



HANDBOOK

*Children's Rights Behind Bars -
Reintegration and Rights
from a participatory perspective*

**INNOVATIVE PRACTICE EXAMPLES
IN EU COUNTRIES**

DEFENCE FOR CHILDREN INTERNATIONAL (DCI) - Belgium

CHILDREN'S RIGHTS BEHIND BARS: REINTEGRATION AND RIGHTS FROM A PARTICIPATORY PERSPECTIVE

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COORDINATOR:

Defence for Children International (DCI) - **Belgium**



PARTNERS:

Defence for Children International - **Italy**

Ministry of Justice - **Italy**

Helsinki Foundation for Human Rights - **Poland**

Howard League for Penal Reform - **United Kingdom**



www.childrensrightsbehindbars.eu



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IN EU COUNTRIES**

An easy reading and practical handbook for professionals in order to enhance children's rights in places where children are deprived of liberty.

AUTHORS & PROJECT

This handbook was mainly written by **Julien Attuil-Kayser**, **Laurent Beauthier** and **Sarah Grandfils** under the supervision of **Benoit Van Keirsbilck**, director of DCI-Belgium. Through their expertise and intensive work in the implementation of the project activities reflected in their national reports, all project partners highly contributed in the development of this publication. More precisely, essential inputs were also provided by **Gabriella Gallizia & Julia Pamias** (DCI-Italy), **Marcin Wolny** (Helsinki Foundation for Human Rights - Poland) and **Lorraine Atkinson & Laura Janes** (Howard League for Penal Reform - United Kingdom). Members of the DCI-Belgium team have also strongly contributed to the conception and the elaboration of this handbook, in particular **Julianne Laffineur** and **Sophie Kusmierek**.

DCI-Belgium is the lead partner of this project. The purpose of the work of DCI-Belgium is to protect and defend children's rights in Belgium and in other countries. DCI-Belgium is part of the DCI Worldwide Movement, comprised of a network of 35 National Sections and other associated members spread out across the globe. DCI's main actions include: training, education and awareness raising; taking action when children's rights are being infringed and providing oversight and monitoring of Belgium's respect for the fundamental rights of children.

The handbook is the main outcome of the project **Children's Rights Behind Bars 2.0**. The first phase of the project, CRBB 1.0, took place from 2014 to 2016. Its main result was the publication of the **Practical Guide to monitor places where children are deprived of liberty**. The Guide has now been used as guidelines by many monitoring bodies in the preparation, implementation and follow-up of their monitoring visits. The second phase of the project, CRBB 2.0, focuses on improving the conditions of children deprived of liberty through the training of monitoring bodies and the capacity building of professionals in relation with deprivation of liberty, promoting the effective participation of juveniles, and to foster a comprehensive collaboration of all stakeholders involved in the reintegration process of children deprived of their liberty. It was implemented in **Belgium, Italy, Poland** and the **United Kingdom**. Several pilot projects involving the active participation of children in the improvement of their detention conditions and their reintegration process were developed. Working groups gathering a multidisciplinary panel of professionals (judges, lawyers, directors of closed facilities, social workers, educators, etc.) were organised in relation with the reintegration process for juveniles. The outcomes of all these activities implemented in four EU countries served as basis for the elaboration of this handbook.

All outputs of this project (including a rap video, a comic book and an MP3 capsule) are available on www.childrensrightsbehindbars.eu/outputs/crbb-2-0-outputs

ACKNOWLEDGMENTS

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We also thank the principal funder of this project, the European Union, and the co-funders, the Council of Europe, the Fonds Houtman and the Queen Paola Foundation, without whom this project would not have been possible.

We warmly thank Lorraine Atkinson for proofreading this handbook. A special attention to all the DCI-Belgium team, including the interns, for their work and endless investment in bringing this project to fruition over the last two years.

This handbook could not have been made without the essential contribution of numerous professionals, including directors and employees of detention facilities, judges, lawyers and officials involved in the different pilot projects in the four countries. Their participation, ideas, time and open-mindedness to our proposals allowed us to better identify their needs, challenges and objectives.

Last but definitely not least, we sincerely wish to thank all the children who agreed to participate to our workshops and speak as part of this project and in doing so, shared their experience about the deprivation of their liberty and the respect of their rights.

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1. INTRODUCTION

Throughout this handbook, a “juvenile” is considered as any young person between the minimum age of criminal responsibility and the age of penal majority, subject of measures taken by a juvenile jurisdiction. The vast majority of those juveniles are below 18 years old and are thus protected by the UN Convention on the Rights of the Child (UNCRC).

a) Children’s Rights Behind Bars projects

Article 37 (b) of the UNCRC explicitly mentions that “no child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used as a measure of last resort and for the shortest appropriate period of time”.

The “Children Rights Behind Bars” (CRBB) project aims at reinforcing the implementation of children’s rights in places of deprivation of liberty through the capacity building of professionals working or intervening in those places.

The CRBB project divides in two folds:

- ➔ Children’s Rights Behind Bars – Human rights of children deprived of liberty: improving monitoring mechanisms (CRBB 1.0), March 2014 to March 2017 ;
- ➔ Children’s Rights Behind Bars – A participatory path toward reintegration (CRBB 2.0), January 2017 to December 2018.

CRBB 1.0 was a research based project. It gathered 14 European organisations and 11 international experts. Its main result is the publication of the Practical Guide – monitoring places where children are deprived of liberty. This Practical Guide is now used as guidelines by many monitoring bodies in the preparation, implementation and follow-up of their monitoring visits. It is available in English, French, German, Italian, Polish, and Spanish as well as in Albanian, Armenian and Russian. They can all be found on <http://www.childrensrightsbehindbars.eu/outputs/practical-guide>

CRBB 2.0 focused on the implementation of the achievements of CRBB 1.0 as well as those of other European project led by DCI, notably the Twelve project¹ on the participation of children.

¹ “Twelve project - Children’s right to participation and the juvenile justice system - theory and practices for implementation”, Defence for Children International Italy, 2016, http://www.dei-belgique.be/IMG/pdf/dci_-_twelve_handbook_eng_web.pdf

CRBB 2.0 was implemented in 4 European countries: Defence for Children International – Belgium acting as the coordinator, Helsinki Foundation for Human Rights in Poland, The Howard League for Penal Reform in United Kingdom, Defence for Children International – Italia & Ministry of Justice of Italy – department of juvenile justice.

CRBB 2.0 objectives are:

- ➔ To improve the detention conditions of juveniles deprived of liberty;
- ➔ To promote the effective participation of juveniles in the monitoring and the improvement of their detention conditions;
- ➔ To foster a comprehensive collaboration of all stakeholders involved in the reintegration process of juveniles deprived of liberty.

In that framework, the CRBB 2.0 partners developed pilot projects in three key areas of action.

The first key area of action is the capacity building of professionals working with children deprived of liberty. The main output is the development of self-assessment tools to help professionals to improve further the implementation of children's rights in their daily work.

The second key area of action focuses on the right to participation and the right to information. Based on participative workshops, juveniles developed child-friendly information tools to help them understand their rights and duties when deprived of liberty. The underlying hypothesis is that juveniles' reintegration is improved when they are aware of their rights.

The third area of action relates to the reintegration process. Through the development of protocols of collaboration, stakeholders involved in the reintegration process foster the reintegration of children deprived of liberty.

These areas of action were implemented through pilot projects in several detention centres for girls and boys in Belgium, Italy, Poland and the United Kingdom.

This handbook sums up the achievements of CRBB 2.0.

How to use the handbook?

This handbook contains self-standing parts. The first part gives an **overview** on the context in which the activities took place in each country and includes a short presentation of the situation of children deprived of liberty and a map of the places where children are deprived of liberty in the juvenile justice system.

In the second part, areas of action are described through a **general presentation of the implemented activities**. It is followed by more specific practical tools called **idea sheets**. Idea sheets are designed to help children's rights professionals to implement activities in relation to the capacity building of professionals, the participation and empowerment of children deprived of their liberty as well as the improvement of the reintegration process. The idea sheets can be easily identified in the handbook thanks to a pink mark on the upper corner of the pages. Quotations from professionals and children deprived of liberty are included throughout this part. The outputs of the implemented activities can be found on the project website:

<http://www.childrensrightsbehindbars.eu/outputs/crbb-2-0-outputs>

This publication is yours and we hope that you will make the most of it by using it and sharing its inspiring practices in order to improve the conditions of detention and the reintegration of children deprived of liberty.

b) The partner organisations

I. DEFENCE FOR CHILDREN INTERNATIONAL - BELGIUM

Defence for Children International – Belgium (DCI-BE) was created in 1991. DCI-BE aims at ensuring practical, systematic and concerted action towards the effective implementation of the human rights of children codified in the UN Convention of the Rights of the Child (UNCRC) and other international standards. It works primarily to inform, raise awareness, build capacities, promote child participation and empowerment as well as reinforce the accountability of all stakeholders. The main areas of intervention concerns children in contact with the justice system, migrant children, monitoring of places where children are deprived of their liberty and the right to participation of every child.

II. DEFENCE FOR CHILDREN INTERNATIONAL - ITALY

Defence for Children International Italy (DCI-Italy) was created in 2005 and was officially registered in March 2007. It became a DCI section in 2008 during the 10th International General Assembly of the DCI movement. DCI-Italy can count on a coordination team and a number of volunteers and consultants. The organisation focuses its activities on: justice for children in particular children in conflict with the law and child victim of crime, violence and abuse; migration in particular children on the move, protection from trafficking, promotion of guardianship; education and awareness raising of children's rights. The organisation has been correspondent in Italy for the International Social Service and in 2018 has been elected a full member of this international network that assists children and families confronted with complex social problems as a result of migration phenomena.

III. MINISTRY OF JUSTICE ITALY - DEPARTMENT OF JUVENILE AND COMMUNITY JUSTICE

The Department of Juvenile and Community Justice (DJCJ) is the branch of the Italian Ministry of Justice responsible for all juvenile matters, including child judicial protection as well as the prevention and treatment of juvenile delinquency.

The DJCJ enforces custodial and non-custodial measures regarding juveniles involved in criminal proceedings and non-custodial measures regarding adults. It issues guidelines, monitors statistics and coordinates initiatives on the national territory.

It also runs all peripheral services of juvenile justice such as Juvenile Detention Centres (IPM), Juvenile Classification Homes (CPA), Youth Welfare Offices (USSM) and Residential Communities.

IV. HELSINKI FOUNDATION FOR HUMAN RIGHTS - POLAND

The Helsinki Foundation for Human Rights (HFHR) is a non-governmental organisation established in 1989 focusing on the promotion of human rights and the rule of law as well as contributing to the development of an open society. The main areas of its activity include: domestic education in the field of human rights; international activity: programs promoting democracy and constitutionalism in the countries of the Commonwealth of Independent States and public interest activity aimed to increase standards of human rights' protection in Poland, implemented through monitoring, intervention and strategic litigation. As part of their work, the foundation's experts formulate analyses, opinion statements and recommendations concerning drafts laws in the domain of the right to a fair trial and rights of persons deprived of liberty. Since its beginning, the HFHR has run a children rights' programme. As part of this programme, the HFHR has conducted monitoring of places in which children are deprived of liberty, examined the fairness of proceedings in juvenile cases and conducted trainings on children's rights.

V. HOWARD LEAGUE FOR PENAL REFORM - UNITED KINGDOM

Founded in 1866, the Howard League is the oldest penal reform charity in the world and works for less crime, safer communities and fewer people in prison. The Howard League has consultative status with both the United Nations and the Council of Europe. It is an independent charity and accepts no grant funding from the UK government.

Since 2002 the Howard League has provided the only legal service dedicated to representing children and young people in custody. Our legal work began with a landmark case in 2002, brought by the charity in its own name, to successfully challenge the assumption that the protections of the Children Act 1989 did not apply to children in prison.

2. NATIONAL CONTEXTS

BE

a) Belgium

In Belgium, a juvenile, under 18 years old, can be deprived of liberty in very specific conditions but based on different legal grounds. On 1 January 2017, there were 211 children in youth justice custody in the French-speaking Community of Belgium. The average period of custodial detention is 65 days in closed facility, all services included, between 2007 and 2016.

If a juvenile is suspected of committing an Act Deemed to Constitute an Offence, he/she will be judged in principle by the juvenile court and can be placed in a public institution for child protection ("IPPJ"²).

Juveniles placed in IPPJs can be held under an open regime, allowing them to go out of the institution under certain circumstances but which substantially limits their freedom (minimum age is 12), or under a closed regime where the security aspect is much stronger and they cannot leave the institution at will (minimum age is 14 - in some exceptional circumstances 12 years old).

In both regimes, juveniles can be held in solitary confinement in dedicated rooms for a limited period of time if they are a threat to their own physical security or physical security of other juveniles, members of staff or visitors. In principle, they can never be held in solitary confinement for punitive reasons.

The placement in IPPJ can be temporary pending a decision on the merits. During this period, the personality, living environment and other useful aspects are analysed in psycho-social reports. As a temporary measure, the detention cannot last more than three months. However it can be extended for three additional months for public security reasons or reasons linked to the juvenile's personality. Afterwards, the measure can be extended on a monthly basis only in exceptional and severe circumstances. The placement can also be shorter in "welcome" or "observatory" sections.

A judge can order a placement and decide its duration. The detention order cannot go beyond the 20th birthday of the juvenile and has to be reassessed at least every 6 months.

