Advice and Guidance framework and programme to include follow up on exit from custody.</p>
<p><b>4.3.</b>There should be articulation between educational programs in youth custody and the regular educational system compromises the continuity of studies after the end of the containment measure, particularly to those who don't finish the educational path (specific course/s).</p>	<p>The pupil passport should move with the young person enabling the provider to establish education levels upon entry to the establishment.</p>
<p><b>4.4.</b>There should be strong articulation with other institutions/entities when young ex-offenders leave the juvenile justice system: "Who's responsible for supporting the young ex-offender after leaving the juvenile justice system?"</p>	<p>The pupil passport will support communication. An exit plan with key contacts should be part of the plan to ensure progression beyond the gate.</p>

## Contributions to the WP6 – national and European Workshops

Country Source of dates	General observations	Key concluding points
<b>United Kingdom</b>	<ul style="list-style-type: none"> <li>- Provide the necessary skills and qualifications to prepare Young People to consider alternative options to crime, therefore reducing reoffending behaviour.</li> <li>- Reduce the trend that identifies the correlation between Young People who commit crime and poorer educational outcomes (specifically high frequency of school exclusions).</li> <li>- Transform consciousness and worldview.</li> <li>- Address inequalities arising from a poverty-stricken background.</li> <li>- Education should be tailored to the skills and abilities of the YP as this is likely to promote greater levels of engagement, attainment and overall success. Providing an alternative to formal education will promote a strength-based approach to education.</li> <li>- Education has to address every aspect of a young person’s socialisation, recognising fundamental child development harms and traumas associated with many young people on criminogenic pathways and their challenges in forming positive attachments and developing empathy.</li> <li>- Education has to be primarily about desistance and stimulating the relevance of its significance as meaningful, accessible and relevant to young people whose lives are often chaotic and troubled.</li> <li>- It is necessary to accommodate various learning styles, culture and backgrounds.</li> <li>- Investments in human resources could reduce administrative delays that often impact on a young person accessing education, employment or training in a timely manner, which may impact on a young person’s ability to maintain motivation in pursuing alternatives to crime and could allow greater levels of communication between various authorities and</li> </ul>	<ul style="list-style-type: none"> <li>- It is critical to the lives of children held in the secure estate that they are supported by competent, empathetic and highly motivated educators.</li> <li>- Widen the definition of education to ensure all educators in custodial and community sentence settings are supporting the whole-child’s socialisation and adaptation needs.</li> <li>- Promote desistance across all learning points, reinforcing self-worth and self-esteem to enable/encourage each child to grow and reflect.</li> <li>- Invest in an ‘experts by experience’ model recognising the increasing evidence of effectiveness in turning damaged lives around through mutual-aid.</li> <li>- Prioritise investment in incarcerated children recognising the primacy of education as a ‘wrap-around’ concept where all attendant adults are deemed/trained as educators.</li> <li>- Promote therapeutic interventions in a care context, creating stimulation, positive attachments and trust.</li> <li>- Place a qualified SENCO in every custodial establishment with responsibilities for transitional learning undertakings.</li> </ul>

