

Juvenile Crime Prevention: Definition

'We can define the juvenile delinquency's prevention as the measures taken by the governments to deter juvenile to commit offences, or to reduce the number of crime, as well as to maintain the public security and to reduce, de facto, the victimization.'

Jean Zermatten
Former CRC President



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CONTENTS

- IJJO work on youth violence prevention
 - prevention of at-risk of social exclusion (white paper)
 - preventing through alternatives to custody
 - preventing through restorative justice
- At EU level
- At UN level

IJJO work on youth
violence prevention





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International Juvenile Justice Observatory

- IJJO Aims:
 - To bring an international and interdisciplinary vision of juvenile justice
 - To create multidisciplinary network of experts
 - To promote development strategies, policies and intervention methods
- Beneficiaries: Children and young people at-risk of exclusion or in conflict with the law
- Pillars
 - Prevention of juvenile crime
 - Intervention measures and law reform
 - Social & professional inclusion
- Activities: research, advocacy, training, technical assistance, information,...



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European Council



• 27 NGOs; organisations and professionals with a thorough field understanding and experiences of interventions on the ground.



• 27 Researchers and Professors tied to Faculties, Departments and / or Universities.



• 27 Representatives of national bodies in charge of juvenile justice such as Ministries or Departments of Justice.

- A network dedicated to the promotion of a **child-friendly justice** approach throughout administrative, civil and judicial proceedings.
- Professionals committed to imagine, draft and set up effective and sustainable **policies preventing youth violence, promoting alternatives to detention and advocating in favor of an enhanced social inclusion of the most vulnerable children.**
- A knowledge **of the EU and international institutions**, which facilitates the draft of concrete **recommendations** and efficient **advocacy work**.
- **A network bridging the gap between juvenile justice stakeholders** at EU level.

IJJO / ECJJ Work on Prevention

3 way Juvenile Crime Prevention

- General Prevention: on social and economical factor
- Secondary Prevention: targeted to vulnerable groups
- Tertiary Prevention: fight against recidivism

Decision to work on a document which focus on:

- Multiagency approach: coordination between prevention, social welfare and justice systems.
- Promotion of early prevention .
- Development of Social-labour market inclusion policies.
- Evaluation of the effectiveness of intervention programs.

IJJO White Paper

Save money, protect society and realise youth potential



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- Unemployment & real wages
- ↓
- Inequality & poverty
- ↓
- Stress, depression
- ↓
- Increases risk factors for children

- Fear of crime
- ↓
- Repression
- ↓
- Punitive policies
- ↓
- Punishment over progress



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“If they committed a
crime it is due to the
fact that they hadn’t
any other chances.”

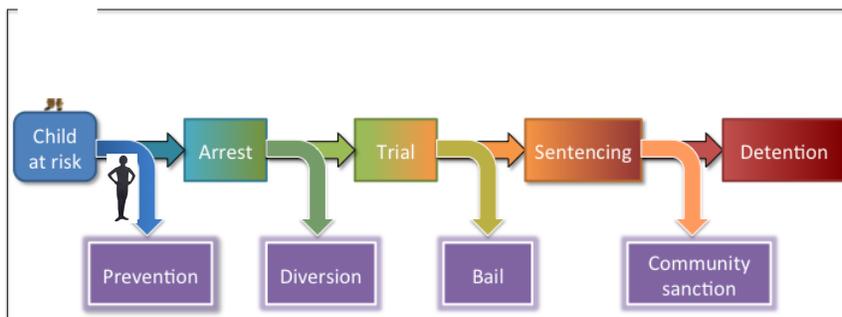
(Young person in conflict with the law,
Italy)

White Paper

- Juvenile crime prevention grows from child protection policy;
- A successful child crime prevention tackles all age groups of children who can be exposed to risk situations and related behavioural risks;
- The greatest prevention should be done at the place where the child lives – from the birth to adulthood;
- When the police must be involved, the major part of prevention possibilities is already lost;
- Delinquency prevention is not a task that can be distributed among the institutions. This must be done using a multidisciplinary approach;



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1: Invest early in prevention

White Paper RECOMMENDATIONS



RECOMMENDATION 4

**Alternatives to Custody for
Young Offenders - Developing
Intensive and Remand Fostering
Programmes**INTERNATIONAL
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Children in the prison system are damaged in the short term and in the long term will find it more difficult to return to school, employment or training, and are therefore more likely to be a burden on the economy rather than being able to contribute to its advancement and healing in times of economic crisis.