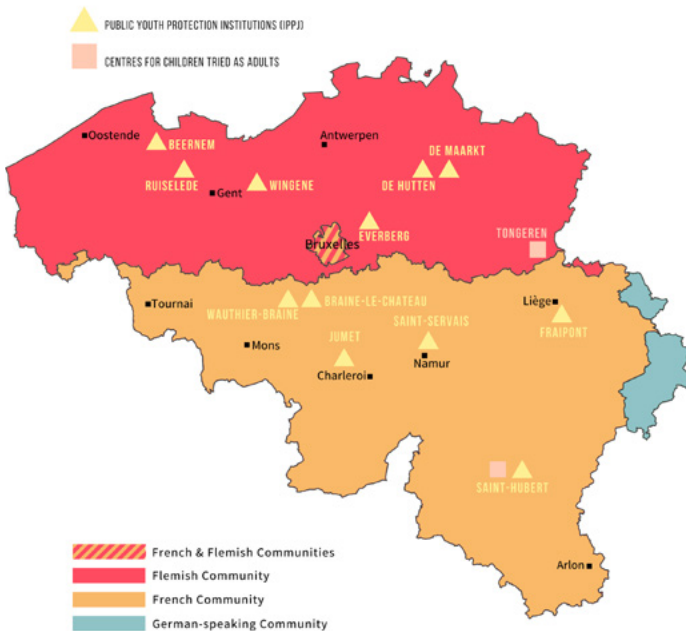
An IPPJ has an educational purpose, it includes warders, educators, psychologists, healthcare workers and social workers. In that framework, the juvenile receives educational measures and practices different activities always supervised by the educational team.

² In French : Institution publique de protection de la jeunesse (IPPJ)

A juvenile can be deprived of liberty in a closed centre following an exceptional procedure of his/her case being sent to an adult jurisdiction - it is called a “dessaisissement”, which means the judge “divests” from the juvenile’s case. Dessaisissement can be applied to juveniles aged sixteen or more suspected of committing a serious offence and who have been subject to previous measures. A judge can exceptionally decide that these juveniles can be transferred to a specific chamber (comprising two juvenile court judges and a criminal judge) within a juvenile court or a criminal court (cour d’assise) where they will be judged as an adult by virtue of the rules of criminal law and of criminal procedures of ordinary law. As a consequence, they are not held in IPPJs but in centres for children tried as adults (in Saint-Hubert and Tongeren). This procedure is considered in contradiction with children’s rights standards by European and international mechanisms including the Committee on the Rights of the Child.

Finally, a juvenile can also be held in a prison with adults, for a short period of time, during the investigations, because the judge finds it better to have the juvenile close by instead of sending him/her to remote centre.

Locations of detention institutions in Belgium



IT

b) Italy

In Italy, an offence committed by a child is firstly considered as an expression of unease or discomfort, of a difficulty in the psychophysical development, and therefore a starting point for an educational process.

According to article 97 of the Penal Code, the age of criminal responsibility is 14. In addition, article 98 establishes that "is imputable a juvenile that, in the moment in which he committed the crime, was already 14 years but not yet 18, and if he had the capacity to understand and discern". Therefore, the concept of imputability, according to which a child can be prosecuted only if s/he has the capacity to understand and discern, constitutes a further qualitative criterion to determine the criminal responsibility of a young offender.

Juvenile Courts have exclusive jurisdiction in proceedings related to juvenile offenders indicted for criminal offences committed under the age of 18 years. In addition, it exercises its surveillance competences until the person turns 25 years.

The Department of Juvenile Justice and Community is the body of the Italian Ministry of Justice in charge of the juridical safeguarding and protection of children as well as of the treatment of young people who commit an offence between the age of 14 and 18. The Department is composed of a central structure based in Rome and a number of decentralized services that include Centres of Juvenile Justice (CGM), Juvenile Detention Centres (IPM), Juvenile Classification Homes (CPA), Youth Welfare Offices (USSM) and Residential Communities. Through the decentralized services the Department ensures the implementation of the criminal measures both inside and outside the juvenile prisons and provides specific support to children involved in criminal proceedings and to their families.

The Presidential Decree 448/88 states that "all the measures are applied adequately according to the personality and the educational needs of the juvenile". Consequently, the main scope of the juvenile criminal proceedings is the educational and social development and rehabilitation. The Italian juvenile justice system provides a range of alternative measures, making it possible for children to promptly leave the formal criminal justice system, such as prescription, judicial pardon, suspended sentences with probation ("messa alla prova"), acquittal for incapacity to understand and discern or irrelevance of the fact. Despite the progressive reduction of restrictive responses, there are three types of custodial measures, which foresee the restriction of personal liberty of young offenders: 1) imprisonment, to be served in a Juvenile Detention Centre; 2) placement in a residential care facility which has educational or therapeutic purposes; or 3) home confinement.

There are no official and updated data on the average custodial length in the Juvenile Detention Centres, but it is estimated to be around three months.

Similarly there are no available data on the use of force and physical restraints by the staff. However, it must be limited to extreme cases such as fights between youngsters or violence against staff members. Moreover, the use of force must be only used as a last resort, when there are no other means to prevent children or young adults from harming themselves or others. These episodes must be reported to the relevant authority.

Map of the institutions of deprivation of liberty run by the juvenile services in Italy



Source: Department of Juvenile Justice, 2018.

Total numbers:

24 C.P.A.

17 I.P.M. (Juvenile Detention Centres)

10 Ministerial Residential Care Facilities and Multifunctional day centres

PL

c) Poland

The system of juvenile justice in Poland is based on the 1982 Act on Juvenile Proceedings. Although it has been amended many times, the main assumptions of the juvenile proceedings remain the same. The Act on the Juvenile Proceedings aims at counteracting juvenile delinquency and anti-social behaviours and creating conditions for return of juveniles to normal life, strengthen educational and protective functions of family, as well as enhance families' responsibility for developing children as aware members of society.

Thus the juvenile justice system in Poland is focused on the protection of a child's best interests. The role of Childcare facilities and family judges is to make a positive impact on children's personality and behaviour, as well as enhancing children's parents and guardians to effectively fulfil their obligations towards them.

The Act on Juvenile Proceedings provides several actions that might be used in case of juvenile delinquency or anti-social behaviour - a notion not fully defined in Polish law. According to the Act, anti-social behaviour means in particular violation of social coexistence rules, commission of a prohibited act, truancy, use of alcohol or drugs, prostitution, vagrancy or participation in criminal groups. In case of anti-social behaviour the juvenile may face educational measures.

There is no minimum age from which educational measures might be applied towards children. According to statistics from the Polish Ministry of Justice such measures are applied even to 6 year old children.

The range of educational measures available to family courts are broad. They include reprimand, supervision and placement in Youth Educational Centres. Regrettably, the Act on Juvenile Proceedings does not provide that such placement must be used as last resort. Additionally, family courts may apply medical measures to juveniles, including placing them in a social care home and a psychiatric institution.

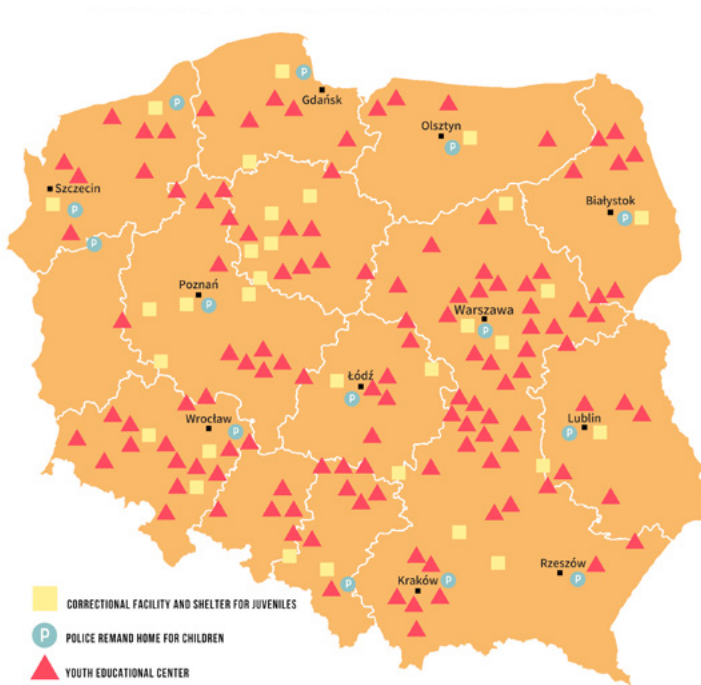
Juveniles older than 13 years who commit an offence may face the educational measures mentioned above. They can also be placed in a correctional facility only if it is justified by "a high degree of the juvenile's demoralization" or by the circumstances and nature of their crime, especially when other educational measures have proved to be ineffective or do not promise the resocialization of the juvenile. Juveniles might be held in a correctional facility until 21.

The Criminal Code sets the age of criminal responsibility at 17. However, for the most severe crimes (such as murder, group rape, and unlawful deprivation of liberty) the minimum age of criminal responsibility is 15.

In such cases the family courts decide whether a child might be judged as an adult, basing on the effectiveness of previously used educational and correctional measures, the circumstances of the case, the degree of the suspect's development and personal conditions.

Poland lacks a central body responsible for all the detention facilities in which children might be held. Children judged as adults are kept in prisons and remand centres under the authority of the Minister of Justice. This Ministry is responsible for the administrative oversight over correctional facilities and shelters for juveniles (facility for juveniles who are pretrial detained). On the other hand, Youth Educational Centres are supervised by the Minister of Education, while social welfare homes are under the supervision of the Minister of Family, Labour and Social Policy. Such sharing of responsibility seriously hampers the establishment of uniform standards of care and the sharing of best practice. It does not guarantee that children in all aforementioned types of units have the same rights or non-discriminatory treatment.

Locations of detention institutions in Poland



UK

d) United Kingdom

England and Wales have the lowest age of criminal responsibility in Western Europe. Children can be charged with and imprisoned for a criminal offence from the age of 10. On 27 April 2018 there were 940 children in youth justice custody³.

Children can be remanded or sentenced to detention in three different types of establishment: secure children's homes (SCHs), secure training centres (STCs) or prisons ("young offender institutions" - YOIs). Seventy percent of the children in detention, 652 boys, are held in prisons.

Secure custodial facilities for children differ greatly, from the facilities, the regimes they deliver, the staff employed to work there and the rules and regulations that govern them. The average annual cost of a place is £210,000 in an SCH, £160,000 in an STC and £76,000 in a prison.

Secure Children's Homes

There are 15 secure children's homes in England and Wales. Children can be placed in a secure children's home for welfare reasons or because they have been remanded or convicted of a criminal offence. Of the 220 places available in SCHs, 120 are for children in the youth justice system. SCHs hold boys and girls aged 10 to 18 years. SCHs are individually managed and accommodate between 8 and 40 children.

Secure Training Centres

There are three secure training centres in England, holding boys and girls aged 12-18. STCs hold children who have been remanded or sentenced by the courts. Two are privately run and one STC has been placed under the control of the Ministry of Justice. It was previously privately managed. STCs are larger than SCHs and hold between 50 and 80 children.

Young Offender Institutions

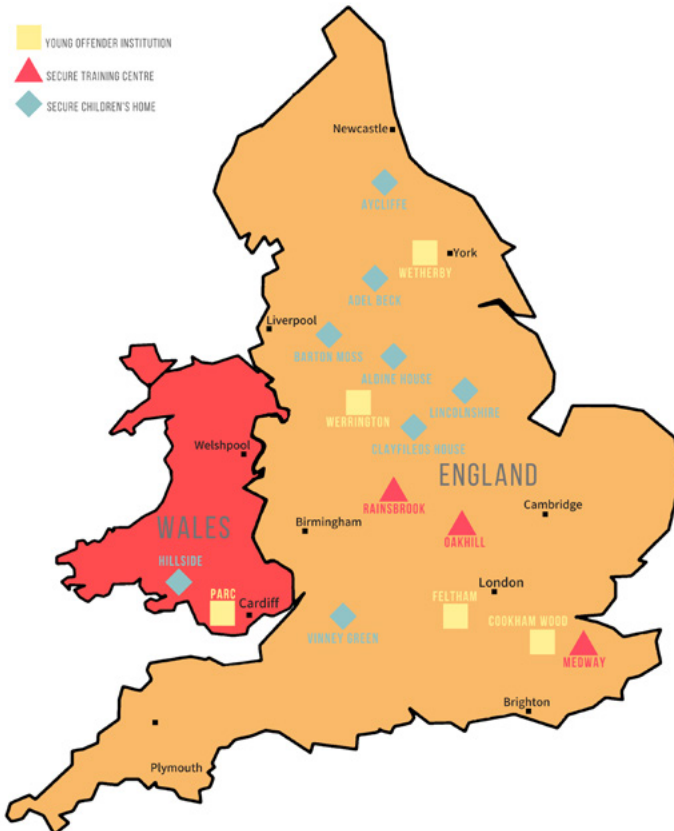
YOIs are run by the Prison Service, apart from Parc prison which is run by a private company. They hold boys aged 15-17 remanded or sentenced by the courts. They hold between 60 to 400 boys in wings of 30 to 60 children.

The structures for monitoring places of detention in England and Wales are advanced

³ See UK Government data at <https://www.gov.uk/government/statistics/youth-custody-data>

and include both conditions in detention and resettlement or reintegration of children following detention. Numerous bodies and professionals are involved in the process, including Her Majesty's Inspectorate of Prisons (HMIP), the Youth Justice Board and the Office for Standards in Education. However, despite the sophisticated monitoring arrangements, the Chief Inspector found no prison was safe for children in 2017.

Locations of detention institutions in England and Wales



3. KEY AREAS OF ACTION

The project activities are divided into three key areas of action. They focus on separate but specific objectives and target groups. Together, they aim to foster the rights of children deprived of liberty and to improve juveniles' social inclusion.

In each key area of action, project partners implemented activities through the genuine and active participation of the target groups. Thanks to the pilot projects described below, a participatory path toward reintegration can become a reality through the following key areas of action.

The presentation of an activity is followed by an idea sheet whose aim is to give practical elements to implement the related activity.

The outputs of the following activities are available on project website:

<http://www.childrensrightrbehindbars.eu/outputs/crbb-2-0-outputs>

a) Capacity building of professionals

Knowing the law is the first necessary step toward its implementation. To improve the implementation of children's rights in closed institutions, it is necessary to ensure that those working in these facilities are fully aware of applicable rules and standards. Training and the exchange of practices among professionals are essential elements to improve this knowledge.

Pilot projects were developed to answer this challenge and improve the conditions in which children are held. The objective of the activities was to ensure that staff in relation with institutions where children are deprived of their liberty:

- ➔ are fully aware of the children's rights as defined at international and European level, and
- ➔ implement them in their daily work.