Country Source of dates	General observations	Key concluding points
	<p>organisations in order to develop stronger network and working relationships when sharing of crucial information about the young person.</p> <ul style="list-style-type: none"> <li>- Issues affecting families and communities need to be identified and addressed parallel to young people’s rehabilitation during and post sentence.</li> <li>- Education has to be underpinned by a desistance framework relevant and accessible to each child which addresses the two forms of transition: their transition needs into young adulthood; and their transition needs into their community.</li> <li>- ICT prepares young people with the skills to function (and compete) within society, especially in situations that place great emphasis on ICT skills as a minimum requirement (e.g. word processing/typing, use of the internet, research etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Enable appropriate transition pathways.</li> <li>- Equip staff to use ICT for the benefit of young people.</li> <li>- Enable the exchange of information amongst professionals.</li> <li>- Accommodate various learning styles, culture and backgrounds as well as ability in the curriculum on offer.</li> </ul>
<b>Romania</b>	<ul style="list-style-type: none"> <li>- For the juvenile delinquency, prevention plays a decisive part.</li> <li>- The role of the teachers is essential, the central element of the intervention being the model the specialist offers in the relationship with the assisted minors and youngsters.</li> <li>- There is a need to redefine the education and the approach of this in relation to the group, collaboratively, according to the North European model and not as an individual process, related to the needs and involvement of one individual.</li> <li>- It is recommendable to build and follow customized educational paths in the case of minors and youngsters in the justice system.</li> <li>- The role of informal and non-formal education in juvenile justice system is very important.</li> <li>- In order to monitor the quality of job training activities and to support specialized activities, it would be recommendable to implement a component for supervising teachers/educators.</li> </ul>	<ul style="list-style-type: none"> <li>- The conclusions of the workshop underlined the significance of mobilising all the institutional factors, as well as of the non-governmental organisations and the community members in the process of educating minors and youngsters who have committed criminally sanctioned deeds and the necessity for promoting this topic on the agenda of the public policy providers</li> </ul>

Country Source of dates	General observations	Key concluding points
<b>Portugal</b>	<ul style="list-style-type: none"> <li>- Follow up children at risk from an early stage. Diagnose and follow up of children's at risk from 4 years of age onwards, after experts' agreement and parents' consent is crucial.</li> <li>- Multidisciplinary offices of school mediators should be created</li> <li>- Introduction of restorative circles (restorative justice) in schools and problematic families and localities.</li> <li>- There should be a dedicated body/organisation for juvenile justice.</li> <li>- Schools should educate to law.</li> <li>- A wider education and vocational training should be ensured for young offenders.</li> <li>- Education in closed contexts (over-security) isn't an adequate environment for learning, since education should be provided with some degree of freedom.</li> <li>- Separation between young offenders in closed regimes from the ones in open and semi-open regime should happen.</li> <li>- Measures should be adopted to respond the need of young offenders with special educational needs and disabilities (SEND).</li> <li>- Coordination between the Ministry of Education and justice is essential to select and train the teachers, value them and reduce their turnover.</li> <li>- When young people opt for vocational training, they should be able to choose which courses to attend.</li> <li>- State must make a clear commitment in informal education: a domain where there is lack of investment.</li> <li>- For successful social reintegration, young people must be involved in this process.</li> <li>- Since the 1st day of custody, State must make a clear commitment in order to empower the young offenders.</li> <li>- More investment in education in the juvenile justice system should be done.</li> <li>- Recruitment of directors and technicians in external competitions.</li> </ul>	<p>From this National workshop, five national policy action recommendations emerged:</p> <ul style="list-style-type: none"> <li>- Investment in prevention measures;</li> <li>- Investment in education is one of the main important priorities for social reintegration of young offenders;</li> <li>- The importance of informal education;</li> <li>- Investment in Human Resources in juvenile justice system;</li> <li>- Ensure the transitioning of young offenders.</li> </ul>

Country Source of dates	General observations	Key concluding points
	<ul style="list-style-type: none"> <li>- Juvenile justice system should recruit educational staff with the technical knowledge and specific skills/competencies profile.</li> <li>- The professionals should have: social skills, empathy, discipline, affectivity, assertiveness, authority, resilience and fairness in their intervention, as well as, networking competences to facilitate contact with youth specialists and with educational specialists.</li> <li>- The staff's curriculum training should cover major areas such as sociology, psychology, social work, human rights, individual development, adolescent psychology, communication techniques, given the interdisciplinarity that classifies the Juvenile Justice System.</li> <li>- There should be supervision and internal and external evaluation of all professionals.</li> <li>- Teachers, trainers and other staff should also be evaluated by the young offenders.</li> <li>- State must make a clear commitment regarding the follow-up processes of young people, after youth custody (transitioning).</li> <li>- There is a need of stronger articulation with other institutions/entities when young ex-offenders leave the juvenile justice system.</li> <li>- After the end of the educational measure, is essential to ensure that young people continue their educational path.</li> </ul>	
<b>Lithuania</b>	<ul style="list-style-type: none"> <li>- Prisons are very closed institutions.</li> <li>- There are no special authorities responsible for the reactions to juvenile offenders.</li> <li>- Educational background in prisons is in very low level.</li> <li>- Prisoners have little control over daily life.</li> <li>- In-prison education and vocational training to help prisoners gain skills needed to function in society.</li> <li>- Aim - to increase the number of Professional specialisations on offer, to prepare and implement new professional training programs, to develop</li> </ul>	<ul style="list-style-type: none"> <li>- Main challenges are: to create an atmosphere of respect with learners in prisons, to create communication with learners; to meet the needs of all learners; to manage behaviour effectively.</li> </ul>