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EU Project: Alternatives to Custody for Young Offenders - Developing Intensive and Remand Fostering Programmes

Foster care is mentioned by the article 40 UNCRC as one of the **alternatives to institutional care-detention**, whose negative impact on child's development is widely recognized.

Despite this recognition, the care-detention and **custody measures are still being used in the praxis of many EU MS when dealing with young offenders.**

The project studies at EU level **Remand and Intensive Foster Care**, which are believed to have **the potential to provide young people with a caring environment and prevent them from negative consequences of detention and custody.**



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The Multidimensional Treatment Foster Care (MTFC) In Europe

•Origin:

•Based on social learning theory which was developed in the USA during the 1980s. It was initially developed for work with **boys with serious and chronic criminal behaviour** and was later extended to girls. It has also been developed and tested as an **alternative to hospitalisation for adolescents with mental health** problems and as an early intervention with **very young children at risk** of long-term care. The use of MTFC with these populations has been **positively evaluated** in a number of controlled studies in the USA (Chamberlain and Reid, 1991; Chamberlain and Reid, 1998; Fisher *et al*, 2000).

•Description:

MTFC is a **community-based intervention** in which a **multi-disciplinary team** works intensively with **young people and their families during a placement** with specially **trained foster carers**, encouraging and **reinforcing positive behaviours** and **diverting young people from delinquent peers.**



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UK: The full Intensive Fostering team

- a *programme supervisor*, to oversee the therapeutic work of the team with each young person
- a *programme manager*, to manage the team
- a *family placement social worker*, to recruit and support the foster carers
- a *skills worker*, to work with the young person on developing social skills
- an individual therapist for the child
- a *birth family therapist*, to work with parents or follow-on carers
- a *Parent Daily Report (PDR) caller*, to collect the information from foster carers



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Conclusions coming from “Alternatives to Custody for Young Offenders

THE CONTEXT

Promoting alternatives to detention for children in conflict with the law – a European overview

INTERVENTIONS

- Specialist foster care in youth justice: building on good practice to extend provision and protect children’s rights: A policy overview – England
 - Developing foster care: what needs to change and what is needed to achieve it: A policy overview – Italy
 - Towards establishing a quality standards-based foster carer service for children in conflict with the law: A policy overview – Bulgaria
 - Efforts to establish community- and family-based alternatives for children in different forms of care: A policy overview – Hungary
 - Overview of qualitative research undertaken with targeted focus groups
 - Setting up and operating a fostering service for children in conflict with the law
 - Quality standards for fostering children in conflict with the law
- #### THE TRAINING PROGRAMME
- Fostering children in conflict with the law: A training course for foster carer preparation groups in Europe



RECOMMENDATION 3
IJJO
**Model for Restorative Justice
with Children and
Young People**





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Model for Restorative Justice with Children and Young People

1. Restorative justice is a way of understanding and doing justice through the active participation of victims, perpetrators and the community in repairing harm and preventing further harm.
2. RJ delivers justice more quickly, more fairly and at a lower cost than formal systems of justice.
3. RJ reduces the costs of state interventions, satisfies victims, stimulates remorse in perpetrators and reduces the risk of reoffending.
4. RJ is supported by international and European policy.
5. RJ contributes to bringing up children who can flourish in modern, democratic and pluralist European societies.

4. A European Model for Restorative Justice with Children and Young People (Vol II)



The European Model provides a qualitative analysis of Restorative Justice practices dedicated to children and young people. In particular, it aims to underline its multiple contributions to the development of a healthy society, and its immediate, medium-term and long-term outcomes.