Practical exercises and regular self-assessments were considered an appropriate way to improve the implementation of children's rights. Participatory workshops, in each country, allowed professionals to meet, discuss and exchange ideas on how to improve and build capacities in their daily work with juveniles deprived of liberty. The participants' professional profiles belonged to different fields: social services, healthcare, education and security.

The objective is to improve the detention conditions of children through the training of monitoring bodies and professionals

I. SELF-ASSESSMENT TOOLS FOR PROFESSIONALS BE

In Belgium, institutions for children in conflict with the law function with a wide range of professionals who are not formally trained on international and European standards on children's rights. However, they are aware of laws and regulations applicable at national and Community level. Well-trained professionals in detention centres should be familiar with applicable standards and the way to implement them properly. In this context, the activity aimed to:

- ➔ improve the knowledge of children's rights among staff members,
- ➔ generate discussions among professional on the way they work and respect children's rights, and
- ➔ develop tools allowing staff to monitor themselves on the implementation of children's rights.

The workshops organised by DCI-Belgium took place in two IPPJs located in the French-speaking community of Belgium: Braine-le-Château IPPJ for boys (30 km South from Brussels), and Saint-Servais IPPJ for girls (in the direct neighbourhood of Namur).

"We often ask juveniles to assess themselves but we rarely do so"

An educator working in a juvenile detention centre

DCI-Belgium organised six workshops, in each establishment, from June 2017 to October 2018, with 10 to 15 staff volunteer members from different services. The working groups included members of the management/director, educators, religious/secular advisers, a nurse, a psychologist, teachers and guards. Workshops were facilitated by two or three DCI-Belgium's child rights officers.

The workshops focused on the following issues: The right to dignity/respect/privacy; religious and cultural rights; the right to be protected from violence; the right to privacy; the right to participation/freedom of expression and opinion; the right to health; procedural rights; the right to have contact with the outside world; the right to education; the right to information; non discrimination/best interest of the child.

After having identified these rights, members of the working groups drafted a list of indicators allowing them to assess their implementation in the daily life of the institution.

Several self-assessment tools were produced following the workshops in the two institutions:

- ➔ A long and detailed self-assessment tool (some 14 pages),
- ➔ A comprehensive and short self-assessment tool (some 5 pages),
- ➔ A short self-assessment tool focusing on the most important issues (4 pages) & a specific tool for each right (one page per right)

Based on the discussions and the use of the tools, it was also decided to transform the self-assessment tool into a training instrument for newly arrived staff. This instrument is given to newly arrived professionals, notably educators, after a month spent in the institution allowing them to analyse their practice and their understanding of the applicable rules. It also allows them to question existing practices and generate discussions among their peers.

“The tool allowed us to realise that we were on the right track”

A staff member working in a juvenile detention centre

IDEA SHEET

Objectives	<ul style="list-style-type: none"> → To improve knowledge of children's rights by staff: <ul style="list-style-type: none"> - having children's rights materialised in their daily work - identify key issues in relation to the implementation of children's rights → To improve the implementation of children's rights by staff in a closed institution
Expected results	Professionals working in closed institution have developed and are using a self-assessment tool on children's rights for all.
Methodology	A tool developed by a multidisciplinary group of volunteer professionals. Professional should be involved at every step of the drafting and the implementation: “designed by them / for them”.
Preparation	<ul style="list-style-type: none"> → Request authorisation from the administration to do the workshops in the institutions → Identify with the direction of the facility the most suitable moment and most appropriate framework for the staff and the activities → Submit the methodology and presentation of the activity to the direction



10 to 15 volunteer professionals from different services: educators, direction, health-care department, teachers, etc. The group should not be bigger to allow discussion and the participation of everyone.



- 1 workshop with a maximum of staff (1 hour)
- 5 workshops with the working group (2 to 4 hours)
- Total implementation period: 6 months



Visual display material (flipcharts and/or beamer)



Meeting room with a large table

Implementation steps of the activity**Facilitation team:** 2/3 trainers**Workshop 1:** Information session (for a maximum of staff members)

- Present the project and its objectives
- Explain the purposes of self-assessment tool and its potential benefits
- Identify volunteers from different services to be part of the working group (WG)

Between workshops 1 & 2, ask the members of the WG to think about the children's rights applicable in their institution.

Workshop 2: Identification of the rights (with the WG members)

- Presentation on children rights: general principles and applicable children's rights in the detention context (CRC, UN Havana rules, European Rules for juvenile offenders subject to sanctions or measures)
- Explanation of the self-assessment process
- Identification of children's rights applicable in the detention context: participants (working in group of 2/3 are given scenarios⁴ and indicate how the institution would respond to this situation and what rights are applicable

Between workshops 2 & 3, ask WG members to write down questions on children's rights applicable in their institution.

Workshop 3: Drafting of the self-assessment tool (with WG members)

- Decision on which children's rights to be included in the tool - by a vote from WG members
- Determination of questions or indicators on each chosen right: participants by group of 2/3 persons draft questions allowing to assess the implementation of right
- Validation of the drafted questions by the WG

To do: review the list and remove redundant questions & prepare a finalised tool.

Between workshops 3 & 4, ask WG members to test the questions with their colleagues.

Workshop 4: Finalise the tool and agreement on the way to use it

- Review the draft tool: right by right / question by question
- Additional elements to be included in the tool: rating system? Comment box?
- Decision on the way the tool will be used: alone/in group? Frequency: every week? month?
- Collect the tools: in the test phase, it is necessary that the organisers of the WG collect the used tools to assess how they were used / what was useful, etc.

To do: finalise the tool & disseminate it to the WG members

⁴ Examples of scenarios: After a meeting with his lawyer, Child X seems to hide something under his t-shirt. What do you do? / Child X get very angry after a telephone conversation with his mum. After having insulted several other children, he violently pushed an educator/staff member who came to discuss with him. What is your reaction? / Child X arrived in the institution and does not know its rules. While explaining the rules, you realised that he cannot read and write. What do you do? / You are informed that Child X has an infectious disease. What do you do regarding other children? Staff members?

Between workshops 4 & 5, WG members use the tool and send it to the organisers with comments.

Workshop 5: Mid-term review - after 2/3 months of use of the tool

- Discussion on the user experiences: useful / unnecessary / to be improved
- Discussion on the changes to be included / the way to use it
- Agreement on a modified tool

To do: review the tool as agreed during WS5 & disseminate it to the WG members.

Between workshops 5 & 6, WG members are encouraged to use the tool as often as possible and to disseminate it among colleagues.

Workshop 6: Final review

- Discussion on the user experiences (useful/unnecessary/ improvement)
- Discussion on the whole process
- Agreement on the use of the tool after the end of the workshops

Elements to pay attention to



Regarding the activities :

- WG members should be kept motivated all through the process
- A clear security frame: key principles and values (respect, non judgmental, kindness, open minded attitude, active listening) should be respected during the workshops and must be reminded as often as necessary
- The expectations (sometimes contradictory) of the participants must be met or addressed during the workshops and reflected in the tool



Regarding the output(s):

- The self-assessment tool should be as short as possible while covering all the issues raised
- The tool should contain an introduction allowing non-members of the working group to use the tool on their own
- Avoid jargon and include definitions of key elements that might not be known by users
- The questions should be open and possibly start with "Did I contribute to ..."
- For the test phase, include a box where users can make comments regarding the practical aspects of the tool

Possible outputs

- ➔ **A self-assessment tool operable alone or in group**
- ➔ **A tool-kit for new professionals in need of training regarding children's rights**
- ➔ **A tool to evaluate the implementation of children's rights by all the staff at a given moment**

II. CHILDREN'S RIGHTS AWARENESS RAISING OF PROFESSIONALS

IT

DCI-Italy conducted capacity building workshops with staff from two Juvenile Detention Centres: The Ferrante Aporti in Turin and Fornelli in Bari.

The training processes in Bari and Turin were structured in 4 workshops of 5 hours each. The workshops, conducted by an expert trainer in collaboration with an assistant, gathered from 10 to 20 professionals working in the Juvenile Detention Centres.

Using a participatory methodology that attempts to value participants' life experiences and knowledge, the purpose of the training was three-fold:

- Firstly, share a child-rights based approach in the juvenile justice system;
- Secondly, identify opportunities, challenges, obstacles, resources and practices to apply children's rights in particular in the detention centres;
- Thirdly, develop tools for cooperation and support aimed at improving the detention contexts and helping the rehabilitation scope of the juvenile justice system.

The **first workshop** aimed at introducing a systemic and multidisciplinary child rights-based approach. Based on the Convention on the Rights of the Child, it considers the centrality of the child in any action or process that concerns him or her.

“What is in fact the scope of the juvenile justice system: to punish or to re-educate?”

Professional working in a Juvenile Detention Centre, Bari

The **second workshop** linked the child rights perspective with the juvenile justice system by highlighting the core principles of the CRC and its articles 37 and 40. In addition, relevant international and European standards including the Council of Europe Guidelines were presented to introduce the concept of a child-friendly justice.

The **third workshop** focused on the promotion of rights as a method for protection, prevention and re-integration of children in contact with the justice system. It attempted to emphasize that all rights are interrelated and indivisible. Special attention was devoted to the right to health as a key aspect for comprehensive protection.

The **last workshop** attempted to share the model of the child-friendly justice as defined internationally but in relation with the national legislation. The final debriefing exercise was to reflect on the main elements to be considered to self-assess professional's own knowledge, practice and attitude, from a child rights-based perspective.

The main result of this process was the development of a self-assessment tool to be used by all professionals working within the juvenile detention centres. In addition, a set of key recommendations were addressed to the central department of juvenile justice.

Two extra meetings were organised at the end of the process with the professionals involved to present a draft of the self-assessment tool, whose elaboration was based on the participants' inputs.

IDEA SHEET

- Objectives**
- To enhance the understanding of children's rights, through a training process of professionals
 - To share a child-rights based approach among professionals working in the juvenile justice system
 - To identify opportunities, challenges, obstacles, resources and practices regarding the implementation of children's rights
 - To improve the detention conditions through the development of tools for cooperation and continuous support among professionals

- Expected results**
- Development of a multidisciplinary and child rights-based self-assessment tool to be used by all professionals working within the juvenile detention centres
 - Compilation of a set of recommendations to bring to the attention of the central department of juvenile justice

- Methodology**
- The training workshops are based on a participatory methodology and are designed to enrich the contents with the personal and professional experiences of participants. The training combines presentation with exercises and group discussions.
- The approach of the training is built around three principles: multidisciplinary, systematic (considering not only the different elements of reality but also the relations among them) and child rights-based (using the rights of the child as a platform to inform, design and assess practices and professional works).

- Preparation**
- Request the administration to get access to the closed facilities, submitting the description of the activity and the methodology
 - Get the agreement for specific arrangements with the direction of the Juvenile Detention Centres
 - Submit the interim deliverable to the participants to get their feedback



10 to 20 professionals working in juvenile detention centres



- 2 propaedeutic workshops (6 hours)
 - 4 workshops of 5 hours
- Total implementation period: preferably should not exceed 3 months.



Flip chart; paper sheets; computer; projector; slides; post-its; markers; pens; training deliverables to participants.



A circle of chairs without a table to facilitate the communication among participants. The flip chart is used to present some contents & to keep track of the relevant elements which emerge during the training process (as poster in the meeting room)

Implementation steps of the activity

Facilitation team: one children's rights officer as facilitator and two assistants

Workshop 1: A Systemic Child-Rights Based Approach

- Introduce the training
- Ask participants to introduce themselves through a self-biographic exercise using a narrative approach
- Discuss the elements of a systemic approach
- Discuss the shift from “needs” to “rights” for children
- Discuss the general principles of the UNCRC
- Discuss the following question: Are there criticisms, strengths or possible improvements of the Juvenile Detention Centres in relation to the children's rights presented?

Workshop 2: Children's Rights and the Juvenile Justice System

- Suggest an ice-breaking exercise (self-biographic exercise)
- Introduce the current workshop and sum up workshop 1
- Discuss the fundamental principles of the CRC & juvenile justice provisions (articles 12, 25, 37 and 40)
- Have a group exercise
- Wrap up the workshop (questions and closing remarks)

Workshop 3: The Promotion of Rights as a Method for Protection, Prevention and Re-integration

- Suggest an ice-breaking exercise (self-biographic exercise)
- Introduce the current workshop and sum up workshop 2
- Discuss the following topics:
 - health standards of the OMS, elements of protection
 - Vulnerability and resilience
 - Know, Do, Be: the deontology of the professional
- Wrap up the workshop (questions and closing)

Workshop 4: Child-friendly Justice

- Suggest an ice-breaking exercise (self-biographic exercise)
- Introduce the current workshop and sum up workshop 3
- Discuss “child-friendly justice” at national and International level
- In groups, draft the self-evaluation tool for professionals working in juvenile justice centres
- In plenary, discuss the results of the group exercise
- Wrap up the workshop (training conclusions, questions and closing remarks)
- Ask the participants to evaluate the training anonymously

Elements to pay attention to



- The activity should take place in a quiet location, without interruptions or external inputs. If necessary organize the activity outside the detention facility in order to facilitate of participants' concentration.
- Continuity should be guaranteed to the participants. It is a joint pathway of thinking, a process which foresees a co-building of a product that should be useful to the professionals working in the juvenile detention centres, thus requiring their participation in the whole process.

Possible outputs

- **A self-assessment tool to be used by all professionals working in the juvenile detention centres and possibly by all the professionals in contact with children deprived of liberty**
- **A set of recommendations to bring to the attention of the administration**

III. KNOW CHILDREN'S RIGHTS PL

The capacity building activity focused on the dissemination of rights of children among employees of correctional facilities. Children's rights experts conducted 12 workshops for 69 professionals in two correctional facilities, including educators, teachers, security guards and cooks.

Six of the workshops took place in Correctional Facility in Studzieniec, the oldest unit of such type in Poland, with an official capacity to hold some 100 boys in conflict with law. However, the population of the Correctional Facility did not exceed 30 persons at the time of the workshops.

The other six workshops were organised in a Correctional Facility and Shelter for Juveniles in Warszawa – Falenica, unit designed for girls who are detained pre-trial or who have been placed in a correctional facility. During HFHR's workshops, the population of the unit did not exceed 20 children.