Country Source of dates	General observations	Key concluding points
	<p>professional consultations, and to modernise the professional training base in special education institutions.</p> <p>- In Lithuanian the Ministry of Education plays the major role by creating and selecting the prevention programs as well as distributing the governmental funds. The lack of participation of other ministries and specialists with the necessary level of expertise in separate fields hampers implementation of preventive activities</p>	
<p><b>Spain</b>  <b>Netherlands</b>  <b>Montenegro</b>  <b>Italy</b>  <i>(European workshop)</i></p>	<p>- The recommendations were found to be useful. However, it was pointed out that there were significant differences between European states, with countries where there was a greater progress, while others needed to mobilize many resources to implement concrete measures to support the education of minors and young people inside the justice system. Therefore, these gaps must be taken into account and attempt should be made to identify a unitary measure applicable to all countries.</p>	<p>- Beyond the national legislative framework, the different public policies or the variable amount of community resources, the profile of minors and youngsters in contact with the juvenile justice system holds a quite similar nature and the need for action in order to support education of this particular category of students should be pursued and strengthened at the European level.</p>

## EuroPris KMS 260917: Education for juvenile detainees

As explained in the methodology section, a five-question survey was filled in by relevant stakeholders, namely prison and probation services from Estonia, The Netherlands, Germany, Belgium, Croatia, Scotland, Slovenia, Latvia, Lithuania, Catalonia (Spain), Niedersachsen (Germany), Finland. The main aim for these surveys was to grasp the main priorities in the juvenile justice education sector throughout Europe.

**Priorities** in the field of the education of minors and youngsters deprived of liberty:

- Providing all prisoners, especially minors and youngsters, with at least elementary education;
- Receiving an educational offer adjusted to their needs;
- Facilitating minors and youngsters deprived of liberty to obtain graduation and apprenticeship;
- Youngsters placed in a community institution should have the guarantee that they comply with compulsory education and that their right to education is respected;
- Including all juveniles serving educational measures to the educational process in accordance with their abilities and inclinations;
- Increasing engagement and educational attainment of those young people in our care in order to enable them to prepare for a positive future;
- Providing minors and youngsters with options for performing practical training (metalworking, carpentry and painting, assistant chef and, in the recent period, gardeners) for the particular professions, as well as with the possibility of enrolment during the course of the school year;
- The acquisition of basic education, or the continuation of acquisition of basic education until reaching the age of 18, shall be mandatory;
- Ensuring that every minor and youngster deprived of liberty can access the same educational and training opportunities and on the same conditions, as any other minor or youngster of their age;
- The scope of educational measures ranges from pre-elementary basic education to secondary school education with officially certified exams;
- Pre-vocational education is often a very useful educational program for minors and youngsters;
- Ensuring the same quality and variety of education as the education provided to free citizens, while keeping into account the peculiarities of the detention context and using a modular and flexible teaching method.



EIGEP

EIGEP Project  
Policy Action  
RECOMMENDATIONS

## EIGEP Project Policy action RECOMMENDATIONS

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### **1. Investments should be made in prevention measures**

- When necessary, there should be diagnosis and follow-up of children (starting from 4-year) but only after expert's agreement and parents' consent.
- There should be multidisciplinary offices of school mediators and restorative circles (restorative justice) should be introduced in schools and problematic families and environments.
- There should be a dedicated body/organisation in charge with juvenile justice.
- The significance of obeying the law should be constantly emphasized in schools.