EU MODEL'S STRUCTURE:

1. Child- Friendly Justice in the European Policy Framework

How restorative justice complies to regional standards concerning the treatment of young people in conflict with the law and victims; and how it can integrate the EU approach to child-friendly justice.

2. The Conceptual and Theoretical Framework

How the participative role and experience inherent to the restorative approach stem and at the same time reinforce a specific cultural, social and intellectual capital.

3. A European Model of Restorative Justice with Children and Young People

How to promote good practices in the legislative and policy arrangements, and how to ensure quality, effectiveness, accessibility.

4. Restorative processes

The different phases and the appropriate approach to a restorative process.

5. Conclusions and Recommendations

3. Research and selection of the most effective Juvenile Restorative Justice Practices in Europe: 28 National Snapshots (Vol. I)



28 CATEGORIES - SNAPSHOT CONTENT:

Forms of restorative justice interventions for juveniles and their legal basis .1

Taking into consideration both pure RJ interventions and measures which contain restorative elements (community measures; reparation schemes), this section investigates which element favoured **reform**, at what **stages of the criminal process** is it available, which actors are the **gatekeepers** who allow access to restorative services.

2. Organisational framework for delivering restorative justice measures

Services or agencies responsible for practically delivering restorative justice services for juveniles were analysed, as well as the **actors** responsible for coordinating the measures: the status and qualifications of mediators, as well as the costs of delivering the service.

3. The use of restorative justice in practice

Are there any **statistical data** – either official statistics or research studies – that can give insight into the **quantitative role** that RJ plays in juvenile justice practice? Does RJ play a marginal or a more central role in practice?

Evaluation of restorative justice measures (“good practices”) and challenges .4

This closing section of the snapshots aimed to identify **key obstacles and challenges** with regard to the further development of RJ, as well as to identify particularly promising measures, on the basis of a qualitative approach.

5. Toolkit for Professionals: Implementing a European Model for Restorative Justice with Children and Young People (Vol III)



TOOLKIT'S STRUCTURE

Policy Guidelines .1

Analyses how legislation; policies on family support; policy on schools; training and overall coordination of the **holistic policy framework** can favour effective implementation of RJ, and how to measure effectiveness.

2. Guidelines for Schools

Tackles the functioning of restorative methods within schools, how the **school administration, children and parents** all can engage in these processes, and how they can be beneficial to learning goals.

3. Guidelines for the Criminal Justice System

Investigates which approach to the integration of **RJ in the criminal justice system** makes it accessible and efficient.

4. Guidelines for Practitioners

Addresses the specific role of the facilitator and it also addresses the specific process of different RJ measures, how and when people interact and with which **objective**.

5. Toolkit for Professionals: Implementing a European Model for Restorative Justice with Children and Young People (Vol III)



Guidelines for Schools

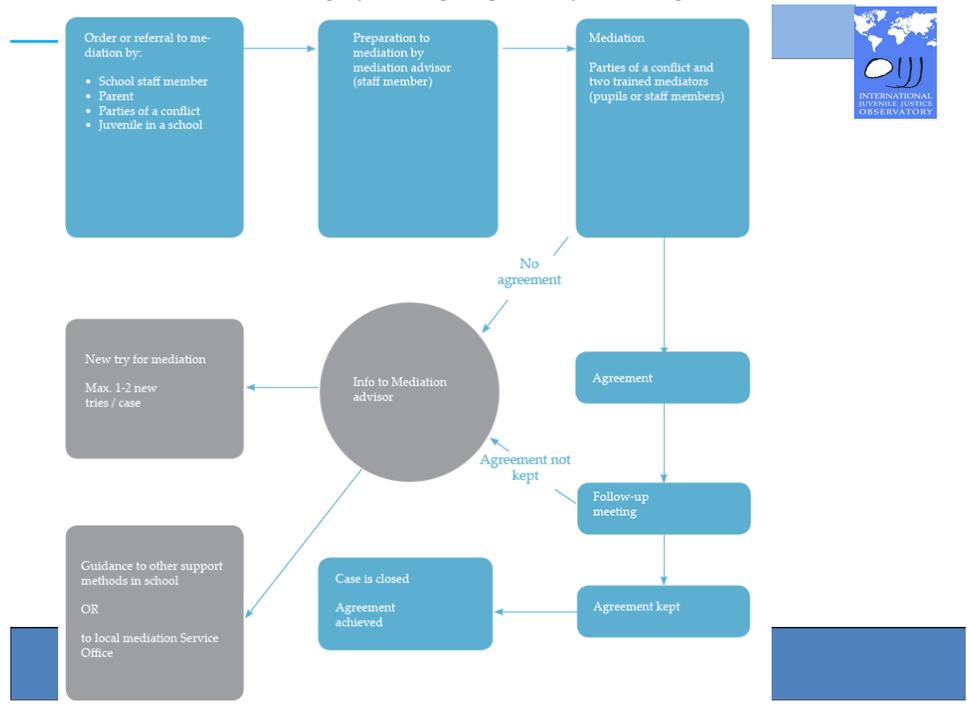
- **How do I set up RJ in my school?**
 - Senior team with leadership
 - Establishing policies and procedures