The **first workshop** focused on general issues connected with human rights and the main principles of the CRC. Particular attention was given to the legal consequences of deprivation of liberty, especially the State's responsibility for the well-being of children. A number of remarks were devoted to the issue of detention monitoring, National Preventive Mechanisms (NPM) rights and duties.

The **second workshop** was devoted to discussing the most important standards of human rights regarding accommodation, food, hygiene and clothing. Discussion on each of the topics began with a short case presenting practical problems in resocialization units, highlighting the problems observed by the HFHR and the NPM during their monitoring of places of imprisonment.

During the **third workshop**, particular attention was placed on the prohibition of torture, inhuman and degrading treatment or punishment, the rules of coercive measures, strip searches and room searches, as well as of disciplinary measures. The issue of complaints mechanisms for children and their effectiveness were highlighted as necessary elements to combat inhuman and degrading treatment.

The **fourth workshop** concerned issues related to contacts with the outside world, the right to education and vocational training. HFHR representatives paid special attention to the role of defence counsel and the right to defence, explaining all the stereotypes and myths accumulated around this topic.

During the **fifth workshop**, the participants discussed issues related to medical care, reintegration and rights and duties of the detention facilities' employees.

Particular emphasis was placed on identifying systemic problems in the reintegration process.

Each workshop ended with the development of a set of questions regarding the issues discussed during the workshop. Subsequently they were used to build a self-assessment tool for professionals of facilities in which children are held.

The final outline of the self-assessment tool, its language and form were discussed during the **sixth workshop**. During that workshop, professionals could discuss children's rights issues which were not addressed during previous workshops. The most frequent issue raised was related to children's sexual rights.

IDEA SHEET

Objectives

- To contribute to a better understanding of children's rights, their meaning and importance by detention facility staff
- To indicate any situations that may violate children's rights
- To assess whether children are correctly and effectively informed about their rights

Expected results The detention facility staff's knowledge about children rights is improved.

Preparation

- Obtain access to the closed facility
- Ask the director to indicate the best suitable moment for the dates of your workshops
- Develop the methodology and workshops' agenda
- Present the methodology to the director of the unit



30 professionals working in places where juveniles are deprived of liberty



6 workshops, each 1.5h



1 presentation for each workshop, computer, projector, flipchart, markers, pens, paper, 30 copies of Practical Guide: Monitoring places where children are deprived of liberty



A meeting room with a large table

Implementation steps of the activities**Workshop 1:**

1st part:

- Start the workshop with some initial remarks on the project goals and methodology.
- Provide the participants with a printed copy of the “Practical guide: Monitoring places where children are deprived of liberty”.
- Explain to the staff how to find information in the guide.

2nd part:

- Introduce participants to basic issues regarding human rights: international human rights instruments, conventions, issue of proportionality, state’s positive obligations, human rights monitoring.
- Discuss issues regarding children rights: best interest of child, participation and non-discrimination.
- At the end of the workshop, ask participants which are the most interesting topics for them. If possible, adapt your methodology to the needs of the staff.

Workshop 2:

- Discuss the issue of human rights standards regarding accommodation, food, hygiene and clothing.
- Start the discussion with a short case presenting the problems occurred during international bodies’ and NPM’ monitoring of detention facilities for children.
- Present the staff human rights standards regarding that issues.
- Check whether participants have any questions.
- Divide the participants into groups and ask them to develop a part of self - assessment tool including questions about the topics you were talking about.

Workshop 3:

- Discuss the issues of security with particular attention on the prohibition of torture, inhuman and degrading treatment or punishment, the rules of coercive measures, strip searches and room searches, as well as the application of disciplinary measures.
- *Follow the same steps as for workshop 2*

Workshop 4:

- Discuss the issues related to the contacts with the outside world, the right to education and vocational training. Pay special attention to the role of defence counsel and the right to defence, explaining all the stereotypes and myths accumulated around this topic.
- *Follow the same steps as for workshop 2*

Workshop 5:

- Discuss the issues related to medical care, reintegration and rights and duties of the detention facilities' employees.
- *Follow the same steps as for workshop 2*

Before the sixth workshop, develop a tool based on the questionnaires prepared by the participants during the previous workshops.

Workshop 6:

- Ask the participants to evaluate the questionnaire.
- Check whether there are any gaps or unnecessary questions or whether all important questions had been asked.
- Discuss the form and the language of the questionnaire.
- Give participants the opportunity to ask any other questions regarding topics that were not discussed during workshops.

Elements to pay attention to

- Specific workshops should include activities aimed at fostering staff understanding of children's rights.
- The workshop should begin with an information workshop taking place in the facility to present the project to staff and detained juveniles.
- All the workshops should include practical problems and good practices indicated in detention facilities for children.
- All staff members working with children should take part in the workshops.
- The workshops should begin and end with an evaluation aiming to describe the initial and final level of the staff's knowledge of children rights.

Possible outputs

- ➔ **Self-assessment tool for detention facility staff**

IV. WORKSHOPS FOR PROFESSIONALS ON CHILDREN'S RIGHTS UK

The Howard League for Penal Reform (HL) has engaged with over 500 professionals who come into contact with children in custody, including child rights advocates, prison officers, lawyers, parole board members, healthcare staff, local safeguarding children board members and forensic and child and adolescent psychiatrists.

The HL has conducted seven workshops with professionals and presented papers at six national conferences on children's rights in detention. From HL's experience, the core training for professionals who work with children in custodial settings does not always cover children's rights.

The workshops have raised awareness of children's rights under English law and the UNCRC and focussed on children's legal rights in custody and on release. It plugged the gaps in professionals' knowledge. It has encouraged professionals who work with children to see children in detention as part of their remit and not see them as 'other' children with separate and different needs. Professionals have explored the key issues facing children in detention or on release and looked at how they could support children to ensure their legal rights are upheld.

The HL delivered workshops to a wide range of professionals working with children in detention including Barnardo's advocates who support children in prisons and STCs, psychiatrists, parole board members, health professionals, lawyers, prison and secure centre staff and managers and education staff. For instance:

- Advocates explored children's legal rights in solitary confinement and the workshops gave them the knowledge to empower children to challenge conditions of detention. HL organised follow-up workshops for the advocates and HL's lawyers noticed an increase in the number and range of referrals relating to children's rights from advocates who had attended.
- Trainee psychiatrists were given information about the UNCRC and asked to consider the key concepts, such as the child's best interests and protection from abuse, as an integral part of their practice.
- Parole board members attended workshops on achieving fairness and effective participation for children and young people at parole reviews. Parole Board members were encouraged to adapt the language used, reflect on whether children have understood and avoid creating anxiety for children.
- The workshop with Local Safeguarding Children Board members and health professionals raised awareness of the specific vulnerabilities of children in detention.

The Howard League, working in partnership with the charity Barnardo's, developed a child-friendly leaflet on the rights of children in detention, based on the concerns raised by children in secure custody and reported by advocates and lawyers supporting them. The leaflet is to be distributed to every child in secure training centres and prisons as part of the induction to secure custody.

IDEA SHEET

Objectives To improve professionals knowledge of children's rights in detention and empower them to support children more effectively by recognising when rights have been breached

Expected results → Professionals feel confident in advocating on behalf of children
→ Professionals are more aware of children's rights, in general, and of children's rights in detention more specifically

Methodology The workshops use a range of activities to enable professionals to recognise children's rights in different situations and increase their awareness of the rules in relation to children in detention.
Working with professionals, who may be multidisciplinary, children's rights are explored using case studies, legal judgments and the law, legal information, discussion and debate.

Preparation Communicate with professionals in advance to tailor the workshop to their wishes and needs, depending on their professional training, their background and their experiences of working with children in detention and on release.
Liaise with facility managers to set time and date of workshops.
If possible plan participation workshops with children in the facility for the same day.



15-20 professionals who work with children in detention. For example advocates who work with children in custody.



Half day workshop



Flip chart, pens, stickers and post it notes, work booklets



Training room or large office space

Implementation steps of the activity**Workshop 1:** Welcome and self-evaluation

At the start of the workshop, participants complete a questionnaire and are asked to evaluate their knowledge of children's rights and their confidence in advocating on behalf of children on prison and resettlement issues. The questionnaire is revisited at the end of the workshop.

Workshop 2: Confidentiality and safeguarding

Participants are requested to avoid unsafe disclosures and to respect confidentiality.

Workshop 3: Icebreaker

Participants are asked to write down their biggest challenge in their role as an advocate. There is an opportunity to feed back to the group and discuss.

Workshop 4: Children's rights in custody

Participants are given a case study of a child in detention. In three groups, participants read and discuss the case study. Participants are asked to look out for the issues present in the case study such as family contact, the child's property, access to education, healthcare, injury following restraint or a prison adjudication or 'nicking'.

Participants discuss as a group the different issues raised in the case study and how they could be taken forward. For example:

- Which right does the issue relate to?
- Is it a legal issue?
- What action can be taken in relation to each issue?
- When could you take action in relation to each issue?

Workshop 5: Isolation and segregation

Participants are given information about international and national law in relation to separation, isolation and segregation, including court judgments.

Participants discuss different scenarios in small groups. Participants read examples and discuss whether it is formal or informal isolation and what advocates can do to take the issue forward.

Each small group feeds back their scenario to the wider group for discussion.

Workshop 6: Conclusion and legal roundup

Participants are given work booklet which includes national and international laws and rules for different detention facilities.

Workshop 7: Evaluation

Participants reflect on their knowledge and confidence following the workshop. The questionnaire is revisited and completed by participants, to see if knowledge and confidence has increased.

Elements to pay attention to

You should pay attention to the different knowledge and experiences of the participants. You should also pay attention to the fact that participants may work in different settings with different rules.

Possible outputs

- ➔ **Development of a child friendly leaflet on children's rights in detention based on the issues most frequently raised in different custodial facilities**
- ➔ **Increase in range and quantity of issues raised by advocates following awareness raising workshops**

b) Child participation and information

The right to participation, as enshrined in Article 12 of the International Convention on the Rights of the Child, includes the right of juveniles to express their views freely, but also the right to have their opinion heard and really taken seriously.

In order to express their opinions freely on all matters of their interest, juveniles must first be duly informed of their rights and obligations in an appropriate and accessible manner. These assumptions are all the more justified when juveniles are deprived of their liberty.

Participatory workshops with children deprived of liberty were implemented in order to inform juveniles about their rights and to develop their participation capacity.

The objective is to enhance the protection of children deprived of liberty by promoting their effective and genuine participation in the improvement of their detention conditions and in the enforcement of their rights.

I. RAP MUSIC WORKSHOPS - RIGHT TO INFORMATION BE

In Belgium, upon their arrival at closed facilities, juveniles deprived of liberty are kept apart from the group for “assessment purposes”. During this period, they meet staff members who will take care of them and are informed of all their rights and duties within the facility. These rights and duties are detailed in the internal regulations, which an educator gives and explains to every newcomer.

The content and the form of the internal regulations, a 14-page document, can be complicated, not user-friendly and difficult to read for some juveniles. As a consequence, they may not understand the rules or may not always perceive their scope. Respect for the rules and their ability to enforce their rights or express their points of view in this context may be compromised.

All these reasons led to the conception of a set of activities with the following **objectives**:

- generating discussions on how juveniles understand and perceive their rights and duties in detention,
- contributing to juveniles' better understanding of their rights, and
- collecting information and material to develop child friendly information tools specially adapted to this context.

The main aim of these activities is to achieve the development of child friendly information tools specially adapted for and accessible to juveniles deprived of liberty.

The workshop organised by DCI-Belgium took place in the Wauthier-Braine IPPJ. This institution includes a closed unit for 10 juveniles aged from 14 to 18 years, detained on remand or by judgment of a juvenile judge for a maximum period of 3 months. The unit's project is based on the observation as well as the emotional and relational development of juveniles.

DCI-Belgium organized 8 workshops, from October to December 2017, with 7 or 8 young volunteer boys.

A **comic book** has been developed explaining the rights and duties of juveniles deprived of liberty in public closed institution of the French Community. A specific version for girls has also been produced.

An **audio recording** listenable on an MP3 was also developed as a complementary device for juveniles to access information about their rights upon their arrival at a detention centre. Its main target is juveniles who have difficulties reading. The texts written by the boys during the rap workshops are included in the recording and sung by the professional rapper who facilitated the workshop. The audio recording includes :

- interviews with key persons for juveniles deprived of liberty such as a juvenile judge, a lawyer specialised in juvenile justice, the ombudsman for children, one person from the public administration, the director of a closed institution and one educational staff;
- 3 thematic tracks on the topics that have been highlighted during the workshop as very important by and for the juveniles during their detention: participation, reintegration and privacy - these recordings are declaimed by juveniles.

The authorities approved the produced tools and authorised their dissemination in the 6 IPPJs of the French Community from January 2019. Upon their arrival, all newcomers will be provided with the comic book and a MP3 player with the audio recording at the same time as the internal regulations.