### **2. Investment in education should be made, since it is one of the most important priorities for young offenders' social integration**

- A wider offer of young offenders' education and vocational training can reduce recidivism and contribute to their social integration.
- Education in closed contexts (over-security) is not an adequate environment to learn in. Education must be done with some degree of freedom.
- Young offenders in a closed regime should be in a separate space from the young people in open and semi-open regime.
- Alternative learning environments should be adopted.
- Measures should be adopted to respond the need of young offenders with special educational needs and disabilities (SEND).
- A more therapeutic approach to education in youth custody, namely in psychotherapy, psychiatry should be tackled in order to get their scholar success and yet social integration.
- It's necessary to work on the methodologies rather than on abstract contents.
- There should be a better coordination between the ministries of education and justice aiming at selecting and training the teachers, valuing them and reducing their turnover.
- Young people should be able to choose which courses to attend when they opt for vocational training.

### **3. The non-formal and informal education should be emphasised in the general context of juvenile justice education**

- The state should make a clear commitment in non-formal and informal education: a domain where there is lack of investment.
- Non-formal education should complete the educational process (schooling) and should be provided by specialist staff.
- Since the 1st day in custody, work should be done in order to empower minor and young offenders by increasing their autonomy, self-esteem and self-confidence.



- Each minor and juvenile in custody should have his/her own personalized follow-up since they all need access to appropriate educational programs that meet their individual needs. Young offenders should be directly involved into the educational process.
- Special attention should be drawn to civic and social education in juvenile justice settings.

#### **4. Investment in Human Resources should be increased, given its importance for ensuring the efficiency of the juvenile justice education.**

- More investment in education in the juvenile justice system should be done as at present there is an obvious disinvestment in education in the juvenile justice systems, visible in the lack of human resources (teacher/ trainers and others). Investments in different career opportunities and promotion career should be made not only for teachers but also for all other staff categories.
- Directors and technicians should be recruited in external competitions.
- Juvenile justice system should recruit educational staff with the technical knowledge and specific skills/competencies profile.
- The education professionals should have: social skills, empathy, discipline, affectivity, assertiveness, authority, resilience and fairness in their intervention, as well as networking competences to facilitate contact with youth specialists and with educational experts.
- Staff motivation and continuous training should be provided to all categories of education professionals involved into the juvenile justice system.
- The staff's curriculum training should cover major areas such as sociology, psychology, social work, human rights, individual development, adolescent psychology, communication techniques.
- There should be supervision and evaluation of all professionals;
- Teachers, trainers, and other staff should be also evaluated by the young offenders.

#### **5. Transition of minor and young offenders between juvenile justice system and community should be ensured.**

- The state should make a clear commitment regarding the follow-up processes of young people after youth custody (transitioning) since there is an obvious lack of communication and clarity when they come in and move on.
- There should be stronger cooperation with other institutions/entities when young ex-offenders leave the juvenile justice system as the insufficient articulation between the educational programs attended during custody and those delivered within the regular educational system compromises the continuity of studies after the end of the containment measure. After the end of the educational measure, is essential to ensure that young people continue their educational path.

**6. An appropriate understanding of the need to connect young offenders to a digital native world and explore the possibilities of digital learning experiences should be promoted inside juvenile justice system.**

- Nowadays, the permanent digital and social virtual experience (Instagram, Snapchat, Tumblr, Vine, Twitter or Facebook) has a significant influence on how the “new” digital natives learn and are taught, and there is a growing disconnection between the expectation of the learners and the traditional teaching methods proposed to them;
- The execution of custodial sentences or youth custodial measures prevents the access, even if controlled, to digital technologies.
- The youth custodial intervention presents new challenges worthy of reflection, including the following: Is the teaching and non-teaching staff properly trained to manage the expectations and behaviours of these young people? Are the proposed activities and teaching/learning methods suitable to their profile and learning style? Can the (controlled) access to the Internet and to mobile communication devices be allowed? What is the impact of access deprivation on the process of their future social reintegration?



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