- **How do we make it work?**
 - Develop standards
 - Invest in training

- **How do we know it is working?**
 - develop indicators
 - number of harmful behaviour
 - number of these resolved restoratively
 - number other forms of punishment
 - school attendance (staff and children)
 - Educational attainment



The school should have a clear and simple system for organising the delivery of restorative practices.



At EU level : where is the focus on

- **EC Promotes integrated Child protection systems:**
 - **EU Commission** consultation by the aimed to gather contributions from stakeholders to support the development of EU guidance on integrated child protection systems. July 2014
 - **Fundamental Rights Agency** : 2014 EU Fundamental Rights Agency (FRA) mapping of national child protection systems in the 28 EU Member
 - **July 2015: Report on European Forum** (3-4 June 2015) on the rights of the child – integrated child protection systems Forum report published

- **EC interest in prevention of Radicalisation**
 ("Criminal justice response to radicalisation" High-Level Ministerial Conference 19 october 2015)

- **EC Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on procedural safeguards for children suspected or accused in criminal proceedings** (focus on diversion measure, to be voted)

At UN level: Standards

- **1990 UN Guidelines for the Prevention of Juvenile Delinquency – “Riyadh Guidelines”** *“The prevention of juvenile delinquency cannot be reduce to the field of criminal juvenile justice, but must include all childhood and adolescence related fields.”*
- **1995 Guidelines for Cooperation and Technical Assistance in the Field of Urban Crime Prevention (ECOSOC)**. *“Recommends as a **major strategy**, to prevent youth delinquency and crime, the trend toward the inclusion of youth-at-risk and to facilitate the reintegration of sentenced offenders”.*
- **General Comment N 10** : *‘Emphasis should be placed on prevention policies facilitating the successful socialization and integration of all children, in particular through the family, the community, peer groups, schools, vocational training and the world of work, as well as through voluntary organizations.’*
- **2002 Guidelines for the Prevention of Crime (ECOSOC)**
 - (a) Promote the well-being of people and encourage pro-social behaviour through social, economic, health and educational measures,
 - (b) Change the conditions in neighbourhoods that influence offending, victimization and the insecurity,
 - (c) Prevent the occurrence of crimes by reducing opportunities, increasing risks of being apprehended and minimizing benefits, including through environmental design,
 - (d) Prevent recidivism by assisting in the social reintegration of offenders.

At UN level

- **UNODC** United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice (2014)

- Reducing the number of children in contact with the justice system,
- Preventing VAC associated with law enforcement and prosecution strategies.

- **World health Organisation** Preventing youth violence: an overview of the evidence (2015)

- Prevalence of youth violence
- Risk factors for youth violence
- Evidence for youth violence prevention (Parenting approaches- Home visiting-, school-based strategies - Bullying prevention-, strategies for violent children-gang-),
- Role of government and civil society



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