IDEA SHEET

- Objectives**
- To contribute to enhancing the rights of juveniles deprived of liberty to information by:
 - Fostering juveniles' understanding of their rights when deprived of liberty
 - Developing child specific information tools adapted and accessible to juveniles
 - To improve juveniles' rights to participation and freedom of expression
-

- Expected results**
- Child friendly information tools specifically adapted for and accessible to juveniles deprived of liberty are developed
 - Juveniles' knowledge of their rights is improved
-

- Methodology**
- The participants:
- Only volunteer juveniles
 - Juveniles choose the types of the child friendly information material
- The workshops:
- Organise an information session to present the project to the staff and detained juveniles
 - Use card games, role play games and open discussions
 - Base the information tool directly on material and issues from workshops with juveniles
 - Invite the professional tool designer to attend as many workshops as possible to get inspired by the atmosphere, the discussions and the juveniles themselves
 - Invite the tool designer to get to know other places of detention and other juveniles deprived of liberty
- The material:
- Provide all juveniles with an information sheet describing who you are, the project and how they will be involved
 - At the end of the workshops, provide all volunteers a certificate acknowledging their participation, listing the following steps and how they may stay involved (including contact details)
- The evaluation:
- Assess the level of juveniles' knowledge of their rights before the first workshop
 - Assess the quality and impact of the workshops with juveniles after completion
 - Invite professionals to test the information tool in real situations with juveniles arriving at a detention centre over several months. Share test results with both stakeholders (staff and juveniles) and adapt the tool if necessary
-

Preparation

- Request the authorisation of the administration to get access to the closed facilities
- Discuss the specific arrangements with the detention centre direction
- Submit the methodology to the direction
- Set the workshops' agenda
- Send a debriefing note to the staff after each workshop
- Organise a final meeting with the staff after the completion of the workshops
- Get the authorization of the administration to test the information tool
- Present the tool to the staff and test the methods with the staff
- Debrief with staff and juveniles
- Request the authorisation of the administration to disseminate the information tool to all similar detention centres



From 5 to 10 juveniles (maximum)



1 information session of 1 hour
8 workshops of 2 hours every
2 weeks, during 3 months



Card games, flipcharts, markers, notebooks, pens, audio recorder, speaker



- Within a closed facility, in the common room, around a large table
- Juveniles are free to stand or sit
- Presence of staff should be avoided

Implementation steps of the activity

Facilitation team: a professional rapper, 2 juvenile justice experts and a professional cartoonist.

Agenda:

- Introduce the activity: round table, programme of the day, reminder of key principles and rules
- Play games related to the rights of juveniles deprived of liberty (mainly card games, role play games and case studies)
- Through a method based on rap, use words and ideas related to the rights on which the games were focused
- Record the songs created by juveniles
- Have rap freestyle sessions

Different thematics addressed:

- The rights upon arrival at the institution
- The right to information
- Material conditions, right to health and hygiene
- The rights to privacy / religious or philosophical practise / contact with external world
- The rights to education and to social reintegration
- Strip searches, disciplinary measures and security

Elements to pay attention to**Regarding the activities :**

- The information about the purpose and object of the workshops should be clear, understandable and adapted so that juveniles know what to expect, without any false hopes
- The chosen device must appeal to juveniles and drive them throughout all the workshops (e.g., rap)
- Staff should not attend the activity as it can annihilate or disrupt juveniles' free expression
- The reflexive periods must remain short (10 to 15 minutes maximum)
- Energizing games and activities should be used to dynamize the course of the workshops
- The game rules must remain easy to understand and the same games can be played several times if they worked well
- A clear security frame and key principles and values should be set up (respect, non-judgment, kindness, open minded attitude, active listening) and reminded as often as necessary
- The workshop's program should be announced before starting each workshop and a free time period should be left for juveniles at the end
- Your explanations should be simple and you can give as many examples as possible
- In case of tension, you should talk about it freely with juveniles and call the staff if they do not calm down

**Regarding the output(s):**

- It should reflect the reality of all the closed establishments (and not only the one seen during the workshops)
- The content should reflect the balance between rights and duties while highlighting the rights in a practical and concrete manner
- You should use humour, irony and well-known animation, cartoon or film references
- The content should be child friendly without ignoring key issues or rights
- The productions should be adapted to the need of juveniles while satisfying staff and direction of the establishments

Possible outputs

- ☞ **A comic book** explaining the rights and duties of juveniles when they are deprived of liberty.
- ☞ **An audio recording** explaining the role of key stakeholders for juveniles deprived of liberty completing other information tools.

II. COLLECTIVE INTELLIGENCE IN ACTION - RIGHT TO PARTICIPATION

In Belgium, IPPJs offer several possibilities to juveniles to exercise the right to participation: questionnaires, suggestion box, guestbooks, interviews with staff and directors as well as youth (speaking) groups.

Despite the fact that these practices already exist and are considered positive by all the stakeholders, the opinion expressed by juveniles is not always taken into account and the way in which these tools are designed and operated is not always meaningful for juveniles or professionals. In addition, professionals are eager to be trained to improve their skills.

The project focused on these lasts - **youth (speaking) groups** - organized regularly by educators for juveniles detained in the same unit for two reasons: (i) the different dimensions of the right to participation (expression, listening, taking into consideration) can directly be implemented and (ii) both educational staff and juveniles are involved.

The workshops on the right to participation of juveniles targeted both juveniles and professionals working with them and facilitating the youth (speaking) groups, aimed at:

- ➔ *strengthening the framework of the youth (speaking) groups in order to improve the exercise of the right to participation in IPPJ,*
- ➔ *experiencing and acquiring communication and expression skills relevant to the exercise of the right to participation in IPPJ and in everyday life.*

The workshops pursued the development of juveniles' self-expression skills aiming at fostering their participation during deprivation of liberty and at improving their social reintegration.

The workshops took place in the IPPJ of Saint Servais, an establishment for girls, aged from 14 to 18 years old, including: one closed unit for 5 girls on remand or placed by a judgment for 42 days renewable; one reception unit, for 10 girls, for a period of 15 days, in open regime; two education units for 12 girls, under open regime for variable duration.

DCI-Belgium organized 4 workshops for 2 groups of girls and professionals (G1: 4 girls and one educator - G2: 10 girls and 2 educators). The workshops took place from January to March 2018.

An anthropologist, experienced in pedagogy and trained in action theatre, improvisation and collective intelligence tools facilitated this set of workshops with the assistance and collaboration of DCI-BE's team.

IMPRO






ASSERTIVENESS CREATIVITY LETTING GO

CIRCLE





LISTENING EXPRESSION SELF-KNOWLEDGE & KNOWLEDGE OF OTHERS

COLLECTIVE INTELLIGENCE





ANALYSING IMAGINING PROPOSING

SOURCE: LES ENFANTS INTERNATIONAUX, BEL-BELGIË / CONCEPTION: ERIC BÉGIN / REALISATION: VALÉRIE FAUPEL

RULES

 SPEAKING IN THE FIRST PERSON
 

 AVOIDING JUDGING (OTHERS)
 

 ACHIEVING EQUIVALENCE / ACHIEVING COMPARISON
 

 NO DEBATE → THINKING IN YOUR HEAD
 

 POSITIVE TALKING
 

 THE FACILITATOR GIVES THE FLOOR
 

SOURCE: LES ENFANTS INTERNATIONAUX, BEL-BELGIË / CONCEPTION: ERIC BÉGIN / REALISATION: VALÉRIE FAUPEL

COLLECTIVE INTELLIGENCE

CORE PRINCIPLES

- ★ MAKING A CIRCLE 
- ★ TAKING TOURS 
- ★ FACILITATING 
- ★ STICKING TO THE COMMON FRAME OF REFERENCE 







GOALS & OBJECTIVES

- ★ ACHIEVE BETTER GROUP DYNAMICS 
- ★ AVOID FRUSTRATION & MISUNDERSTANDINGS 
- ★ BUILD A COMMON VISION 
- ★ CONSENSUS DECISION-MAKING 
- ★ → CREATIVITY 
- ★ BUILD A STRONGER CAPACITY FOR SELF-MANAGEMENT / COOPERATION 

TOOLS

- ★ CONSENT 
- ★ VOTING WITHOUT CANDIDATE 
- ★ IRRITATING TURNS 
- ★ "IF I WERE YOU" 
- ★ OPENING / CLOSING CIRCLES 
- ★ BONDY'S (SIX THINKING) HATS

SOURCE: LES ENFANTS INTERNATIONAUX, BEL-BELGIË / CONCEPTION: ERIC BÉGIN / REALISATION: VALÉRIE FAUPEL

	
FACTS	FEELING
	
NEGATIVE / CAUTIONS	POSITIVE / BENEFITS
	
CREATIVITY	PROCESS

SOURCE: LES ENFANTS INTERNATIONAUX, BEL-BELGIË / CONCEPTION: ERIC BÉGIN / REALISATION: VALÉRIE FAUPEL

The different techniques mobilised and experimented pursued the following objectives:

The improvisation tends to

- develop assertiveness (the ability to express oneself and defend one's rights without encroaching on those of others),
- stimulate and become aware of one's creativity,
- practice the “letting oneself go” (the ability to look at a situation from another point of view by giving up controlling everything, for oneself and for others)

The Speech Circle tends to

- stimulate one's ability to listen,
- foster one's expression skills,
- be aware of oneself and of others.

The collective intelligence tools tends to

- mobilise analytical skills,
- stimulate imagination,
- encourage the ability to make proposals and propose solutions.

In addition, a training module was developed for professionals who are involved in the exercise of the right to participation of juveniles in IPPJ, mainly educators. This module aims to train professionals in the different techniques of expression and communication (see here above) so that they will be able to implement them themselves with juveniles deprived of liberty while facilitating youth (speaking) groups or other activities mobilizing their participation.

A first training of 13 professionals was successfully organised within the framework of this project.

IDEA SHEET

Objectives

- To improve juveniles' rights to participation and freedom of expression by
 - strengthening the framework of the youth (speaking) groups in order to improve the exercise of the right to participation in IPPJ
 - experiencing and acquiring communication and expression skills relevant to the exercise of the right to participation in IPPJ and in everyday life

Expected results Juveniles deprived of liberty have their self-expression skills improved along with their participation and their social reintegration enhanced.

Methodology

The participants:

- Only volunteer juveniles

The workshops:

- Organize an information session to present the project to the staff and the detained juveniles
- Use short games and energizing activities to start the workshop and build trust between participants
- Implement activities mobilizing the knowledge, experiences and abilities of the group members
- Organize inclusive activities but everyone is free to take part or not, to speak or to be quiet, while being respected by others

The material:

- Provide all juveniles with an information sheet describing who you are, the project and how they will be involved
- Hang posters on the wall to help participants to remember the objectives of the workshops, their basic principles and the rules to be respected
- At the end of the workshops, provide all volunteers with a certificate acknowledging their participation, listing the following steps and how they may stay involved (including contact details)

The evaluation

Assess the quality and impact of the workshops with juveniles after completion (based on the Six thinking hats of Edward de Bono)

Preparation

- Request the authorisation of the administration to get access to the closed facilities
- Discuss the specific arrangements with the detention centre direction
- Submit the methodology to the direction
- Set the workshops' agenda
- Send a debriefing note to the staff after each workshop
- Organise a final meeting with the direction after the completion of the workshops
- Have the training module validated by the administration
- Organise the first training module



From 5 to 10 juveniles (maximum)
+ several staff members



- 1 hour information session
- 4 workshops of maximum 2 hours every two weeks



Flipcharts, markers, posters, accessories (various objects, hats, bags etc.)



- Within a closed facility
- The room should be large allowing the group to move easily (ex : gym)
- Participants either sit in a circle or have free movement.

Implementation steps of the activity

Facilitation team: An experienced facilitator trained in pedagogy, action theatre, improvisation and collective intelligence tools, 2 juvenile justice experts.

Agenda:

- Introduce the workshop with short games: introducing everyone, warming up the group, establishing confidence and creating a dynamic between all the participants.
- Set improvisation exercises: developing imagination, nonverbal expressiveness, and letting go.
- Set speech circle with short exercises: speaking about a smell or a music that reminds you something or “one day facing something unfair, I dared to speak” and share about it.
- Use different collective intelligence tools: Principle of consent (helping the participants to choose a proposition to debate with the consent of the group); the “Six thinking hats” (allowing the participants to express their point of view in different manners. Red hat = emotions; Yellow hat = positive critics; Black hat = negative critics; White hat = facts and neutrality; Green hat = creativity; Blue hat = facilitation); the “if I was in your shoes” (allowing participants to suggest various solutions to solve one of their problems).

Elements to pay attention to**Regarding the activities :**

- The information about the purpose and object of the workshops should be clear, understandable and adapted so that juveniles know what to expect without any false hopes
- Staff and juvenile should participate in the workshop on an equal basis
- What is said during the workshops must remain confidential
- Energizing games and activities should be used to dynamize the course of the workshops
- Difficult exercises and reflexive sequences must remain short (10 to 15 minutes maximum)
- A clear security frame and key principles and values should be set up (*respect, non-judgment, kindness, open minded attitude, active listening, confidentiality*) and reiterated as often as necessary
- The explanations should remain simple with as many examples as possible
- In case of tension, you should talk about it freely with juveniles and call the staff if necessary

**Regarding the output(s):**

- Posters should be illustrated and use simple and direct wording
- The training should reflect the lessons learned during the workshops with juveniles and be inspired from good practices that have emerged
- In order for juveniles to be able to express themselves freely, the facilitator must remain neutral and accept “dropping his/her formal role during the exercise
- The moderator needs a clear and defined framework to feel at ease animating the youth (speaking) group

Possible outputs

- ☛ **A training module for professionals who are involved in exercising juveniles’ rights to participation in closed facilities.**

IT

III. HIP-HOP WORKSHOPS

DCI-Italy gave juveniles deprived of liberty in the Juvenile Detention Centres of Turin and Bari the opportunity to enrol voluntarily on a 5-day hip-hop workshop.

The workshops were aimed at improving the situation of children deprived of liberty and enhancing opportunities for reintegration, through their direct participation and by listening to their opinions.

This ambitious objective was sought through the implementation of workshops with 2 groups of around 10 children in detention using a participatory methodology articulated around **the creation of a hip-hop song** derived from children's rights.

Hip-hop was used as a suitable tool and language for children to express their views. A professional rapper was invited to co-conduct the workshops and support the creation of the songs, together with the experts from DCI Italy.

The workshops focused on two aspects:

- ⇒ the writing of the lyrics, which emerged from an initial discussion on children's rights in a context of deprivation of liberty;
- ⇒ the recording of the songs and the shooting of a video clip

Writing these songs makes us write exactly what we think. Things that most of the times we don't say, either for fear or because we don't know what would happen if we say them, what repercussions it could have to us. Instead when you write you are free."

Boy in detention, I.P.M. Turin

As a result, in each one of the detention centres a song was written and recorded by the groups of boys and the respective video-clip was produced by professionals (sound engineer, video maker). In addition, the whole process was documented through a video-documentary that shows how the workshops were built and collects the views of juveniles and professionals⁵.

The direct participation of children in the workshops was ensured by respecting their privacy through different methods, such as the use of masks. This also contributed to make them feel more comfortable to express their personal views without fear of possible reprisals or negative consequences.

⁵ These outputs are available on the project website or on Defence for Children International - Italy's website: <http://www.defenceforchildren.it/>

Indirectly, this work enabled the youths to reflect on their personal experience (past), to highlight some key aspects that could be useful to improve their current situation (present) and to think about their future possibilities and perspectives (future). This tripartite division also recalls the hip-hop songs, which usually are divided in three moments: past, present and future.

“For us the future was a promise, for them the future is just a threat”

Professional working in a Juvenile Detention Centre, Bari

In an indirect way and on a completely voluntary basis, the boys were asked to focus on their own experience, with the possibility of “reading” it or “re-reading”. Through this creative process, they gained awareness about their own being and the contexts that led to their current situation. Ultimately, the objective was to identify mechanisms to favour and strengthen their resilience and to enhance their capacities and resources.



This is why the chosen approach to perform the consultations was based on narrative and children’s rights. The narrative was hence proposed as a method, but also as an experience, which emerged as an essential element for the understanding and revision of their own story. Sharing their story gave them the possibility to understand their situation and acquire a level of awareness which can facilitate the construction of a meaningful life project. Moreover, it could be helpful to implement coherent choices into their lives.

IDEA SHEET

- Objectives**
- To contribute to enhance the participation of juveniles deprived of liberty by:
 - Fostering juveniles' understanding of their rights when deprived of liberty;
 - Creating opportunities for exercising their right to participation and to be listened to;
 - To improve juveniles' rights to freedom of expression

- Expected results**
- Child friendly information tools specifically adapted and accessible to juveniles deprived of liberty are developed
 - Juveniles' knowledge of their rights is improved

Methodology

The activities were based on a participatory methodology involving juveniles deprived of liberty who participated on a voluntary basis. Hip-hop is used as a tool to express juveniles' views.

A professional rapper co-conducted the workshops and supported the creation of the final deliverables. In each detention centre, a song was written by the boys and a video-clip was produced and recorded. Lastly, a video-documentary was produced to document the experience and collect views of juveniles and professionals.

Through a series of proposals based on children's rights, the facilitators propose to create a hip-hop song. The song should reflect on 1) the aspects that drove them into contact with the justice system; 2) the critical aspects to improve during the detention period; 3) the elements that can help or impair a positive release from the current situation of deprivation of liberty and reintegration into society. The song becomes an instrument of communication to express their views and feelings.

- Preparation**
- Request the authorisation from the central administration to get access to the closed facilities
 - Agree on the specific arrangements with the management of the Juvenile Detention Centre in order to define the timing, identify logistic needs and specify the material allowed in the facility
 - Organise a debriefing meeting with the Juvenile Detention Centre staff during or after the workshops period
 - Submit the final deliverable to the central administration in order to get the authorization to publish and promote the deliverables produced



From 8 to 10 children (from 14 to 21 years old) deprived of liberty, in a Juvenile Detention Centre.



- 5 workshops of 2/3 hours (with a break) in each Juvenile Detention Centre
- Total implementation period: depending on the conditions and availability of the participants. However it should not exceed 2/3 weeks.



Flip chart; paper sheets; post-its; markers; pens; white masks; percussion; computer; projector; slides; recording material; video-camera and other technical material for video making.



The highly participatory methodology of the workshops requires facilitators to accommodate, value and integrate the experiences and the perspectives of the participants. To this end, and to favour the group interaction and individual engagement, all the participants are seated in a circle with no tables or any type of objects in between them. The workshop takes place in a quiet location.

The facilitator uses a flip chart to present and keep track of the relevant elements emerging during the discussions and brainstorming. The sheets of paper are then displayed on the surrounding walls and they become the “context” of the training and keep track of the analysis generated by the interaction of the whole group. Slide presentations or other electronic material can be used to support some of the informative moments of the training. A film-maker accompanies the whole process. He will try to capture some crucial elements as well as some interviews that will then appear in the video-documentary, always respecting the rule that the participants cannot be recognized in the video.

Implementation steps of the activity

Facilitation team: A children’s rights officer, an experienced hip-hop artist, a filmmaker, a sound engineer (in the last day of workshop) and various assistance to facilitate the interaction with the group and support some particular activities (chorus rehearsals, exchanges, masks creation workshop,...).

Workshop 1:

- Introduce the participants and facilitators
- Present the objectives of the project and the following steps
- Present the hip-hop meaning and history using specific videos
- Introduce the UNCRC framework through brainstorming on the difference between needs and rights and construct the Survival-Development-Protection-Participation map
- Identify 4 key words and brainstorm on words that rhyme with the 4 key words

Workshop 2:

- Regarding the four areas Survival-Development-Protection-Participation, ask juveniles what they would like to say to the outside world if they had the chance to be heard
- Present the work done during the previous workshop
- Work on the rhymes and develop a chorus

Workshop 3:

- Customise masks (to be used in the video-clip) and select an alias (useful in the credits)
- Present the boys through their mask and alias
- Listen to the first draft of the song
- Work on the rhymes
- Work in groups on the song title

Workshop 4:

- Record the song
- Prepare the pieces to record (in small groups)
- Shoot scenes of the videoclip

Workshop 5:

- Record the song
- Listen to the preliminary version of the song
- Celebrate the end of workshop
- Make the final evaluation

The activity also foresees a mechanism of evaluation by the participants. A fast opening and closing focus group at the end of each day with the possibility to express their views on the workshop.

Elements to pay attention to

- You should be sincere and report the voice of children (in case of messages that are too heavy, try to reflect with them about the meaning and the consequences of such messages).
- Ideally no more than 10 children should participate in the workshops, so as to allow an efficient communication and interaction.
- All participants must decide to take part on the activity voluntarily.
- The workshops must take place in a quiet location, without interruptions or external inputs.
- The listening should be quite flexible so as to allow the narration to evolve and to create new and different stories.
- Juveniles must choose when and how to share their own personal experiences.
- The purpose, object and programme of the workshops should be clear and adapted to juveniles who therefore know what to expect without any false hopes. They should be announced at the beginning of each workshop.
- Juveniles must understand the language of the activity and know how to express themselves in the language (if necessary with the support of a cultural mediator).
- The chosen device must appeal to the juveniles and make them feel involved during the workshops⁶.
- Participants' identities must be protected (using alias and masks).
- A clear security frame should be set up.
- A free time period should be given to juveniles.
- In case of tension, you should talk about it freely with juveniles and refer to the staff if necessary.

Possible outputs

- ➔ **A final report including the elements that emerged and could not be included in the song**
- ➔ **A hip-hop song written by the boys and produced by professionals**
- ➔ **A video-clip produced by professionals**
- ➔ **A video-documentary on the experiences of the boys inside the juvenile detention centre, their feelings and aspirations for the future which can include interviews with professionals working in the detention centres**
- ➔ **A set of recommendations to give to the central department of juvenile justice – ministry of justice on the main issues identified**

⁶ The possibility of recording a song with a professional hip-hop singer and to participate in a video-clip that will be mainstreamed, represents an incentive to the participants, but also an element of active participation/

PL

IV. KNOW YOUR RIGHTS

In the framework of this key area of action, the representatives of HFHR conducted a series of 16 workshops on children's rights for juveniles held in a Correctional Facility in Studzieniec and in a Correctional Facility and Shelter for Juveniles in Warszawa – Falenica.

In total 28 boys and girls, aged from 16 to 19 years, took part in the workshops. Each of them had committed a serious offence and was placed in the correctional facility or in the shelter for juveniles basing on the decision of a family court.

The workshop's goal was:

- ➔ *to raise children's awareness of human rights,*
- ➔ *to prove to them how important it is to know, understand and use their rights, both in the detention facility and at large.*
- ➔ *to draw a particular attention to art. 12 of the Convention on the Rights of the Child establishing the principle of participation.*

In each of the facilities, the representatives of HFHR conducted eight workshops lasting at least 1,5 hour. In order to minimize organisational problems and limit the negative impact of the workshops on other activities (school, vocational training etc.). During each visit at the facility the HFHR carried out two workshops separated by a break, lasting at least 1 hour.

Most of the workshops were conducted in groups of 3-4 juveniles using active methods of participation, brainstorming, discussing the issues and presenting their outcomes on forum, as well as an analysis of particular cases. Almost all of them started with a short reminder of previous workshops and lessons learned.

The goal of **the first block of workshops** was to check children's understanding of the concept of human rights and children's rights. The juveniles worked in groups and were asked to write down on the board their associations with particular children's and human rights and present the results in the forum. All of them, were subsequently discussed in the forum.

*“Is this really the internal regulation of our unit?
That's the first time I can read it.”*
Youth in detention, Poland

Some of the workshop space was also devoted to the principles and criteria enabling the State to restrict human rights. Children were also asked to organise a list of human and children rights and indicate the differences between them. It helped the juveniles to understand better the essence of their rights.

The representatives of HFHR devoted **the second block of workshops** for the analysis of the internal regulations of the detention unit.

Children were asked whether all of the internal regulations provision are understandable to them. Subsequently children were asked to create the internal regulations of their dreams.

The third thematic block concerned the implementation of art. 12 of the Convention on the Rights of the Child in the context of the right to information, the right to expression and to participate in all matters connected with children rights. They were asked to work in groups and write down what rights to participation and expression mean in their life, both at large and in the unit. During the discussion children considered when and how those rights might be limited.

At the end of this block children were presented with some human rights cases identified by HFHR or NPM monitoring and asked to identify how human rights were violated. They were also given a task to prepare a poster regarding one of the discussed rights. Posters prepared by children were an inspiration for the poster designed by artists commissioned by HFHR.

During the fourth block children discussed procedural rights and the right to complain. They were asked to describe their experiences of complaining. The vast majority of them were aware of their right to complain, possibilities to complain as well as bodies responsible for dealing with complaints.

YOUR RIGHTS
Remember that you always have human rights.
It also applies to your detention in correctional facility, youth educational center, police remand home for children or any other detention facility. However, in such situations some of your rights might be limited. Decide you may find most important of your rights and freedoms.

RIGHT TO INFORMATION
You have a right to know all the activities and actions concerning you personally.
You have to be informed about your rights and freedoms.
You have a right to be informed about the reasons and consequences of any decision made about you.
You have a right to be informed about the reasons and consequences of any decision made about you.

FREEDOM OF EXPRESSION
You should be heard in all matters concerning you.
You have the right to express your views and opinions freely.
You have the right to express your views and opinions freely.

RIGHT TO PRIVACY
Remember about your family and health information.
You have a right to privacy.
You have a right to privacy.

FREEDOM FROM TORTURE
Remember that you cannot be tortured.
Remember that you cannot be tortured.

RIGHT TO EDUCATION
You have a right to education.
You have a right to education.

FREEDOM OF RELIGION
You should be allowed to practice your religion or beliefs.
You should be allowed to practice your religion or beliefs.

APPROPRIATE CONDITIONS
You should be treated with respect and dignity.
You should be treated with respect and dignity.

RIGHT TO MAKE A COMPLAINT
You have a right to make a complaint regarding a thing concerning you.
You have a right to make a complaint regarding a thing concerning you.

IDEA SHEET

Objectives	<p>The workshops contribute to:</p> <ul style="list-style-type: none"> → Improve children's knowledge of their rights, their meaning and importance. → Identify any situations that may violate children's rights; → Assess whether children are correctly and effectively informed about their rights.
Expected results	The juveniles improve their knowledge of their rights.
Methodology	The methodology of the activities are based on child-rights and participatory approaches.
Preparation	<ul style="list-style-type: none"> → Request access to the closed facility → Ask the director to indicate the best suitable moment for the date of your workshop. → Develop the methodology and workshops' agenda → Present the methodology to the director of the unit → Organise a final meeting with the facility authorities. Debrief them the outcomes of your work



15 - 20 participants



1h – maximum duration of one workshop. The number of workshops depends on the number of activities you have chosen.



Flipchart, markers, stickers, list of statutory rights, postage stamps, envelopes, pens, paper, paint, pencils, brushes, candies



The workshops should take place in the common room, around a large table. The juveniles should be free to stand up or sit. Facility educators should not be present, to avoid any negative effect on children.

Implementation steps of the activity

- The activities below can be adapted according to your experience, available time and the level of the children's knowledge of human rights.
- Ask juveniles to list their rights and to compare them to the official internal or statutory regulations.
- Ask juveniles to choose several rights and to work in groups (4-5 people). Each group has a right and writes down its connotations. Each group presents their connotations.
- In group, ask juveniles to choose one/several rights which are the most important for them and to justify their choice and/or develop a poster to describe it/them.
- Ask each juvenile to choose a right that must be included in the internal regulations. In groups, they prepare the instructions related to the rights. Each group presents and compares their results.
- Ask juveniles what they remembered from the internal regulation and/or juveniles read it and propose possible child-friendly formulations. Write down all the negative and positive comments and transmit them to the management of the establishment.
- Ask juveniles to read art.12 of the CRC (right to participation) and check whether they understand its meaning. Ask them to indicate every situation in which the staff listen to them and take their views into account, as well as all of the situations in which they would like their voice to be heard and taken into account.
- In groups of 2 or 3, ask juveniles to present different stories describing real problems that might happen in the detention unit (bullying, degrading treatment, unappetising food etc.) and to play the role of staff members and/or write a complaint describing the problem.

Elements to pay attention to

- Workshops should include activities aimed at fostering juveniles' understanding of their rights, especially their rights to information, participation and complaint.
- Only volunteer juveniles must participate to the workshops.
- An evaluation should be carried out at the beginning of the activity to get to know what is the level of the juveniles' knowledge of their rights.
- An evaluation should be carried out at the end of the activity to get to know juveniles' opinion on the activity (moving debate).

Possible outputs

- A poster describing human rights, complaint form, easy accessible written instructions for children describing their rights.

UK

V. PARTICIPATION WORKSHOPS FOR CHILDREN IN CUSTODY

The Howard League organised nine participation workshops and worked with 50 boys and girls in secure custody. HL ran five workshops in secure children's homes, two in a secure training centre and two with boys in prison custody. They produced a range of child friendly resources for each of the workshops and explored children's legal rights through a series of games, structured activities and discussion. They developed a participation methodology which they shared with partners and used throughout their workshops and work with juveniles. Every workshop included an opportunity for feedback and evaluation.

Participation workshop on monitoring the conditions of detention for juveniles:

HL ran a participation workshop with five boys aged 15 and 16 in a secure children's home to consult them on Her Majesty's Inspectorate of Prisons (HMIP) expectations for children's prisons. HMIP is responsible for monitoring conditions of detention for children in prisons and STCs and was consulting on proposed changes to the expectations for YOIs for children.

The workshop used child-friendly resources and activities to engage with the boys, consult them about their views on the inspection process for places of detention for juveniles and to enable them take an active role in the consultation process.

The boys were asked to come up with their top rule for a secure children's home. The rules that they came up with, in their own words, are listed below:

- ➔ Treat people in the same way that you would want to be treated
- ➔ Show people the attention they need
- ➔ Do things with them, not always leave them on their own
- ➔ Treat people with respect
- ➔ Understand other people's views and opinions
- ➔ Make it feel like home for them
- ➔ Always try to be unique, respectful and trustworthy while with others and push your peers when they need help
- ➔ Treat everyone fairly
- ➔ Treat everyone with respect
- ➔ Let us talk to friends at home and bring pets in
- ➔ Smoke

There was a discussion about what made secure custody feel more like home. The boys agreed the top three rules chosen were:

- Respect
- Think of others
- Make it feel like home.

They discussed the Chief Inspector of Prison's expectations for inspecting prisons for children and the four tests of a healthy prison: safety, care, purposeful activity and resettlement.

The boys were given four headings: Feeling safe, feeling cared for, things to do each day and plans for release. They were asked for their ideas about what mattered to them under each heading. The boys had strong feelings about what a good prison should be measured against and how children should be consulted.

The views of the juveniles are included in the consultation response from the Howard League⁷.

Reintegration workshops with juveniles

HL ran six participation workshops in custodial settings exploring children's rights and reintegration and worked with a total of 37 juveniles aged 14-17. They ran the reintegration workshops in two SCHs, one STC and two prisons. The workshops explored what makes a home, children's legal entitlements to advice and support in planning for release and the rights of children to accommodation and support after release.

HL delivered workshops for professionals working in the same secure custodial facilities at the same time, giving staff information about children's rights and how to advocate on their behalf to ensure the juveniles were able to participate in a meaningful way in their reintegration planning (see below "reintegration" key area of action).

During the workshops, HL consulted the juveniles in detention about what home meant to them. Juveniles were asked to complete a worksheet on what they thought made a good home. In the participation workshops, juveniles said that home meant love, happiness, caring, food and drink, warmth and comfort. In short, for juveniles in custody 'home' meant much more than just a roof over their head.

⁷ <https://howardleague.org/wp-content/uploads/2018/07/Howard-League-response-HMIP-expectations-YOIs.pdf>

HL explored with the juveniles what they were legally entitled to on release. The participation workshops revealed that juveniles were not just concerned with having accommodation on release. They wanted a place where they felt loved, cared for and supported.

The views of the juveniles have been collated and published in our briefing, *More than a roof overhead*⁸. Juveniles' views have also informed the development of the resettlement toolkit developed with professionals (see "Reintegration" part below).

In all the workshops, the young people explored their legal rights including their rights to suitable support and accommodation on release. Juveniles were given information about the legal rights of children in need and their entitlement to support from local children's services departments under the Children Act 1989. HL explained the differences between accommodation and support provided by Children's Services and accommodation from the Housing department to enable them to make informed decisions when consulted on their wishes and feelings.

A model for participation and change

The Howard League has developed a model for participation and change which was used throughout the project. It involved bringing juveniles' voices into the heart of changes to policy and practice. For example, the findings from the questionnaires have informed the briefing papers, such as *More than a roof overhead*⁹.

Child-friendly resources: Throughout the project HL developed child-friendly resources in consultation with children. This process has been used to produce HL's leaflets for children, workshop activities and leaflets for professionals and carers who support juveniles. HL's child-friendly resources have been used in all the participation workshops and consultations with juveniles. HL designed and produced a leaflet on their legal advice line, in collaboration with juveniles in detention. HL developed questionnaires on a range of issues raised by juveniles, including parole and resettlement. The child-friendly questionnaires enabled HL to consult a greater number of young people.

⁸ <https://howardleague.org/wp-content/uploads/2018/05/More-than-a-roof-overhead.pdf>

⁹ *Ibid.*

IDEA SHEET

Objectives

- To consult juveniles in secure custody about what matters to them
- To ask juveniles about how inspectors and other professionals should consult with them in order to hear their views
- To inform Her Majesty's Inspectorate of Prison (HMIP) about juveniles' views and experiences of detention

Expected results

- The juveniles' views informed the consultation by HMIP on their expectations for prisons which hold children.
- Juveniles are consulted about particular issues which matter to them and professionals are informed about their views in a way that is meaningful to the juveniles.

Methodology Juveniles are the experts in their own experiences. The participation workshops were run to enable juveniles in detention to express their views and talk about what mattered to them. The juveniles were aware that their views and experiences would be used to inform HMIP.

Preparation All the juveniles taking part should have given their informed consent ahead of the workshop.



4-6 juveniles in secure custody



1 hour



Flip chart, pens, stickers, cards, worksheets



Classroom or other safe comfortable space such as a common room

Implementation steps of the activity

Welcome juveniles and inform them about the purpose of the activity

Ground rules

Discuss with juveniles their ground rules. Explain informed consent, anonymity and confidentiality

Ice breaker: your top rules

- Brainstorm with juveniles on their top rules for a secure home
- Ask juveniles to feed back their ideas and then to decide as a group what rules are most important to them

Activity 1: what matters to you in secure custody?

- Inform juveniles about inspectors 'expectations' for prisons holding juveniles
- Discuss with them what matters to them in detention and what adults should be looking at if they want to know how juveniles feel

Activity 2: how can juveniles have their say?

- Play the agree/disagree game with juveniles: they hear a series of statements and then move to the side of the room which corresponds to their answer
- Discuss the different answers

Activity 3: Group discussion

- Give to juveniles different examples of ways of consulting including surveys, questionnaires, focus groups or activities. Have them discuss the most effective ways and the advantages and disadvantages of different methods of consultation
- Conclude and evaluate

Elements to pay attention to

- The abilities of the juveniles taking part must be taken into account.
- Different experiences regarding detention must be taken into consideration. Some juveniles may be serving longer sentences and could be transferring to prisons.

Possible outputs

- **Recommendations to policy makers based on the views of juveniles who consented to take part**

c) Reintegration

When juveniles are deprived of liberty, one objective must be to create the conditions for a rapid and successful reintegration into the community. It is well-known that the reintegration process is complex involving a number of stakeholders who often have different perspectives and objectives regarding the fate of the detained child. Too often, detained juveniles are left alone in this process and their concerns not heard.

Therefore, pilot projects worked with staff in detention centres and the most relevant organisations and services in the child protection field, and worked on the development of protocols of collaboration to improve the reintegration of children deprived of liberty.

The objective is to foster collaboration between services involved in the reintegration of juveniles deprived of liberty.

I. RIGHT TO SOCIAL INCLUSION - GROUP ANALYSIS BE

In Belgium, juveniles who commit offences are subject to protective measures ordered by a juvenile judge. The deprivation of liberty is - in principle - the measure of last resort. These measures are different from the one for adults as they have educative and protective purposes.

In the spirit of protective goals, the deprivation of liberty measure constitutes one step in a wider reintegration process. Not without absurdity, since it is removing to better reinsert, isolating to reweave links, taking a break to foster subjective and relational dynamics.

Which reintegration process should be put forward for these juveniles deprived of liberty sometimes for very long periods? Under what conditions? What are the driving forces and obstacles to reintegration?

Many stakeholders contribute to the implementation of these measures of deprivation of liberty and to the reintegration and resocialisation processes. The juvenile judges, the judicial protection services, the IPPJs, the services providing delinquency prevention missions, post-institutional support services, and a quantity of private services acting at the official request of a juvenile judge or without. This reintegration process also concerns a number of non-judicial stakeholders such as schools, community social services, youth clubs, sports clubs, etc.

How do these actors work together "in a network" in the implementation and support of the reintegration process? What are the difficulties encountered in collaborations? What are the factors that can help to improve the efficiency and quality of networking? What are the concrete situations and obstacles faced by these actors, as well as the factors facilitating the positive completion of a successful reintegration?

"A multidisciplinary approach helped us to better understand each other's work and challenges"

A staff member working in a juvenile detention centre

Here are the questions that guided the project with a sample of the main stakeholders of the reintegration process of juveniles who have been deprived of liberty.

The specific objective is to foster a comprehensive collaboration of all institutions and services involved in the reintegration process within the juvenile justice system.

Here are the expected results:

- ➔ *Highlight the main issues in the collaborations between services involved in the reintegration process;*
- ➔ *Identify factors that would contribute to improve the efficiency and quality of networking;*
- ➔ *Draw avenues for action and formulate recommendations to improve the positive completion of successful reintegration processes.*

DCI-BE implemented this activity using a specific methodology: the group analysis method. This research methodology - developed by Luc Van Campenhoudt, professor of sociology at the University of Saint-Louis (Brussels) - is based on concrete storytellings of participants related to the theme of the reintegration of detained juveniles and the way the different stakeholders in that area work together.

DCI-BE organised 2 full days of analysis with a sample of the main stakeholders of the reintegration process of juveniles held in IPPJs. The group was composed of 10 participants:

- ➔ 1 juvenile judge
- ➔ 1 youth protection delegate
- ➔ 1 director of an IPPJ
- ➔ 1 member of psycho-social team of a closed institution
- ➔ 1 person responsible for services organising accommodation for juveniles
- ➔ 2 educators from services organising "break journeys" for juveniles,
- ➔ 1 pedagogical expert from a public institution accompanying the reintegration process

- 1 educator in a secondary technical school
- 1 social assistant of a community social service

The workshops were moderated by a sociology professor at the University Saint-Louis (Brussels), one of the method's founder. He was assisted by DCI-BE's juvenile justice officers.

This methodology gave rise to a collective analysis on the issues raised by the reintegration process and to avenues for actions and recommendations to be addressed to concerned authorities and to be disseminated.

The output is a report highlighting the most important issues identified during the two days of group analysis and their analysis by the participants themselves.

A set of **recommendations** addressed to concerned authorities and disseminated to institutions, professionals and staff of services directly active in the field.

"Sometimes it only takes one connection with the child so he can save himself"

A social assistant of a community social service

IDEA SHEET

Objectives	To foster a comprehensive collaboration of all institutions and services involved in the reintegration process within the juvenile justice system.
Expected results	<ul style="list-style-type: none"> → Main issues in the collaborations between services involved in the reintegration process are highlighted; → Factors that would contribute to improving the efficiency and quality of networking are identified; → Avenues for action are drawn and recommendations are formulated in order to foster successful reintegration processes.
Methodology	The group analysis method is a research methodology based on concrete storytellings of participants related to the research question and that will give rise to a collective analysis on the issues raised by participants and to ways of actions and recommendations.
Preparation	<ul style="list-style-type: none"> → Define the research question → Identify all the relevant stakeholders to be invited → Set up the dates of the meetings → Contact all stakeholders → Send them a formal invitation including all the details of the research, explaining the purpose of the workshops and the approach that will be used as well as practical information (dates, hours, address, catering etc.) → Review all the relevant publications and reports related to the research subject



A group of 10 to 12 participants representing a complete sample of stakeholders involved in the framework of your research question.



2 workshops of two full days (from 9 am till 4 pm)



flipcharts, markers, audio recorder, computers



- A neutral place suitably located for all the participants – outside any closed institution.
- A common room, around a large table.
- Reimbursement of travel costs and parking can be offered to participants as an incentive.

Implementation steps of the activity

Facilitation team: a facilitator experienced in the method with the active support of an expert in juvenile justice and a reporting team (2 people)

The Story:

- Ask participants to propose stories (meaningful, personally lived, positive or negative, "Once upon a time ...");
- Together, choose a story to analyze;
- Ask the narrator of the story chosen to explain it in more details (nothing but the facts);
- Together, identify the issues (why did you choose this story, what are the issues identified by the narrator);
- Have participants ask questions for more information (who, how, where but no interpretation).

The interpretation: no good or bad / no personal accusation / no judgment)

- First round:
 - Have participants ask questions for more details (how to explain what happened, 1 or 2 points)
 - Have the narrator react (additional information, reactions to participants' interpretations, details of the issues, etc.)
- Second round (repeat the 2 previous steps)

'Break time' (between the two days, no longer than two weeks)

The analysis:

- Debate together (different points of view, no conflicts)
- Sum up the interpretations
- Have the facilitator feed and widen the debate by possible theoretical reflections
- Have the facilitator formulate hypothesis (reformulation of the initial problem, exchanges and validation by the group)

Practical perspectives and recommendations

Evaluation

Elements to pay attention to



Regarding the activities:

- The wording of the research question should not be so narrow as not to induce the analysis
- You should choose between a homogeneous or heterogeneous group (the latter having the advantage of diversifying the points of view)
- Enough time should be secured to complete the process (request authorizations, contact participants, prepare analysis);
- The moral contract agreed with the participants should be made clear (specify that all productions will be submitted to their agreement and all the confidentiality guarantees will be respected);
- The venue should be neutral;
- The whole activity should not exceed 2 days or 4 half days during a period of maximum 1 month;
- Participants should know that they are morally equal to each other (each one's point of view is equal);
- All the participants should be involved.



Regarding the output(s):

- The self-assessment tool should be as short as possible while covering all the issues raised
- The tool should contain an introduction allowing non-members of the working group to use the tool on their own
- Avoid jargoning and include definitions of key elements that might not be known by users
- The questions should be open and possibly start with "Did I contribute to ..."
- For the test phase, include a box where users can make comments regarding the practical aspects of the tool

Possible outputs

- ➔ **A self-assessment tool operable alone or in group**
- ➔ **A tool-kit for new professionals in need of training regarding children's rights**
- ➔ **A tool to evaluate the implementation of children's rights by all the staff at a given moment**

IT

II. REINTEGRATION THROUGH CHILDREN'S VOICE

This key area of action was implemented in the regions of the juvenile detention centres involved in the project, respectively the regions of Piemonte, Valle D'Aosta, Liguria and Massa Carrara province for the Juvenile Justice Centre of Turin and the regions of Bari and Basilicata for the Juvenile Justice Centre of Bari.

The intention was to have professionals working in Juvenile Detention Centres and outside adopt a child rights approach in their daily work. The rationale behind this intention is that adopting a shared child rights-based approach can qualify the definition of reintegration projects for children deprived of liberty and make those projects more efficient and appropriate.

To this end, different meetings were organised with key actors addressing the following specific objectives:

- ➔ Finding a common framework to analyse the situation of children in detention based on the CRC and human rights standards;
- ➔ Understanding the view and context of adolescents that end up in detention;
- ➔ Identifying the main gaps and possible proposal to improve the reintegration phase.

To introduce the topics of discussion, the meeting started with the projection of the video documentary developed in the second key area of action (see above “hip-hop workshops”). The other material used to orient the meeting was the self-assessment tool created in the first key area of action (see above “Children’s rights awareness raising of professionals”).

All the relevant stakeholders from the regions outlined above that attended this inter-agency meetings were invited to reinforce mutual collaboration and also strengthen the relationship with the Juvenile Detention Centres in order to improve reintegration opportunities.

“We should get out of here (detention centre) with more instruments and motivation, instead usually we come back. Many times when we finally leave we are worse than we were before. We should leave stronger and more motivated!”

Boy in detention, I.P.M. Turin

IDEA SHEET

Objectives

- To understand the view and context of adolescents that end up in detention - Right to Participation
- To identify the main gaps and possible proposal to improve the reintegration phase - Right to Development and Self determination
- To find a common framework to analyse the situation of children in detention based on the CRC and human rights standards

Expected results

- The voice and perspective of juveniles in detention are disseminated among the juvenile justice services.
- The voice and perspective of juveniles in detention are used as a means to reshape practices and actions of professionals working in or in connection with the detention centres.
- Professionals are empowered through the CRC principles.

Preparation

- Present the documentary at central level at the Ministry of Justice to directors of detention centres, chiefs of the prison police and services of the external criminal justice
- Send official invitations to detention centres
- Organise the logistics



- National presentation to directors of detention centres, chiefs of the prison police and services of the external criminal justice
- Territorial seminars with, for example, representatives of the detention centre; representative of the juvenile justice social services ; representative of the Centres for the Juvenile Justice ; professionals of the third sector organisations working in the juvenile external criminal area and alternative measures ; residential facilities hosting young people coming out from the detention centres and/or in alternative measures ; other health support services



1 half day



Screen for DVD, poster containing the self-evaluation tool



Simple room with a screen and tables

Implementation steps

- Present CRBB2.0 project framework
- Broadcast the documentary produced during the activity with children (see above “hip-hop workshops”)
- Present a discussion grid on the basis of the self-assessment tool produced during the key area of action with professionals (see above “Children’s rights awareness raising of professionals”)
- Discuss and collect the main weaknesses, opportunities and ideas to improve the way out from the detention centre and the reintegration phase

Possible outputs

- **A report highlighting the most important issues identified**
- **A poster to be disseminated at national level to all the juvenile justice services**

III. RIGHT TO REINTEGRATION **PL**

In the framework of this key area of action, HFHR's activity was devoted to the idea of reintegration of juveniles leaving detention facilities.

HFHR's aim was to better understand the process of reintegration, identify its pros and cons, as well as to check to what extent current provisions in those areas establish comprehensive system of assistance, supporting children in their reintegration process.

For this reason HFHR's representatives conducted 8 meetings with members of non-governmental organisations, employees of detention units responsible for supporting juveniles in reintegration process and public authorities managing those processes. The meetings were aimed at describing current model of reintegration, comparing it to reintegration system for children leaving foster care system, as well identifying its gaps.

The stakeholders were asked to give a broad perspective of their experiences with reintegration process. They described how the reintegration activities start, who is responsible for drafting reintegration plans and preparing the children to leave the institution. They were also asked to assess the quality of correctional facilities' activities and its usefulness in children's routes to independence.

Subsequently stakeholders were also asked to identify the social benefits and possibilities available to children who are leaving the correctional facilities. HFHR checked whether access to such benefits is not too formalistic and whether they meet the needs of children leaving such facilities.

HFHR tried also to identify obstacles in the process of successful reintegration. Therefore, it checked the availability of hostels for children leaving correctional facilities. It also verified the housing policies of several of the largest self-governments in Poland to assess whether they are supporting reintegration processes and providing children leaving correctional facilities with suitable assistance in finding accommodation.

Through desk-based research and requests for public information HFHR tried also to assess the coverage of the current reintegration system, the number of juveniles using it and the amount of public financial resources allocated to those tasks. Moreover, HFHR revealed state priorities in juvenile justice by comparing expenditures on children in isolation in correctional facilities and expenses connected with reintegration process.

What is more, HFHR activities were also aimed at describing the effectiveness of current regulations in that area. HFHR looked for studies, documents and policies describing effectiveness of reintegration system and checked whether it is an important issue of public debate.

Finally, HFHR also focused on identifying good practices in the field of reintegration and disseminating them among different stakeholders.

Last, but not least HFHR drafted several recommendations to public authorities at different levels describing the need to reform the system.

IDEA SHEET

- Objectives**
- To improve knowledge of children's rights by staff:
 - having children's rights materialised in their daily work
 - identify key issues in relation to the implementation of children's rights
 - To improve the implementation of children's rights by staff in a closed institution

Expected results Professionals working in closed institution have developed and are using a self-assessment tool on children's rights for all.

- Preparation**
- Conduct desk-based research on reintegration
 - Issue a motion for public information
 - Arrange at least 8 meetings with different stakeholders



3-5 participants



8 meetings, each lasting 30 min to 1,5 h



Paper, pen, computer

Implementation steps

- Conduct desk-based research on the reintegration process. Check statutory regulations. Search for any publications describing that process.
- Use your right to public information and ask public authorities to provide you with data on reintegration process: number of children in detention facilities, cost of their detention, number of children leaving detention facilities, number of children using the assistance or material help during the reintegration process.
- List all of the possible problems indicated during desk research.
- Develop the methodology of your activity. Choose type of the meetings, type and number of stakeholders, place of the meetings. Decide whether you would like to organize round table with all stakeholders or organize meetings with particular stakeholders. Remember that during round tables, in front of other stakeholders, people may not be keen to indicate all of the problems.
- Organise meetings with stakeholders, e.g. members of non – governmental organisations, detention unit's staff and public authorities managing reintegration processes.

Possible outputs

- Policy paper on reintegration

IV. CHILDREN'S VIEWS ON REINTEGRATION UK

The Howard League delivered eight resettlement workshops to 83 staff members who supported children in custody and were involved in planning for release. It included two workshops with 20 Barnardo's advocates working in STCs and YOIs, a workshop with 11 staff members at an STC, two workshops in secure children's homes with 22 staff members and two workshops in prisons for boys, attended by 30 staff members.

The professionals who attended the workshops included centre managers, vocational instructors, teachers, healthcare staff, speech and language specialists and resettlement workers from NGOs as well as secure custody staff.

The workshops covered the resettlement rights of children leaving custody, the resettlement process for children, other people's roles and responsibilities and the legal rights of children to support and accommodation. The workshops aimed to increase professionals' knowledge and confidence in developing robust resettlement plans for children and their confidence in finding solutions to help children when planning for release. It included knowledge about children's rights, such as their right to be consulted about their wishes and feelings.

The workshops were led by Howard League lawyers and included a range of activities such as discussions, case studies and legal education. Practitioners had the opportunity to share their experiences and look for solutions to problems. The workshops also encouraged professionals to seek legal advice at the earliest opportunity if they felt that support plans were lacking or non-existent.

At the end of the workshops, participants discussed the key messages and priorities they have taken away with them which included:

- ➔ The importance of preparation and timing
- ➔ Listening to the young person's voice and empowering them
- ➔ Managing young people's expectations
- ➔ The importance of education and social care for reintegration

The Howard League **developed a resettlement toolkit, in conjunction with staff working with children in detention**. HL's legal and participation work highlighted the need for guidance to enable staff to support children, to empower them and to challenge professionals when a support package was not fit for purpose.

A package of support on release should not be just an address but a holistic package. Professionals said that often a gold standard resettlement package was a long way off reality and it was often little more than an address.

HL ran a reintegration workshop with staff at a prison and developed a draft toolkit for staff to use when planning for resettlement. HL held a series of four follow-up workshops with prison and resettlement staff in which HL refined and developed the toolkit.

The toolkit was designed to take professionals through a step-by-step process when planning for release, beginning as soon as the child arrives in detention. Staff must actively seek the child's wishes and feelings and draft a plan which is in the child's best interests. The toolkit guides professionals to plan well in advance of the earliest possible release date and ensure a child's rights are upheld. It prompts staff on when, where and how to seek help if resettlement rights are breached. It is based around the rights of children enshrined in the UN Convention of the Rights of the Child.

- Article 12: right to express wishes and feelings and have them taken into consideration
- Article 3: best interests
- Article 40: a justice system that enables re-integration

The toolkit has been discussed and developed during the reintegration workshops with staff in other secure facilities.

IDEA SHEET

Objectives	<ul style="list-style-type: none"> → To encourage children to think about what they want and need for a successful reintegration → To give children information about their legal rights and empower them
Expected results	<ul style="list-style-type: none"> → Children are encouraged to think about their wishes and feelings about what makes a home → Young people's knowledge of their legal rights is increased → Children and practitioners are empowered to challenge and seek advice if legal rights are not upheld.
Methodology	<p>The participation workshops encourage children to think about their perceptions about what makes a good home. Children discuss the different options for support and accommodation on release and are given information about their legal entitlements to support. The children can then make an informed decision about where they might want to live on release and what support they need and are entitled to.</p>
Preparation	<ul style="list-style-type: none"> → Communicate closely with the managers of the secure facilities who have invited you to deliver workshops to the children. → Deliver to staff parallel workshops in the secure facilities on the same day so that they can support and advocate on behalf of the children in their care → Have a risk and needs assessment completed ahead of the workshop <p>4 to 7 children in secure custody</p>



4 to 7 children in secure custody



1 hour minimum or preferably 1 hour 30 mins



Flip chart, pens, stickers, post it notes and worksheets



Classroom or other quiet and comfortable space such as a common room.

Implementation steps of the activity**Step 1:** Welcome and introduction

- Explain to the participants your role to support children in detention
- Explain informed consent, anonymity and confidentiality
- Have an icebreaker game

Step 2: Home and what it means

- Ask children to think about what makes a good home (people, places, things, actions and feelings). Have children brainstorm ideas then feed back to the group and discuss (suggestions are written on a flip chart).
- Put stickers on the flip chart next to the things that can be enforced legally.

Step 3: Options for support and accommodation on release

- Ask children to explore the positive and negative factors of different types of accommodation including living with family, receiving help and support from social services or receiving accommodation from the local authority housing department (16 and 17 years old only).
- Inform children about their legal rights and entitlements to support and accommodation. Children think about the potential pitfalls of having limited or no support or unsuitable accommodation.

Step 4: Children's rights to know where they will be living on release

- Using a case study of a young person about to leave custody, ask children to think about when the young person should know where they will be going on release and what plans are in place.
- Discuss the importance of having plans in place well ahead of the release date in order to have effective reintegration.

Step 5: Children's rights to be consulted about their wishes and feelings

- Using the same case study, ask children to think about the young person's wishes and feelings and where they might want to live on release. They also consider the views of professionals who may have to take different factors into account when planning for release.
- Discuss children's rights to be consulted about their wishes and feelings and to have these taken into account in resettlement planning.

Step 6: Legal roundup of rights to an effective reintegration

- Inform children about the rules regarding accommodation and support and their legal rights and entitlement to help and support.
- Inform children about where to get legal advice

Step 7: Conclusion

- Sum up the workshop, feedback and evaluate.

Elements to pay attention to

- All participation workshops must be conducted with the informed consent of the children.
- The different juveniles' experiences must be taken into account. Some may be returning home to their families but for some children this may not be possible.
- The different knowledge base and abilities of the juveniles should be considered. Some will have detailed knowledge of their legal rights and some may know very little or have incorrect knowledge.
- Accurate information about juveniles' legal rights should be given in order to empower them to challenge professionals or ask for legal support if they think their rights are not being upheld

Possible outputs

- ➔ **The children's views about what makes a home can be used to inform professionals who support children with sentence planning or on release, to ensure that adults have the highest expectations for reintegration plans and consult children to find out what they want and need.**

English edition

Handbook: Children's Rights Behind Bars - Reintegration and Rights from a participatory perspective

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This handbook marks the final outcome of the project “*Children’s Rights Behind Bars 2.0*” coordinated by Defence for Children International - Belgium in partnership with DCI & the Ministry of Justice - Italy, the Helsinki Foundation for Human Rights - Poland and the Howard League for Penal Reform - United Kingdom.

On the premise that the rights of children deprived of their liberty should be better known and respect, pilot projects were implemented in several detention centres for girls and boys in Belgium, Italy, Poland and the United Kingdom. Important work was also done to foster a comprehensive collaboration of all stakeholders involved in the reintegration process of children deprived of liberty. Active participation of juveniles and professionals was a cornerstone element throughout the process.

This handbook aims to promote the effective participation of juveniles deprived of their liberty, develop the capacity building of professionals working in contact with these juveniles and facilitate reintegration. It contains *ideas sheets of activities* that could be implemented in detention centres with juveniles and/or professionals to improve their knowledge and respect of children’s rights.

This handbook should be used by professionals working with juveniles deprived of their liberty to prepare and develop activities in relation with reintegration and rights. Besides, it could be used by other professionals wanting to understand better the issues and challenges linked with the detention of juveniles and their reintegration.

“Better knowledge of children’s rights leads to better implementation”

An educator working in a juvenile detention centre

“What we want does not always reflect what adults think we want: they need to listen to us specially to prepare our future”

A young boy held in a detention centre

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